MOUNT ROYAL UNIVERSITY; SUPPORTING MANAGEMENT THROUGH LEADERSHIP

By

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the requirements for the degree of

MASTER OF ARTS

in

LEADERSHIP

We accept this Thesis as conforming
to the required standard

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ABSTRACT

The focus of this thesis was to utilize the organizational action research process to formulate recommendations on how to develop a leadership system for managers within Mount Royal University (MRU). The following organizational action research question and sub questions guided the research: How can Mount Royal University support leadership development for individuals who are new to management roles? The sub questions were: What are the key leadership competencies? If new management roles have incorporated leadership into their practice, what would we expect to see? How will new management integrate leadership into their roles? The research data collected were from a series of focus groups with managers and senior managers. The four themes that encapsulated what is required for effective leadership development of MRU managers were, organizational understanding of leadership, leadership development, leadership community, and leadership culture. Research findings and relevant literature concluded that MRU needed a model to guide the desired leadership behaviors. Leadership behaviors require a supportive system with a flexible yet rigid leadership framework. In addition, vision, values and community would act to prepare managers for the change that leadership development required. The project recommendations reflected the need for MRU managers to explore, recreate, and define leadership. Specific leadership characteristics were identified within a competency framework. Recommendations linking leadership to MRU’s Human Resources systems were made. Lastly, communities of practice and leadership resources were suggested as leadership support mechanisms for manager.
ACKNOWLEDGEMENTS

I started my Master’s of Arts in Leadership (MAL) as a part of a life goal of achieving higher education and personal journey founded on the belief that leadership is involved in every aspect of my life. In reflecting on the past two years, I would like to acknowledge the individuals that made my goal and journey possible.

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Study Recommendations
Recommendation one: Recreate and define leadership and leadership development
Recommendation two: Establish a competency based leadership model
Recommendation three: Integrate leadership development in Human Resources systems
Recommendation four: Initiate a community of practice and provide resources

Organizational Implications
Phase one – Increase management and senior management understanding winter and spring of 2014
Phase two – Human Resources to prepare and lead systems within summer, fall, and winter of 2014
Phase three - MRU communication plan and leadership activities within spring and summer 2015
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CHAPTER ONE: FOCUS AND FRAMING

Organizations today are experiencing rapid change; leadership and management often find themselves scrambling to keep up with this type of change. As indicated by Yukl (2010), “One of the most important and difficult leadership responsibilities is to guide and facilitate the process of making a major change in an organization” (p. 328). Mount Royal University (MRU) is no different and has identified the importance of an inquiry focused on providing support to management in order for them to lead the organization effectively.

This inquiry occurred at MRU, an undergraduate university that focuses on inspiring learning, providing high quality programs and promoting an environment of respect and inclusion. (Mount Royal University, 2012b, p. 1). MRU is interested in enhancing leadership attributes in their management group (H. Haddow, personal communication, October 15, 2012). Challenges exist with inter-department collaboration and employee management, which translate into local and systemic problems. “Although leadership development occurs within the support services of MRU, there is no formal structure in place to support it” (H. Haddow, personal communication, September 11, 2013). There is a sense of urgency for change as MRU moves toward its next budget year with the real and anticipated fiscal challenges.

I am an Occupational Health and Safety (OHS) Consultant within the department of Human Resources. I have worked within this department for six years, consulting with the university on matters relating to OHS, ergonomics, wellness, and disability management. My interest in researching the relationship between management and leadership was sparked by my passion to understand how leadership can be enhanced and potentially transferred to others.

For the purposes of this inquiry my role was as an internal researcher to MRU, facilitating an inquiry external to my department and as an external researcher to MRU
management. This inquiry involved stakeholders from multiple levels and departments within MRU. As an internal researcher, my perspective needed to balance objectivity with subjectivity. In order to create this balance, I needed to facilitate action research within the identified groups and separate my role as a researcher from my occupation while acknowledging and working to minimize my subjectivity and the impact of being an insider to the participant community. As Glesne (2011) indicated, I needed to “keep track of my subjective self and inquire into its origins…as this can make you aware of your own perspectives” (p. 154). In addition to balancing objectivity and subjectivity, it was also important to acknowledge that my presence would impact the research. Glesne (2011) indicated a researcher must “develop a level of self-consciousness that has you habitually attending to your behavior and its consequences” (p. 60). This self-awareness was important in establishing an environment that was healthy for research.

Through the action research process, I addressed the following organizational action research inquiry question: How can Mount Royal University (MRU) support leadership development for individuals within management roles? The sub-questions were:

1. What are the key leadership competencies?

2. If management’s roles have incorporated leadership into their practice, what would we expect to see?

3. How will management integrate leadership into their roles?

Significance of the Inquiry

The Human Resources Manager stated, “MRU management bridges the functions of the executive with the functions of employees within their departments” (K. Black, personal communication, October 12, 2012). This bridge is powerful and critical as it has influence on university decision-making and day-to-day operations. The results of this inquiry have the
potential to enable managers to lead effectively while establishing leadership attributes in themselves, their subordinates, and their superiors. Ideally through the action research process, MRU can understand as well as potentially develop and maintain formal leadership processes in their management group. Articulation and formal implementation of leadership could prove to be invaluable. Kouzes and Posner (2007) stated, “If you want to have a significant impact on people, on communities, and on organizations, you’d be wise to invest in learning to become the very best leader you can” (p. 343).

MRU’s executives, managers, staff, faculty, students, and community have been key stakeholders in this inquiry. The executive can increase their understanding of the needs of their managers and benefit by developing strategies to address these needs. Management roles were the focus of the inquiry and had the opportunity to benefit by articulating their needs and by becoming empowered participants in the action research process. Staff and faculty have the potential to benefit by having management that lead with consistency throughout the organization. The indirect benefits to staff and faculty will possibly occur through exposure to a culture of leadership. The students and the community will benefit through improved university services via empowered MRU employees, managers, and executives that embody a leadership culture.

The consequence of not providing support to our managers percolates throughout the culture and operations internal and external to MRU. The Associate Vice President of Human Resources indicated that this percolation surfaces through labour relations issues, negative morale, poor customer service, and internal power struggles for resources. These consequences have the potential to establish negative cultural norms that radiate within the organization and are compounded by the amount of change being experienced (H. Haddow, personal communication,
Organizational Context

Mount Royal University is a public, board governed institution operating as a Baccalaureate and Applied Studies Institution under the authority of the Post Secondary Learning Act of Alberta (Mount Royal University, 2012d, p. 4). MRU is located in Calgary, Alberta and employs 2,423 people and supports 13,571 credit students (Mount Royal University, 2012a, p. 1). The university has undergone and continues to undergo significant changes while transitioning from a college to a university. The vision of the organization is, “Inspiring learning for a world of possibilities” (Mount Royal University, 2012d, p. 5). The governing body of the university is the Board of Governors, whose “responsibilities are directed by the Post-secondary Learning Act of the Provincial Legislature” (Mount Royal University, 2012c, p. 1). The President is the primary leader for the organization and “is the agent of the Board of Governors” (p. 1). Four Vice presidents report to the President, each represents the following divisions: Academic Affairs, Administrative Services, University Advancement, and Student Services and Campus Life. See Appendix A for the organizational chart.

MRU management is a witness to the complications change can create. The management group within the university is responsible for operational management and people management. The responsibilities are complicated by the need to implement change strategies necessary for MRU to stay current and align with MRU’s vision (H. Haddow, personal communication, October 15, 2012).

The opportunity identified within my organization by the Associate Vice President of Human Resources (H. Haddow, personal communication, October 12, 2012) was the, “lack of support for managers to be good managers. Managers’ skills and abilities are good but managing
their people is often an afterthought and is perceived to take too much time. This complacency transfers to the workforce.” Based on reports from my sponsor, the majority of managers are struggling with performance management, relationship skills, and interdepartmental collaboration. “Human Resources recognize the importance of manager training and development and maintain it as a focal point. Past programs for managers have been in the form of workshops that were short in duration with no focus on longevity” (K. Black, personal communication, October 12, 2012). This point combined with the perspective that managers need support to be good managers suggests that there is an opportunity to enrich their leadership skills and abilities.

The organizational context has also been articulated through previous assessments done by the university, such as the Employee Climate Survey. Managers and support staff indicated that MRU was challenged in its ability to orient and train new staff and administrators, including managers (Office of Institutional Analysis & Planning, 2009, pg. 16). Support staff have identified that there are challenges in two-way communication between staff and all levels of administration within MRU. Support staff also identified that there was a lack of teamwork and cooperation within MRU (p. 17). To summarize this evidence, it was apparent that there were challenges with training and orientation of new administrators, poor two-way communication between staff and administration, and reports from support staff that there was a lack of teamwork and cooperation at MRU. Although all of these challenges are multifaceted, management plays a role. Support staff and administrators have identified the challenges and managers are well positioned to address the gaps identified.
Systems Analysis of the Inquiry

“To understand the reasons for a problem and how to deal with it requires a good understanding of the complex relationships and system dynamics that occur in an organization” (Yukl, 2008, p. 304). In order to understand the impact that this inquiry can have there is a need to consider the internal and external systems affecting MRU. “Systems thinking is a discipline for seeing wholes. It is a framework for seeing interrelationships rather than things, for seeing patterns of change rather than static snapshots” (Senge, 2006, p. 68).

In order to be thorough in the system analysis there must be an understanding of the structure or anatomy of the system, which is displayed within Figure 1. The larger system that MRU is embedded in is centered on the hierarchical structure of government, including federal, provincial, municipal, and the Board of Governors for MRU. Internal to MRU is the executive structure, managers, employees, students and volunteers. Spheres of influence for students and managers are identified within Figure 1. These spheres demonstrate how manager and student roles can be influenced and how they feedback into the whole system. From an educational perspective, “MRU’s primary service area includes Calgary and the surrounding region. MRU also serves a wider learner population provincially, nationally and internationally through face-to-face and distance delivery and through partnerships with other post-secondary institutions” (Mount Royal University, 2010). Lastly the diagram identifies that MRU impacts society, industry, and the economy through their operations, services, and through student development (Mount Royal University, 2010). MRU activity generated 1.1 billion dollars for the economy and 2.9 million dollars in reduced social costs to the Alberta government (Mount Royal
Economic factors at global, national, provincial, and municipal levels have an influence on the university. The most significant as indicated by the Vice President of Administrative Services is the economic downturn, which has impacted MRU recently (MRU Budget Town Hall, personal communication, November 22, 2012). MRU is a public institution that relies on government grants for funding. Currently 45.1% of our operating budget is from these grants (Mount Royal University, 2012a, p. 1). The Alberta government’s provincial budget impacted the university in the 2012-2013 fiscal year. Since then, a number of positions have been abolished, and there are forecasts that the budget will not improve. Departments and their managers are expected to maintain a university standard with limited resources (MRU Budget
Town Hall, personal communication, November 22, 2012). The timing seems appropriate to discover support systems for managers to enhance their leadership.

Another systems perspective to observe is how the managers’ abilities and skills feed back into the internal system. Department management of budget, tasks, culture, and people flows out from managers directly impacting their employees who are sometimes the face-to-face providers of services to MRU customers. Managers lead and establish relationships between departments, within committees, and amongst their peer group (H. Haddow, personal communication, October 15, 2012). There is also ability for managers to influence their superiors (H. Haddow, personal communication, October 15, 2012). To summarize, managers’ skills and abilities have a long range within the internal system, which cascades to MRU customers. These customers are primarily students who impact society, industry, and the economy. Enhancing managers’ abilities have the potential to establish resilience within the MRU system. The impacts can reach beyond the departments that managers lead.

MRU’s comprehensive institutional plan guides university operations (Mount Royal University, 2012d), which in turn informs the MRU system. This overarching plan informs university policy and guides the Vice Presidents in the development of their own divisional plans. The divisional plan cascades down and informs departmental plans. This system is the primary driver of organizational operations. A secondary driver and closely linked to the strategic plan system is the consultative culture and community focus of the university. The engine in the consultative process is committee work within the university (H. Haddow, personal communication, October 15, 2012). These committees are struck in response to strategic planning, due to legislative requirements, and for the purpose of organizational wellbeing. These committees involve many different individuals across the university. This creates a consultative
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culture, increases empowerment of individuals within the university community, and allows
for growth and development opportunities (K. Black, personal communication, November 27,
2012). Committee work can create operations within a number of different departments.

I have focused on and provided real evidence of how the external system, the economy
and provincial government decisions flow into the internal system. The impacts of the external
and internal systems are significant. Limited resources create scarcity for managers and elevate
the level of urgency for change. “Even with a crisis, it takes considerable insight and skill for a
leader to understand the current culture in an organization and implement changes successfully”
(Yukl, 2010, p. 309). Managers will need to be well supported and positioned in order to create
change, maintain stability within their departments and within their relationships throughout the
organization.

Chapter Summary

This chapter has introduced MRU and its backdrop as the setting for my action research
inquiry. The organizational context has been discussed, and the systems internal and external to
MRU have been described. The project sponsor was the Associate Vice President of Human
Resources. This chapter has also established the significance of the inquiry and the importance
of leadership development and change management in MRU managers. The next chapter will
extend discussion on leadership and organizational change through a literature review on these
topics.
CHAPTER TWO: LITERATURE REVIEW

This literature review identifies and expands on aspects of leadership and organizational change. The objective is to provide background on topics relevant to my study to enhance understanding of leadership and organizational change. Certain aspects of the theories identified in the literature will be combined with the findings from my research and will ultimately inform the conclusions and future recommendations.

The literature review will uncover aspects of the first topic, leadership, by addressing the subtopics of leadership beliefs and assumptions followed by the sub topic of leadership development. The second portion of the literature review will speak to organizational change by reviewing the subtopics of defining organizational change and its significance, organizational change theories, and leading change. Discovery of these topics and subtopics will help to inform the research question: How can Mount Royal University (MRU) support leadership development for individuals within management roles? As well as the sub-questions:

1. What are the key leadership competencies?
2. If management’s roles have incorporated leadership into their practice, what would we expect to see?
3. How will management integrate leadership into their roles?

Leadership

This section of the literature review is on leadership and will explore the meaning of leaders, managers, and leadership. Understanding of these terms is fundamental to establishing effective leadership, both from a researcher and organizational perspective. The significance of leadership will be identified. Perspectives and processes related to leadership development will be discussed to diversify understanding.
Leadership beliefs and assumptions

Based on the literature it is agreed that leadership is a complex topic (Weberg, 2012, p. 271); considerations can be given from multiple perspectives. Assumptions and beliefs about leadership contribute to its complexity. Cullen, Chabrot-Mason, and Appaneal (2012) denoted the need for leaders within an organization to, “first explore their assumptions, beliefs, and practices before taking actions to change the broader leadership culture” (p. 431). Within this literature review assumptions and beliefs will be explored to better understand how to develop leaders and change the leadership culture at MRU.

Leadership has traditionally been conceptualized as an individual-level skill (Day, 2000, p. 583) or a positional authority (Senge, 2006, p. 319). Fulop and Day (2010) identified the problems with focus on the individual, pointing out that this approach leads to focus on self-development for organizational problems that are too large for one person to address (p. 345). Yukl (2010) suggested, “that all groups have role specialization that includes a leadership role” (p. 3). It is important to understand the larger more holistic scope (Kees & Daryl, 2012, p. 26) beyond individualistic leadership in order to begin to inquire, discuss, and make recommendations on leader and leadership development.

To further convolute the understanding of leadership, there is confusion surrounding leadership, leaders and managers. If considered from a perspective of a role within an organization, leaders and managers have very distinct roles (Yukl, 2010, p. 7). When referring to change leaders Caldwell (2003) indicated that there are those who, “envision, initiate, or sponsor strategic change of a far reaching or transformational nature, whereas change managers are functional specialists who carry forward and build support for change within business units and key functions” (p. 291). Based on this information the differences between leaders and managers
Supporting Management Through Leadership can be observed; however these differences do not mean that leadership is not a part of both of their roles (Yukl, 2010, p. 7). Dalakoura (2010) described the tendency to assume that leadership is achieved through the training of individual leaders and suggested that there are larger considerations. Dalakoura indicated that, “within the new leadership perspective, leaders are responsible for building organizations in which people are continuously expanding their capacity to learn, to understand complexity, and to set the vision for the organization” (p. 433). This line of thinking expands the understanding of leadership identifying the transfer of leadership to other individuals, by way of promotion of learning. This diversifies the understanding of leadership. Cullen et al. (2012) described leadership as an, “Interdependent culture, leadership is a collaborative activity of mutual inquiry and learning that can include dependent and independent leadership culture as required to respond to emerging challenges” (p. 429).

Beyond the individualistic view of leadership, there are many views of leadership. Shared leadership is an example of considering leadership from a cultural perspective. Shared leadership is, "a dynamic, interactive influence process among individuals in groups for which the objective is to lead one another to the achievement of group or organizational goals or both" (Bligh, Pearce, & Kohles, 2006, p. 297). Servant leadership had a similar view; “models of servant leadership are anchored in the human drive to bond with others and contribute to the betterment of the society. An emphasis on service motivation as demonstrated by empowering and developing people with empathy and humility differentiates servant leadership from other leadership frameworks” (Mittal & Dorfman, 2012, p. 555). Yukl (2010) described transformational or charismatic leadership,
transformational leaders make followers more aware of the importance and value of work and induce followers to transcend self-interest for the sake of the organization. Charismatic leaders arouse enthusiasm and commitment in followers by articulating a compelling vision and increasing follower confidence. (p. 292)

Yukl and Mahsud (2010) identified the concept of flexible or adaptive leadership. They indicated that this type of leadership requires individuals to, “understand different contexts that require flexible and adaptive behaviors” (p. 91). Yukl and Mahsud also emphasized that these, “leaders need to appreciate and take advantage of opportunities to increase their self awareness of relevant traits, skills, and behaviors, and to develop necessary skills before they are needed (p. 91).

Through this literature review I have expanded the understanding of the concepts of leaders, managers, and leadership, which is imperative to the clarity of an ongoing inquiry focused on leadership (Crawford, 2012, p. 612). This literature is important to the research as the varying leadership concepts identified provides insight, awareness and may act to inform leadership at MRU.

**Leadership development**

Leadership development is an important consideration for organizations. The process to develop leaders is complex (Weberg, 2012, p. 271) and warrants consideration, as the impacts of leadership are significant. The importance of leadership is supported by Hogan and Kaiser (2005) who indicated, “leadership solves the problem of how to coordinate collective effort; consequently, it is key to organizational effectiveness. With good leadership organizations thrive and prosper which enhances the psychological and financial wellbeing of the incumbents” (p. 169). Swearingen (2009) indicated that there is also a strong correlation between good leadership and the ability to retain staff (p. 107).
Certain perspectives in the literature support the view that leadership can be established through developing a set of competencies. Garman and Johnson (2006) indicated that a leadership competency model was based on characteristics of employees that had behavioral implications. They believed that, “a collection of competencies was associated with successful performance” (p. 14). Caroll, Levy and Richmond (2008) were for a practice based leadership model and opposed the competency model, “acceptance of competencies as a basis for leadership seems particularly problematic, inappropriate, and misplaced” (p. 365).

Given the impact capacity for leadership, the need to establish an effective leadership development process is paramount. Contrary to the past practice of providing education programs and seminars Sigaloff, Nabben and Bergma’s (2007) studies led to a different perspective. Sigaloff et al. proposed that leadership development programs should have an open architecture within a defined structure. These programs should not be about transfer of knowledge rather focusing on supporting the collective, which facilitates solutions and new knowledge (p. 1679). This view is similar to Watkins, Lyso, and deMarris (2011) who proposed a less structured leadership development process. This process started with leadership program activities, advanced to co-reflective practices among managers as a community of practitioners, which generated leadership program outcomes (p. 211). Caroll and Levy (2010) noted, “At its most basic, leadership development could and should enact the mind-set and practices that it is attempting to instill and embed” (p. 228), suggesting that leadership is a set of behaviors that should be practiced in order to develop leadership (p. 228). In contrast Scott and Nathan (2008) suggested a combination of leadership development approaches,

Effective leadership development is best when it occurs within a context of leadership, along with continuing to participate in formalized leadership development programs throughout a career, preferably at key transition points, not just at the early career stage.
This model of development should be reinforced with coaching, mentoring and other organizational systems. (p. 17)

McCall (2010) focused on experience to drive the leadership development process and to successfully shape leaders (p. 18). Quatro, Waldman and Benjamin (2007) identified the need for structured leadership development focusing on analytical, conceptual, emotional, and spiritual domains (p. 429).

One must not only consider a process for leadership development, equal consideration should be given to how the development process connects to systems (Allen, 2008, p. 17) and culture (Weberg, 2012, p. 270). Dalakoura (2010) indicated, “leadership development is not given a strategic role in organizations nor is it treated as an integral part of the competitive strategy formulation process” (p. 437). Dalakoura (2010) articulated and summarized,

Both leader and leadership development should be integrated in a new leadership perspective that will be in alignment with the broader goals and strategy of the organization. If that is achieved, then it can be expected that the development of leadership at all levels will have the greatest possible impact on firm performance. (p. 433)

Additional consideration of leadership development should be viewed from a cultural lens. As indicated by Day (2000), “leadership emerges as people rely on their mutual commitments, trust and respect to create new meaning that replaces what has been traditionally provided by formal structure, planning, and control” (p. 606).

Based on the literature there is a variety of ways to develop leaders. In addition to the possibilities of developing leadership through a focus on competencies, leadership practice, and leadership processes, it is wise to consider how these processes promote and relate to leadership systems and cultures (Garman, Butler, & Brinkmeyer, 2006, p. 61).
Organizational Change

This section of the literature review is dedicated to organizational change. Information on change will be provided to explore ways to prepare the management group and the larger organizational system for change related to leadership development. Information related to strategies for implementing change and how to lead change has the potential to inform leadership development concepts.

Defining organizational change and its significance

This section of the literature review will provide a definition for organizational change and identify its significance. The concepts of planned change and unplanned change will also be discussed.

Herold and Fedor (2008) defined organizational change as, “demands placed on organizations or organizational subunits that require significant departures from people’s current routines and behaviors, and the success of which depends upon the support of those affected” (p. xiii). Holt and Vardman (2013) suggested that organizational change involves a multilevel system made up of the organizational level, the group level and the individual level with interconnections between these levels (p. 16).

The ideas of planned change and unplanned change are important to consider when discussing organizational change. Planned change refers to, “periods in organizations where purposeful introduction of change were made in some bracketed moment in the flow of organizational activities” (Lewis, 2011, p. 27). Poole and Van de Ven (2004) indicated, “Planned change is consciously conceived and implemented by knowledgeable actors…it attempts to improve situations and has as its reference point a desired end state” (p. 4). Unplanned change was defined as “change brought into the organization due to environmental or
uncontrollable forces” (Lewis, 2011, p. 27) or is change that may or may not be driven by human choice, it is not purposefully conceived and the result may be desirable or undesirable (Poole & Van de Ven, 2004, p. 4).

The significance of organizational change is identified in the following quote, “because of increasingly dynamic environments, organizations are continually confronted with the need to implement change in strategy, structure, process, and culture (Burke, Lake & Paine, 2009, p. 569). Lattuch and Young (2011) reinforced the significance of organizational change when they indicated, “change happens constantly and effective change management is important for organizational development and survival” (p. 605).

Organizational change theories

There are many theories within the organizational change landscape. This portion of the literature review will explore concepts on how to prepare organizations for change. As indicated by Cameron and Green (2012), “there are many approaches to managing and understanding change to choose from, none of which tell the whole story” (p. 148). Along these same lines Poole and Van de Ven (2004) indicated, “taking a position on the nature of change requires theorists to focus on some aspects of change and innovation and to divert attention from others” (p. 4). This section of the literature review discusses resistance to change and readying an organization for change.

Resistance to change often presents challenges to making organizational changes. Clark (2008) indicated that there are two determining factors affecting resistance to change; the first being that resistance can be increased when individuals involved in the change perceive that they will be impacted negatively by the change. The second is when individuals understand that the change possesses strong benefits for an organization; resistance can be decreased (p. 186).
Herold and Fedor (2008) indicated that individuals’ capacity for change needs to be considered when implementing change. They stated that if individuals do not possess the knowledge or abilities necessary for the change resistance amplifies and indicated that training and support systems can alleviate this resistance (p. 85). Burke et al. (2009) expanded and added to the aforementioned contributors to resistance when they indicated,

planning organizational change, acknowledging that resistance will occur should allow leaders and change agents to determine whether such resistance will come from contrary motivation of those being changed, poor logic, norms and values of the group to be changed, new skill requirements, organizational inertia, or perceived loss of power and influence. (pp. 337-338)

Preparing an organization for change by maximizing readiness and minimizing resistance would seem to be critical concepts for change implementation. The concept of readying an organization for change was identified by Holt and Vardmann (2011) who indicated, “readiness for change reflects the degree to which those involved in change are individually and collectively primed, motivated, and technically capable of executing the change” (p. 445). One organizational change theory is that human factors are at the root of organizational change (Maguire & Redman, 2007, p. 262). Whelan-Berry, Gordon, and Hinings (2003) further supported this perspective when they indicated that, “major organizational change cannot occur without specific groups and individuals changing” (p. 187). To improve employee acceptance of change they need to feel that the change process is fair, they need to feel that they have been treated appropriately and that they have received enough information to understand the reason for change (Peus, Gerhardt, Fiischer, & Traut-Mattausch, 2009, p. 170). Folten and Keller (2012) supported the concept that open and safe communication was important when addressing resistance to organizational change and that the employees needed the opportunity to voice their frustrations and uncertainties. Leaders would have the opportunity to listen and validate
employees’ concerns while still articulating that change needs to happen (p. 22) while addressing employee tensions that have the potential to create resistance (Jian, 2007, p. 25). Holt and Vardman (2013) argued that preparing an organization for change should consider and strategize for both individual differences, such as employee psychosocial states, and structural factors, such as employee skills that are necessary to support change (p. 11). The study done by Fitzgerald et al. (2006) indicated that a dispersed leadership for change initiative could support change. This would involve senior management facilitating change, managers pushing the change forward, as well as keen, energetic employees undertaking specific tasks (p. 209).

Rosenburg and Mosca (2011) suggested the creation of a change culture within organizations to improve capacity for organizational change. It was suggested that this could be achieved through hiring individuals who thrive in dynamic environments and by developing training programs that cultivated change skills throughout the organization (p. 144).

Leading change

“The way that organizational change initiatives are managed and led is hugely important for their success” (Peus et al., 2009, p. 170). The importance of management’s role during complex change is reinforced in the following quote,

Managing change is thus inherent in organizational quality enhancement. Change and quality go hand-in-hand. Information providers and professionals operating in an environment of rapid and complex change should add to their managerial "toolkits" an understanding of the powerful interconnections between managing both organizational quality and organizational change and a proactive approach to both. (Smith, 2011, p. 127)

In order to lead change individuals must have an understanding of the processes associated with enabling organizational change. Bridges (1986) defined this as managing the phases of organizational transition, which includes an ending phase, a neutral zone phase and the vision or new beginning (pp. 27-30). The perspective of Whelan-Berry and Somerville (2010)
Supporting Management Through Leadership summarized activities and behaviors that are necessary for implementing change. These included a clear and compelling vision, moving the change to the group and individual level, individual employee adoption of change, sustaining the momentum of the change implementation, and institutionalizing the change (pp. 178 -179). Other authors placed emphasis on vision, values and ethics and indicated that there is no prescribed recipe for organizational change and that every situation is contextually different. Therefore vision, values and culture act as invisible forces to guide change (Wheatley, 1999, Chapter: Introduction, para. 37; Senge, 2006, p. 209). Another change leadership pathway has been suggested that involved key stages such as deepening commitment, aligning strategy, focusing action, growing capability, and clarifying progress (Integral Change Consulting, 2013, p. 1). Bridges and Meyer (2007) made connections between the uses of action research to successfully facilitate organizational change, action research approach can lead to practice changes particularly where the new understandings that emerge are used to enhance working relationships, where practitioners are able to make changes to their own practice, and where local targets are congruent with externally set targets. (p. 399)

Cameron and Green (2012) suggested that skills are important for leaders to lead change through uncertainty. These leadership skills included presence and listening, framing, containing own anxieties, holding onto creative tension, and practicing self-care (p. 454). Foltin and Keller (2012) spoke to the importance of emotional intelligence in leaders, “the domains of emotional intelligence will prepare leaders to engage with staff, build commitment, forge working relationships, and increase staff satisfaction (p. 24).

Crawford and Nahmias (2010) mentioned competencies that they felt were required to manage change. These included leadership, stakeholder management, planning, team selection
Supporting Management Through Leadership and development, communication, decision-making and problem solving, cultural awareness and skills, as well as project management skills (p. 410).

Other authors identify that change management is not straightforward and that different change agents roles are required depending on the nature of the change that is needed. Weick and Quinn (1999) indicated that episodic or infrequent change and continuous or constant change requires different roles by change agents. “Episodic change requires a change agent that focuses on inertia and central leverage, while continuous change requires a sense maker who redirects change” (p. 366). This introduces the importance of leaders being able to recognize the nature of the change and respond with the appropriate role to support the change.

This literature review has covered basic organizational change concepts such as defining and identifying change characteristics. The significance of change has been identified and alternative perspectives regarding change management theory and process have been provided. Insights into the nature of change and possible strategies to address it have also been acknowledged. Implementation of leadership development within MRU managers will be a planned episodic change that will require strategies to address readiness and resistance to change primarily at the management and senior management level. It is important to consider the concepts identified in this literature review in order to develop a leadership development program that considers change management for the programs successful implementation and maintenance. This review has also identified that change management skills, competencies, and qualities should be considered as skills required for leaders.

Chapter Summary

Aspects of leadership and organizational change within the literature have been the focus of this chapter. Views of leadership beliefs and assumptions as well as leadership development
have been explored from a number of authors’ perspectives. The literature review also examines authors’ positions on what organization change is and the significance of it, what organizational change theories are and perspective on leading change. This chapter provides academic viewpoints in preparation for the research approach and methodology chapter.
CHAPTER THREE: INQUIRY APPROACH AND METHODOLOGY

In this section, the methodology and design of the research are identified. Rationale will be provided to support how this inquiry approach meshed with Mount Royal University (MRU). Criteria and rationale for the selection of the methods have been explained. Lastly, descriptions will be provided on how the study was conducted, how the data were analyzed and how ethical issues were addressed. The research methodology and methods were designed to answer the following research inquiry questions and sub-questions: How can Mount Royal University (MRU) support leadership development for individuals within management roles? The sub-questions were:

1. What are the key leadership competencies?

2. If management’s roles have incorporated leadership into their practice, what would we expect to see?

3. How will management integrate leadership into their roles?

Inquiry Approach

This section identifies the research methodology and methods utilized to discover how MRU can support leadership development in new management roles.

The philosophical approach of this project was grounded in organizational action research (OAR). “OAR is the application of social research methodologies to the organizational context for the purposes of generating empirically grounded knowledge, creating engagement and organizational change” (W. Rowe, personal communication, October 2, 2012). Glesne (2011) indicated that action research is a way for a group of people to define a problem, better understand the situation, and work toward resolution of their problems (p. 23). This philosophy recognized that organizations are too complex to be addressed from a generalized scientific
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approach. A need exists to leverage differing perspectives to create understanding on multiple
levels. Coghlan and Brannick (2010) stated that stakeholders, “are involved in a data collection
process about themselves and they utilize the data they have generated to review the facts about
themselves in order to take some form of remedial or developmental action” (p. 39).

The philosophy of action research aligned with MRU’s culture; however it was
anticipated that some aspects of action research would be resisted. Wamba (2011) described
critical pedagogy and action research as having the following common values, “community,
collaboration, reflexivity, dialogue, critique, risk taking and advocating change” (p. 174). The
culture at MRU is inclusive and encourages collaboration, dialogue and a sense of community;
these components of action research meshed with the organizational culture. Critiquing, risk
taking, and advocating change were anticipated to challenge the culture at MRU, however this
was not apparent within the action research process.

The organizational readiness cycle of the OAR model (see Figure 2) set the boundaries
for this inquiry project. Within these boundaries I worked through the following stages of the
readiness for change cycle: context and purpose, look, think and act (Rowe, Agger-Gupta, Harris
& Graf, 2011, p. 1). The transition zone and change action cycle were not addressed by the
research; however recommendations from the research will maximize the potential for future
success in these zones.
Figure 2: This is a visual representation of the OAR Model that identifies the organizational readiness cycle, the transition zone, and the change action cycle of organizational inquiry (Rowe, Agger-Gupta, Harris & Graf, 2011, p. 1).

Project Participants

The following section provides information regarding the logic behind participant and inquiry team selection.

The change targets and invited participants for the first research phase were the management group at MRU. These managers were invited to participate in a management focus group and were chosen as their perspectives were fundamental, relevant and applicable to their own and their peers leadership development. The objective was to complete two focus groups. The second phase of the research, the senior management focus group, involved gatekeepers who possessed the ability to make changes, Weisbord (2012) indicated that individuals such as these...
are more likely to carry out decisions they helped create (p.98). Focus group invitations were sent to MRU executive otherwise known as senior managers. The intention was to have the first six to eight respondents selected as participants. The Academic Affairs division was excluded from this research as their Academic Chairs have significantly different roles when compared to managers. The only exceptions were invitations sent to individuals embedded within academic departments who supervise a number of staff with administrative designations.

Although I am an employee of MRU, as the researcher I had no power influence over the participants identified.

The action research inquiry team involved one individual from my Royal Roads University Master’s in Leadership cohort, one Administrative Assistant and one Manager from the Human Resources Department. Appendix G and H contain the inquiry team confidentiality agreements. The sponsor for the research was the Associate Vice President of Human Resources, Heather Haddow. She endorsed the project, sent out research invitations to participants and was regularly updated on the status of the project. My academic supervisor guided me through the research process, which included submission of my research proposal for the ethical review and general advice on the entire research process.

**Inquiry Methods**

The following section identifies the qualitative methods used to obtain data from the research participants.

**Data Collection Tools**

The data collection tools utilized for this research were three successive focus groups, this section describes the methods used and justifies these methods.

Method one was two separate focus groups that involved MRU management. I acted as
the facilitator who moderated the group. The focus groups were active processes that engaged participants and were guided by the key questions that are specified in Appendix B. Two focus groups with management were undertaken to accommodate participants’ schedules. Both focus groups were guided by the same questions and followed the same process. Data collected from method one, the two management focus groups, informed method two, the senior management focus group. The justification for meeting with MRU management first, followed by senior management is consistent with the look, think, act cycle of the action research model found in Figure 2 (Rowe, Agger-Gupta, Harris & Graf, 2011, p. 1). Data from the management focus groups were collected, analyzed, and themed. This themed information was used to act or enable key conversation within senior management, who are considered to be key stakeholders.

Method two, the senior management focus group was a collective group discussion, which provided answers to the questions identified in Appendix C. I acted as the facilitator who moderated the group. This focus group involved participants from MRU senior management. Stringer indicated, “significant people also called gatekeepers should be included early in the research process” (Stringer, 2007, p. 45). It was thought that involvement of these individuals both before the research and within the research would create readiness for change. Through the research method the focus group had dialogue on cumulative data outputs from research method one. It was anticipated that the data outputs from the focus group would include suggestions necessary to support leadership development within new management roles, while simultaneously creating the executive group’s understanding of the significance of leadership development.

Focus groups were utilized for all three research methods, as this method was able to gather in depth information rich in quality. A safe environment that was capable of promoting
intimate dialogue and that generated new information was also established. As indicated by Coghlan & Brannick (2010) action research is, “research which is based on a collaborative action relationship between researcher and members of an organization or community which aims both at addressing an issue or solving a problem and generating new knowledge” (p. 49). “As a qualitative method, focus groups aim to explore issues and problems from the perspective of groups of individuals in the context of their experiences, views, priorities, and concerns” (Traulsen, Almarsdóttir & Björnsdóttir, 2004, p. 714). The focus group method had three essential components, the research method was devoted to data collection, interaction in a group discussion was the source of data and the researcher had an active role in the promotion of group discussion for data collection purposes (Morgan, 1996, p. 129). The focus group method was chosen as it embodies the key concepts of action research.

Study Conduct

The following section will provide details about my inquiry team, describe the steps in the data collection process, and state how the data were collected.

To support my research I selected three inquiry team members to provide support and expertise. The Manager of Human Resources (HR) assisted with data analysis. The HR manager was chosen for this role as he has knowledge of the broad organizational context, an educational background in Business Administration, and experience with organizational research. A Human Resources Administrative Assistant was also selected to take on an inquiry team role. This individual provided support for venue set up, the informed consent process and was able to record salient points from the focus group on a flip chart. This inquiry team member was chosen as she brought positive energy to the focus group, she had a keen attention to detail, and an honest demeanor. The last member of my inquiry team was a member of my Royal
Supporting Management Through Leadership

Roads University Master’s in Leadership cohort. This member assisted with data analysis and was selected as he is not a MRU employee therefore bringing an outsider’s perspective. This member was also able to relate leadership concepts to the data. Inquiry team confidentiality agreements have been included in Appendix H.

The initial plan for the research was to run an interview matrix with the management group followed by a focus group with senior management. Seven managers responded to the research invitation, therefore it was decided that two focus groups would be more suitable and meet the needs of the project. An interview matrix would have required at least eight participants; the focus groups were more effective in generating rich data from a smaller group. The planned focus group for senior management remained the same.

The process undertaken for the focus groups was consistent in all three research sessions. Therefore the following details for this study’s conduct were applied to all focus groups.

Recruitment of participants for the focus groups was accomplished through separate mass email invitations. The research invitations are included in Appendices D and E. The Associate Vice President of Human Resources sent out email invitations to participants. This approach was taken because the topic of leadership development is within her portfolio of work and may have indirectly added perceived significance to the research. Receipt and collection of responses were sent to me, the primary researcher, to ensure that this information was collected and stored in confidence.

Questions for the research methods were clear and logically informed the inquiry question and sub questions, “interview questions tend to be more contextual and specific than research questions” (Glesne, 2011, p. 104). To ensure that my questions connected to the inquiry they were piloted with my plan sponsor, my cohort member, the Human Resources Manager and
The two management focus groups allowed seven managers to answer the questions within Appendix B. Five senior managers participated in the senior management focus group and provided answers for the questions within Appendix C. For each focus group there was an introduction and orientation to the research. This included a review of the informed consent form, an opportunity for questions, and confirmation of each participant’s consent to participate in the research. The script for the management and senior management focus groups can be found within Appendix I and J respectively. Time allotment for each method was 120 minutes.

The audit concept was used in the research to ensure trustworthiness and authenticity. For all of the focus groups data were captured through audio recordings and validity was confirmed through participant review of flip chart notes. The audio data were transcribed to written form. To further establish validity two members of the inquiry team and I analyzed the written data; themes were formulated through this process. Glesne (2011) indicated that an audit by friends and colleagues is effective in looking at your data from more than one frame (p. 212). My inquiry team was utilized for data theming and audits in order to ensure alternate perspectives were considered. For all focus groups each inquiry team member’s themes and supporting data were combined into general research themes.

As indicated by Weisbord (2012), “what makes action research unique is the concept that those with a stake in the problem help define and solve it” (p. 214). The design of this research fostered ownership in the executive and managers by allowing them to define and solve the inquiry through their own actions and recommendations. This philosophy was used to ensure the stakeholders responsible for implementing my project recommendations were engaged and committed to the possible execution of these changes. To do this, my project sponsor was
regularly informed about the project and was consulted regarding the data and potential recommendations. Once project recommendations were developed, an organizational change strategy was discussed with my sponsor and the MRU Human Resources Manager. This identified key individuals with the capacity to drive the recommended change at MRU. The identified individuals and my sponsor will be brought together within a series of meetings. These meetings will communicate my recommendations and allow for dialogue regarding MRU implementation of my project recommendations. The objectives of these meetings are to engage these key individuals in the process and gain endorsement for leadership development at MRU.

**Data Analysis**

“In qualitative research coding, you eventually want to show relationships between things” (Glesne, 2011, p. 195). The data from both research methods were reviewed, unitized then categorized, and coded according to related groups or categories and subcategories (Stringer, 2007, p. 101). The research methods provided two sets of data. The process of data analysis followed Stringer’s (2007) example of incorporating diverse sets of data into an emerging analysis (p. 107). This involved a primary analysis cycle with the management focus groups’ data, followed by a secondary analysis that incorporated data from the senior management focus group, lastly research evidence and literature was used to increase the depth of the analysis. Trustworthiness and authenticity of data analysis can be defined as rigorously establishing the validity of the information and analysis (Stringer, 2007, p. 57). Within this research trustworthiness was achieved through clearly defined and documented research processes, as well as conscious researcher reflection on their own bias. Authenticity was achieved through participant confirmation of the data, accurate maintenance and protection of
the data records, and triangulation (Glesne, 2011, p. 49) through the use of my inquiry team members.

**Ethical Issues**

Action research is guided by the principles of democracy; this however does not preclude the need to examine ethical implications on participants and stakeholders (Coghlan & Brannick, 2010, p. 133). This section describes the ethical standards that guided the research practice, identifies the potential ethical issues present in the research, and how these issues were mitigated.

This research project involved interaction with living humans and abided by the Royal Roads University (RRU) Research Ethics Policy which was in accordance with the Tri-Council Policy Statement on Ethical Conduct for Research Involving Humans, the Tri-Council Policy Statement on Integrity in Research and Scholarship, Access to Information and Privacy Legislation, and Requirements for Certain Types of Research (RRU Research Ethics Policy, 2011, p. 1). As outlined within the Tri-Council Policy statement the respect for human dignity was fundamental and was achieved through the core principles of respect for persons, concern for welfare, and justice (Tri-Council Policy Statement, 2010, p. 8). Prior to my research the ethical aspects of the research were evaluated and confirmed through the RRU ethical review and approval process.

MRU is a post-secondary institution and has its own policy regarding the ethics of research involving human participants. This MRU policy is based on the “Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans and, where applicable to specific research, other relevant national and international standards” (MRU Ethics of Research Involving Human Participants Policy, 2010, p. 1). Therefore, MRU’s Human Research and
Ethics Board evaluated and granted ethical clearance to my research prior to me conducting research at MRU.

“Respect for persons recognizes the intrinsic value of human beings and the respect and consideration that they are due” (Tri-Council Policy Statement, 2010, p. 8). The means to integrate respect for persons within this research was through informed consent, “this requires those responsible for the study to provide written information about the aims, purposes, and processes of the study and to gain written acknowledgement of participants’ willingness to participate” (Stringer, 2007, p. 55). The participants were thoroughly informed and were made aware of the aspects of the research, including the risks. The individuals invited to the research made a personal choice to participate. The welfare of a person is the quality of that person’s experience of life in all its aspects (Tri-Council Policy Statement, 2010, p. 9). Welfare was achieved by outlining the benefits and risks of the research within the orientation and informed consent process and by ensuring the research data were protected. Justice refers to the obligation to treat people fairly and equitably. Fairness entails treating all people with equal respect and concern (Tri-Council Policy Statement, 2010, p. 10). This research addressed justice by being inclusive with research invitations. Invitations went out to all non-academic managers for the managers’ focus group and all non-academic executives for the senior management focus group. Exclusion of the academic side was justified as their Managers or Academic Chairs have different roles, which are outside of the scope of this project. There were no vulnerable populations within the participant sample group. Power differential did not exist between the researcher and participants and power imbalance between participants was addressed by separating managers and senior managers in two different research methods.
Chapter Summary

The organizational action research approach was identified and described within this chapter. Project participants were described and logic was provided for participant selection. The research methods including data collection, study conduct, data analysis, and ethical issues were all topics of discussion. The results of these research methods will be a focus of discussion in the next chapter.
CHAPTER FOUR: ACTION INQUIRY PROJECT RESULTS AND CONCLUSIONS

This chapter will present the research findings discovered through the action research process described within Chapter Three. My conclusions are identified through a combination of the analysis of the findings, my understanding of the organizational context, and information discovered within the literature review. The limitations of this study will also be identified.

The purpose of this project was to answer the following inquiry question and sub questions: How can Mount Royal University (MRU) support leadership development for individuals within management roles? The sub-questions were:

1. What are the key leadership competencies?
2. If management’s roles have incorporated leadership into their practice, what would we expect to see?
3. How will management integrate leadership into their roles?

Study Findings

The study findings are described within this section. This includes a brief summary of participants within each research method, identifies findings, and captures the data supporting the findings.

The study findings were based on the data collected and analyzed through two focus groups held with MRU management, identified as FG1 and FG2, and one with senior management, identified as FG3. All individuals who responded to research invitations participated in their respective focus groups. Invitations to participate in the management focus groups were sent out to 59 individuals. Three managers participated in the first focus group and four participated in the second. This level of participation was low and therefore the research findings reflect joint analysis of all seven management participants. Research invitations were re
communicated in attempts to increase communication and managers were also approached directly or through word of mouth to increase participation numbers. Participation could have been impacted by increased demand on the MRU management group as a result of changes to MRU financials, therefore limiting participant numbers.

Invitations for the senior management focus group were sent to 26 individuals; five senior managers participated in the study. The data from each of the three focus groups were first independently analyzed followed by all data being combined to identify the overall findings.

The following sections will expand on the data supporting the four findings which were as follows: organizational understanding of leadership, leadership development, leadership community, and leadership culture. Key concepts within the data were identified, elaborated on, and participant quotes will be used to provide authentic evidence to substantiate the findings. The quotes within this section represent a cross section of participants and equally represent all voices present.

Due to the limited participation numbers in the research methods these findings will be treated as preliminary findings and will be further tested with other managers at MRU before as a part of any intervention work.

**Finding one: Organizational understanding of leadership is necessary**

Within the research, management and senior management identified that there was a lack of deliberate leadership strategy at MRU and that management needs guidance in establishing a leadership focus. The groups articulated that a leadership framework relevant to all individuals is needed. When referring to leadership framework a participant indicated that a framework would, “help make sense of the environment in which they are working as leaders” (FG-3). Creating an understanding of leadership and leadership development by defining these terms was
indicated as core to establishing a leadership framework. The groups identified that there would need to be a shift in managements’ understanding of what leadership is. This included a clarification that leadership does not always connect to or mean a position of authority. This concept was exemplified by a quote from a different participant from focus group three, “leadership is not about just the person, who based on position is supposed to lead, but leadership needs to be a part of every person, every individual working in the organization has the opportunity to lead” (FG3). Leadership would need to be focused on the importance of values, which included personal and organizational values.

The groups reported that there would need to be a means to measure leadership. The participants identified the importance of conversation, feedback, assessment, evaluation, and planning. This would need to balance what the manager wants with what their direct report thinks that they need.

Suggestions were made regarding a leadership development system that was front heavy with theory, ideas, and planning followed by practical integration and longitudinal follow-ups in all aspects, “consider emulating in some fashion the new faculty orientation and development programs, which is an intentional piece up front and then it is longitudinal over three plus years” (FG3).

Desired leadership competencies were discussed within the focus groups. Ideas for elements within leadership competencies were dialogued. A suggested goal for leadership development was that it should develop competencies that enable patterned responses in MRU leaders. Table 1 presents the following elements of leadership competencies that were identified within the leadership development focus groups.
Table 1: Elements of leadership competencies identified within leadership development focus groups.

<table>
<thead>
<tr>
<th>Competencies Identified</th>
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</thead>
<tbody>
<tr>
<td>Awareness of self, others and the environment</td>
</tr>
<tr>
<td>Facilitation</td>
</tr>
<tr>
<td>Management skills and technical skills, project management, strategic planning</td>
</tr>
<tr>
<td>Objectivity and less judgmental</td>
</tr>
<tr>
<td>Communication</td>
</tr>
<tr>
<td>Interpersonal and relationship skills</td>
</tr>
<tr>
<td>Flexibility and navigating uncertainty</td>
</tr>
<tr>
<td>Critical thinking</td>
</tr>
</tbody>
</table>

Of the competencies identified awareness of self and others was most emphasized as indicated within this quote,

If an individual is unaware of whom they are as a person, leadership is not an option. You have to be totally and utterly aware of your own limitations, your biases, your values, your ability to work, it all comes from there. So to the extent that programs or thinking develops self-discovery and self-awareness, then I think you are well on the road to developing leadership. (FG3)

**Finding two: Leadership development**

Through the senior management and management focus groups participants identified that leadership development was significant which was evidenced by this quote, “The better your leaders, the better your organization, it is that simple” (FG-2). Aspects such as creating leadership opportunities, methods to develop leaders, accessing internal and external leadership
programs, and the importance of connecting leadership theory with practice were all topics of discussion.

Participants identified that there was an interest in leadership development but no formal leadership and employee development programs existed at MRU. One participant when speaking of leadership development structure indicated,

For me, there is not a lot of deliberateness about it. There’s not a lot of let’s get together and talk about it, or lets be on a list serve. There just does not seem to be much deliberateness that I’m aware of in terms of how we can develop ourselves as leaders, how we can develop people that report to us as leaders, in terms of succession planning. (FG2)

A consistent message was that managers and senior managers needed some guidance to enable leadership development. Space and time for leadership development was discussed primarily from the perspective that it needed to be identified as significant from an organizational perspective through support mechanisms and encouragement. Participants indicated that having opportunities for them to create, plan, and gain feedback on not only their own but others’ leadership development was important. The leadership focus groups indicated the need for a sense of importance in leadership development. The opportunity to focus on it would allow for informal discussions with superiors and subordinates about work situations and how these situations apply to leadership. This line of thinking was identified in this participant’s quote about leadership development, “we have to make the time and reprioritize, understanding that the investment is going to reap the results we need” (FG3).

A component of the discussion within focus groups was in regards to specific elements that would enable leadership development. The groups indicated the need to balance technical and non-technical development of leaders. Technical skills were identified as tactical or strategic leadership, task management, general management skills, and change management skills. While
non-technical skills were identified as personal and interpersonal leadership skills, cognitive coaching, and emotional intelligence. The balance of technical and non-technical skills was articulated as, “Head and heart, in the sense that someone has the strategy, the logic, the figuring out where we need to be, but does it in a way that is caring, and looking for the best possible result for everyone” (FG1). Although these elements were discussed within the group as a way to provide leadership development opportunities to managers, the message from the groups was that these should not be generic offerings to all managers and the elements are not all encompassing. Emphasis was placed on managers and their superiors discussing the managers’ leadership development needs and interests. Through these discussions managers and their superiors could determine which leadership development elements to target.

Internal and external resources available to MRU for the purposes of leadership development were discussed. Participants indicated that MRU should attempt to leverage and learn from existing processes, organizational strategies, and subject matter experts within the university. This point was demonstrated within the following quote, “there is a tremendous amount of expertise within the institution in terms of leading well, approaches, tools and so on” (FG3). A key point within this conversation was the importance of sharing information between academic and administrative sides relating to leadership development.

There was also discussion and sharing of the participants’ experience in external leadership development programs and the benefit these programs bring in terms of knowledge and formation of professional networks. One of the challenges with external leadership development offerings was identified to be the isolation of these programs from MRU’s context and operations. The group indicated that there is importance in knitting external leadership programs into MRU’s context and that there was a need for continuity of these programs.
Lastly the groups acknowledged the need to consider how to effectively integrate leadership within the management group. The balance of theoretical knowledge and practical applications were considered to be of great importance. The group identified that leadership theory, practice, and experience need to be strategically integrated as they act to expose managers to new thinking and ideas for dealing with people and situations. The groups identified four components or layers that they consider vital to developing leaders; personal leadership, leading people, theoretical concepts and practical applications.

**Finding three: Leadership culture**

The research strongly identified that there are organizational under layers that need to be enhanced in order to support leadership development.

Clear vision of where MRU is going, and values to shape what style and qualities MRU wants in their leaders were identified as important. A clear vision and articulated values would need to be driven from the top and would allow managers to be more focused and strategic. The process to establish the vision was rooted in having difficult conversations while maintaining global or big picture perspective. Discussion on values was very apparent within the research. The groups identified the importance of having a process for deep discovery of the organization’s values and the importance of departments and individuals aligning with the established values. When speaking of values a member of senior management said, “they form the foundation for everything, how you make decisions, how you treat people, how you view the organization, everything you could name has to be values based” (FG-3). The importance of values was further emphasized by this quote, “If we really want deep development that is going to then make the enterprise that we’re engaged in more successful, we have to go about it in a different way that is values based” (FG3).
Both senior management and management articulated specific behaviors and processes that they felt were necessary within the organization in order to support leadership development. The groups identified that strong organizational communication is needed and that communication through dialogue is necessary to establish trust and relationships. Within the topic of communication, the groups identified that it is importance in be asked and to have venues where they can be heard. There was an emphasis placed on the importance of modeling the way of leadership and the groups went on to describe the qualities of leadership as open, honest and participative. There was an undertone present regarding the importance of trust as well as clear messaging from the groups that trust needed to be defined and developed.

The desire to promote a culture of collaboration was evident throughout the research and articulated as necessary for promoting leadership. The groups identified the importance of working together; “you can not do it all you have to rely on each other to work together and you have to model for them how to do that” (FG3). More specifically it was identified that there is a need to break down silos, particularly between the administrative side and the academic side, and the creation of broad support with a global plan. Although collaboration was identified as important, some participants indicated that there was a need for a collaborative process with the understanding that decision making would still need to take place from a position of authority.

Dialogue within the research pointed to the need for leadership and its development in managers to be connected to the organizational systems. The groups identified the need for leadership development to be supported from the top down, that senior management would need to be connected to leadership development and that the individuals involved would need to commit to it. When speaking of leadership development a participant indicated,
the organization has to be prepared to meet us, to support us, to offer us opportunities. We have to be open to them, we have to take responsibility to avail ourselves of them, but it is a two way street. (FG3)

The groups frequently mentioned the need to have deliberate conversations about leadership development. There was an indication that there is a lack of time for leadership planning and reflection. Consensus was that there would need to be deliberate allowance for the space and time necessary to develop leadership within managers, “it takes time, you really have to be intentional and dedicate the time to foster leadership within people” (FG-3).

The need for an organizational change strategy for managers to work within was a topic of discussion. Through the focus groups, participants identified the importance of taking a closer look at organizational change, “in terms of leadership, not having a defined, formal and supportive change management process is a huge gap” (FG3).

Finding four: Leadership community

Managers indicated leadership community could be utilized to build relationships, enable organizational knowledge sharing, and establish a support network between like-minded individuals that are focused on leadership.

Through the focus group process, MRU senior managers and managers identified that there is a gap in and a need for leadership community within the management group. “From one department, to another department, to another department, there really is no communication across the university as managers, so that is lacking” (FG1). There was also indication that previous management community groups have been unsuccessful. A goal identified was the need to foster a sense of community that would span the entire institution and encourage communication between departments and divisions at MRU. The importance of community building was exemplified in this quote, “I think it is vital, because to me, second to your
relationship with those within your department are the relationships with people that you will have some kind of interaction with on campus” (FG2).

Community building external to MRU was described as a post-secondary network for leadership that would allow for the sharing of ideas and challenges with leadership skills and competencies. One of the participants when speaking of external post-secondary leadership programs indicated “they’ve brought people together in the sector, so you get a chance to see the same issues in a different context” (FG3).

Suggestions were presented on how to achieve leadership community within the management group. The majority of the participants were in agreement that peer groups would be an effective way to establish community although some participants cautioned against the use of large groups. Participants reported that large groups could be intimidating and ineffective for some individuals. When speaking about a group that would foster community one participant added,

I’m not sure what an effective one looks like, so I would love if you had some ideas on that, because I’m a little jaded by that process. Partly because that process has attempted to be all things to all people, without taking into account different learning styles and some of the learning that they’ve attempted to do with my group has been offensive in nature. (FG3)

This being said there was a general understanding that large groups were of value for certain situations. Small peer groups capable of establishing trust and providing a venue for sensitive conversation were recognized as important. It was noted that peer groups with individuals that share similar situations or roles would be beneficial. Further discussion regarding leadership community revealed that there are desires for a flexible and efficient way to build a community that utilizes a number of different communication mediums such as online networks, list serves,
Study Conclusions

The conclusions within this section have been formulated through a combination of consideration given to the literature review and the research findings. The following conclusions have been drawn:

1. Clarity about leadership is required
2. A model is needed to guide the desired leadership behaviors
3. Development of the desired leadership behaviors requires a supportive system that interconnects knowledge sharing, the generation of new knowledge and practical leadership applications within the management group
4. A leadership framework is required and should be rigid enough to guide but flexible enough to allow for a personalized approach
5. Vision, values and a community focused on leadership development are means to prepare individuals and groups for organizational change related to leadership development

These conclusions are explained further below by comparing key concepts within the research findings to the literature that was reviewed. The conclusions have been presented separately, however, there is significant overlap and interconnectedness between them. The five conclusions will inform the research recommendations.

Conclusion one: Clarity about leadership is required

The research and findings exhibited that there was a level of ambiguity when talking about leadership and that there was a lack of a unified understanding of leadership and leadership development. The understanding of leadership that was articulated within the research was a result of previously understood beliefs and assumptions and not based on an existing organizational definition. Some literature suggests that leaders, “first explore their assumptions,
beliefs, and practices before taking actions to change the broader leadership culture” (Cullen, Chabrot-Mason & Appaneal, 2012, p. 431). This would prove valuable for MRU as the leadership dialogue within the research noticeably swayed to conversations about a position of authority within MRU. Senge (2006) indicated that existing beliefs link leadership to a position of authority (p. 319).

Research participants clearly identified and recognized that leadership perspectives needed to shift and that the concept of leadership should be integrated into everyone’s role. Yukl (2010) suggested, “that all groups have role specialization that includes a leadership role” (p. 3). Kees and Daryl (2012) reinforced the argument that leadership should be more holistic and less about the individual (p. 26). The research suggested that a new understanding of leadership was needed. This new understanding suggested expanding the scope of leadership and its development from a distinct position to all members within the organization. The research identified that if a new perspective on leadership could be defined this would lead to more effective planning and communication regarding leadership and leadership development. The literature reviewed identified differing perspectives on leadership, which parallels the findings from the research that indicated the value in shifting the understanding of leadership. Cullen et al. (2012) expanded on the concept of leadership indicating that it is an interdependent culture founded on learning and mutual inquiry (p. 429). The concept of shared leadership places less emphasis on position, authority, and command and more emphasis on a “dynamic, interactive influence process amongst individuals and groups” (Bligh, Pearce, & Kohles, 2006, p. 297). The servant based leadership framework creeps away from the command and control leadership perspective. The philosophy of servant-based leadership is “anchored in the human drive to bond with others and contribute to the betterment of society” (Mittal & Dorfman, 2012, p. 555).
Conclusion two: A model is needed to guide the desired leadership behaviors

The research findings stressed the importance of identifying a leadership model to guide individuals in learning, developing, and experiencing the leadership qualities, skills, and competencies that MRU envisions. Caroll and Levy (2010) indicated that leadership is a set of behaviors that needs to be practiced (p. 228), which may suggest that organizational guidance for desired leadership behavior is imperative. Research findings identified that a model would act as a guide for leadership conversation, assessment, evaluation, feedback, and strategy. The conversation within the research methods was guided by questions about leadership competencies necessary for MRU managers. Garman and Johnson (2006) supported a leadership model based on competencies and indicated,

Competency modeling, while less rigorous, had two key advantages. First, it involved more general and thus more flexible descriptions of job requirements. Second, because competency descriptions were more general, they could more easily be made universal and thus could be tied to corporate strategy. (p. 4)

Caroll, Levy, and Richmond (2008) argued for a practice based leadership model and were opposed to the competency model when they indicated, “acceptance of competencies as a basis for leadership seems particularly problematic, inappropriate and misplaced” (p. 365).

Management and senior management articulated the importance of balancing technical and non-technical skills and qualities. Refer to Table 2 below for skills, qualities, and competencies identified in the research findings in comparison to the literature.
<table>
<thead>
<tr>
<th>Leadership qualities, skills, and competencies identified in the research</th>
<th>Leadership qualities, skills, and competencies identified in the literature review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal and interpersonal skills such as objectivity, flexibility, facilitation, awareness of self and others, navigating uncertainty and cognitive coaching</td>
<td>Listening, framing, presence, holding onto creative tension, self care (Cameron &amp; Green, 2012, p. 454), Cultural awareness and skills and communication (Crawford &amp; Nahmias, 2010, p. 410)</td>
</tr>
<tr>
<td>Project management</td>
<td>Stakeholder management, project management skills, team selection, and development (Crawford &amp; Nahmias, 2010, p. 410)</td>
</tr>
<tr>
<td>Change management</td>
<td>Stakeholder management (Crawford &amp; Nahmias, 2010, p. 410), Change Management (Cameron &amp; Green, 2012, p. 454)</td>
</tr>
<tr>
<td>Critical thinking</td>
<td>Decision making and problem solving</td>
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</tbody>
</table>
The leadership qualities, skills, and competencies identified above and evidenced in the research findings can aid MRU in taking a position on the leadership behaviors they desire and how to develop a model to promote them.

**Conclusion three: Development of desired leadership behaviors requires a supportive system**

The research findings identified the need for managers to have opportunities or vehicles for sharing knowledge, generating new knowledge, as well as reflecting and enabling leadership experience. The research suggested that managers might benefit from a leadership development system that is phased. The initial phase would include theories, ideas, and planning. Successive phases would include practical integration and longitudinal follow-ups. The literature suggested a variety of differing perspectives on leadership development programs all of which encompassed some aspects of what was discovered through the research. Sigaloff et al. (2007) indicated leadership development should have an open architecture within a defined structure; they also placed emphasis on supporting the collective to facilitate new knowledge rather than focusing on transfer of knowledge (p. 1697). Scott and Nathan (2008) indicated the need for a combination of formal leadership programs with leadership experience,

Effective leadership development is best when it occurs within a context of leadership, along with continuing to participate in formalized leadership development programs throughout a career, preferably at key transition points, not just at the early career stage. This model of development should be reinforced with coaching, mentoring, and other organizational systems. (p. 17)
McCall (2010) suggested that experience drives leadership development (p. 18). Quatro et al. (2007) posited that leadership development should be formally structured within the analytical, conceptual, emotional, and spiritual domains (p. 429).

Leadership development programs external to MRU were identified as important however the research identified that there is a need to connect leadership development to the MRU system for the purposes of continuity. The literature suggests that connection to the organization system is important for all leadership development programs, regardless of being internal or external. Dalakoura (2010) supported this concept,

Both leader and leadership development should be integrated in a new leadership perspective that will be in alignment with the broader goals and strategy of the organization. If that is achieved, then it can be expected that the development of leadership at all levels will have the greatest possible impact on firm performance. (p. 433)

Scott and Nathan (2008) reinforced the importance of leadership development’s connection to the organization system (p. 17). The research frequently identified the importance and need for space and time for leadership development and the desire for it to be supported from the top down. Connecting leadership development and to the broader organizational strategy may act to provide the motivation and the time that management indicates they require for leadership development.

**Conclusion four: A leadership framework is needed**

The research pointed to the need for MRU to establish a guiding leadership development framework that is sensitive to individual and organizational needs. It was suggested that an individual’s leadership development needed to be rooted in conversations with their senior manager. Within this discussion individualized leadership development aspects could be
identified and targeted within the confines of a formal leadership development framework.

This is consistent with Sigaloff et al. (2007) perspectives on leadership development. They indicated that this type of development needed an open architecture within a defined structure (p. 1679). Holt and Vardman’s (2013) organizational change perspectives are in support of an individualized leadership development framework. They posited that preparing an organization for change should consider and strategize for both individual differences, such as employee psychological states, and structural factors, such as employee skills that are necessary to support change (p. 11).

The act of individualized leadership development conversations within a one on one or group setting could in itself foster leadership development. This point is supported by Day (2000) who indicated that, “leadership emerges as people rely on their mutual commitments, trust, and respect to create new meaning that replaces what has been traditionally provided by formal structure, planning, and control” (p. 606). These conversations about leadership would also provide a means to create, plan, and gain feedback, which based on the research findings, was identified as a need for the management group. The ability to create and plan in this way provides managers with control and influence, which Burke et al. (2009) indicated resistance to change can be decrease with this approach (pp. 337-338).

Organizational change is a factor for MRU and warrants consideration for future implementation of leadership development to managers. Organizational change literature suggests that it is important to have open and safe communication (Foltin & Keller, 2012, p. 22) with the change targets, which in this case are managers. Peus et al. (2009) indicated that employees’ acceptance of change is improved when it is perceived by employees that they are being treated fairly and appropriately (p. 170). The involvement of managers is not only
engaging them it also has the potential to create more personalized leadership development in terms allowing considerations for psychological differences and individualized skill development.

**Conclusion five: Vision, values and a community as foundation for leadership development**

Within the research, there was a common understanding that vision and values would act as foundational components of a leadership development program for managers. This is consistent with Whelan-Berry and Sommerville (2010) who indicated that a clear and compelling vision is necessary for implementing change (pp. 178-179). Wheatley (1999) was of similar opinion regarding the importance of vision and added that values as well as culture acted as forces to guide change (Chapter: Introduction, para. 37).

The research findings also identified that the process for discovering values was in itself a practice of deep discovery. Alignment of individual and organizational values was a point of emphasis. Aspects of this perspective are consistent with a model of the change leadership pathway, which suggested that deepening commitment and aligning strategy were key initial steps to leading change (Integral Change Consulting, 2013, p. 1). Throughout the organizational change literature, it is emphasized that in order to manage change effectively individuals must have enough information to understand the change rationale (Peus et al., 2009, p. 170), must have open and safe communication (Foltin & Keller, 2012, p. 22), and they must be individually as well as collectively primed (Holt & Vardman, 2010, p. 445). Utilizing a collective group process for establishing vision and values could allow for increased understanding of the reasoning behind a leadership development program, allow a possible venue for open
communication, build a community within the management group, and prime the change targets which are managers.

Although it was articulated that there have been challenges with sustaining a management community in the past it was also clear that there was a need. The research identified that such a community would establish a means of communication and a sense of community within the management group. Comparisons can be drawn to the management community articulated within the research and the theory of utilizing a group of individuals in action research to facilitate organizational change. Bridges and Meyer (2007) indicated that there is an opportunity to utilize action research to enable organizational change which can act to create new understanding, enhancing working relationships, and make changes to one’s own practice (p. 399).

**Scope and Limitations of the Inquiry**

The factors limiting this study will be identified within this section. Limitations such as the type and number of participants involved and the nature of the research methods will be discussed. The broad scope of the project will also be a topic of discussion.

This research was conducted within MRU and included managers and senior managers from across the university with an administrative role. There were no research participants that were external to MRU or from comparable post-secondary institutions. The academic side of the university was not involved in the research unless their position possessed administrative responsibilities including an administrative department that reported to them. The research findings and conclusions are therefore limited and unique to the administrative side of MRU.

An adequate cross sectional sampling of the university was established by involving management participants from eight different departments and senior managers from 4 different
Supporting Management Through Leadership 60 departments within the university. Focus groups were used for both research methods, which provided high quality data from a limited number of participants. The use of this research method impacted and limited the amount and diversity of data gathered when compared to using the originally planned interview matrix method for collecting a large amount of data from a large sample size of the management group. Although this resulting sampling was more than adequate and rich in quality, the nature of the data with increased participation could have acted to broaden the perspectives and research findings.

Within the research participants tended to be in agreement regarding a lot of the topics discussed. The significance and passion regarding leadership and its development was evident within the research. This makes me question if participants within the study were drawn to it due to their pre-established interest, knowledge, and passion for leadership. The participation of individuals with similar perspectives could have acted to limit the research findings.

Lastly the scope of this project was quite broad to align with the project sponsor’s needs and my research interests. In working through the research process it became evident that the research was able to establish broad findings and conclusions about leadership development but was not able to provide in-depth information. The nature of the broad scope of this research impacts the research recommendations making them more about areas for MRU to discover further rather than providing very specific and granular direction.

**Chapter Summary**

Within this chapter the results of the research are identified within four research findings. Based on these findings five conclusions have been drawn. Lastly the scope and limitations of the study are identified and discussed. This chapter creates the base for the next chapter, which identifies the organizational implications and research recommendations.
CHAPTER FIVE: INQUIRY IMPLICATIONS

Within this chapter the study recommendations will be introduced and discussed. Current and future organizational implications will be identified and the report will be summarized.

This action research inquiry was guided by and intended to address the following organizational action research inquiry question: How can Mount Royal University (MRU) support leadership development for individuals within management roles?

The sub-questions were as follows:

1. What are the key leadership competencies?
2. If management’s roles have incorporated leadership into their practice, what would we expect to see?
3. How will management integrate leadership into their roles?

This chapter will address these questions both directly and indirectly.

Study Recommendations

These recommendations have considered the organizational context, the research findings, the research conclusions, and literature.

1) Recreate and define leadership and leadership development in order to guide desires, requirements, strategy, and organizational change at MRU.
2) Utilize the leadership characteristics identified in the research to establish a competency based leadership model to guide managers
3) MRU Human Resources systems need to integrate leadership development in order to connect leadership to the organization
4) Initiate a community of practice and provide resources focused on leadership development

**Recommendation one: Recreate and define leadership and leadership development**

The research findings surfaced the need for MRU to take a position on what leadership and leadership development means to the organization. Without clarity on these topics initially there is a higher potential for confusion and misalignment that may cascade through future aspects of leadership development. MRU considerations of leadership concepts such as servant based leadership (Bligh et al., 2006, p. 297), transformational and charismatic leadership (Yukl, 2010, p. 292), and adaptive leadership (Yukl & Mahsud, 2010, p. 91) will reveal the leadership that is required. Cullen et al. (2012) emphasized the need to “first explore assumptions, beliefs, and practices before taking action to change the broader leadership culture” (p. 431). The research findings identified that there is an understanding of a different and broader context of leadership however; underlying beliefs and assumptions that leadership was connected to a position of authority were still prevalent. There is an opportunity for MRU to redirect or shift managers’ and senior managers’ underlying beliefs and assumptions by articulating what leadership and leadership development is at MRU. When considering these definitions for the organization there is value in taking into account that all groups have role specialization that includes leadership (Yukl, 2010, p. 3), leadership should be more holistic and less about the individual, leadership is an independent culture founded on learning and mutual inquiry (Cullen et al., 2012, p. 429), and that it can be anchored in the human drive to bond with others as well as contribute to the betterment of society (Mittal & Dorfman, 2012, p. 555). It is recommended that the following definition of leadership or a similar definition be used to guide the process of
discovering its meaning, “the ability to lead oneself, their team and or their unit to meet organizational goals” (Cummings et al., 2008, p. 83).

Establishing clarity regarding leadership should not be limited to only defining leadership and leadership development. The vision and values of the leadership development system should be established and communicated to support organizational change related to leadership development. “The vision of the leadership development program, its desired goals, and approach to achieving outcomes for leaders and staff must be repeatedly shared and supported” (Cummings et al., 2008, p. 92). A clear and compelling vision to facilitate the organizational change process is important and supported by Whelan-Berry and Sommerville (2010, pp. 178-179) and Wheatley (1999, Chapter: Introduction, para. 37). Wheatly (1999) added that values act as forces to guide change.

The process for establishing vision and values is equally important and needs to be considered and can be leveraged to provide adequate information and understanding of the change rationale (Foltin & Keller, 2012, p. 22). A group process for managers to establish vision and values for leadership development is recommended and will collectively prime (Holt & Vardman, 2010, p. 445), deepen commitment (Integral Change Consulting, 2013, p. 1), and ready these individuals for change. Collective group processes will need to be designed and facilitated to support open and safe communication (Foltin & Keller, 2012, p. 22).

**Recommendation two: Establish a competency based leadership model**

As indicated within the research findings the management group reported the need for MRU guidance with leadership development. A leadership definition such as or similar to, “the ability to lead oneself, their team and their unit to meet organizational goals” (Cummings et al., 2008, p. 83) is recommended and will allow for a broad, understandable, and multilevel model
Supporting Management Through Leadership

for the management group and could be molded to meet MRU’s needs. Reichard and Johnson (2011) proposed a similar multi-level leader self-development model that considered the organizational and group levels (p. 38). Each of these levels, leading self, leading others and leading the organization, can be identified as leadership competencies. The advantages to this type of competency model are indicated by Garman and Johnson (2006), “because competency descriptions were more general, they could more easily be made universal and thus could be tied to corporate strategy” (p. 4). This model could allow managers to focus on one competency or multiple competencies depending on their needs and the corresponding department’s interests. Leading self undergirds all other leadership competencies and therefore should be a focus of leadership development at MRU. The importance of leading self is identified by Kouzes and Posner (2007) who emphasized that each person is the most important leader and is accountable for the leadership they demonstrate (p. 339).

The leadership characteristics identified within the research by managers and senior managers and validated by the literature can be used as sub competencies for each leadership competency. The same or similar leadership characteristics can be used as sub competencies for leading self, leading others and leading the organization however, the context of these sub competencies will need to be in accordance with each competency. Dai, Tang, and De Meuse (2011) indicated, “by identifying the crucial leadership competencies for different position levels and matching these competencies to the right developmental experiences, organizations can reduce the time needed to prepare an individual for various management positions” (p. 376). This competency model can be used to elevate MRU managers’ leadership capacities by providing a structure for achieving leadership competencies while allowing flexibility on the ways that these competencies are approached. This is in alignment with Sigaloff et al. (2007)
Supporting Management Through Leadership recommendation that leadership development should have an open architecture within a defined structure (p. 1697).

Please refer to Figure 3 below for a conceptual representation of what this leadership model could look like and how the leadership characteristic identified within the research would fit into each leadership competency or level.

Figure 3: An illustration of the MRU leadership development model based on the competencies of leading self, leading others, and leading the organization. Under each competency there are the sub competencies as identified through the research.

**Recommendation three: Integrate leadership development in Human Resources systems**

The research findings identified that leadership development needs to be supported from the top down and managers need to have space and time to develop it. The literature emphasized that leadership needs to be attached to the organizational systems (Scott & Nathan, 2008, p. 17). The following recommendations will outline recommendations on how to support managers with...
space and time for leadership, how leadership development can encompass a top down approach, and ways to connect leadership development to the organizational system.

Within the context of continuing professional development the following three problem areas required attention, “the identification of learning needs, prioritization of those needs, and matching prioritized needs to learning opportunities and activities.” (Do continuing professional development models promote one-dimensional learning?, 2001, p. 9). It is recommended that within the context of leadership all three of these concerns be addressed within an annual review or a separate leadership development review with a manager and their supervisor. This type of discussion and planning allows for top down support of leadership development through senior management involvement. If done properly this can identify importance and allow the time necessary for management to focus on leadership. These discussions will need to be founded on assessment of the manager’s current leadership competency, which will provide direction on aspects of leadership development to focus on. A balance will need to be struck between MRU’s interests and the interests of the individual. This approach aligns with the research findings that indicated that leadership development needed to be individualized and therefore needs to occur through discussions with the applicable manager. This approach will create inroads for coaching and mentoring from senior management which was identified by Scott and Nathan (2008) as a way of reinforcing leadership development (p. 17). Day (2000) indicated, “leadership emerges as people rely on their mutual commitments, trust and respect to create new meaning” (p. 606). These annual meetings on leadership development would provide a venue for the leadership that Day has mentioned. Lastly, a manager’s involvement in personalized leadership development planning is in itself a way to decrease resistance to the change a leadership development program will bring (Burk et al, 2009, pp. 337-338).
The learning and development vehicles offered through Human Resources and other resources internal and external to MRU need to enable managers to transfer the defined leadership competencies into enacted leadership characteristics or sub competencies identified within the research. It is recommended that the overarching philosophy for leadership learning and development is a multifaceted approach, involving numerous ways to learn, apply what has been learned, and reflect. This would entail supporting the collective to generate new knowledge (Sigaloff, 2007, p. 1697) through focus groups; self and 360 leadership assessments (Reichard & Johnson, 2011, p. 38), formal leadership programs (Scott & Nathan, 2008, p. 17) through classroom oriented workshops or seminars both internal and external to MRU.

Human Resources would need to provide advice to managers and supervisors if needed in order to support experience-based learning (McCall, 2010, p. 18) within the context of leadership. This could involve recommendations on projects or work experience that would align with the leadership competencies and sub-competencies desired.

The existing Human Resources systems for hiring and succession planning should consider aspects of leadership development. In terms of hiring into management positions, aspects of the hiring process such as recruitment, short listing, interviewing, evaluation and checking references should be adapted to assess the leadership competencies and sub competencies identified in the research. These processes should also attempt to assess the candidates’ motivation to learn and develop (Reichard & Johnson, 2011, p. 38). Managers that have motivation to learn and develop are more likely to accept, engage in, and maximize their potential through leadership development. Onboarding of managers should include orientation to the leadership model of leading self, leading others, and leading the organization.
The utilization of Human Resources system as described in this recommendation will allow for connection to the organizational system. Reichard and Johnson (2011) indicated,

The organizational level Human Resources processes of selection (developmental readiness), training (meta-cognitive skills, needs analysis, goal setting, self-management, and progress evaluation), and performance appraisal (360-degree feedback followed by setting developmental goals) mediate the relationship between organizational strategy and individual level leader characteristics. (p. 38)

Based on this, integration of leadership development into Human Resources systems creates a bridge to connect leadership development with the organization.

**Recommendation four: Initiate a community of practice and provide resources**

The research findings evidenced the need for MRU to build community and communication within the management group. It is recommended that MRU initiate leadership communities of practice within the management group. Leadership resources should also be provided to increase the leadership knowledge base.

Communities of practice within the management should involve separate groups of differing scale. Large communities can address broad leadership topics or topics specific to the leadership development program at MRU, while small communities can address more intimate and personal leadership dialogue. These communities of practice can be utilized to prepare management and senior management for organizational change by allowing for safe and open communication (Foltin & Keller, 2012, p. 22) as well as priming individuals and the collective for change (Holt & Vardman, 2011, p. 445).

As an initial objective the large community of practice should be facilitated to establish the vision and values of MRU’s leadership development program. Senior management should be involved in this process. Smaller groups of three managers having similar roles can be used after the startup of the leadership development program. Watkins, Lyso, and deMarris (2011)
indicated co-reflective practices among managers as a community of practitioners generated leadership program outcomes (p. 211). The objectives of these groups are to dialogue leadership challenges, set personal leadership goals, coach each other, provide feedback, and hold each other accountable to their leadership development. A community of practice would not only help address objectives of the leadership development program it would align and provide the opportunity for managers to experience the broader concepts of leadership. Broader concepts of leadership such as leadership as an interdependent culture founded on mutual inquiry (Cullen et al., 2012, p. 429) and servant based leadership which focuses on bonding with others (Mittal & Dorfman, 2012, p. 555).

Resources should be made available to facilitate the development of leadership (Reichard & Johnson, 2011, p. 40) in MRU management. These resources would diversify the leadership knowledge base at MRU and should align with the leadership competencies and sub competencies discovered through the research. Managers could use the resources informally or integrate them into their formal leadership development discussions they have with their supervisors. This approach allows manager flexibility and choice, which was indicated as important in the research findings. These resources could include but are not limited to the following: self-assessment tools, leadership assessment tools, websites, podcasts, articles, and books.

**Organizational Implications**

The recommendations will require key stakeholders such as the managers and senior managers to undergo changes. Although senior management is not the target of change their knowledge and understanding is critical and their relationship with their managers will need to
adapt to support leadership development. Senior management will need to be change agents, advocates, coaches and mentors for the MRU leadership development program.

Management and senior management in particular will be challenged as their existing beliefs and assumptions about leadership may need to shift to align with the proposed leadership development program. A formal model, process, and resources for leadership development could be welcomed by some and challenged or dismissed by others. Successful leadership development could prove to be difficult, as these recommendations do not just require a change in the way managers and senior managers work, it demands a change in their way of thinking and being.

The planning, preparation and implementation process for supporting leadership development are based on the recommendations and have been indicated within phases below with suggested time frames.

Phase one – Increase management and senior management understanding winter and spring of 2014

Peus et al. (2009) indicated that in order to facilitate change individuals must receive enough information to understand the reason for change (p. 170). It is recommended that the project sponsor, the Associate Vice President of Human Resources, provide the summary of this report with recommendations to the President’s Executive Council (PEC). This council is made up of the President and the Vice President’s group at MRU. The research summary should also be shared with senior management and the management group through smaller information sessions. Crawford and Nahmias (2010) indicated that communication is important in leading change (p. 410). Based on this, communication to managers and senior managers should occur through a report summary and through verbal presentation of the research findings and
recommendations. Within the presentation and report there should be emphasis placed on the
significance as well as the benefits to the individual, groups, and the organization. This will
align with Clark (2008) who indicated when individuals understand that the change possesses
strong benefits for an organization; resistance can be decreased (p. 186). This type of
information will act to individually and collectively prime and ready the organization for change

Phase two – Human Resources to prepare and lead systems within summer, fall, and
winter of 2014

Human Resources will be the driver of the leadership development system and will
undergo and be responsible for significant change related to preparing, implementing, and
integrating leadership development. They will need to be the primary communicators and
consultants for leadership development. There is a large scale of work related to the
recommendations on how to support leadership development for individuals in management
roles. It is recommended that Human Resources break this work into sections. The following is
the recommended breakdown of sections and the order in which Human Resources can prepare
them. It is important to note that these sections should all occur prior to formally communicating
and launching the leadership development program.

a) Prepare a leadership annual review and planning system which includes
orientation and training

A standardized process, documentation, and training will need to be created to support
the annual review system. This review system should enable the opportunity to reflect on the
past, assess the current, and plan for the future.
Leadership development orientations and training of new managers, existing managers, and senior management will largely need to be led and developed by Human Resources. Preparing management and senior management with the skills necessary to carry out the annual review process is important and consistent with Holt and Vardman’s (2013) view that preparing an organization for change should consider employee skills that are necessary to support change (p. 11).

b) Human Resources will need to inventory, create, provide, and resource leadership learning and development opportunities that align with the leadership competencies identified in the research

Human Resources will need to evaluate existing offerings related to learning and development at MRU for consistency with the leadership sub-competencies found in the research. Following this it will need to be determined what competencies these learning and development opportunities support, whether it is leading self, leading others, leading the organization, or a combination thereof. Once these offerings have been evaluated and organized they should be consolidated primarily as leadership development opportunities.

The next steps will be the discovery of additional learning and development offerings internal and external to MRU. Again the leadership competencies and sub competencies should guide the selection of other leadership development opportunities. Learning and development opportunities should involve a number of different or multifaceted approaches such as supporting the collective to generate new knowledge (Sigaloff, 2007, p. 1697) through focus groups; self and 360 leadership assessments (Reichard & Johnson, 2011, p. 38), formal leadership programs (Scott & Nathan, 2008, p. 85) through classroom oriented workshops or seminars. Human Resources should discover and develop a means to communicate leadership information in
various forms for example podcasts, websites, activities, documents and books that align with MRU’s leadership competency and sub-competency model.

**Phase three - MRU communication plan and leadership activities within spring and summer 2015**

With help from other MRU departments, Human Resources should lead the creation of a communication plan for leadership development. The audience for this plan will be management and senior management. The focus of this communication plan will be to revisit the reasoning behind leadership development, its significance, and to provide a conceptual model of what leadership development will entail at MRU. To improve employee acceptance of change they need to feel that the change process is fair, they need to feel that they have been treated appropriately, and that they have received enough information to understand the reason for change (Peus et al., 2009, p. 170). The communication plan should provide management and senior management with enough information to understand the change.

The introduction of focus groups to create vision and values for the leadership development program can be wrapped into this communication plan. These focus groups will act to engage management and senior management with the objective of deepening their commitment to organization change, which is indicated to be a key stage in the change leadership pathway (Integral Change Consulting, 2013, p. 1). The task or goal of these focus groups is to develop visions and values for leadership development, which in itself is a means of managing change. Wheatley (1999) supported this point when she indicated vision and values act as forces to guide change. (Chapter: Introduction, para. 37).

Following the discovery of vision and values Human Resources will need to utilize their leadership development work prepared in phase two. This should involve orientation and
training sessions for managers and senior managers on the leadership development system and
the changes that will be required. If it is more manageable Human Resources could launch the
leadership program initially with a focus on leading self and progressively build in leading others
followed by leading the organization.

The process of establishing vision, values, and training is consistent with Whelan-Berry
and Somerville’s (2010) perspectives that a compelling vision must first be established followed
by moving change to the group and individual levels (pp. 178-179).

Phase four – Leadership communities of practice and systems within fall and winter 2015

To align with the recommendations Human Resources will need to initiate and support
leadership communities of practice. It is recommended that this consist of larger groups to focus
on general leadership topics and smaller groups of three to five individuals to focus on personal
leadership topics. Large groups should be facilitated to ensure the group stays within the scope
of leadership. Smaller groups can be informal but again may need leadership content to guide
them.

In terms of hiring into management positions, aspects of the hiring process such as
recruitment, short listing, interviewing, evaluation, and checking references should be adapted to
assess the leadership competencies and sub competencies identified in the research. These
processes should also attempt to assess the candidates’ motivation to learn and develop with the
goal of hiring individuals into management roles who are committed to learning and
development. Individuals new to a management role should be oriented to the leadership
development program. Human resources should build in a feedback mechanism to facilitate
innovation and maintain relevance of the leadership development program.
The management group at MRU is unique in that these individuals provide a unique connection to senior management, staff, and faculty at MRU. The implementation of leadership development at this level is not only important for this group, but it also has a high potential to positively impact the organizational system. If the research recommendations are not implemented MRU will miss the opportunity to enact leadership competencies and sub competencies in managers that can have social influence throughout the whole organization. The opportunity to invest in MRU managers as leaders can have significant impacts as described by Kouzes and Posner (2007), “If you want to have a significant impact on people, on communities, and on organizations, you’d be wise to invest in learning to become the very best leader you can” (p. 343). Based on MRU’s current organizational context it appears that change is a current reality, leadership development within the management group seems timely and appropriate for navigating current and future change. Missing this opportunity to develop managers as leaders could significantly impact MRU’s ability to manage change. Yukl (2010) reinforced the importance of leadership when he indicated, “one of the most important and difficult leadership responsibilities is to guide and facilitate the process of making a major change in an organization” (p. 328). Hogan and Kaiser (2005) strengthened the argument for and significance of leadership when they indicated, “leadership solves the problem of how to coordinate collective effort; consequently, it is key to organizational effectiveness. With good leadership organizations thrive and prosper which enhances the psychological and financial wellbeing of the incumbents” (p. 169).

Future Implications

This section will identify future possibilities discovered that expand on or are complimentary to the scope of this research.
Expansion of leadership development to other areas of the university is an endeavor that has surfaced through this research process. The literature review identified different perspectives on leadership. The research findings also surfaced a perspective that leadership needs to be incorporated in all roles at MRU. This is supported by Yukl (2010) who indicated that there is value in taking into account that all groups have role specialization that includes leadership (p. 3). There is an opportunity to expand the leadership development program to senior management, staff, and faculty. The context of leadership development for these areas could be similar to manager leadership development and therefore there is the possibility to leverage existing processes and resources to enable leadership development in other employee groups at MRU.

There is an opportunity to expand on the research recommendation related to the development of a leadership community of practice. It is my hypothesis that there is extensive value in creating a community of practice however it would be interesting to conclude the amount of value added and the aspects that award it value.

Change management was identified within the research findings, more specifically it was identified that MRU needs a formal process to guide the institution through change. The literature also repeatedly identified the importance of change and change management through the literature. Undoubtedly leadership is interwoven and plays a key part in change management; however future research addressing the possibility of a standard change management philosophy, format, and process would be an interesting undertaking. The objective of this type of research could be to provide MRU and its staff with a guide to navigate change and uncertainty.
Future research related to expanding leadership development to positions other than management, exploring the value of a community of practice, and identifying a change management process has the potential to strengthen leadership development and MRU as an organization.

**Report Summary**

The inquiry implications chapter of this report has provided a platform for communication of the research recommendations. These recommendations have been derived from fusion of the evidence from the research, theory within relevant literature, and the organizational context at MRU. A number of recommendations on how to support leadership development at MRU are identified and considerations in how to support organizational change are made. Organizational implications are discussed and identify the target groups that will be required to undergo change at MRU in order to support leadership development in the management group. A phased leadership development implementation process is identified which includes suggested timelines for each phase. Expansion of leadership development to other members of the MRU community, the value of a leadership community of practice, and research on formal change management processes were all identified as potential future topics for further exploration.

The project sponsor and the Human Resources Manager were consulted regarding the research recommendations and organizational implications of this report.

The next steps in the organizational change process for leadership development at MRU is consistent with phase one within the organizational implementation section. A condensed version of this report will be provided in writing and presented to the President and Vice Presidents to create understanding of the research and recommendations, the organizational
impacts of leadership development at MRU, and to garner support for future implementation. Following this I will recommend to the Presidents and Vice Presidents that a written summary of the leadership development research be presented to senior management and management at MRU.

As a researcher with Royal Roads University my role ends with the research recommendations, implications, and consultation with key stakeholders. Outside of my role as a researcher I do intend to have further involvement in disseminating research findings and recommendations. This will involve compiling a written report summary, a formal presentation, and presenting this information to MRU.

The research recommendations are primarily going to be led by my department, MRU Human Resources. I have had preliminary conversations with my project sponsor and the Human Resources Manager about the possibility of partnering with Human Resources to carry out the research recommendations. This has been mentioned as a possibility however the details of which still need to be discussed.

Through this project the value, significance, and far reaching impacts of leadership have been identified. The recommendations within the report allow for a flexible leadership development structure to be envisioned, developed, taught, practiced, evaluated, and maintained within MRU’s organizational system. Consistent and strong leadership development within the organizations management group not only has the potential to strengthen management, there is also an opportunity to strengthen leadership characteristics within those who interact with these managers which may ultimately improve the overall organization. Addressing leadership is likely to increase the organizations ability to manage current and future change, which appears to be a part of the landscape that MRU will need to navigate now and into the future.
REFERENCES


Supporting Management Through Leadership


Mount Royal University. (2009). *Employee Climate Survey*. Calgary, Canada


Supporting Management Through Leadership


APPENDIX A: MRU ORGANIZATIONAL CHART

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APPENDIX B: MANAGERS FOCUS GROUP QUESTIONS

1) Think about your entire experience and career as a manager. What are the leadership skills and competencies that have made the biggest difference for you?
   a) What competencies and skills do you feel are fundamental for you as a manager? If you were mentoring or training a new manager what core skills and competencies would you want to transfer to them?

2) Think about your management experience at Mount Royal University. How would you describe the leadership culture among your management group? What are the strengths you see and what are the areas for improvement?
   a) What does your management group do well and what can be enhanced in terms of leadership?
   b) What leadership behaviors, beliefs and values are prevalent within the leadership culture?

3) What organizational or system supports could assist you as managers in enhancing your leadership skills and competencies? Which of these supports already exist at MRU and which do you feel could be established or improved?
   a) What formal leadership framework if any can support you as managers in developing leadership? What would this look like to you?

4) How could supporting leadership development among managers such as you benefit Mount Royal University? What would we expect to see?
   a) What other impacts would an established leadership development program have on MRU? Where would you expect to see these impacts?
1. During my recent data collection workshops with Mount Royal’s management group, they discussed many aspects of their leadership development. When you think of leadership development in your management group, what comes to mind?

   a) Is leadership a focus of your manager’s development? If so how is leadership developed? Is there a formal process related to it?

2. Mount Royal managers indicated that Mount Royal could support leadership development for managers in many ways. Going through each of the themes identified by the management group below, can you provide your thoughts on whether you think each of these are effective ways to enhance leadership development with managers at Mount Royal?

   a. Awareness – this includes awareness of self and the organization which includes staff, faculty, the organizational system, and processes.

   b. Organizational leadership framework – a guiding framework allowing managers to plan, reflect on, and continue with leadership development.

   c. Personal leadership planning – time and space for personal leadership development, reflection, discussion, and creation of strategy. Organizational support identifying that leadership development planning is significant for managers and for MRU.

   d. Leadership community – innovative ideas to establish and continue to develop a network focused on leadership development that provides a venue to build trust.

3. Are there other themes that come to your mind that should be considered?

4. The management group suggested organizational or system supports that could aid them in leadership development. These supports include:

   - A guiding organizational leadership model

   - Individual learning and development planning with a leadership focus linking back into the organizational leadership model

   - Peer/community groups for managers

   - Clear organization management structure and groups to better understand management levels and peer groups

   - Organizational learning and development opportunities that are connected to leadership development

   - Enhanced lines of communication

   a. Are there ways that your area or the organization can help facilitate these supports? If so, how?
b. What other supports can the organization provide to support leadership development?

5. Leadership competencies:
   a. What leadership competencies do you find most prevalent within the management group reporting to you?
   b. What leadership competencies are most needed within the management group?
   c. Are leadership competencies assessed or measured within the management group? If so, how?
   d. In what other ways can it be measured?

6. What do you think your division or department does well in terms of leadership development?

7. How does MRU enhance the significance of leadership development within the organization?
Dear Prospective Participant,

I would like to invite you to be part of a research project that Chad Seerup is conducting. This project is part of the requirement for a Master’s Degree in Leadership at Royal Roads University. Chad’s credentials with Royal Roads University can be established by calling Dr. Brigitte Harris, School Director, her contact information is xxxxxxxxxxxxxx or XXX-XXX-XXXX ext. XXXX.

The objective of this research project is to establish how Mount Royal University can support leadership development within their management group. In addition to submitting a final report to Royal Roads University in partial fulfillment for a Master’s of Arts in Leadership, research findings will be shared with Mount Royal University. This research will also be published through the Thesis Canada Portal of Library and Archives Canada, and ProQuest/UMI.

This research project will consist of a group interview, which will require participants to ask, and answer open ended questions and is foreseen to last a maximum of 120 minutes. Please see page two for foreseen questions. A minimum of 4 and maximum of 8 participants that respond to this invitation will be selected for the research. There will not be a debriefing session following the group interview.

Your name was chosen as a prospective participant because you are member of the Mount Royal University Management group. The data collected from this research method will be used to inform a focus group with the university’s executive.

Information will be recorded in audio format, and transcribed to written format. At no time will any specific comments be attributed to any individual unless your specific agreement has been obtained beforehand. All documentation will be kept strictly confidential.

Raw data from the research will be stored in a locked filing cabinet; any electronic data will be secured within an encrypted electronic storage device that is password protected. Data will be retained for a year following the completion of the research, after exactly one year this data will be destroyed.

In the event that a participant has contributed to the data and then chooses to withdraw from research their individual data will not be withdrawn. The nature of the interview causes data to accumulate with other’s data, therefore it is not possible to withdraw however the data is cumulative and unable to be traced back to a particular individual.

The group interview process allows the participants to come to consensus about the data. The research inquiry team will use the raw data collected from the group interview for the purposes of informing this project. Raw data will not be disseminated to any party outside of the inquiry team.

Please feel free to contact Chad Seerup should you have additional questions regarding the project and its outcomes.
You are not compelled to participate in this research project. If you do choose to participate, you are free to withdraw at any time without prejudice. Similarly, if you choose to withdraw and not to participate in this research project, this information will also be maintained in confidence.

If you would like to participate in this research project on June 26 from 9:30 – 11:30 AM, please RSVP to Chad Seerup at xxxxxxxxxxxx by 3:00 PM on June 24, 2013. If you have questions please contact Chad by phone XXX-XXX-XXXX.

Sincerely,

Heather Haddow

Foreseen questions within the research method:
1. Think about your entire experience and career as a manager. What are the leadership skills or competencies that have made the biggest difference for you?

2. Think about your management experience at Mount Royal University. How would you describe the leadership culture among managers at MRU? What are the strengths you see and what are the areas for improvement?

3. What organizational or system supports could assist you as managers in enhancing your leadership skills and competencies? Which of these supports already exist at MRU and which do you feel could be established or improved?

4. How could supporting leadership development among managers such as you benefit Mount Royal University? What would we expect to see?
Dear Prospective Participant,

I would like to invite you to be part of a research project that I am conducting. This project is part of the requirement for a Master’s Degree in Leadership at Royal Roads University. My name is Chad Seerup and my credentials with Royal Roads University can be established by calling Dr. Brigitte Harris, School Director. Her contact info is xxxxxxxxxxxx or XXX-XXX-XXXX ext. XXXX.

The objective of my research project is to establish how Mount Royal University can support leadership development in their management. In addition to submitting my final report to Royal Roads University in partial fulfillment for a Master’s of Arts in Leadership, I will also be sharing my research findings with Mount Royal University. This research will also be published through the Thesis Canada Portal of Library and Archives Canada, and ProQuest/UMI.

My research project will consist of a focus group or an interview if necessary, which will provide information from Mount Royal University Managers about how MRU can support leadership in their management. Participants will be required to answer open-ended questions. This research is foreseen to take a maximum of 120 minutes. Please see page two and three for foreseen questions.

Your name was chosen as a prospective participant because you are a Mount Royal University President, Vice President, Associate Vice President, Dean or Director that has a manager or managers reporting directly or indirectly to you. The data collected from this focus group will be used to inform recommendation on how Mount Royal University can support leadership development in management.

Information will be recorded in audio format and, where appropriate summarized, in anonymous format, in the body of the final report. At no time will any specific comments be attributed to any individual unless your specific agreement has been obtained beforehand. All documentation will be kept strictly confidential.

Raw data from the research will be stored in a locked filing cabinet; any electronic data will be secured within an encrypted electronic storage device that is password protected. Data will be retained for a year following the completion of the research, after exactly one year this data will be destroyed.

In the event that a participant has contributed to the data and then chooses to withdraw from research their individual data will not be withdrawn. The data will be cumulative and unable to be traced back to a particular individual.

The research inquiry team will use the raw data collected from the focus group for the purposes of informing this project. Raw data will not be disseminated to any party outside of the inquiry team.
Please feel free to contact me at any time should you have additional questions regarding the project and its outcomes. There will not be a debriefing session following the focus group or interview.

You are not compelled to participate in this research project. If you do choose to participate, you are free to withdraw at any time without prejudice. Similarly, if you choose not to participate in this research project, this information will also be maintained in confidence.

If you would like to participate in my research project, please contact me at:

Name: Chad Seerup
Email: xxxxxxxxxxxxxxxx
Telephone: XXX-XXX-XXXX

Sincerely,
Chad Seerup

Foreseen questions for focus group:

1. During my recent data collection workshops with Mount Royal’s management group, they discussed many aspects of their leadership development. When you think of leadership development in your management group, what comes to mind?

   a) Is leadership a focus of your manager’s development? If so how is leadership developed? Is there a formal process related to it?

2. Mount Royal managers indicated that Mount Royal could support leadership development for managers in many ways. Going through each of the themes identified by the management group below, can you provide your thoughts on whether you think each of these are effective ways to enhance leadership development with managers at Mount Royal?

   a. Awareness – this includes awareness of self and the organization which includes staff, faculty, the organizational system, and processes.

   b. Organizational leadership framework – a guiding framework allowing managers to plan, reflect on, and continue with leadership development.

   c. Personal leadership planning – time and space for personal leadership development, reflection, discussion, and creation of strategy. Organizational support identifying that leadership development planning is significant for managers and for MRU.

   d. Leadership community – innovative ideas to establish and continue to develop a network focused on leadership development that provides a venue to build trust.
3. Are there other themes that come to your mind that should be considered?

4. The management group suggested organizational or system supports that could aid them in leadership development. These supports include:

   - A guiding organizational leadership model
   - Individual learning and development planning with a leadership focus linking back into the organizational leadership model
   - Peer/community groups for managers
   - Clear organization management structure and groups to better understand management levels and peer groups
   - Organizational learning and development opportunities that are connected to leadership development
   - Enhanced lines of communication

   c. Are there ways that your area or the organization can help facilitate these supports? If so, how?
   d. What other supports can the organization provide to support leadership development?

5. Leadership competencies:

   e. What leadership competencies do you find most prevalent within the management group reporting to you?
   f. What leadership competencies are most needed within the management group?
   g. Are leadership competencies assessed or measured within the management group? If so, how?
   h. In what other ways can it be measured?

6. What do you think your division or department does well in terms of leadership development?

7. How does MRU enhance the significance of leadership development within the organization?
APPENDIX F: LETTER OF CONSENT: MANAGEMENT FOCUS GROUP

Project Title: Organizational Action Research on Leadership
-Management Focus Group-

Investigators: Primary investigator: Chad Seerup, MRU Human Resources
Inquiry team member: Keith Black
Inquiry team member: Arif Ansari
Inquiry team member: Lori Klosch

Contact Information:
Chad Seerup, xxxxxxx, xxxxxxxxxxxxxxxxxxxxxx,
Human Resources D101, xxxxxxxxxxx

Inquiry team member: Keith Black, xxxxxxxxxxx
Inquiry team member: Arif Ansari, xxxxxxxxxxx
Inquiry team member: Lori Klosch, xxxxxxxxxxx

Sponsor: Heather Haddow, Associate Vice President, Mount Royal University, Human Resources

Please note this consent form serves to provide an overview of what the research in question is about and what your participation would entail; it is only one part of the consent process. For further information please ask. Read this consent carefully and be sure to understand any accompanying information. You will receive a copy of this form.

Summary of the study:

The purpose of this study is to improve understanding of existing leadership practices in the management group at Mount Royal University. Through this understanding, recommendations will be made on how to enhance leadership. This will involve two separate research methods, the first requiring participants from the university management group and the second method requiring participation from the university executives.

If you choose, you will be participating in the management portion of the research. Invitations for this research have been sent to all Mount Royal Managers and Program Directors. The research method used will be a modified interview process known as a focus group. This research will take place at Mount Royal University in room EA 1045, on June 21, 2013 or June 26, 2013.

What would my involvement entail?

The focus group research method will require participants to ask, and answer open-ended questions as a group. It is anticipated that there will be 4 to 8 participants from the university management group. The foreseen questions will refer to leadership skills and competencies,
ways to support leadership and what impact leadership development will have on Mount Royal. The focus group questions have been attached to this consent form. This research is a one-time commitment that will require a maximum of 120 minutes of the participant’s time.

What sort of personal information would be collected and how?

Information from the research method will be recorded in audio format and transcribed to anonymous written data. This data will be analyzed and themed for eventual use in the body of the final report for the partial fulfillment of my Master’s of Arts in Leadership with Royal Roads University, I will also be sharing my research findings with Mount Royal University. This research will be published through the Thesis Canada Portal of Library and Archives Canada, and ProQuest/UMI. There will be no personal information required or retained for this research therefore at no time will any specific comments be attributed to any individual unless specific agreement has been obtained beforehand. All documentation will be kept secure and confidential.

The research will be conducted in a location that is private, therefore limiting the dissemination of any information to the research participants and research team present. Aggregated raw data from the research will be stored in a locked filing cabinet; any electronic data will be secured within an encrypted electronic storage device that is password protected. The research inquiry team will be the only individuals other than the primary researcher that have access to the research data. The role of the research team is to help with data gathering, data analysis and facilitation of the research method. Each member of this team is required to sign an inquiry team confidentiality agreement. This agreement indicates that the research team must keep all data collected during their participation in this study confidential and that the information must not be revealed to anyone outside the research team. The primary researcher will retain data for a year from the date of this consent form at which point the data will be double deleted.

What are the risks or benefits involved in my participation?

There may be potential or anticipated risks associated with comments that individuals make within the research. Given the context of the study this risk is minimal however there is always potential for controversial or contentious information to be shared. To prevent individuals and their personal comments from being identified the data will be secured and presented in a cumulative manner. Power imbalances between participants have also been eliminated, as all participants will be members of the management group.

There are benefits to individuals participating in the research method. Management will benefit by increasing their understanding of existing leadership functions and by participating in a focus group with their colleagues, which facilitates further recommendations on leadership development within MRU management.

This research will benefit Human Resources, as it will provide a venue for them to better understand what leadership activities and strategies exist within different departments in the
university. This research has the potential to inform an overarching university leadership strategy.

The university educates students, employs staff and provides services for the community. Enhancement of leadership development within new and existing management has the capacity to improve working relationships, elevate employee performance as well as advance the services that the university provides to its students and the community.

**Voluntary Participation and Withdrawal of Consent:**

In the event that a participant has contributed to the data and then chooses to withdraw from research their individual data will not be withdrawn. The information that this individual provided will be aggregated with other’s data and unable to be traced back to a particular individual.

You are not compelled to participate in this research project. If you do choose to participate, you are free to withdraw at any time without prejudice. Similarly, if you choose not to participate in this research project, this information will also be maintained in confidence. If new information becomes available that will affect one’s decision to participate in the research, you will be informed immediately and remain free to withdraw.

**Compensation:**

You will not be compensated for your time or efforts in the study.

**Signature (written consent):**

Your signature on this form indicates that you understand to your satisfaction the information regarding your participation in the research project and your agreement to participate as a subject. This does not waive your legal rights nor release the investigators or involved institutions from their legal and professional responsibilities. You are free to withdraw from the study at any time. If you have further questions concerning matters related to this research, please contact:

*Chad Seerup, XXX-XXX-XXXX, xxxxxxxxxxxxxxxxxxxxxx, xxxxxxxxxxxxxx and Dr. Brigitte Harris, School Director, can establish my credentials with Royal Roads University. Her contact information is xxxxxxxxxxxxxx or XXX-XXX-XXXX_ext. XXXX.*

If you have any questions concerning your rights as a possible participant in this research, please contact the Research Compliance Officer, at Mount Royal University, XXX-XXX-XXXX, xxxxxxxxxxxxxx.

_________________________________  ____________________________________
Participant’s Name                  Signature and Date
The Human Research Ethics Board of Mount Royal University has approved this research study.

A copy of this consent form has been provided to you for your records and reference.
APPENDIX G: LETTER OF CONSENT: SENIOR MANAGEMENT FOCUS GROUP

Project Title: Organizational Action Research on Leadership
-Senior Management Focus Group-

Investigators:  
Primary investigator: Chad Seerup, MRU Human Resources  
Inquiry team member: Keith Black  
Inquiry team member: Arif Ansari  
Inquiry team member: Lori Klosch

Chad Seerup, xxxxxxxxxxx, xxxxxxxxxxxxxxxxxxxxx,  
Human Resources D101, xxxxxxxxxxxxx

Inquiry team member: Keith Black, xxxxxxxxxxxxx  
Inquiry team member: Arif Ansari, xxxxxxxxxxxxx  
Inquiry team member: Lori Klosch, xxxxxxxxxxxxx

Sponsor: Heather Haddow, Associate Vice President, Mount Royal University, Human Resources

Please note this consent form serves to provide an overview of what the research in question is about and what your participation would entail; it is only one part of the consent process. For further information please ask. Read this consent carefully and be sure to understand any accompanying information. You will receive a copy of this form.

Summary of the study:

The purpose of this study is to improve understanding of existing leadership practices in the management group at Mount Royal University. Through this understanding, recommendations will be made on how to enhance leadership, particular for individuals in management roles. This will involve two separate research methods, the first requiring participants from the university management group and the second method requiring participation from senior management at the university.

If you choose, you will be participating in the executive portion of the research. Invitations for this research have been sent to all Mount Royal Vice Presidents, Associate Vice Presidents and Directors. The President and Academic Deans with non-academic managers reporting to them will also be invited to participate. The research method used will be a modified interview process known as a focus group. This research will take place at Mount Royal University in room EA 1045, on July 11 from 9:30 AM to 11:30 AM.

What would my involvement entail?

The focus group research method will require participants to ask, and answer open-ended questions as a group. It is anticipated that there will be 5 university senior managers participating in this method. The foreseen questions will refer to leadership skills and
Supporting Management Through Leadership

competencies that exist and are required for managers, ways to support leadership and what impact leadership development will have on Mount Royal. The focus group questions have been attached to this consent form. This research is a one-time commitment that will only require a maximum of 120 minutes of the participant’s time.

In the event that you choose to participate, a summary of the results of this study will be communicated to you once the research project is complete. This summary may be in the form of written and verbal communication.

What sort of personal information would be collected and how?

Information from the research method will be recorded in audio format and transcribed to anonymous written data. This data will be analyzed and themed for eventual use in the body of the final report for the partial fulfillment of my Master’s of Arts in Leadership with Royal Roads University; I will also be sharing my research findings with Mount Royal University. This research will be published through the Thesis Canada Portal of Library and Archives Canada, and ProQuest/UMI. There will be no personal information required or retained for this research therefore at no time will any specific comments be attributed to any individual unless specific agreement has been obtained beforehand. All documentation will be kept secure and confidential.

The research will be conducted in a location that is private, therefore limiting the dissemination of any information to the research participants and research team present. Aggregated raw data from the research will be stored in a locked filing cabinet; any electronic data will be secured within an encrypted electronic storage device that is password protected. The research inquiry team will be the only individuals other than the primary researcher that have access to the research data. The role of the research team is to help with data gathering, data analysis and facilitation of the research method. Each member of this team is required to sign an inquiry team confidentiality agreement. This agreement indicates that the research team must keep all data collected during their participation in this study confidential and that the information must not be revealed to anyone outside the research team. The primary researcher will retain data for a year from the date of this consent form at which point the research will be double deleted.

What are the risks or benefits involved in my participation?

There may be potential or anticipated risks associated with comments that individuals make within the research. Given the context of the study this risk is minimal however there is always potential for controversial or contentious information to be shared. To prevent individuals and their personal comments from being identified the data will be secured and presented in a cumulative manner. Power imbalances between participants have also been eliminated, as all participants will be members of the senior management group.

There are benefits to individuals participating in the research method. Senior Management will benefit by increasing their understanding of existing leadership functions within management and by participating in a focus group with their colleagues, which facilitates further recommendations on leadership development within MRU management.
This research will benefit Human Resources, as it will provide a venue for them to better understand what leadership activities and strategies exist within different departments in the university. This research has the potential to inform an overarching university leadership strategy.

The university educates students, employs staff and provides services for the community. Enhancement of leadership development within new and existing management has the capacity to improve working relationships, elevate employee performance as well as advance the services that the university provides to its students and the community.

**Voluntary Participation and Withdrawal of Consent:**

In the event that a participant has contributed to the data and then chooses to withdraw from research their individual data will not be withdrawn. The information that this individual provided will be aggregated with other’s data and unable to be traced back to a particular individual.

You are not compelled to participate in this research project. If you do choose to participate, you are free to withdraw at any time without prejudice. Similarly, if you choose not to participate in this research project, this information will also be maintained in confidence. If new information becomes available that will affect one’s decision to participate in the research, you will be informed immediately and remain free to withdraw.

**Compensation:**

You will not be compensated for your time or efforts in the study.

**Signature (written consent):**

Your signature on this form indicates that you understand to your satisfaction the information regarding your participation in the research project and your agreement to participate as a subject. This does not waive your legal rights nor release the investigators or involved institutions from their legal and professional responsibilities. You are free to withdraw from the study at any time. If you have further questions concerning matters related to this research, please contact:

Chad Seerup, XXX-XXX-XXXX, xxxxxxxxxxxxx Human Resources, xxxxxxx.
Contacting Dr. Brigitte Harris, School Director, can establish my credentials with Royal Roads University. Her contact information is xxxxxxxxxx or XXX-XXX-XXXX_ext. XXXX.

If you have any questions concerning your rights as a possible participant in this research, please contact the Research Compliance Officer, at Mount Royal University, XXX-XXX-XXXX, xxxxxxxxxx.
The Human Research Ethics Board of Mount Royal University has approved this research study.

A copy of this consent form has been provided to you for your records and reference.
In partial fulfillment of the requirement for a Master of Arts in Leadership Degree at Royal Roads University, Chad Seerup (the Student) will be conducting an inquiry research study at Mount Royal University to understand how “Mount Royal University can support leadership development for individuals who are new to management roles?” The Student’s credentials with Royal Roads University can be established by contacting Dr. Brigitte Harris, School Director, with Royal Roads University. Her contact info is xxxxxxxxxx or XXX-XXX-XXXX ext. XXXX.

Inquiry Team Member Role Description

As a volunteer Inquiry Team Member assisting the Student with this project, your role may include one or more of the following: providing advice on the relevance and wording of questions and letters of invitation, supporting the logistics of the data-gathering methods, including observing, assisting, or facilitating an interview matrix and focus group, taking notes, transcribing, or analyzing data, to assist the Student and the Mount Royal University in the organizational change process. In the course of this activity, you may be privy to confidential inquiry data.

Confidentiality of Inquiry Data

In compliance with the Royal Roads University Research Ethics Policy, under which this inquiry project is being conducted, all personal identifiers and any other confidential information generated or accessed by the inquiry team advisor will only be used in the performance of the functions of this project, and must not be disclosed to anyone other than persons authorized to receive it, both during the inquiry period and beyond it. Recorded information in all formats is covered by this agreement. Personal identifiers include participant names, contact information, personally identifying turns of phrase or comments, and any other personally identifying information.

Bridging Student’s Potential or Actual Ethical Conflict

In situations where potential participants in a work setting report directly to the Student, you, as a neutral third party with no supervisory relationship with either the Student or potential participants, may be asked to work closely with the Student to bridge this potential or actual conflict of interest in this study. Such requests may include asking the Inquiry Team Advisor to: send out the letter of invitation to potential participants, receive letters/emails of interest in participation from potential participants, independently make a selection of received participant requests based on criteria you and the Student will have worked out previously, formalize the logistics for the data-gather method, including contacting the participants about the time and location of the interview or focus group, conduct the interviews (usually 3-5 maximum) or focus group (usually no more than one) with the selected participants (without the Student’s presence or knowledge of which participants were chosen) using the protocol and questions worked out previously with the Student, and producing written transcripts of the interviews or focus groups with all personal identifiers removed before the transcripts are brought back to the Student for the data analysis phase of the study.
This strategy means that potential participants with a direct reporting relationship will be assured they can confidentially turn down the participation request from their supervisor (the Student), as this process conceals from the Student which potential participants chose not to participate or simply were not selected by you, the third party, because they were out of the selection criteria range (they might have been a participant request coming after the number of participants sought, for example, interview request number 6 when only 5 participants are sought, or focus group request number 10 when up to 9 participants would be selected for a focus group). Inquiry Team members asked to take on such 3rd party duties in this study will be under the direction of the Student and will be fully briefed by the Student as to how this process will work, including specific expectations, and the methods to be employed in conducting the elements of the inquiry with the Student’s direct reports, and will be given every support possible by the Student, except where such support would reveal the identities of the actual participants.

Personal information will be collected, recorded, corrected, accessed, altered, used, disclosed, retained, secured and destroyed as directed by the Student, under direction of the Royal Roads Academic Supervisor.

Inquiry Team Members who are uncertain whether any information they may wish to share about the project they are working on is personal or confidential will verify this with Chad Seerup the Student.

**Statement of Informed Consent:**

I have read and understand this agreement.

________________________ _________________________ _____________
Name (Please Print)   Signature    Date
APPENDIX I: SCRIPT FOR MANAGEMENT FOCUS GROUPS

Introduction

Primary Researcher: Hi everyone, my name is Chad Seerup, for those of you who don’t know me I am an OH&S Consultant in Human Resources. Today however, I am a researcher interested in leadership practices at MRU. **Note:** Inquiry team and roles will be introduced within this paragraph.

The purpose of this study is to improve understanding of existing leadership practices in the management group at Mount Royal University. Through this understanding, recommendations will be made on how to enhance leadership in management roles. This will involve two separate research methods. The first is an interview process with participants from the university management group. The second method otherwise known as the senior management focus group will discuss the results of the interviews with the university management group.

Orientation

Primary Researcher: The first 10 to 15 minutes of the time I have allotted for this research is aimed at increasing your understanding of the research method, increasing your comfort level, addressing any questions that you have and to supplement the informed consent document that you see in front of you.

If you choose, you will be participating in the executive portion of the research. Invitations for this research have been sent to all Mount Royal non-academic managers. The research method used will be a modified interview process known as an focus group.

I am going to give you an overview of the research process, the type of information collected, the voluntary participation process and the withdrawal of consent. This information is within the consent form in front of you so please follow along if you feel it is necessary.

What would my involvement entail?

A focus group is a qualitative research methodology, also known as group interviewing. This method utilizes social interactions to generate generally large amounts of data through structured, semi-structured, or unstructured interviews. Within this focus group the primary researcher will facilitate group discussion by asking a series of questions to the group. Each member of the group will have the opportunity to share their opinion and comments.

The foreseen questions will refer to leadership skills that exist and are required for managers, ways to support leadership and what impact leadership development will have on Mount Royal. The focus group questions have been attached to the consent form. This research is a one-time commitment that will only require 120 minutes of the participant’s time.

What sort of personal information would be collected and how?
Information from the research method will be recorded with an audio recording device, transcribed to written format and, where appropriate, summarized, in anonymous format, in the body of the final report for the partial fulfillment of my Master’s of Arts in Leadership with Royal Roads University. This research will be published through the Thesis Canada Portal of Library and Archives Canada, and ProQuest/UMI. There will be no personal information required or retained for this research therefore at no time will any specific comments be attributed to any individual unless specific agreement has been obtained beforehand. All documentation will be kept strictly confidential and in aggregate form.

The research will be conducted in a location that is private, therefore limiting the dissemination of any information to the research participants and research team present. Aggregated raw data from the research will be stored in a locked filing cabinet; any electronic data will be secured within an encrypted electronic storage device that is password protected. The research inquiry team will be the only individuals other than the primary researcher that have access to the research data. The role of the research team is to help with data gathering, data analysis and facilitation of the research method. Each member of this team is required to sign an inquiry team confidentiality agreement. This agreement indicates that the research team must keep all data collected during their participation in this study confidential and that the information must not be revealed to anyone outside the research team. The primary researcher will retain data for a year from the date of this consent form at which point the research will be double deleted.

Primary Researcher: Indicate the participants can read through this section themselves

There may be potential or anticipated risks associated with comments that individuals make within the research. Given the context of the study this risk is minimal however there is always potential for controversial or contentious information to be shared. To prevent individuals and their personal comments from being identified the data will be secured and presented in a cumulative manner. Power imbalances between participants have also been eliminated, as all participants will be members of the MRU management.

There are benefits to individuals participating in the research method. The executive will benefit by increasing their understanding of existing leadership functions within management and by participating in a focus group with their colleagues, which facilitates further recommendations on leadership development within MRU management.

This research will benefit Human Resources, as it will provide a venue for them to better understand what leadership activities and strategies exist within different departments in the university. This research has the potential to inform an overarching university leadership strategy that could be spearheaded by Human Resources.

The university educates students, employs staff and provides services for the community. Enhancement of leadership development within new and existing management has the capacity
to improve working relationships, elevate employee performance as well as advance the services that the university provides to its students and the community.

Primary Researcher:

Voluntary Participation and Withdrawal of Consent:

In the event that a participant has contributed to the data and then chooses to withdraw from research their individual data will not be withdrawn. The nature of the interview matrix causes data to accumulate with other’s data, therefore it is not possible to withdraw it however the data is cumulative and unable to be traced back to a particular individual.

You are not compelled to participate in this research project. If you do choose to participate, you are free to withdraw at any time without prejudice. Similarly, if you choose not to participate in this research project, this information will also be maintained in confidence. If new information becomes available that will affect one’s decision to participate in the research, you will be informed immediately and remain free to withdraw.

Compensation:

You will not be compensated for your time or efforts in the study.

Primary Researcher: We have reviewed a significant amount of the consent form, please take some time to review the portions that I have not talked about, more specifically the research risks and benefits section and the explanation of written consent. In the event that you have questions please ask them. Otherwise if you choose, please sign the written consent form and drop them off at the admin table once completed. Following this we will proceed with the research process.

Primary Researcher: Collect consent forms, address and inform those who have made the decision not to participate. Announce that each participant will be provided with a copy of their informed consent.

Research assistant: To make copies of the consent forms and distribute them at the end of the research.

Focus Group Process
Primary Researcher:
WELCOME
Thank you for agreeing to participate, we certainly appreciate your willingness.

Primary Researcher:

PURPOSE OF FOCUS GROUPS
The purpose of this study is to improve understanding of existing leadership practices in the management group at Mount Royal University. Through this understanding, recommendations will be made on how to enhance leadership, particular for individuals new to management roles. We need your input and want you to share your honest and open thoughts with us.
GROUND RULES
1. WE WANT YOU TO DO THE TALKING.
We would like everyone to participate. I may call on you if I haven't heard from you in a while.

2. THERE ARE NO RIGHT OR WRONG ANSWERS
Every person's experiences and opinions are important. Speak up whether you agree or disagree.
We want to hear a wide range of opinions.

3. CONFIDENTIALITY
We want folks to feel comfortable sharing when sensitive issues come up. All the information
for the purposes of this research will be aggregate and not be connected back to a particular
individual.

4. WE WILL BE TAPE RECORDING THE GROUP
We want to capture everything you have to say.
We don't identify anyone by name in our report. You will remain anonymous.

Live focus Group:

Co researcher: Lets the participants know that recording has started and starts the recording.

Interview questions are sequentially introduced to the group (refer to focus group questions
document in appendix)

Co researcher: Once all questions have been dialogued the recording will be stopped by the co
researcher and the group will be notified.

Primary Researcher:
Closing: All participants are thanked for their participation.
APPENDIX J: SENIOR MANAGEMENT FOCUS GROUP SCRIPT

Introduction

Primary Researcher: Hi everyone, my name is Chad Seerup, for those of you who don’t know me I am an OH&S Consultant in Human Resources. Today however, I am a researcher interested in leadership practices at MRU. Note: Inquiry team and roles will be introduced within this paragraph.

The purpose of this study is to improve understanding of existing leadership practices in the management group at Mount Royal University. Through this understanding, recommendations will be made on how to enhance leadership, particular for individuals in management roles. This will involve two separate research methods; the first method has been completed. This involved an interview process with participants from the university management group. The second method otherwise known as the senior management focus group, which is why you are here today, will discuss the results of the interviews with the university management group.

Orientation

Primary Researcher: The first 10 to 15 minutes of the time I have allotted for this research is aimed at increasing your understanding of the research method, increasing your comfort level, addressing any questions that you have and to supplement the informed consent document that you see in front of you.

If you choose, you will be participating in the executive portion of the research. Invitations for this research have been sent to all Mount Royal executive including the President, Vice Presidents & Associate Vice Presidents, Deans with non-academic managers reporting to them and Directors. The research method used will be a modified interview process known as a focus group.

I am going to give you an overview of the research process, the type of information collected, the voluntary participation process and the withdrawal of consent. This information is within the consent form in front of you so please follow along if you feel it is necessary.

What would my involvement entail?

A focus group is a qualitative research methodology, also known as group interviewing. This method utilizes social interactions to generate generally large amounts of data through structured, semi-structured, or unstructured interviews. Within this focus group the primary researcher will facilitate group discussion by asking a series of questions to the group. Each member of the group will have the opportunity to share their opinion and comments.

The foreseen questions will refer to leadership skills that exist and are required for managers, ways to support leadership and what impact leadership development will have on Mount Royal. The focus group questions have been attached to the consent form. This research is a one-time commitment that will only require 120 minutes of the participant’s time.
Information from the research method will be recorded with an audio recording device, transcribed to written format and, where appropriate, summarized, in anonymous format, in the body of the final report for the partial fulfillment of my Master’s of Arts in Leadership with Royal Roads University. I will also be sharing my research findings with Mount Royal University. This research will be published through the Thesis Canada Portal of Library and Archives Canada, and ProQuest/UMI. There will be no personal information required or retained for this research therefore at no time will any specific comments be attributed to any individual unless specific agreement has been obtained beforehand. All documentation will be kept strictly confidential and in aggregate form.

The research will be conducted in a location that is private, therefore limiting the dissemination of any information to the research participants and research team present. Aggregated raw data from the research will be stored in a locked filing cabinet; any electronic data will be secured within an encrypted electronic storage device that is password protected. The research inquiry team will be the only individuals other than the primary researcher that have access to the research data. The role of the research team is to help with data gathering, data analysis and facilitation of the research method. Each member of this team is required to sign an inquiry team confidentiality agreement. This agreement indicates that the research team must keep all data collected during their participation in this study confidential and that the information must not be revealed to anyone outside the research team. The primary researcher will retain data for a year from the date of this consent form at which point the research will be double deleted.

Primary Researcher: Indicate the participants can read through this section themselves

There may be potential or anticipated risks associated with comments that individuals make within the research. Given the context of the study this risk is minimal however there is always potential for controversial or contentious information to be shared. To prevent individuals and their personal comments from being identified the data will be secured and presented in a cumulative manner. Power imbalances between participants have also been eliminated, as all participants will be members of the executive group.

There are benefits to individuals participating in the research method. The executive will benefit by increasing their understanding of existing leadership functions within management and by participating in a focus group with their colleagues, which facilitates further recommendations on leadership development within MRU management.

This research will benefit Human Resources, as it will provide a venue for them to better understand what leadership activities and strategies exist within different departments in the university. This research has the potential to inform an overarching university leadership strategy that could be spearheaded by Human Resources.
The university educates students, employs staff and provides services for the community. Enhancement of leadership development within new and existing management has the capacity to improve working relationships, elevate employee performance as well as advance the services that the university provides to its students and the community.

Primary Researcher:
Voluntary Participation and Withdrawal of Consent:

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Compensation:

You will not be compensated for your time or efforts in the study.
Primary Researcher: We have reviewed a significant amount of the consent form, please take some time to review the portions that I have not talked about, more specifically the research risks and benefits section and the explanation of written consent. In the event that you have questions please ask them. Otherwise if you choose, please sign the written consent form and drop them off at the admin table once completed. Following this we will proceed with the research process.

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Primary Researcher:

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   We would like everyone to participate. I may call on you if I haven't heard from you in a while.

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   Every person's experiences and opinions are important. Speak up whether you agree or disagree. We want to hear a wide range of opinions.

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   We want to capture everything you have to say. We don't identify anyone by name in our report. You will remain anonymous.

Live focus Group:

Co researcher: Lets the participants know that recording has started and starts the recording.

Interview questions are sequentially introduced to the group (refer to focus group questions document in appendix)

Co researcher: Once all questions have been dialogued the recording will be stopped by the co researcher and the group will be notified.

Primary Researcher:
Closing: All participants are thanked for their participation.