THE POSITIVE INFLUENCE of SUCCESSFUL COLLEGIALITY
at
LETHBRIDGE COLLEGE

by
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A Thesis in partial fulfillment of
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

Lethbridge College is a positive community workplace, known for its sports teams, Culinary Olympics team, and award-winning students and graduates. A significant drop in employee satisfaction occurred during the last five years as documented by two external surveys. Results suggested that collegiality might be a factor correlating to employee satisfaction. My research question asked how team successes in schools, where faculty deem existing collegiality as favourable, could support the broader development of collegiality at Lethbridge College. I determined faculty mental models surrounding collegiality and identified potential change initiatives to strengthen it. An online faculty survey, document review, and Deans' interviews contributed relevant data, adhering to Royal Roads University's (2011) *Research Ethics Policy* and the policies of the Lethbridge College Ethics Review Committee. My recommendations illuminated the evolution of an institutional definition of collegiality and five change initiatives that would contribute to higher employee satisfaction during a time of great change.

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Chapter One: Focus and Framing

Lethbridge College, a post-secondary institution offering over seventy diplomas, has been my place of employment for 16 years. During that time, a significant changeover in academic faculty culture has occurred. The organization has had four presidents and a rotation of vice presidents and deans as well as changes to faculty. The organization encountered a drop in employee satisfaction during the last five years, from 60% engaged to 53% engaged, as documented by results of an Aon Hewitt (Hewitt) survey, a tool commonly used in business to gather employee feedback, in which the organization participated in 2009 and 2011 (Aon Hewitt Survey, 2011). Hewitt surveys help companies "effectively assess and structure leadership teams, address organizational and workforce effectiveness and optimize human resource program transition, efficacy and impact" (Aon Hewitt, 2014, para. 9). I wanted to explore the relationship between employee engagement and collegiality; my research centered upon an examination of the possibility that differences in perceptions of collegiality in some College departments may have led to higher rankings of employee engagement. It included an examination of the mental models that faculty held defining collegiality, how faculty members related to each other in a collegial workplace, and how these colleagues supported each other during times of change.

My own experience working at Lethbridge College for over 16 years had been one of great job satisfaction. I routinely experienced assistance from co-workers when asked, and freely received offers of help at times before beginning a new task. My office location had usually been fairly isolated; however, a move to a busier hallway at the time I began my Master of Arts studies at Royal Roads University, in particular the inquiry and accompanying research, helped solidify my intent to study collegiality within my workplace when I observed the

difference of working in a busier yet friendly hallway. I sought to determine whether or not

other faculty members experienced the same institutional culture and atmosphere. In my mind,

collegiality between me and the wide variety of colleagues I interacted with on any given day,

whether direct reports or supervisory, was directly linked to my satisfaction as an employee of

such a large organization. It might be possible, then, that others had had the same experience,

which led to the topic of this inquiry.

Although Lethbridge College's existing organizational culture suggested that there was

an informal expectation of collegiality, there were no written criteria in the faculty collective

agreement defining collegiality between colleagues. The Merriam-Webster (2014) online

dictionary defines collegiality as "the cooperative relationship of colleagues". I wanted to ask

faculty members to share any mental models they held in terms of collegiality.

In various organizational meetings, School Chairs at Lethbridge College mentioned that

they have often found that it is most valuable to utilize an adaptive style of leadership in their

roles, since faculty members have a fair amount of autonomy in their positions and prefer to be

involved when decisions are being made. I certainly had noticed some advantages to employing

this leadership style, having occupied the Chair role in the School of Media and Design since

2008. As Heifetz and Laurie (1997) suggested, "a leader's most important role is to instill

confidence in people. They must dare to take risks and responsibility. You must back them up if

they make mistakes" (p. 129). Schools were created in 2006; since then, faculty progressed from

considering themselves disparate groups of individuals in seemingly unrelated programs to more

connected, collegial groups of professionals. Increased faculty collaboration was one benefit.

The change "created the conditions for diverse groups to talk to one another about the challenges

facing them, to frame and debate issues, and to clarify the assumptions behind competing

perspectives and values" (Heifetz & Laurie, 1997, p. 127). My philosophy as a Chair and leader continued to be one of using collaboration and an appreciative stance. Throughout this applied research opportunity, I considered myself a facilitator enabling colleagues to reach their professional goals within a positive environment.

In 2012, Lethbridge College created an Employee Engagement Committee (EEC), chaired by the head of the Human Resources (HR) Department, Coreen Roth, to examine the results of the two Hewitt surveys. The EEC met regularly and informally collected feedback from stakeholders such as faculty, staff, and administration, created recommendations and planned workshops or other events to address how an improvement in employee engagement could be encouraged. I was asked to sit on the committee upon its inception, which tied in very well with my intended research.

My inquiry topic question asked how team successes in schools, where faculty deemed existing collegiality as favourable, could support the broader development of collegiality at Lethbridge College. The subquestions were

1. How do faculty members within those Schools define collegiality?
2. What correspondence is evident between levels of collegiality and employee engagement in Schools where employee engagement is rated higher that the institutional average?
3. What change initiatives could be developed to strengthen collegiality in Schools where collegiality is ranked lower than the institutional average?

I suspected that a long-term culture change might be more sustainable if newer faculty members were encouraged by longer-term colleagues to function collegially within a positive workplace. "The key is to integrate shared norms and values into an existing culture by translating past traditions into ones that provide meaning and benchmarks to guide behaviour for current and future employees" (Kuczmarski & Kuczmarski, 1995, p. 166).

Significance of the Inquiry

In this era of smaller pools of qualified candidates to fill post-secondary faculty positions, Lethbridge College was keen to identify elements of workplace satisfaction that encouraged new hires to align their career paths with advancement within the organization. If collegiality influenced engagement, determining initiatives to enhance collegiality was important for employers wishing to maintain employees on longer terms of hire, because "popular views of engagement suggest that engaged employees not only contribute more but also are more loyal and therefore less likely to voluntarily leave the organization" (Macey & Schneider, 2008, p. 4).

Chairs were in a unique position; supported by their Deans, they would continue to work with faculty on the academic side of the administration to enact changes co-created by upper administration over the next several years. It may be beneficial for Chairs to identify ways to enhance collegiality at the School level as these changes take place in order to boost faculty morale and retention. In several meetings at the upper management level, the President of Lethbridge College, Dr. Paula Burns, commented that Chair support for new employee engagement initiatives being identified was critical. As advocates, Chairs would need strong support from their Deans. In turn, the Deans would benefit from support from the President and Vice Presidents as the change initiatives for increased employee engagement were acted upon.

Decisions made based upon recommendations of the EEC offered opportunity to implement a bottom-up approach to initiating increased collegiality at Lethbridge College. Qualitative and some quantitative data collected from faculty members responding to the Hewitt survey who deemed themselves as working within collegial departments shed light on why they have experienced greater engagement within the College culture, suggested direct tie-ins

between collegiality and a bigger picture, and this information was then shared with Deans and Chairs as they worked within their own areas to improve collegiality.

Lethbridge College has long been locally known as an employer of choice within the city, which is the fourth largest in the province. Most faculty members had participated confidently in the planning cycle, which included two all-day sessions, to help determine the institutional direction and set goals accordingly. The overall sentiment seemed to be one of positivity that the organization would move forward, negotiating change under a tight budget, because there was option to do little else. I wished to incorporate appreciative inquiry into my action research, so that faculty at Lethbridge College could share their positive departmental workplace experiences with me and each other, thus assisting in creating an upward spiral of collegiality.

Organizational Context

Lethbridge College has created a presence for itself on the national stage due to successes by its sports teams, Culinary Olympics team, and award-winning students and graduates. Within Alberta, Lethbridge College has traditionally been regarded by prospective students as one of several destination schools. Within the community, Lethbridge College has been looked upon with a mixture of reverence and fondness by those who have taught in its programs since its inception in 1957 as Lethbridge Junior College, and by its graduates, many of whom now teach or hold administrative positions there. The organization has continued to be one of the larger employers in the city and has a community reputation as a positive workplace. Lethbridge College has long depended upon receiving base funding from the provincial government. The amount allotted this past year was much lower than usual, 7.3% less, resulting in some belt-tightening for the next two to three academic years.

Within the organizational structure, each of four Deans has supervised a group of Chairs, who in turn have managed Schools comprised of programs employing a mix of full time, part time, and casual faculty members. On average, one Dean has usually supervised a group of ten to twelve Chairs, who in turn have supervised ten to twenty faculty members. My Centre has always been one of the larger Centres, and my School has always had a slightly larger number of faculty members and staff. In Figure 1.1, it is indicated that the Centre for Applied Management, within which I have worked, has fallen under the administrative scope of the Vice President Academic. Much daily decision making has typically occurred at the Dean/Chair level.

Figure 1.1
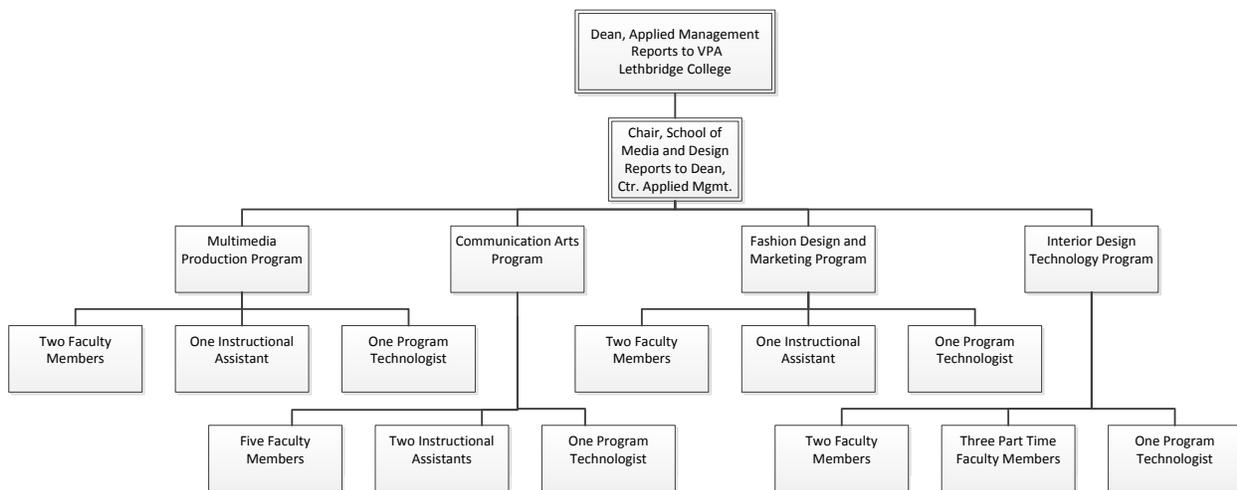
Figure 1.1. Organizational structure model used at Lethbridge College, indicating the connection between the Dean's office, Chair's office, and program areas and faculty that constitute a School.

My Centre remained for the most part unchanged for three years. This may have been due to the supportive relationship between our Dean and the former VPA/Interim President. Role shuffling occurred from February to December 2013; a new President was hired, the VPA/Interim President left the organization, and a new VPA was hired.

The Deans have had the authority to request that Chairs implement plans put forward by the Vice President Academic and recommended by the Human Resources-led Employee Engagement Committee. Having worked closely with all four Deans who have served at Lethbridge College during the last five plus years, I became familiar with their various leadership styles and was confident in stating that each Dean would approach the implementation and execution of the employee engagement plans from a different perspective. Given their differing styles, it was logical to anticipate that non-supporters, supporters, and first adopters would manifest in each Dean's centre as employee engagement initiatives were put into place. Deans and Chairs might well be the key stakeholders in the upcoming change.

The mission of Lethbridge College (2014) was updated during the first year of Dr. Burns' becoming the President and CEO; the new mission statement read, "leading and transforming education in Alberta". Also shown on the Lethbridge College web site (2014), the values of the institution read,

> We value people by promoting trust and respect among all stakeholders, supporting their professional development, and celebrating their accomplishments; we do things well by providing exceptional instruction, offering effective learner support services, and remaining responsive and innovative; we promote learner success by offering current and relevant programs, using instructional technology creatively, and employing flexible delivery systems.

These values suggested that people were viewed as the greatest resource at Lethbridge College, and thus by extension it seemed that if the people worked collegially together, there would be great benefit for them as well as for the institution. The new mission statement was much more concise, directly worded, and clearly denoted the main objective of the institution.

The Comprehensive Institutional Plan (CIP) is used annually for much of the decision making within Lethbridge College. One principle included there and adhered to by the college is

that of "collaboration: to develop strategic alliances with business, industry, government, agencies, and other post-secondary institutions to enhance student learning, mobility, and employment" (Lethbridge College Comprehensive Institutional Plan, 2012, p. 8). The Past President, Tracy Edwards, wrote an article discussing the value that Lethbridge College placed upon having collaboration within a diverse learner group, which may have been enhanced by higher levels of collegiality. "Studies have shown that the ability to hold two different (and competing) constructs in one's mind builds the capacity to think critically…recognizing and valuing the tremendous opportunity to learn from others "not like me" is incredibly compelling" (Edwards, 2009). If working with a diverse group of people within an organization lends itself to an appreciation for collegiality amongst stakeholders, then my inquiry may have illuminated connections between the organization's diverse faculty make-up and levels of collegiality as a result of faculty change over the last few years.

Coincidentally, the refinement of my inquiry question and the resulting action research began at the very time when the sting of job losses and pecuniary belt-tightening was at its height, which gave me a perspective on organizational morale and lack thereof that I had not witnessed before. The entire organization reeled from the budget cuts. Dr. Burns was in the least enviable position of all; as a new President, she had the unenviable task of mandating, observing and supporting the difficult staffing decisions made. The Lethbridge College Faculty Association (LCFA) was called upon to provide moral support for faculty members who lost jobs, and the Alberta Union of Provincial Employees (AUPE) carefully observed the process by which administrative staff were laid off to ensure propriety in the necessary actions. Despite the difficult times, every effort was made to make necessary HR changes with the utmost respect

for those impacted. It was later, when discussing this time with a member of my inquiry team, that I became aware of how hard the HR department worked to buffer the sting of the job losses.

Systems Analysis of the Inquiry

The organizational climate during my inquiry was one of cautious optimism that the College could ride out the budget tightness imposed by reduced government funding. Each Centre was first given the task of trimming its budget by a minimum of 10%. When it became evident that this cut was insufficient to provide the organization with a balanced budget, further cuts were requested, first at the School level and then at the Centre level. Chairs, Deans and Budget Analysts worked very hard to identify expenses that could be removed from School and Centre budgets to offset the lack of funds that was anticipated. Though some Schools and Centres found it more difficult than others to identify resources that could be done without, and some areas had the daunting task of asking for slightly more funding than had been required the year before, everyone at the financial decision-making table made their best efforts to trim any and all surplus and nice-to-have items and expenses from their individual budgets. Once the changes from each round of discussions were captured by the Finance Department, several more rounds of meetings and discussions were required at all leadership levels before the Board was able to approve an institutionally-balanced budget. Upper administration promised that as few faculty positions as possible would be cut due to the anticipated budget shortfall. Lethbridge College's hiring budget was capped, which meant the existing faculty cohort was likely to remain constant; however, it might be reduced further if disengaged people left their jobs. The college had predicted in 2007 that by 2014 over 70% of the existing faculty and staff positions would be refilled due to retirements. Provincial budget cuts dictated a smaller number of positions would actually be filled and many would not. As a result, trust in leadership fell and

cultural morale suffered. By observation, the three systems loops in Figure 1.2 could be

illustrated for greater understanding of the circumstances that the College was enmeshed within.

Figure 1.2

Provincial
budget cuts

Institutional budget
cuts
Faculty cuts
Loss of morale
Less trust in Leadership
Union reactions

Realigned positions
Increased workloads
Loss of collegiality
Passive resistance
Loss of morale
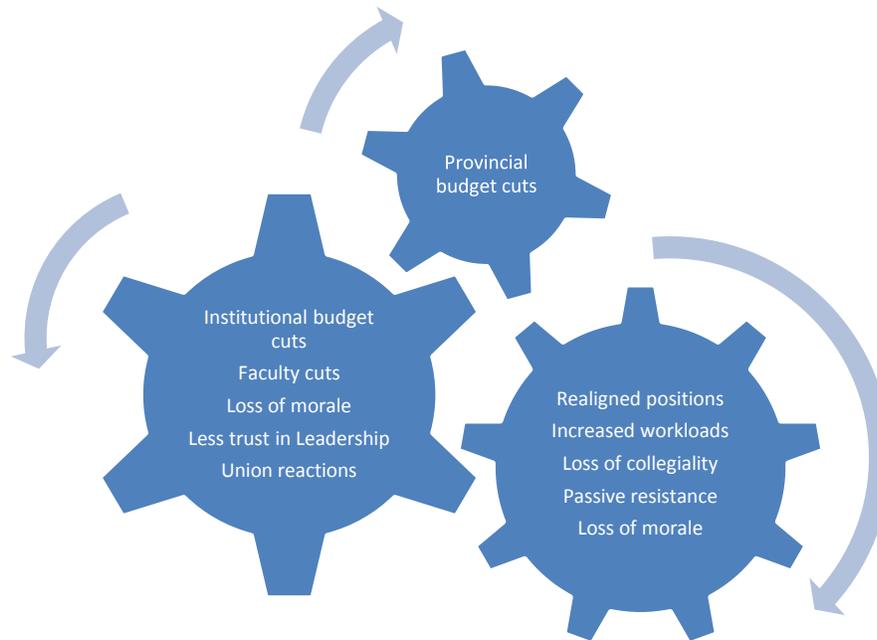
Figure 1.2. A demonstration of the influence of provincial budgeting, institutional budgeting, faculty positions, and organizational culture upon each other.

College leaders were working hard to ensure a balanced budget. In cases where certain

departments could not "do more with less," a common refrain at many post-secondary

institutions, one solution was to cut positions. Staff and faculty alike were worried about job

security and watched warily as faculty members in various departments were let go. Conversely,

some departments increased their administrative positions, and this caused resentment in areas

where jobs were cut and the remaining employees' workloads rose. Employees questioned

organizational priorities; was Lethbridge College dedicated to teaching, or dedicated only to

successful business? It was possible that both of these seemingly disparate priorities were

inextricably linked. The business aspect of the college had to be successful to support the

academic activities of the organization, and the academic side realized that they could not

flourish without budgets that enable courses to run and faculty members to be paid. A perceived inequity in business versus academic staffing led to observable faculty discontent.

During the time of greatest staffing change, the employees at Lethbridge College could not help but compare changes to faculty staffing and changes to administrative staffing. I became aware of many impromptu hallway discussions where numbers of faculty members declared redundant and numbers of administrative staff laid off were contrasted. A natural schism occurred between faculty members and staff; faculty members expressed their collective opinion that it would be preferable if only staff were laid off, and staff voiced the opposite opinion, that both sides of the HR coin should have to weather an equal amount of job losses. Some faculty members, who hesitated to speak with me as a Chair at first, expressed frustration about how the decisions were made to terminate certain staff positions or declare particular faculty positions redundant. The blackest period of job losses was in the spring of 2013. I can only surmise, respecting the privacy of the faculty and staff affected by losing their positions, that despite understanding the need for position cuts, there was disagreement with the decisions by many of those who had to leave Lethbridge College at that time.

Chapter Summary

For the most part, the College has continued to employ a decentralized organizational model with four Centres, each headed by a Dean who wielded the most decision-making power. The position of Chair has had a high level of responsibility to support the Dean's decisions.

Observing the changes in the organization due to job losses and budget cuts solidified my intent to focus my inquiry around institutional morale, employee satisfaction, and in particular to study the influence of collegiality as a subset of employee satisfaction. An opportunity to consider what was already working well in the organization, capture it as usable data, and share

it with my sponsor and the members of the EEC created and excellent prospect for action

research. My choice to utilize action research and the timing of my inquiry were very

favourable, since the institution was seeking answers indicating the condition of employee

morale and engagement.

Chapter Two: Literature Review

In this chapter, I have attempted to link the inquiry question about how team successes in schools, where faculty deem existing collegiality as favourable, could support the broader development of collegiality at Lethbridge College to current literature on collegiality, my first topic, and change management within the organization, my second topic. I also searched the literature for connections between these two main topics, collegiality and change management within the organization.

Part of my research was driven by results of questions asked at Lethbridge College about collegiality as defined by the 2011 Hewitt survey on employee engagement.   My initial inquiry had begun as an examination of employee engagement, but it became apparent that the topic was far too broad for the scope of this project, employee engagement itself being fairly difficult to quantify. To refine my review, I chose to focus on just one aspect of employee engagement, that of collegiality within my organization. My work with the EEC encouraged me to add the second topic of change management within the organization to my literature review.

Collegiality

   Rationale.

During a time of great change at Lethbridge College, those in leadership positions were given the task of managing challenges commonly associated with change while maintaining morale. When researching literature on collegiality, I also collected information about three related subtopics, those of collaboration, developing community, and commitment to values. As expressed by Macey and Schneider (2008), two of the leading researchers in this area,

> it is conceivable that an entire organization may have behaviorally [*sic*] engaged employees with the frame of reference being other organizations, and/or within an organization, some employees may be engaged more than others – with other employees within the organization being the frame of reference. (p. 14)

Saks (2008) suggested that "if the meaning of engagement 'bleeds' into so many other more developed constructs, then engagement just becomes an umbrella term for whatever one wants it to be" (p. 40).

Collegiality is mostly behavioural, and therefore observable by participants and researchers alike, whereas employee engagement has three nebulous aspects as outlined by most research within the literature: "traits, states and behaviours" (Saks, 2008, p. 40).   This idea of nebulousness was echoed by Macey and Schneider (2008) who said "any measure that asks how satisfied an employee is with conditions at or of work or asks about the presence of particular conditions of or at work is not a measure of any of the three facets of the engagement construct [typically] elucidated" (p. 26). Macey and Schneider (2008) as well as Saks (2008) seemed to agree that employee engagement encompasses, in part, observable behaviours, which were the focus of my research. Traits and states are also characteristics of engagement, but being states of mind, they are unobservable. This made them more difficult to quantify and thus they could not be included in my data collection unless mentioned specifically in a respondent's comment.

The intention of this action research was to identify the definition of collegiality that may currently exist within the faculty, one that can be effectively shared with the college as a whole. The existence of collegial practices between faculty members and within departments has been described as "a desirable condition [that] has an organizational purpose" (Macey & Schneider, 2008, p. 4). During my reading it became evident in much of the peer-reviewed literature that there seemed to be no concrete definition for collegiality. I concluded it was likely that I would have more success finding samples of how other institutions define collegiality through the related sub-topics of collaboration, developing community, and commitment to values. I examined the literature for references to how employees in other organizations defined the most

choice workplace habits, outlining what it is that makes for well-functioning departments that work together successfully. I also searched for initiatives mentioned in literature that captured the traits of collegially-minded employees outside of Lethbridge College that could then be transplanted and nourished internally.

Collaboration.

Literature suggested that one aspect of collegiality that is easily observed and thus readily apparent in its existence is that of employee collaboration. For example, almost seventy years ago, Kurt Lewin, along with a colleague, founded the Research Center for Group Dynamics at MIT with the intention to "train leaders to become skilled at improving group relations and managing change" (Weisbord, 2012, p. 104). Collaboration was also one of the main aspects of organizational growth and improvement that is deemed highly desirable. Baker (2003) stated "building collaborative relationships at work is not simply a good thing to do, it is absolutely critical to the long-term success of your organization – and of your own career within it" (p. 11). He went on to state "people who network are more effective, are paid better, are promoted faster, are healthier and happier, and live longer than their colleagues who do not consider building relationships to be an important part of their job description" (pp. 11 – 12).

Several scholars have agreed that the most critical times for collaboration to occur might be when new employees begin with an organization. Macey and Schneider (2008) said there is "a critical link between interventions focused on the early stages of the employment period (i.e., 'on-boarding') and other management-driven activities that relate to the development of state and behavioural engagement at work" (p. 25). Patrick, Elliot, Hulme, and McPhee (2010) suggested that new faculty members encounter challenges as they begin positions in organizations new to them and must negotiate a new culture; "a range of skills has to be developed to facilitate

successful professional interactions" (p. 279). Lethbridge College experienced a large faculty

turnover in the last five years, and it is possible that formal training is not the only answer to

successfully providing orientation for new employees. New employees might also benefit from

"having access to informal networks of colleagues who could offer advice, and effective

communication between staff was seen as important to creating a supportive ethos" (Patrick et

al., 2010, p. 285). The article also stated

> professional learning among new entrants [is] enhanced by formal and informal
> support systems, a welcoming and inclusive school or department ethos,
> collegiality, and less hierarchical management styles…much of what was thought
> of as helpful arose from a range of informal situations. Less formal situations
> [include] the sharing of experiences, discussing practice and the positive effect on
> the professional culture. (pp. 281 – 282)

The benefits of collaboration include organizational advancement in comparison to competitors,

the flourishing of alliances between the organization and others that are similar, the increased

likelihood for innovation, greater financial success, and, as Baker (2003) also suggested, an

increase in external alliances. While collaboration is most often thought of as an internal

process, it was beneficial to expand that perspective and look beyond the organizational walls.

As Baker (2003) wrote,

> it is this network of collaborative relationships that offers the potential of having
> the greatest and longest-lasting impact on your organization…When organizations
> and their leaders focus purposefully on building relationships – with employees,
> colleagues, customers, vendors, shareholders, even competitors – social capital
> will flourish, and everyone will reap the benefits. (p.15)

Not all literature supported this view. Hull's (2006) contrasting viewpoint suggested

"collegiality in higher education is rapidly being displaced, threatened or distorted" and went so

far as to say that "a skeptical approach to collegiality may be useful" (p. 39). Given the tighter

budget climate that most post-secondary institutions must exist within out of necessity,

there are many undesirable changes occurring…increased workloads, other forms

of work intensification, increasing stratification between different grades and

locations of academic staff. However, it is less obvious that the key issue in

resisting these changes resides with defending the notion of 'collegiality'. (Hull,

2006, p. 39)

Hull (2006) also suggested that "collegiality, in other words, merely maintains the status

quo for privileged professionals" (p. 41). For example, "some academics have had a

tendency to claim a special privilege for the workload involved in teaching their

particular discipline or specialty, and some research-intensive academics have been able

to claim excessive exemption from teaching and administrative duties" (p. 42). He also

tackled the notion of collegiality as myth: "Are people really suggesting that there was

some golden, pre-managerial age of collegiality when academics shared the workload

equally, when all discussion was open and consensual, and when disputes were resolved

through open and democratic means?" (p. 42).

Developing Community.

While collaboration between employees at the departmental level might breed

collegiality, extending this practice might lend a greater sense of community to the bigger

organizational picture, and link the organization to the external environment in a positive

manner as well. At the most basic level, a sense of community begins with the

employee/employer relationship. Xu and Thomas (2011) stated that "direct reports react

positively to leaders who behave in ways that support the team, for example taking a

genuine interest in team members; personal development, and celebrating team successes,

and respond to this support with higher levels of engagement" (p. 410). They also

commented that "leaders can consider what it is about their work that particularly

engages them, and strive to increase these aspects for their direct reports" (p. 411).

These same authors also noted "consistent links between transformational leadership and constructs that are argued by some to be part of engagement, such as motivation, job satisfaction, organizational commitment, proactive behaviours, and organizational citizenship behaviours" (Xu & Thomas, 2011, p. 402). New faculty should "become involved in a variety of activities at [the] school and departmental level…participating in whole-school or departmental development across a number of initiatives" (Patrick et al., 2010, p. 282). In this manner, new faculty members benefit from "the chance to work with more experienced colleagues in authentic situations" (Patrick et al., 2010, p. 283). A sense of community is strengthened as "relationships also forge stronger organizations" (Baker, 2003, p. 12).

Companies and institutions of all sorts have long participated in the debate about whether friendships between colleagues are a positive contribution to the bottom line or whether they are a liability. Within the literature of Wagner and Harter (2006) I read one suggestion that friendships at work can enhance, for example, an employee's sense of physical safety when completing an arduous task such as a renovation by having one worker remind another to wear a hard hat. Other examples of positive contributions from at-work friendships mentioned were those of providing support when participating in training, as one colleague mentors another through learning a new process, encouraging another to take appropriate risks as a new leader stepping into a position, or providing a listening ear when challenges arise that outside friends and family are less likely to understand. Colleagues who are friends look out for each other's well-being. Wagner and Harter also suggested that friends achieve more.

> Evidence suggests that the more interconnected the group, the better they
> will perform routinely and under pressure….friends are more likely to

invite and share candid information, suggestions, and opinions, and to
accept them without feeling threatened. Friends tolerate disagreements
better than those who are not friends. The good feelings friends share
make them more likely to cheer each other on." (p. 145)

Jim Collins, in his well-known book *Good to Great* also explored the idea of friendships

at work and treating colleagues as friends. He drew comparisons, just as Wagner and Harter did,

between loving what one does and loving who is there. Sharing resources, helping a colleague

meet a deadline, or offering support during difficult times is more likely when colleagues care

more about each other the way they would as friends instead of as mere co-workers. Collins

(2001) wrote,

No matter what we achieve, if we don't spend the vast majority of our time with
people we love and respect, we cannot possibly have a great life. But if we spend
the vast majority of our time with people we love and respect – people we really
enjoy being on the bus with and who will never disappoint us - then we will
almost certainly have a great life, no matter where the bus goes. (p. 62)

With this thought in mind, I hoped that my research inquiry would illuminate whether

collegiality was linked to the tendency of my colleagues to form friendships within the

organization, and whether that made them happier to come to work and more interested

in contributing their best to the goals of Lethbridge College.

Commitment to Values.

Organizational values are the foundation upon which all human resources practices

should be built.   An organization's mission, vision, and values statements clarify its priorities

and goals. When employees understand clearly the direction of an organization, trust may

increase. "Trust (in the organization, the leader, the manager, or the team) is essential to

increasing the likelihood that engagement behaviour will be displayed" (Macey & Schneider,

2008, p. 22) and include a corresponding rise in collegiality, though which comes first is a

conundrum. Expecting that employees work in accordance with organizational values

does not mean that individuals do things outside of their role requirements; rather,
it has to do with the manner in which they do what they are supposed to do in a
particular role, not how they do things they are not required to do. (Saks, 2008, p.
41)

Supposing that employees hold similar values in their personal lives as in their work lives, one

may suspect that employee behaviour, including the demonstration of collegiality "has

implications for and relates to engagement in other roles" (Saks, 2008, p. 42) much as they

would if one were a part of a family, a congregation, a club, or another connected group.

"When the highest standards are expected and consistently demonstrated, we can pursue

our highest aspirations and create great achievements" (Cialdini, 2003, p. 6). Values and

corresponding personal ethics contribute to this outcome. Departure from values can happen

gradually and insidiously; Cialdini (2003) warned that "in a culture in which it [is] acceptable to

be deceptive outside the organization it [becomes] acceptable to be deceptive inside the

organization" (p. 8). He also gave the reminder that "human behaviour can be contagious,

spreading out from a few to 'infect' many people" (Cialdini, 2003, p. 8). Contagion might be

perpetuating positive or negative behaviour. A clear set of organizational values would

contribute to the former instead of the latter. Connecting to the idea as expressed by Collins,

to build an organization with a strong set of ethical values, leaders have to start
with the recruitment and selection process…Organizations need to recruit people
with a strong set of values that are ethical and that fit with those of the culture.
(Cialdini, 2003, p. 10)

Connection to values must begin with the administrative hierarchy in that "certain leader

behaviours…connect followers with the organizations goals" (Xu & Thomas, 2011, p. 403).

"Companies that get these conditions right will have accomplished something that competitors

will find very difficult to imitate" (Macey & Schneider, 2008, p. 26). Since Lethbridge College

wished to distinguish itself positively from its competitors and remain an employer of choice,

provincially and nationally, adherence to a clear and motivating set of values is an admirable way to achieve this.

Change Management Within an Organization

    Rationale.

In the Lethbridge College Hewitt survey results of 2011 and in Lethbridge College strategic planning feedback information, available internally to upper administration only, the topic of effective change management came up repeatedly as being an issue affecting employee engagement. The organizational leaders were identifying new goals and priorities to be put in place over the next few years. Leadership understood that it would be important to address concerns that might arise surrounding how change will be introduced and managed at the institution. I intended to focus one aspect of my research upon collecting and analyzing data that could help Lethbridge College determine which aspects of collegiality might be considered most relevant and helpful during the next few years as new ways of doing business were adopted. Based upon my own observations of faculty between 2011 and the present in a variety of situations such as formal and informal "water cooler" meetings, e-mail responses to questions, and conversations with colleagues, I thought it important to consider three subtopics in this second literature review: trust during change, emotions in the work place, and change and collegiality. These three topics manifested themselves in a variety of contexts, which led to my interest in them and their connection to my inquiry.

    Trust during change.

In the last two years, the faculty members at Lethbridge College experienced staffing cuts, budget cuts, a large number of faculty retirements, and an extensive turn-over in upper leadership positions. The influence of these changes seems to have manifested as a reduced level

of trust in the leadership group during that time period. It was possible that reduced trust within

the ranks of the faculty members led to reduced collegiality in some departments. I observed

that faculty members seemed more likely in their anxiety to point a finger of accusation at each

other during meetings when discussing things that had gone wrong, to blame those in leadership

positions for existing and new job frustrations, to disconnect from each other, and in some cases

even to leave the organization.

      Conversely, rather than turning away from or turning on each other, faculty members

might have benefitted most from supporting each other during difficult times. Stephen Covey

(2006) noted that "high trust company environments foster the collaboration and teamwork

required for success in the new global economy. Different than the traditional approaches of

coordination and *cooperation*, real *collaboration* creates the key opportunity model of today's

world." (p. 256). At Lethbridge College, the former level of trust needed to be restored before

effective collaboration could happen. Upper administration held a series of large-scale faculty

and staff meetings to gather feedback on what the population of Lethbridge College felt they

needed most to re-engage themselves during the upheaval. One major college-wide event was

held in May 2013, followed by a series of smaller feedback sessions in fall of 2013 on topics

identified from feedback collected at the May meeting and organized into common themes.

      The Management Forum group, comprised of Deans, Chairs, Directors, and Managers

from most college departments, anticipated a higher attendance at the second round of feedback

sessions than what actually occurred, but feedback was carefully collected and considered none

the less. Dr. Burns explained to college employees that recommendations for change and change

management would be co-created by leadership and faculty alike, in the belief that positive

results are more likely if those affected have some input into the changes. In addition to sharing

her dedication for co-created change, Dr. Burns shared her conviction, similar to that of Burnes (2004), that change "could be initiated from the top, bottom, or middle but…it could not be successful without the active, willing, and equal participation of all" (p. 243).

Dr. Burns helped the college community learn that building trust leads to greater productivity. Covey (2006) suggested that caring leads to collegiality, which also influences productivity. His research showed that "caring and compassion for others can be translated into specific behaviours that constitute a better way of doing business for all….this undeniable connection between caring and performance exists because caring and concern engender trust" (Covey, 2006, p. 79). It was interesting to explore Lethbridge College employees' definitions of collegiality to see if they included words like caring, respect, and trust, and whether the Deans' change initiatives would speak to ways of increasing trust and respect as a factor of collegiality.

Successful companies have long understood the connection between caring leadership and effective employees; this was evident when reviewing the motives behind the marketing, branding, and image of the college, for example. Covey (2006) said that "the motive that inspires the greatest trust is genuine caring – caring about people, caring about purposes, caring about the quality of what you do, caring about society as a whole" (p. 78). He suggested that it is illogical to think that employees trust anyone who does not care about them. He went on to suggest also that an employee making a connection between caring and trust to their institution's overarching values and principles results in encouragement to contribute one's best. It is interesting to note that one of Lethbridge College's three listed values is people. While it is not possible to mandate caring and/or trust, it is possible to encourage behaviours of civility and collegiality, which may then lead to increased trust within an organization.

Emotions in the workplace.

As might be surmised during times of great change, the emotions of faculty members who have been negatively affected by change are more likely to be close to the surface, just as one may experience in one's private life when difficulties are encountered. It is generally expected in the workplace, however, that emotions are not something that employees share openly. As Beth Page (2006) commented, "for too long the message has been to park our emotions at the door before entering the workplace. When that message is conveyed, the outcome is that people do not bring their hearts to work" (p. 128). Assuming, then, that faculty members feel the need to protect themselves emotionally during times of change, it might be reasonable to expect that work is being done with a higher level of disconnect, in rote fashion, with less care and connection by those doing their regular jobs. Add to this the fear of being the next person declared redundant and suddenly being unemployed, or having one's teaching assignment modified without warning, and it becomes easy to observe how the perceived need to hide emotions can get the best of even the most capable faculty members, potentially resulting in less collegiality toward colleagues driven by the need to protect oneself.

If this trend were to continue for some time, the cycle of discontent and the potential for emotions to destroy engagement might occur. Holman (2010) suggested that "with time and continued interaction, a new narrative of who we are takes shape." (p. 11). Whether this shift becomes a positive one or a negative one might be influenced in various ways depending upon how change is managed at the leadership level. In a Toronto conference presentation to the Apparel Affinity Group in June of 2012, guest speaker Dr. Amir G. Sabongui suggested that leadership, by its very nature, means that we influence people whether we intend to or not. Thus, the actions and decisions of Lethbridge College leaders may not only influence others, but might

be interpreted very differently by constituents, given that each faculty member has a unique

perspective from which they judge what they observe.   Since they are not privy to the internal

deliberations of leaders, they can only attempt to interpret what they see, whether it be the

immediate result of a decision, consequences resulting from a decision, or the influence of that

decision upon their work and/or personal life. They can only guess at the intentions of their

leaders and respond accordingly.

As the new vision and values begin to take hold at Lethbridge College, it may be the

smallest thing that is done or not done by those currently in leadership positions that influences

those in the workplace. Fear can be a strong emotion that people would tend to want to avoid.

Fear of being unappreciated or doing meaningless work, when the majority of one's day is spent

at work, may create great emotional motivation for a job change. By contrast, employees who

feel their contributions are significant are more likely to want to come to work and want to

contribute. Willingham (1997) stated that

> as people search for greater significance, they move more toward the intrinsic
> needs that are at their core. They begin to look for authentic people they can trust,
> follow, believe, and respect. I am totally convinced that we are seeing and will
> continue to see, a paradigm shift wherein managers' ability to lead people will
> depend on their values and respect for people. I believe that leaders whose
> decisions and responses are driven by strong, positive values and beliefs will
> naturally empower people to greater productivity. (p. 19)

Cuts administered to faculty staffing by leadership in the late 1990s at Lethbridge

College sent the message that people were less important than budgets, not because the

cuts didn't need to happen, but because of how they were managed at the time. Because

of this, the current leaders "must fix this fracture. They must mend and heal by creating

new organizational structures that are built on trust, common values, and mutual respect.

They must get back to the root of productive, profitable organizations – well-trained,

happy, productive *people*" (Willingham, 1997, p. 24).

Dr. Burns' goal as the new president was not only to erase the sad memory of long-past

decisions handled gracelessly, but to mitigate the negative results of the severe budget cuts

passed down in February 2013 just as her tenure began. Her aim was for transparency during

these changes, clear goals, and quantifiable outcomes help to minimize fear of the unknown and

thus potentially reduce the emotional toll upon the faculty. In addressing her goal to create a

new strategic plan for the institution, Dr. Burns was dedicated to the process of co-creating,

along with upper academic and administrative leaders, the strategies and action plan for moving

Lethbridge College forward. As Raelin (2003) suggested,

> Leadership is being seen more as a plural phenomenon, something that the entire
> community does together. It does not need to be associated with the actions of a
> single operator. People in the community assume leadership roles when
> necessary, and through this collective action, leaderful practice occurs. (Ch. 7)

Together with upper leadership, Dr. Burns also co-created several guiding points for the

college community, collectively referred to as the leadership way, one of which stated

that "no one steps down when another leader steps up." Leaders support leaders.

Change and collegiality.

When my inquiry topic was first beginning to take shape, I had a conversation about

employee engagement with Dr. Niels Agger-Gupta during a class at Royal Roads University. He

suggested that the scope of my topic was far too large, because "changing the culture of a work

place is a long process" [1](personal communication, N. Agger-Gupta, December 9, 2012). Upon

reflection and observation, it would seem that positively changing the culture of a workplace is a

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[1] Permission to use personal communication granted March 14, 2014.

long process, and yet changing the culture in a negative manner can be accomplished in a much shorter time span. At Lethbridge College, morale dropped not only from 2009 to 2011, which was between the data collection of the two Hewitt surveys, but also significantly in the months following the announcement in 2013 by the Alberta government regarding funding cuts to post-secondary institutions by 7.3%. In the three months following that announcement, 12 faculty members and a greater number of staff members lost their jobs, which sent shock waves rippling through the minds of employees working at Lethbridge College.

During feedback sessions in late 2013, upper administration at Lethbridge College requested suggestions from faculty as to how the organization might move forward in the most positive manner. Results pointed to strategies that were less work-related and more personal. Faculty requested that administration do things that would support a more employee-centred philosophy, such as celebrating accomplishments, encouraging casual rituals such as coffee breaks with colleagues in a new space designated for that purpose, and creation of a network of support that included more of a nod to work/life balance and more opportunities to connect with each other socially. As Axelrod (2010) stated, "when we connect with people, we feel more human. We move beyond the isolation of our….organizational silos to unite with others. We are then able to do what none of us could have done alone" (p. 96). Faculty expressed the desire to learn more about departments other than one's own, to meet colleagues from other departments, and to learn more about what others do while at work. As suggested by Whitney, Trosten-Bloom and Rader (2010) faculty would be afforded the opportunity during which they could, "by studying what was successful and promising in their organizations,...gain confidence and hope;…morale and performance would improve."

It could be surmised that employees at any institution want to do a good job. However, typical rewards such as raises and certificates of merit may not offer sufficient acknowledgement of good work. Employees want to know they are valued and want to belong to a positive workplace. Kuczmarski and Kuczmarski (1995) drew attention to this when they wrote

> employees want meaningful, self-fulfilling jobs. They want their organizations to be responsive to their needs and to enable their co-workers to be empowered. People make huge life investments in their jobs. They want greater respect as individuals and far greater recognition for their contributions, achievements, loyalty, and dedication. (p. 21)

The term "collegiality" itself was mentioned in conjunction with several other ideas in much of the literature that referred to positive workplaces. Discussion surrounded what makes work meaningful in most employees' minds, the workplace cultures that engender inclusivity, acknowledgement that employees want to be part of a group, and that employees want to spend time in a positive workplace where they know they are valued. Though it is a dated reference, Kuczmarski and Kuczmarski (1995) captured it best when they said "hope for and belief in a caring, meaningful, and self-satisfying work environment needs to be shared by all employees. Professional passion needs to be infused into the workplace" (p. 22). They, along with several other authors such as Collins (2001), Wagner and Harter (2006), and Willingham (1997) suggested that as time has gone on, the workplace has become the victim of gradually diminishing values and faltering principles. The premise did not end on a negative note, however. Ultimately,

> the opportunity exists for organizations to reestablish values and norms through the mission, management style, compensation, leadership, and empowerment strategies. But they can't do so without a unified approach that sends and reinforces a message about what they stand for and what types of behaviours are acceptable. (Kuczmarski & Kuczmarski, 1997, p. 25)

It is for this reason that my interest in collegiality was ignited by my experiences at

Lethbridge College. As times became more stressful, I was encouraged in my aims by

academic discussions, first while participating in residency at Royal Roads University,

and then in my first discussions with my sponsor, and by participating in the strategic

planning being co-created by Dr. Burns and the faculty and staff within my organization.

The literature review reinforced my belief that examining collegiality and subtopics of (a)

collaboration, (b) developing community, and (c) commitment to values, and the topic of

change management within the organization, with the subtopics of (d) trust during

change, (e) emotions in the work place, and (f) change and collegiality, made for an

interesting literature review to support and augment my inquiry.

Chapter Summary

Because of the evolving state of Lethbridge College during a time of great staffing

change, I wished to explore literature that helped connect my two main topics, collegiality and

change management within the organization, with what I was observing during the time I refined

my inquiry question and subquestions and began my action research. As my literature review

progressed, it also became important to me to consider the influence my two key topics had upon

each other.

Several subtopics manifested themselves through the review. They were (a) trust during

change, (b) emotions in the work place, (c) change and collegiality, (d) trust during change, (e)

emotions in the work place, and (f) change and collegiality. The examination of existing

literature on these topics helped link them in my mind to my key topics.   The discovery of

dissenting views was unexpected but provided a second, rich perspective from which to view my

inquiry. I was surprised to find that some institutions considered implementing codes of

conduct. Some included reference to collegial behaviour in HR contracts. At some institutions,

standards for collegiality were discussed during performance management meetings, whereas at

other institutions they were not. Lethbridge College was not alone in trying to successfully

navigate the nebulous realm of employee collegiality expectations.

Chapter Three: Inquiry Approach and Methodology

Within Lethbridge College action research had not been widely used, perhaps because "interpretive, action-oriented approaches to inquiry have been accepted only recently as legitimate in academic and official settings" (Stringer, 2007, p. 176). I chose my inquiry approach and methodology with this in mind. The involvement factor of action research intrigued me; when using it, "in contrast with traditional research approaches, you are not neutral but an active intervener making and helping things happen" (Coghlan & Brannick, 2010, p. 18).

My inquiry question asked how team successes in schools, where faculty deem existing collegiality as favourable, could support the broader development of collegiality at Lethbridge College. The subquestions were

1. How do faculty members within more collegial Schools define collegiality?
2. What correspondence is evident between levels of collegiality and employee engagement in Schools where employee engagement is rated higher?
3. What change initiatives could be developed to strengthen collegiality in Schools where collegiality is ranked lower?

In this chapter, I have discussed my inquiry approach, explained how the participants were selected, outlined my inquiry methods, and discussed the ethics issues important to consider.

Inquiry Approach

I incorporated action research from an appreciative stance. As suggested by Whitney, Trosten-Bloom and Rader (2010) "by studying what was successful and promising in their organizations, people would gain confidence and hope; …morale and performance would improve" (p. xix). Gathering data from an appreciative stance was an important key to my action research. As Stringer (2007) suggested, when participating in action research,

> more interactive processes that engage facilitator and other participants in
> carefully articulated processes of inquiry replace the detached, impersonal
> procedures associated with traditional research. The sociable nature of the
> research processes should not, however, mask the necessity for ensuring that

rigorous and ethical procedures provide the basis for illuminating and effective
investigations. (p. 61)

My research delved into finding why collegiality was more prevalent in certain Centres
than others. Considering Stringer's definition, I was motivated to keep my research connected to
the employees with whom I worked. Lethbridge College seemed to be ready for an inquiry into
employee collegiality. The activities of the EEC, strategic planning exercises of my sponsor, and
work within my School to encourage collaboration seemed to support my choice of inquiry topic
and data collection methods. Using a survey, interviews, and a document review would
complement each other and result in identifiable findings.

Lethbridge College used surveys regularly, usually to gather quantitative data. Given the
environmental issues that manifested as my research began, my research was conducted with an
eye to collecting qualitative data "representing the experience and perspective of participants and
to the values inherent in community based action research" (Stringer, 2007, p. 177). I intended
to determine the most common suggestions from inquiry respondents that might encourage
collegiality in Centres that would benefit from increased collegiality. One inquiry team member
commented that the survey would provide mostly qualitative data and very little quantitative
data. This aspect of my research was an unexpected bonus, allowing my capability to grow.

The timing between my research, organizational readiness, and the change intervention
cycle already begun by my sponsor, as shown in the OAR diagram in Figure 3.1, were optimal. I
anticipated that appreciative inquiry would illuminate what was already working. I collected
data from an appreciative stance in order to encourage the sharing of personal perspectives by
participants, so that the results might be more meaningful. I also possessed the advantage of
being an insider to the organization. Glesne (2011) suggested that "insiders who couple research
theories and techniques with an action-oriented mode can develop collaborative, reflective data

collecting and analysis procedures for their own practices and thereby contribute to the

sociopolitical context in which they dwell" (p. 23). Anonymity helped avoid any conflict of

interest, in case faculty members from my department chose to participate. I was careful not to

contaminate interpretation of the data with my own biases, notions, or hopes for a particular

outcome. Irvine and Reger (2006) said "searching for authentic meaning, engagement, and

fulfillment has an ability to transform and sustain a business culture" (p. 55).

Figure 3.1.

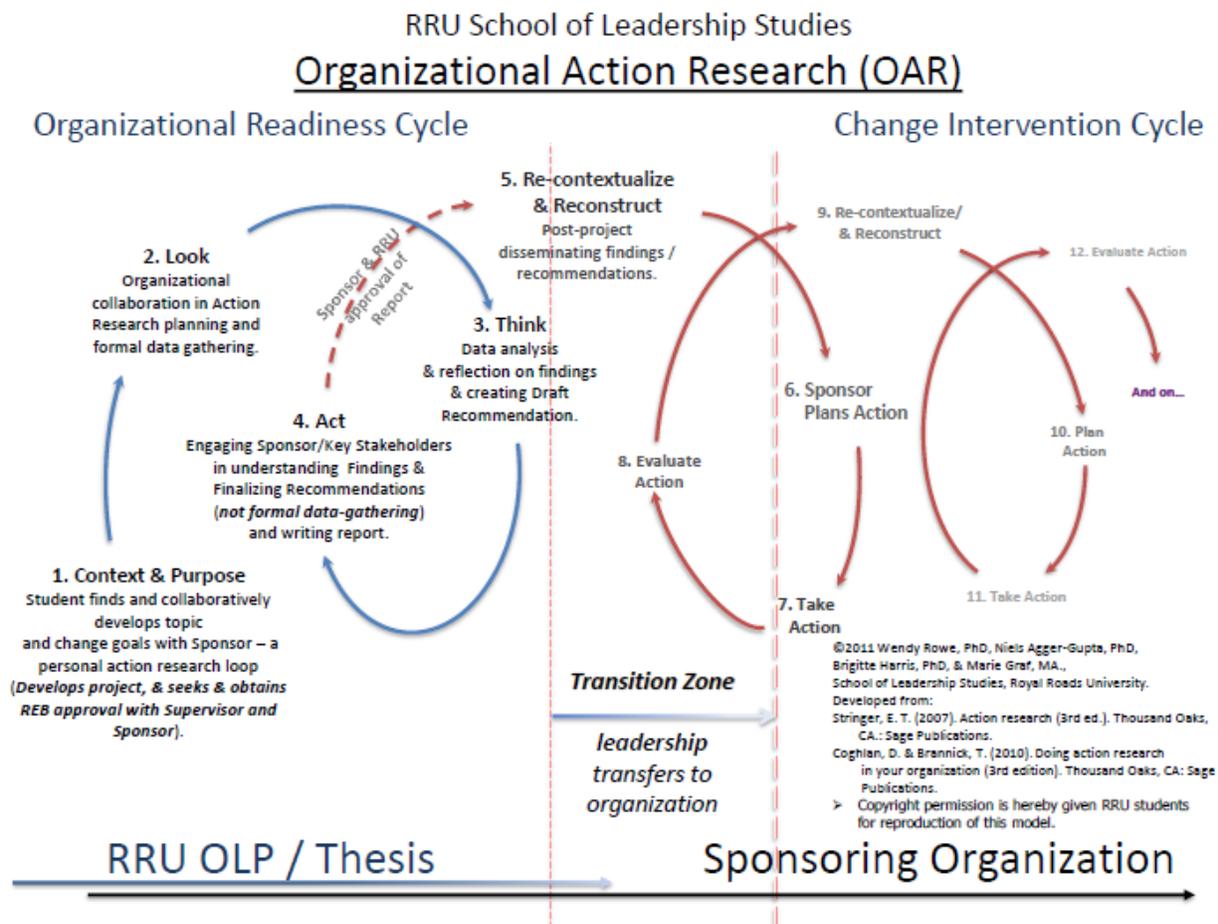*Figure 3.1* OAR diagram showing the flow and relationships of the stages of action research that typically occur within an organization, leading to change, by Rowe, W., Agger-Gupta, N., Harris, B., & Graf, M. (2011). *Organizational action research: The readiness-for-action cycle*. Unpublished manuscript, School of Leadership Studies, Royal Roads University, Victoria, BC, Canada. Used with permission.

I approached data gathering from the perspective of "an appreciative focus upon what already works in a system, rather than what is deficient (Cooperrider & Whitney, 2005; Reed, 2007; and Ludema & Fry, 2008; as cited in Coghlan & Brannick, 2010). According to Cooperrider and Whitney (2005) appreciative inquiry encourages "instead of negation, criticism, and spiraling diagnosis…. discovery, dream, and design" (pg. 3). Cooperrider and Whitney (2005) also stated that "we are, quite frankly, more effective the more we are able to learn, to admire, to be surprised, to be inspired alongside the people we are working with" (pg. 17). I was motivated by Short's (1998) idea that "any effort to change your organization has to begin with you and your specific interactions with specific individuals" (p. 17).

Self-identified collegial faculty members participated in my anonymous online survey, sharing their definitions and School rankings of collegiality. Survey results were then brought to the Deans' interviews to receive their feedback. Each Dean was asked to define collegiality. After sharing with them the top five responses from the survey, I engaged each Dean in a discussion around viable options to boost collegiality. I also asked the Deans to discuss potential support for the top five change initiative ideas from the survey.

I completed just one cycle of action research; "a simple, yet powerful framework – look, think, act – that enables people to commence their inquiries in a straightforward manner and build greater detail into procedures as the complexity of issues increases" (Stringer, 2007, p. 8). When referring to trends noted within his own work, Weisbord (2012) stated "it was not essential that consultants collect and feedback data….the clients helped develop the survey, collect data, and interpret results. The feedback was handled by managers with the biggest stake in making improvements" (p. 230). This was the case in my research.

It was not unreasonable to expect that additional cycles of look-think-act would occur after my research was completed. "The consultant's role…. (helps) people discover and act upon a more whole view of what they are doing than any one discipline or person can provide" (Weisbord, 2012, p. 265) especially when framed in terms of appreciative inquiry. This gave an excellent summary of my research intent.

Project Participants

As I began to gather data, I chose to work with faculty members only, and excluded staff members whose positions fell under AUPE. I also chose not to include participants in non-teaching positions above that of the Dean, referred to at the institution as excluded employees. I was most interested in gathering data from instructors at Lethbridge College, so chose to restrict the data-gathering to faculty members in each Centre, and the academic Deans, all of whom had taught for Lethbridge College or another institution previous to becoming a Dean. For greater clarity, a visual representation of a Centre can be seen in Figure 1.1 on page 14.

My inquiry was launched to approximately 350 faculty members eligible to participate in the anonymous online survey. From that initial group, it was anticipated that at least 50% would have worked at the College long enough to have sufficient interest to participate. From those, it was anticipated that approximately 20 - 30% of the faculty members would respond to the e-mail invitation, as seemed to be the organizational norm. This estimated response rate offered a group of about 30 - 50 faculty members from whom to collect responses, sufficient for the scope and timeline of my inquiry. One inquiry team member suggested that a group as small as 15 - 24 participants would provide sufficient data to support my inquiry, though I preferred to have a greater number of participants.

The anonymous nature of the survey mitigated potential for any influence that I might have exerted over any participant, since I had no way to ascertain who chose to participate. Having occupied a supervisory role at Lethbridge College for almost a decade, I did not view the raw data. The question wordings were scrutinized by one inquiry team member to ensure that no researcher bias was evident in how the questions were written. One member of my inquiry team was responsible for examining the raw data before I viewed it, in order to remove individuals' names, department names, or identifying features included in any answer. Since the survey was anonymous, it was assumed that if a faculty member chose to participate, that person had consented freely. Faculty members who felt they fit the survey criteria that they (a) enjoyed working at Lethbridge College, (b) felt they worked with an engaged and/or collegial group of colleagues, and/or (c) had ideas that could positively contribute to increased collegiality at Lethbridge College were encouraged to participate via e-mail invitation. It had been originally planned that the e-mail invitation would be sent out by one member of my inquiry team, but due to a lack of access to a faculty listserv, the invitation was instead sent out by the executive administrative assistant to my sponsor. It was important that all faculty members receive the invitation at the same time so that there would be no appearance of favoritism.

Deans from the academic centres at Lethbridge College were invited to participate in my inquiry. Those three Centres were, in no particular order, the Centre for Applied Management; the Centre for Health and Human Services, which split into two smaller Centres during the time frame of my inquiry; and the Centre for Applied Arts and Sciences. Each Dean supervised a selection of Chairs, who in turn led a School made up of several programs, the program support staff, and the faculty members teaching within them. I chose to interview the Deans, since they demonstrated a high level of collegiality by not only meeting formally on a regular basis, but by

spending time together informally with faculty members, contributing to a much-needed and advantageous aura of approachability. The Deans were best positioned to support any research initiatives identified. Vandenberghe (2008) suggested that a superior within an organization, such as a Dean, who strongly identified with the organization's values "personifies the organization such that exchanges between himself and the employees represents, in their eyes, an exchange between themselves and the organization as being one and the same" (p. 209). Since the Deans encouraged the same level of engagement in the faculty members they supervise as they demonstrated themselves, collection of their answers to the Deans' interview questions supplied informative data.

My inquiry team consisted of Coreen Roth, head of HR, who leads the EEC. She had helped coordinate participation in the 2011 Hewitt survey. My inquiry team also included Carolyn Ethier, a colleague who provided support as a proof-reader and editor; Donna Cox, a colleague and educational enhancement specialist responsible for disseminating campus surveys; Marda Schindeler, a colleague possessing a specialization in applied research; and my sponsor, Dr. Burns, the President and CEO of Lethbridge College. The inquiry team member who viewed the raw survey data, the head of HR who provided the 2011 Hewitt survey results, and the transcriptionist hired to convert the Deans' interview recordings to text all signed confidentiality agreements to protect the identities of participants.

Inquiry Methods

My research employed two qualitative methods and one method that provided both qualitative and some quantitative data. In this section I have described my data collection tools, the way in which I conducted my study, and my data analysis methods.

Data collection tools.

I purposely chose to collect qualitative data to most fully inform my inquiry questions. Glesne (2011) suggested that "to try to get at [a] deepened, complex understanding, three data-gathering techniques dominate in qualitative inquiry: observation, interviewing, and document collection" (p. 48). Thus, I chose to do a survey which is, in a sense, a type of observation, in combination with interviews and a document review. Faculty were most likely to know how levels of collegiality in other areas may or may not have influenced corresponding levels of collegiality in their own areas. I anticipated that they might have also identified opportunities for change that could be employed and that would result in the most benefit to collegiality.

Qualitatively, I conducted one online survey, inviting faculty members via an open invitation to participate in the inquiry. I had chosen to utilize an online survey because this technique allowed a large amount of data to be collected in a relatively short period of time; approximately one half-hour of time or less was required from each of the participants for mine. My second preference to collect data via survey was to involve as many participants as were willing to provide answers. The survey assisted in the determination of existing faculty perceptions surrounding collegiality from the School perspective, consisting of one question asking date of hire, three comment questions and one program collegiality ranking question.

I began my data collection with an anonymous faculty survey in order to update elements of the 2011 Hewitt Survey, which was three years old. The survey prompted participation from faculty members who wanted to share their success stories of departmental collegiality. I had read Kouzes and Posner (2007), who discussed the benefits of appreciative inquiry in this manner: "groups composed of friends completed, on average, more than three times as many projects as the groups composed merely of acquaintances. In terms of decision-making

assignments, groups of friends were over 20 percent more effective than groups of acquaintances" (p. 295). During my tenure at Lethbridge College, I had formed positive relationships with colleagues who made my work more fulfilling. Connections such as these might offer greater insight and elicit a higher rate of participation than typical Lethbridge College surveys; however, I was determined to ensure that my research stayed free of personal bias in order to remain completely valid.

The creation of my survey was assisted by Marda Schindeler, a colleague who dedicated time to doing and teaching research. She was a valuable member of my inquiry team.

The second qualitative method employed was individual interviews with the Deans. I presented them in advance with themed anonymized data from the online survey for their consideration. I asked a series of questions based upon subquestion three of the online faculty survey, with direct correspondence to the data already collected. I then presented to the Deans five specific change initiatives requested by faculty members that could be enacted by their group to support increased collegiality within each School and Centre. Their feedback on those five initiatives was also requested.

My research task as I conducted the document review was to identify, through the results of specific questions in the Hewitt survey, those college departments in which employees rated collegiality higher than other departments, and then determine whether or not employee satisfaction was ranked higher in those departments. Scores for survey questions such as "I feel like I 'fit in' well here," "My co-workers display integrity and ethical conduct at all times," and "My co-workers respect my thoughts and feelings" may have indicated higher collegiality (Aon Hewitt Survey, 2011, p. 2) which was what I was looking to determine.

Study conduct.

Before beginning the official research, I piloted the survey invitation and questions, the Deans' interview invitation and questions with my inquiry team. I also provided them with all of the research documents, Appendices A through F, and asked them to read them and provide me with feedback and give their approval before use. They also reviewed my explanation to the research participants in comparison to my research goals. The survey specialist ensured that the survey questions were clearly worded.

After I developed the survey and asked my inquiry team to review the items, I arranged for the survey to be posted on the Fluid Surveys site. In that form, I was able to go through it twice, answering the questions as if I were a participant to make sure it functioned correctly. A member of my inquiry team checked the results to ensure the tool was capturing the pilot data effectively. The pilot answers were then deleted before the survey link was released to faculty members. The Deans' interview questions were posed to my inquiry team, who reviewed them to ensure that the intent of each question was evident by the answers they felt would be given, and that the questions were clearly worded.

My inquiry began with an invitation (Appendix A) to members of the teaching faculty at Lethbridge College, inviting them to participate in an anonymous online survey (Appendix B), the answers from which informed the direction of the Deans' interviews. My inquiry team had assisted me in writing the preamble to my survey to target that particular group of employees. Data collected from all faculty respondents was included in my inquiry. I respectfully requested that the sponsor not be involved with this step of the research until any identifying comments were removed from the survey responses.

I asked via e-mail (Appendix C) that the Dean from each academic Centre participate in my research. Before participating, the Deans were asked to sign a letter of consent (Appendix D). Because they based their answers on the data from data which might have been provided by faculty members in their own areas, they were also be asked to sign a confidentiality agreement (Appendix E). In conducting the Deans' interviews (Appendix F) I used an audio recorder and jotted down short notes as each Dean spoke. Data from faculty members informed the change initiatives fostered by comments collected from the Deans' interviews. After transcription, I compared the audio recordings to the transcriptions for accuracy.

Data from faculty members employed at the College since at least May of 2011 tied in most closely with Hewitt survey data, since this was when the last Hewitt survey was deployed. Data from faculty participants was analyzed in comparison to the Hewitt survey, which helped me draw comparisons between faculty responses on my survey and faculty responses as captured on the 2011 Hewitt data.

I conducted my document review of the 2011 Hewitt survey while awaiting professional transcriptions of the Deans' interviews for analysis and reference. The 2011 Hewitt survey results contained information considered private by the organization. I was allowed access to unpublished Centre-level data taken only from Schools in which ten or more respondents had participated. Data had been collected via online survey from 431 participants from across the institution, in May of 2011. Answers indicated the percentage of respondents who had answered each question in the affirmative. The 2011 Hewitt survey results for review were made available to me electronically by HR for access, saved as a pass-word protected Adobe file. Table 3.1 refers to specific questions that were most pertinent to my inquiry. To keep data comparison consistent, I used only the data from Centres who participated in my survey. This

included the Centre for Applied Management (CAM), the Centre for Health and Human Services

(CHHS) and the Centre for Applied Arts and Sciences (CAAS).

Table 3.1 Hewitt Survey Statements Relevant to Collegiality

Hewitt Survey Section	Wording from Survey Statement for Rating
Engagement Drivers	I receive appropriate recognition (beyond pay and benefits) for my contributions and/or accomplishments.
Corporate Social Responsibility	My co-workers display integrity and ethical conduct at all times.
	Individual differences of gender, race, ethnicity, sexual orientation, religion, age, etc. do not affect the way people are treated here.
Co-Workers	My co-workers respect my thoughts and feelings.
	I feel like I "fit in" well here.
	My co-workers display integrity and ethical conduct at all times.
	My co-workers value my input even if it is different from their own.
Employer Reputation	Employees are treated fairly, respectfully and honestly in this organization.
Intrinsic Motivation	I often get positive feedback for the work that I do.
People/HR Practices	Our people / HR practices create a positive workplace environment for me.

In short, I conducted an anonymous online faculty survey which provided rankings of

perceptions of departmental collegiality and personal comments. I then did interviews with the

four Deans of the academic Centres at Lethbridge College, also qualitative in nature, as they

offered their perceptions of the elements of collegiality and related personal commentary. I then

performed a document review of the results of the 2011 Hewitt survey. The end result of my

data gathering was that I possessed (a) anonymous survey results, captured in an Excel

spreadsheet, (b) audio recordings of the Deans' interviews, complete with Word transcriptions

for reference, and (c) data collected from the most relevant sections of the 2011 Hewitt survey. I

was then well prepared to launch into the next portion of my research, analyzing the data and

embarking upon a path of discovery to ascertain what could be learned from the information I

had collected in these three different forms.

   Data analysis.

      The mainly qualitative and some quantitative data provided rich information to sift

through, theme, and code. I first compared my survey participation levels with those of the 2011

Hewitt survey, which gave an indicator of collegial behaviour. I also compared key words from

my survey data with wording from the 2011 Hewitt survey to establish whether there was any

congruity to defining the term "collegiality" that existed in the mental models of the participants.

      I analyzed the survey data for common themes and coded them for reference. Each

survey respondent was coded with the letter R and a number, indicating the order in which they

had participated; for example, the fifteenth survey respondent had his/her answers coded to R15.

I used this same system to code the Deans interviews.

      Survey data collected in a spreadsheet allowed me to sort the responses for common key

words, which helped with data theming. My spreadsheet showed key words in rows, and the

frequency with which they appeared was captured in columns. As Glesne (2011) suggested,

         comparing cells can begin to trigger questions about the relationships of the
         aspects you selected and send you back to your data or to making other kinds of

> comparison charts. Creating these charts is part of the analytical process…
> making comparisons is an analytical step in identifying patterns within some
> theme. Looking for patterns tends to focus attention on unifying aspects of the
> culture or setting, on what people usually do, with whom they usually interact,
> etc. (p. 188)

Note Glesne's use of the word "usually" in the quotation above, regarding how grouped answers may indicate a collective answer. Glesne (2011) explained that "time at your research site, time spent in interviewing, and time building sound relationships with participants all contribute to trustworthy data" (p. 211). I trusted that participants in my survey provided reliable, authentic opinions. In turn, they needed to trust that I would appropriately use the information provided.

Dealing with anonymized data, it was not possible to hold any bias toward the survey results. Emerging survey themes were compared to 2011 Hewitt survey statements as shown in Table 3.1. A cross-section of participants from collegial schools provided rich data that was synthesized into common themes. As Yukl (2010) stated, "if the participants are….from the same organization, their behaviour ….will reflect the prevailing culture and relationships in that organization" (p. 466). Faculty members with various tenure lengths responded, offering a cross-section of ideas and opinions. A wide range of participants contributed to data reliability.

My inquiry included feedback from employees hired both pre-and post-2011, but the greater majority of respondents to the survey, 88%, were hired pre-2011. Notably, a similar percentage of respondents to the 2011 Hewitt survey, 18 %, had also worked for Lethbridge College less than two years. These percentages seemed to indicate that newer employees, who would likely be enthusiastic about their jobs, felt least connected to the college community.

I had built strong professional relationships with many people within the organization before embarking upon my action research journey. Thus, it seemed logical to move forward

under the assumption that my data was trustworthy. As recommended by Coghlan and Brannick

(2010), I strived to remain completely honest during my research. They stated,

> [ask] what evidence you are being presented with as you work in a familiar setting
> and what it is that you take for granted. [Weigh] the evidence and [distinguish]
> inferences and attributions [when] deciding what conditions are fulfilled in order
> to make a confident judgment. (p. 117)

Aiming for full authenticity as a researcher, I themed the quantitative data word for word with

particular care not to compromise the validity of the answers. Stringer (2007) suggested that one

could more likely ensure trustworthiness in action research by incorporating rigor and delving

into the data at more than a surface level. He stated,

> rigor in action research is based on checks to ensure that the outcomes of
> research are trustworthy – that they do not merely reflect the particular
> perspectives, biases, or worldview of the researcher and that they are not based
> solely on superficial or simplistic analyses of the issues investigated. (p. 57)

The survey data was themed for presentation to the Deans, as were the five most

important faculty observations and change initiatives. This second layer of data helped inform

recommendations for later presentation to my sponsor.

During the document review, I examined the percentage of affirmative answers to

specific 2011 Hewitt survey statements indicating a positive connection between administration

and faculty members, and compared how faculty scores from those areas linked to institutional

values. This not only helped to document how employees not only viewed collegiality, but also

illuminated how they felt they might influence existing collegiality within their departments.

Ethical Issues

In Canada, research involving human subjects is guided by the Tri-council Policy

Statement for Ethical Conduct involving Humans (TCPS, 2010). The three core elements of the

TCPS are respect for persons, concern for welfare, and justice. At RRU, such research is

governed by the Royal Roads University Research Ethics Policy (RRU REP, 2010) and at my institution by the Lethbridge College Research Ethics Board. Approval was given for my research from both bodies.

Respect for persons.

My research was considered minimal risk by the ethics review committees. E-mail letters of invitation gave information on my research topic and its purpose. I respected the autonomy of my research participants to withdraw without bias at any point during the research conduct.

I controlled my potential for bias throughout the research. At first, I struggled to separate my own beliefs about employee satisfaction and collegiality as I defined my inquiry questions. I ensured that any possible biases I might have held about these two concepts did not interfere with my selection of data collection methods. The wording of my inquiry tools was checked by my inquiry team to avoid the possibility of eliciting answers I might have sought.

Faculty members from my School may have been intimidated to participate, or may have felt obligated to participate. The e-mail invitation stated that all survey data collected was anonymized by a member of my inquiry team before I viewed it. Thus, accommodations for this group were not necessary.

Concern for welfare.

Participants in my research were not subjected to undue risk, and were free to withdraw at any time. Deans' recordings were listened to only by me and a transcriptionist, who signed a confidentiality agreement. Electronic transcriptions were password protected during storage. Secure destruction of all data was planned for one year following approval of my thesis.

It was unlikely that vulnerable persons participated in my research, since no faculty members fit into that category. However, faculty members experiencing tenure issues or

employment vulnerabilities may have feared consequences of perceived recognition of their answers, so may have avoided participating. The anonymous nature of the survey was clearly promoted to all potential participants.

Concern for justice.

All answers from the survey participants were considered in the document review portion of my inquiry and data analysis. Even though answers from survey participants hired after 2011 were not included in the document review portion of my data analysis, members of this group could benefit from incorporation of my recommendations if they are acted upon by my sponsor when released. Should my sponsor choose to consider the answers from participants with less employment history, the data will be available.

Chapter Summary

I conducted action research from an appreciative stance, remaining completely objective as I conducted my research. I employed an anonymous online survey, interviews, and a document review as I felt they were the most suitable methods for data collection in my organization. I also chose data analysis methods that would be most effective in capturing noteworthy findings. In total, it took six weeks to collect the data, and two months to analyze it, using primarily qualitative measures. I conducted all research in accordance with ethical research principles.

Chapter Four: Study Findings and Conclusions

My inquiry endeavored to find answers to the inquiry question asking how team successes in schools, where faculty deemed existing collegiality as favourable, could support the broader development of collegiality at Lethbridge College. The three subquestions were

1. How do faculty members within those Schools define collegiality?
2. What correspondence is evident between levels of collegiality and employee engagement in Schools where employee engagement is rated higher that the institutional average?
3. What change initiatives could be developed to strengthen collegiality in Schools where collegiality is ranked lower than the institutional average?

In this chapter, I have focused on the findings based on faculty perceptions of the existence and nature of collegiality at Lethbridge College. While my data did not capture an organizational definition of collegiality per se, of particular interest to me were the findings showing potential correspondence between daily departmental practices and whether those practices influenced job satisfaction. I refined the main findings from my data collection into four distinct areas of focus; they were (a) characteristics of collegiality, (b) collegiality rankings, (c) collegial behaviours, and (d) change initiatives. I have discussed the scope of the inquiry and the limitations within which I worked. I have also discussed conclusions to my inquiry question and subquestions based on the inquiry data gathered.

Study Findings

My study findings were effectively grouped into four areas of focus. Data collected specifically about collegiality provided information about characteristics of collegiality, collegiality rankings of Schools by faculty members, behaviours that were associated with mental models of collegiality, and change initiatives to increase collegiality. I have explored each of these areas of focus in the next four subsections.

Characteristics of collegiality.

A total of 50 employees participated in my survey out of a group of approximately 350. This was considered an excellent response rate for the institution. My inquiry team had initially anticipated that only 15 to 25 faculty members might respond to the survey in the two weeks it was open for participation. Instead, I received 50 responses, more than double the higher end of the expected scale for participation.

On my survey, 78% of respondents ranked their departments as being collegial whereas on the 2011 Hewitt survey the Lethbridge College average showed that only 60% of respondents stated that they worked within a positive environment. They were asked to indicate first whether they were employed pre- or post-2011, which was when the most recent Hewitt survey was administered at Lethbridge College.

When I first examined my survey findings, post-faculty survey and before the Deans' interviews, the data seemed to indicate that there might be a connection between rankings of departmental levels of collegiality experienced by faculty members and comments about job satisfaction addressing later survey questions. It was not possible on my survey to identify from the data which School any particular respondent came from. At the request of our HR department I chose not to ask that question or break down the data to that institutional level. However, I noted that a higher percentage of employees ranked their departments as more engaged on my survey by assigning a ranking greater than five out of 10 as they answered the question, than those who did so as captured in the 2011 Hewitt survey data.

Faculty members identified their most important characteristics of collegiality as single words or key phrases, which became apparent as the top five themes from the aggregated data from question 2 of the online survey results from the 50 participants. Question 2 read, "Please

provide a short definition of collegiality as you would define it within your School at Lethbridge

College". The five most noteworthy findings in terms of key words that could contribute to a

future definition of collegiality at Lethbridge College are shown in Table 4.1, along with the

number of respondents who included reference to these specific and most often used key words

in the survey answers, and the corresponding percentage of survey answers within which each

key word was included.

Table 4.1

Frequency of Key Words Used by Faculty in Defining Collegiality

Key word given	# of comments	% of respondents	Examples Given
Share/sharing	37	74	Curriculum sharing Sharing best practices Sharing teaching advice Classroom management Assessment/evaluation ideas
Respect/respectful	33	66	Faculty interactions Faculty/leadership
Team/teamwork	23	46	Inter/intra departmental tasks Faculty committees Institutional-wide activities Contributing to greater good
Together	18	36	Office locations Breaks/lunch/coffee Non-teaching times Effective meetings with all
Support/supportive/ Helpful	36	72	Faculty interactions Faculty/leadership

My initial reaction to the findings, based on the percentage of respondents alone, was that there may be a discrepancy between the perception of a lack of collegiality at Lethbridge College as portrayed by the 2011 Hewitt survey, and the perception of the current level of collegiality as expressed by colleagues who participated in my survey. This supposition was most evident given the overall number of colleagues who chose to participate in my survey. It was possible that employees experiencing a more collegial department environment as opposed to a less collegial department environment would be more likely to choose to participate in my survey. However, it was not possible for me to distinguish between those who had participated in the 2011 Hewitt survey and those who did not.

Given the greater than anticipated response to my survey, I surmised that the response rate might be attributed to the fact that since I have worked at Lethbridge College for many years and am well known by many people, the recognition of my name in the survey preamble and the request for support in my inquiry could have encouraged more than the usual number of people to participate. However, it could also be suggested that faculty members positively perceive an opportunity to comment upon their experiences within the workplace, with the belief or hope that changes might be initiated to address suggestions made in good faith, whether they know the survey creator personally or not.

Collegiality rankings.

Through my inquiry, I hoped to determine whether there were common words, phrases, and responses regarding collegiality that connected certain words to an institutional definition of collegiality. I also wanted to compare answers from similar questions included on the 2011 Hewitt survey to my survey data to see whether there were common elements connecting both surveys and the types of responses garnered from the respondents for each one. Table 4.2

includes an aggregate of the percentages of respondents who answered positively to certain

questions on the Hewitt survey that are worded similarly to, or indicate similar responses to, the

questions on my faculty survey. Centres that were invited to participate in my survey at

Lethbridge College (LC) included the Centre for Applied Management (CAM), the Centre for

Health and Human Services (CHHS) and the Centre for Applied Arts and Sciences (CAAS).

Table 4.2

Aggregate of Survey Answers from Hewitt Survey Statements

		% of Positive Response by Centre Included in the Hewitt Survey			
Hewitt Section	Key Words	CAM (n = 60)	CHHS (n = 77)	CAAS (n = 92)	LC (n = 431)
Engagement Drivers	Appropriate recognition for contributions and/or accomplishments	26	23	40	31
Corporate Social Responsibility	Individual differences do not affect the way people are treated	84	70	78	78
Co-workers	Respect my thoughts/feelings	71	68	67	70
	Workers feel they fit in well	67	47	65	60
	Colleagues display integrity and ethical conduct	64	55	54	63
	Worker input is valued even if different from others	68	57	64	66
Employer Reputation	Employees are treated fairly, respectfully and honestly	53	36	56	52
Intrinsic Motivation	Positive feedback for work done	53	43	40	49
People/HR Practices	Creation of a positive work environment	66	57	56	60

Quantitative survey responses for question 3 of my survey have been captured in Table 4.3. Question 3 read, "On a scale from 1 to 10, where 1 represents least collegial and 10 represents most collegial, what number would you use to describe the level of collegiality within your School?" An aggregate of answers is shown in Table 4.3.

Table 4.3

Aggregate of Survey Answers Ranking Collegiality

_____

School Collegiality Rankings	1 – 5 Less Collegial	6 – 10 More Collegial

_____

| Number of respondents | 11 | 39 |
| Percentage of respondents | 22 | 78 |

_____

Since only two respondents ranked their Schools as a 5 on the collegiality scale, this point was selected as a natural dividing point between less collegial and more collegial scores. It is also mid-scale, thus making for a logical division of data.

In comparing my survey data and the Hewitt survey data, 78% of respondents to my survey ranked their departments as being collegial. In comparison, the 2011 Hewitt survey showed that when ranking respondents' opinions on workplace indicators that could be considered elements of collegiality such as (a) fitting in well, (b) valuing input, (c) receiving positive feedback and (d) working in a positive environment, the scores were 60%, 66%, 49% and 60% respectively. I chose to compare the percentages from those select 2011 Hewitt survey questions because of the references to the results of my survey, which were (a) working together/ teamwork, (b) being respected, (c) sharing, and (d) support. This comparison suggested a logical link between how respondents answered the 2011 Hewitt survey questions and how they

answered mine. Those findings suggested that since 2011, when the last Hewitt survey was

administered, collegiality on average has risen from 58.7% overall at Lethbridge College to 78%.

Interestingly, R15, the 15th respondent, named such due to the manner in which the data

was presented by the survey tool, ranked the collegiality of the School within which he or she

works as a two, but commented that the ranking had been chosen "mostly because we only see

each other passing in the hallway". This led to the conclusion that in some cases though School

collegiality may be ranked lower, it may not indicate a lack of the existence of collegiality within

that School. It may be ranked thus simply because the respondent lacks adequate opportunity to

spend time around other faculty members in their School, gather an understanding of the

collegial nature of the School from personal experience, and then rank collegiality accurately.

Another participant, R25, qualified the ranking of 9 that was selected with the statement that it

qualified collegiality "between the faculty members - less between faculty and management".

This leads to the conclusion that in some faculty members' minds, collegiality is ranked

separately between faculty members themselves and between faculty members and upper

administration, an interesting qualification. It may suggest that similar behaviours could be

witnessed in either combination of employees, but the same behaviour is ranked differently

whether experienced between two employees ranked as equals, or two employees holding

different status within the institution.

Collegial behaviours.

In analyzing the behaviours of collegiality, responding faculty members were asked to

identify five top characteristics of collegiality. Question 4 read, "What are the two or three most

important behavioural characteristics that you have observed between two or more faculty

members in your area that demonstrated collegiality to you?" An initial scan of the data

provided the top five themes from the aggregated data from question 4 of the online survey results from the 50 participants. The five most noteworthy findings are captured in Table 4.4. Interestingly, the key words referenced in the faculty answers from the survey relating to a definition of collegiality in Table 4.1 are strikingly similar to the key words manifested in the faculty survey answers to collegial behaviours as outlined in Table 4.4. Thus, it seemed that a link had manifested between a definition of collegiality and behaviours viewed as collegial.

Table 4.4

Frequency of Key Words in Faculty Definitions of Collegiality

Key Word Given	# of Comments	% of Respondents	Concepts Referred to
Respect/respectful	33	66	Daily dealings with others
Team	23	46	Accomplishing goals Teaching classes Making decisions
Share/sharing	30	60	Teaching materials Expertise Information (work/home)
Support/help	36	72	All aspects of work
Teach/mentor	19	38	Faculty interactions

The distinct similarity between the definitions of collegiality mentioned in answers to question two of the survey and behaviours identified in question four of the survey became clearly apparent when shown in Table 4.4. Thus, it seemed possible that not only do faculty members form their own ideas about collegiality, but the definition arrived at may be the result of their experience working at Lethbridge College. In order to view the correspondence more clearly, Table 4.5 shows the correlation between the number of

respondents who used those words, and the percentage of respondents who linked words

cited as defining collegiality and behaviours witnessed that show collegiality.

Table 4.5

Comparison of Respondents' Top Five Definitions and Behaviours of Collegiality

Definitions Mentioned	%	Behaviour Mentioned	%
Share/sharing	74	Support	72
Support	72	Respect	66
Respect	66	Share/sharing	60
Team	46	Team	46
Together	36	Teach/teaching	38

Faculty members may have witnessed the behaviours mentioned in Table 4.5

within their own Schools, though it could not be determined which came first, the

definition or the behaviours. The Deans used many of the same words as the faculty

members had when they spoke to the definition of collegiality. Definitions may have

evolved in part because of witnessed behaviours, and those behaviours may have in turn

led to the creation of the employees' definition. This evolution may have helped create

the organizations' definition of collegiality. This cause-and-effect dilemma of behaviour

and definition seemed to be like the proverbial chicken-and-egg question. It was not

possible to determine through data analysis which came first, behaviours or definition.

Another theme that became evident was the desire for increased social connection,

potentially enabling behaviours to emerge that could lead to collegiality. An institutional

resolution that coincidentally arose during my research, though external to it, was that of the

decision to schedule a common time each week during which no classes would be scheduled.

This change created time for faculty members to spend time together formally and informally.

One finding of note was that faculty members desired more opportunities for informal

professional development.   Lethbridge College HR practice required new instructors to take six

professional development courses that supported effective pedagogy, sharing of techniques for

effective student support, and relevant curriculum development. This research finding supported

that requirement, but left room for the creation of informal or faculty-directed opportunities.

Change initiatives.

Question 5 of the survey asked respondents "In your opinion, what is the most important

change initiative that could be developed and enacted by Lethbridge College leadership to

strengthen collegiality?" Faculty members identified five main change initiatives that might

strengthen collegiality, as shown in Table 4.6 in priority order.

Table 4.6

Change Initiatives Recommended by Faculty Numbers and by Percentage of Respondents

Initiative Suggested	# of Comments	% of Respondents	Ideas Referred to
Cross-departmental teams	28	56	Within/across Schools
Designated casual spaces	18	36	Offices together Break/lunch rooms Lighter workloads
Common goals	12	24	Community priorities Faculty-identified
Connection	10	20	Group meeting times
Social	10	20	Barbecues Common celebrations Parties

The initiative mentioning casual gathering spaces was best summed up best by R21, who said "many are willing to talk, cooperate, exchange - but simply don't have the time to do so under a stressful workload". This comment seemed to tie in with similar comments made by respondents about increasing opportunities for social connections, suggestions for group meeting times, and creation of cross-departmental teams.

When comparing the conversations held with the four Deans regarding change initiatives they could support, common themes became apparent. The change initiative they spoke to most was that of promoting integration of faculty members from different Schools by creating opportunities to hold interdisciplinary projects. D1 referred to this as a "stretch assignment", taking a faculty member out of his or her usual role to contribute to a committee, which might help offset potential boredom that can seep into the role of the instructor, lecturing and marking each week during a typical semester. One example mentioned of a specific interdisciplinary project was the Mock Disaster held annually between the Communication Arts, Nursing, Emergency Medical Technician, and Criminal Justice programs.

It was noteworthy to consider that along with positive suggestions for change initiatives, there were several comments about ridding the college community of faculty members who continue to demonstrate behaviours and attitudes that seem to hamper opportunities for creating a more positive, collegial workplace. This manifested in comments such as one from R17, who suggested the College "remove…resistant, hindering teachers" and by R41 who recommended upon a need for more "performance management of faculty. This forces those individuals who are not performing to act as required, thus decreasing those hard feelings from those peers who are working hard". There was also the comment from R6, who said "don't cater to the negative and the naysayers so much. There are many positive people in the wings waiting to be let out".

These comments indicate that faculty members know who their nemeses are, the people who

contribute less, and those who put up roadblocks to collegiality. Taking measures such as these

would be the duty of the Deans, who are responsible for performance management. They have

the ability within their roles to make recommendations of support and assistance for faculty

members who need to improve their teaching methods or increase their contributions to the

programs within which they teach, interact with students, and coordinate curriculum delivery.

Lethbridge College hosts the Instructional Certificate Program (ICP), comprised of six courses

on topics ranging from improving evaluation and assessment to strengthening personal

leadership. ICP courses are open to all faculty members and are taught by post-secondary

instructors with minimal cost to participants.

Study Conclusions

Upon considering the findings from the faculty survey, the Deans' interviews, and the

Hewitt document at the Centre level, Centres being a combination of various Schools, I arrived

at what I deemed to be the four most important conclusions from my research. They were to (a)

fulfil a goal to identify key words and phrases referring to collegiality, (b) create, through a

second loop of inquiry if necessary, a common definition of collegiality at Lethbridge College,

(c) define any links between collegiality and employee satisfaction, and (d) align support for

change initiatives identified by faculty members to the College leadership's willingness and

ability to act upon them. I have explored each of these conclusions in the next four sections of

this chapter.

Defining collegiality.

Lethbridge College faculty members identified some common elements of collegiality

that could be used as the basis for developing a common definition at Lethbridge College, an

honourable starting point going forward. Some of the terms were found on the Hewitt survey

document from 2011. This offers an important answer to my first inquiry subquestion asking

how faculty members within those Schools define collegiality. I was prepared to discover that

no common elements could be distilled from the survey data, and was pleased to find that

elements of collegiality were universally pinpointed by faculty members from across the

College, regardless of the School they worked within.

These defining elements, as outlined under the subsection "characteristics of collegiality"

earlier, were supported by feedback from the Deans, numbered for ease of reference as D1 to D4;

they used similar terms such as trust, sharing, respect, and teamwork. This finding corresponds

with the findings of Robert Cipriano (2012), who noted "a campus climate that values

collegiality and civility is among the most important contributions a university can make" (p. 2).

During the Deans' interviews, D1 referred to collegiality as "connecting in a trusting, open way"

and "thinking of colleagues as friends and family." D2 referred to collegiality as "a safe

environment within which to ask questions with less hesitation" and in a collegial School

"constructive feedback isn't personal and leads to success." D3 suggested that collegiality refers

to "being the best we can be and offering the best product we can" and conversely, that "non-

collegial behaviour adds roadblocks." D4 commented that collegiality means being "trustful of

one another as much as possible", adding that someone once said "it's hard not to like you",

since D4 demonstrated the collegial behaviours identified within the faculty survey. D4 also

noted the differences in status between faculty members and Deans as per the organizational

structure at Lethbridge College, which created the unspoken perception that faculty members

should inherently not like the people in the Dean roles because of the power difference.

Richard Riccardi (2012) said of collegiality, "for a topic that is universally considered a critical component of the essence of [academia], its definition and application continue to be fiercely debated throughout higher education, with battle lines drawn among faculty, administrations, and unions over its appropriateness" (p. 6). As I examined collegiality at my post-secondary institution during my inquiry, even though my organization is a college and not a university I came to agree with Cipriano's (2012) position that "as members of a university, we should strive for nothing less than civility and respect in our daily encounters with our colleagues. Anything less will besmirch the noble role we hold so dearly as academicians" (p. 3). I suggest that the same could be said of a college culture and work environment. As time goes on, the emerging definition of collegiality may be given opportunity to spread, should my post-research recommendations be adopted.

Connecting collegiality and engagement.

As shown by the rankings of the faculty survey participants, a connection was evident between collegiality and employee satisfaction at Lethbridge College. The second subquestion of my inquiry was included in my research specifically to uncover what correspondence was evident between levels of collegiality and employee engagement in Schools where employee engagement was rated higher that the institutional average.

Although one might surmise that newer hires would be most enthusiastic about their new positions, it was shown not to be the case on the Lethbridge College Hewitt survey. This finding was referred to in a presentation given in a Management Forum meeting (2012) given by HR for members only. If collegiality and employee engagement were linked, it may be because, as Patrick et al. (2010) said, "informal elements such as collegiality, good communication and a welcoming workplace environment should not be underestimated" (p. 277). This may be

particularly critical for employee success and long term connection to a new workplace when

introducing new hires. My inquiry examined how collegiality might be linked to collaboration

between employees and their departments within the workplace, helped determine whether a

sense of community was reinforced by or influenced by collegiality, and illuminated how an

employee's commitment to organizational values may affect collegiality or be affected by it. F.

Patrick et al. (2010) also stated that successful integration, especially of new hires, the group that

participated to a much lesser degree in my inquiry, is achieved by

> formal and informal support systems, a welcoming and inclusive school or
> department ethos, collegiality, and less hierarchical management styles.
> 'Collegiality' seems a better term to use, rather than 'collegiate working' because
> much of what was thought of as helpful arose from a range of informal situations.
> Less formal situations included the sharing of experiences, discussing practice
> and the positive effect on the professional culture of the school. (p. 281 – 282)

Common change initiatives.

Faculty and Deans alike were very forthcoming in offering similar ideas for change

initiatives at Lethbridge College to improve collegiality, indicating an alignment between faculty

and administrative thinking. My third inquiry subquestion read, "What change initiatives could

be developed to strengthen collegiality in Schools where collegiality is ranked lower than the

institutional average?" In priority order, the five change initiatives that emerged were (a)

creating opportunities for cross-departmental teams to work together, (b) creating a common

meeting time when no classes were to be scheduled, (c) locating all offices per program in the

same campus area, (d) providing opportunities for faculty members to create goals at the

program level in addition to ones set by upper administration, and (e) increasing opportunities

for upper administration to mingle socially with faculty members.

There was a definite crossover of ideas between the comments made on my faculty

survey and comments made by the Deans in the interviews. All four Deans were very interested

in supporting the change initiatives identified by faculty as they appeared in my data collection, and stated that they would do all that was allowed within their power to do so. Each Dean made comments while being interviewed that indicated a willingness to support the top five change initiatives as indicated by the survey results in the answers to question five.

All four Deans commented that many of the change initiative ideas expressed could be enacted without cost, a crucial criteria especially given the present budget crunch. Enacting effective change initiatives without cost, interestingly enough, aligns with a goal put in place in the spring of 2014 at Lethbridge College to tackle easily accomplished, small adjustments to how things are done within the organization, termed "just do it" initiatives.

Faculty members and Deans alike commented that they wanted to encourage the spreading of higher levels of collegiality from Schools experiencing high levels of collegiality to Schools experiencing lower levels of collegiality. They agreed that the best practices of collegiality might be most likely to be shared by (a) increasing social interaction within programs, Schools or Centres, (b) encouraging impromptu celebrations within Schools and mixed department areas, and (c) setting aside more informal and physically comfortable spaces for faculty members to meet. In this manner, best practices of collegiality might transfer to other areas experiencing lesser degrees of collegiality.

One change initiative that arose in comments collected from the faculty survey was that of workloads being adjusted between faculty members in different programs to support an equality of time and effort that faculty members put into preparing lectures, delivering classes, and marking assignments. Current practice at the College was that the Faculty Association and the Board of Governors at Lethbridge College discuss the raising and/or lowering of faculty workloads during each negotiation year, to varying degrees of success. Survey respondents

recommended changes around elements that constituted workload, such as preparation and marking time, which aligned with changes to the Negotiation Committee's most recent work in spring of 2014. An attempt was being made to identify areas of inequality between faculty member workloads, and then equalize workloads across the campus. This idea was alluded to in various ways by respondents R7 (make all administrative positions temporary), R15 (treat people equally, pay and benefits), R21 (improved workloads; it seems that many are willing to talk, cooperate, exchange - but simply don't have the time to do so under a stressful workload), R27 (release time, and other supports), and R30 (lighter workloads so we can keep up with changes in the curriculum based on evidence-based practice and flexible hours). Discussions between the Negotiating Committee and upper administration indicated willingness to calculate faculty workloads differently, taking into account variables such as marking loads and types of assignments. This trend reinforced my determination to supply my sponsor with conclusions mentioned earlier that would be useful in this time of great change.

Scope and Limitations of the Inquiry

There were four main limiting factors that shaped the data collection and analysis of my inquiry. These limitations might have constricted how my findings could be considered and/or used by my sponsor.

First of all, I chose to include faculty members only for this inquiry. I did not include feedback from anyone occupying an AUPE position. No staff from the Registrar's Office, the Admissions Office, the cafeteria, the Buchanan Library, Physical Facilities Maintenance, or any other support service office was invited to participate or included in my research in any way. This limited the number of participants in my survey from over 1000 to approximately 350 potential respondents. I chose to focus the inquiry on comments and rankings from faculty

members only because this group has the greatest degree of autonomy and was most likely to

spend less time in their offices and on campus in general if they are displeased with their work

environment or discontented with the organizational culture. By comparison, AUPE employees

work an eight hour mandated day with breaks and lunch at specified times. They do not leave

campus unless permission has been granted by a supervisor or manager of that particular area.

One comparison I could not make was one between the identities of faculty members

who may have responded to the 2011 Hewitt survey and those who may have responded to my

survey in 2014. I was also unable to distinguish between responses from faculty members who

did not participate in the Hewitt survey and chose to participate in mine, or those who may not

have been employed at the time of the 2011 Hewitt survey and yet participated in mine. Even

though the participants were able to indicate this, it was not possible to track which respondents

those were, due to the anonymous nature of my survey. Due to these factors, the data I collected

led to some interesting corresponding pieces of information, but it is unknown whether those

judgments came from the same, or different employees. It could only be determined that my

survey and the 2011 Hewitt survey both serve as indicators of the presence of overall satisfaction

within the existing culture of the time. When I began my studies in early 2012, Lethbridge

College had planned to mount another Hewitt survey in May of 2013, and I would have had

access to the results of a more up to date institutional survey during the time within which I

conducted my research. Instead, the HR department at Lethbridge College chose to forgo a

repeat of the 2011 Hewitt survey and instead, chose to examine other options to measure internal

employee satisfaction. This decision influenced the results of my research to some extent.

One irregularity noted in the inquiry was that of two outliers in the survey respondents.

These respondents, R22 and R15, ranked their Schools' collegiality as a 1 and 2 respectively,

despite having the explanation in the survey for question 3 that a ranking of 1 was considered

least collegial and 10 was most collegial. In addition to this, the preamble of the survey stated

"do you enjoy working at Lethbridge College? Do you feel you work with an engaged and/or

collegial group of colleagues? Do you have ideas that could positively contribute to increased

collegiality at Lethbridge College?" and "faculty volunteers that have answered 'yes' to the first

three questions above are needed to participate in a short, anonymous, five-question survey".

For these reasons, the participation of these two respondents was unexpected. This irregularity

would affect an average of the rankings of all respondents, though not to a great degree. I chose

to calculate the institutional ranking average with these two respondents' rankings removed. It is

most important to note that 78% of respondents ranked their Schools' level of collegiality at a 6

or higher on the ten-point scale.

The results of my survey did not indicate whether male and female respondents were

equally represented in the data collected, nor did it indicate the percentage of each gender that

chose to participate. I also could not justify the age distribution of the participants, departments

within which they worked, or other categories that could allow for the potential to group

respondents' answers within the anonymous survey data. The Hewitt data also did not indicate

these factors. Thus, it was not possible to make comparisons between my survey results and the

Hewitt data on a School-by-School or program-by-program basis. In hindsight, I should have

added one question to my survey that asked which Centre the respondent was from, in order to

draw closer conclusions to those of the Hewitt survey. What my research aimed to identify was

the overall levels of collegiality experienced and ranked by faculty members at the Centre level,

for which the Hewitt data provided an accurate representation.

Chapter Five: Inquiry Implications

Having described my conclusions based on my inquiry questions in Chapter Four, I

included here the five recommendations that were the distilled outcomes of my action research.

These recommendations were created to support findings from the following inquiry question

and subquestions that asked how team successes in schools, where faculty deem existing

collegiality as favourable, could support the broader development of collegiality at Lethbridge

College. The subquestions were

1. How do faculty members within those Schools define collegiality?
2. What correspondence is evident between levels of collegiality and employee
   engagement in Schools where employee engagement is rated higher that the
   institutional average?

3. What change initiatives could be developed to strengthen collegiality in Schools where
   collegiality is ranked lower than the institutional average?

I also included four related organizational implications of those recommendations and proposed

five suggestions for future inquiry.

Study Recommendations

The findings from this inquiry, based upon conclusions drawn from Chapter Four, led to

the formation of five significant recommendations. I have briefly outlined each recommendation

in priority order, with a short explanation.

The first recommendation dealt with curriculum consistency. As Lethbridge College

increased its percentage of new hires, it would be important to create the expectation, backed

with policy if necessary, that all faculty members would share curriculum items developed for

each course they teach. The second recommendation surrounded the planning and placement of

program spaces. Ideally, all program offices would be located together so that every faculty

member in a program had an office adjacent to all other faculty members in that program. In

addition to formal spaces, the third recommendation suggested creating more informal spaces.

Providing each School with a gathering place for informal discussion would strengthen

professional relationships between colleagues, and create opportunity for other activities that

fostered collegial exchanges. The fourth recommendation addressed mentoring. Lethbridge

College could set up a mandatory mentoring program through which new faculty members were

supported and encouraged by experienced faculty members to begin their careers successfully.

The fifth recommendation spoke to strengthened social connections amongst faculty members.

Creating opportunities for those in leadership positions to mingle with faculty members during

the regular work day might strengthen professional relationships across roles and enhance

understanding. These recommendations align with the change initiatives proposed by survey

participants, and were supported by the Deans during the individual interviews. Table 5.1 shows

comparisons of inquiry recommendations with matching conclusions from Chapter Four.

Table 5.1

Similarities between Change Initiatives and Inquiry Recommendations

Inquiry Recommendation	Corresponding Change Initiative(s)
Curriculum consistency within courses	Common meeting times each week Setting goals at the program level
Program Spaces	Locating offices in the same campus area Setting goals at the program level
Informal Spaces	Cross-departmental teams/committees Mingling with upper leadership
Mentoring	Cross-departmental teams/committees Common meeting times each week
Social Connections	Mingling with upper leadership

Curriculum consistency.

My first recommendation was based upon a need expressed in the survey for new faculty members to be provided with teaching materials when they began their tenure, a topic that was of great volatility at Lethbridge College. Sharing of curriculum items created for course delivery was a difficult topic to manage, because at the time of writing there was no policy at Lethbridge College for consistent program requirements regarding shared materials. In some programs, faculty members freely shared their course outlines, lecture materials, assessment and evaluation tools, and other items created for course delivery. In other programs, the opposite was true; faculty members considered that they owned the copyright to the materials and chose never to share them with others. There was also a divide in opinion between faculty members of various tenure lengths as to whether materials should be shared or not.

One determining factor regarding the sharing of teaching and curriculum development materials seemed to be that if a faculty member was hired and curriculum materials were shared with them as they began teaching, they were more likely to share materials with faculty members hired later. In the survey comments, some faculty members expressed disappointment as to how course assignments were made. Some faculty members wanted to keep teaching the same courses each semester and/or each year, whereas others were more willing to deliver new courses and manage the course development that came with the challenge of teaching a new course. One comment made on the survey spoke to this issue directly. As shown in Chapter Four, 74% of the responses to the survey called for the sharing of curriculum materials, in much the way that R16 did, who stated

> have the deans and chairs stress to the people in the department that are tough to
> get along with, that they must provide notes and support for other faculty for the
> greater good of the program. Older faculty sometimes want to hold on tightly to

their courses they have taught since they started and they don't realize that things
can always change.

One might surmise that sharing curriculum materials might lead to greater levels of

collegiality between faculty members teaching in the same program. This practice could support

program consistency of delivery, and could provide opportunities for new instructors to add their

own personal touches to the curriculum they delivered based upon their professional experiences

and industry networks. Thus, courses could continue to evolve and yet remained up to date, with

a foundation of basic concepts already prepared for students. If courses become unstaffed upon

short notice, due to a medical leave or other emergency, the faculty member who took over the

unstaffed course would not have to scramble to create materials within very short timelines.

Having dealt with this issue almost annually when finalizing workload assignments, I

raised this issue at a Chairs Council meeting during the time I wrote this thesis in an attempt to

assess how many Chairs were dealing with the same problem. Other Chairs wanted to know

whether the Deans would be willing to take it upon themselves to consider creating a policy

outlining which particular curriculum items must be shared. The matter was still under

deliberation by the Deans at time of writing. It would be up to the Deans and the Faculty

Association together to determine expectations surrounding instructor conduct. During a

webinar I attended in September 2012, presented by Robert Cipriano (2008) about collegiality,

there was much discussion about how to foster a collegial department, whether or not employers

could include collegiality as a rating of performance management, and whether collegiality could

be considered one criterion when new personnel are hired or personnel decisions are being made.

I did not realize that my casual inquiry would manifest itself within the scope of this action

research. Curriculum sharing might be a larger issue than the College Leadership Council (CLC)

realized at first.

Program spaces.

My second recommendation was to provide faculty members with designated program spaces and all offices in the same area. This would give instructors greater proximity so that they could have daily opportunities to exchange information, learn from each other, and de-stress through conversation about challenges that instructional professionals face.

Locating all program offices within the same hallway, for example, was one way to help new faculty members develop affinity for their direct colleagues and connect in meaningful ways that could lead to greater success within the classroom. Many new faculty members were hired for their professional and industry expertise in relationship to the subject(s) they were hired to teach. However, it was not always the case that those industry professionals had experience in an academic environment, managing a classroom of young adult learners.

During my tenure at Lethbridge College, I was often privy to debate during staff meetings within various programs as to whether a new hire should be paired in an office with a senior faculty member, given his or her own office, or paired with another new hire. Most of the time, none of these discussions included any reference to collegiality in terms of befriending, supporting, and/or mentoring new faculty members. Rather, the first discussions about the new hire tended to focus on logistical space concerns. Some of the discussions revolved around the constant challenge regarding the logistics of Information Technology (IT) support, phone line availability, and office furniture needs. Other discussions for the most part dealt with inside configuration of the geographical office spaces themselves, and not as much the geographical location on the campus itself or proximity of all program offices being assigned within an area. There was an attempt to keep program colleagues together, but at times office assignments were made that inadvertently isolated a new hire from program colleagues.

At times other discussions revolved around the dilemma of who received private offices in comparison to shared spaces. Some faculty members enjoyed sharing their office spaces with others, and some faculty members clearly did not. Decisions about office assignments were usually made at the Dean level. There was some discussion of options, but the final decision was made by the Dean of the Centre, and was put into place by the Chair of the School within which the new faculty member has been hired.

There were also variations around office needs when considering the appointments of Term Certain faculty members, some of whom taught full loads of courses and others who taught only a course or two. Term Certain positions, which were full time but temporary, were not tenured, and were not guaranteed ongoing contracts. Using these positions in programs when necessary led to the potential that those faculty members were assigned offices in various locations outside the usual program office area.

Most of the time, faculty discussion was taken into consideration when assigning new hires to their offices. It was fair for me to give credit for all attempts made to keep program staff together, but there were certain cases on campus where faculty members were separated by hallways or even put into offices in different buildings due to a lack of space in the existing program area. A full scale rearrangement of office assignments would be a large and somewhat complicated undertaking, but since a new building was being planned for the campus, opening in 2016, increased space would exist to support this initiative.

During my literature review, I found that several sources such as Willingham (1997), Baker (2003), and Wagner and Harter (2006) discussed the human element of the workplace that benefits from proximal offices, the building of workplace friendships that are strengthened during group coffee breaks and lunches, and the inherent need that employees have to connect

with others inside the organization. The time span covered by the authors' comments showed that identifying the need for workplace connections was not new. This initiative was viewed as an ongoing need for employees in a variety of organizations each time the staffing was altered by hiring and/or lay-offs, or when roles changed within an institution. Both of these situations occurred over the last few years at Lethbridge College, prompting me to consider this potential need during the time frame of my inquiry.

Informal spaces.

Recommendation three spoke to another geographical campus consideration; faculty wanted more informal staff-only gathering spaces to relax, eat lunch, engage in dialogue, and connect with peers. On campus, there was one staff room for faculty members and other staff people to congregate in that was not open to student use, located in a central building. Based upon survey comments regarding change initiatives, the creation of more such spaces was preferable, should space utilization allow for it, to have at least one staff room per building available for the same purpose. This would help build workplace friendships, satisfy the needs of faculty members who craved connection, and might contribute to the success of new hires. Shared spaces might contribute to a greater social connection between professionals who could then determine how friendly they wished to be with work colleagues. Teams of faculty members could have the opportunity to form relationships more quickly when committees were put together to accomplish tasks within tight deadlines. R9 commented that the campus would benefit from "providing more community spaces for colleagues to gather together informally. I routinely see large groups of faculty gathered around tiny tables. Having more dedicated spaces near offices where faculty could gather would assist in strengthening collegiality." R24 said, similarly, to "provide areas for faculty/staff to gather for informal and formal gatherings outside

of meetings. We currently do not have a faculty staff room to gather in an informal setting which is an important part for relationship building during breaks and time away to de-stress".

The downside to this recommendation might be that if too many such spaces are created, the use of a high number of rooms for faculty members to congregate might lead to the formation of cliques of faculty members who knew each other well within programs, which in turn provided less impetus for interaction between faculty members from different programs. R50 mentioned the need for "some sort of opportunity to 'mix' with individuals from across the college, not just within our own program or centre." D2 questioned whether the Schools and/or programs might be risking isolation or creating areas that promote integration and sharing of ideas; one potential outcome might be an increase in interdisciplinary projects and applied research. D1 commented upon how the mood and culture of an organizational environment was influenced simply by the choice of meeting location.

Mentoring.

Recommendation four was the launch of a college-wide mandatory mentoring program for new faculty. This program could be initiated with the assignment of a new faculty member to an experienced faculty mentor. Aspects of the mentoring partnership might include (a) transfer of knowledge about effective classroom management from those more experienced to those less experienced, (b) creation of meaningful and applicable curriculum delivery materials using a variety of presentation tools, (c) program-specific training on how to create effective assessment and evaluation tools, (d) discussions about how to deal with problem students, and (e) coaching around the institutional policies for grade submission as well as (f) the benefits and drawbacks of taking attendance. It might also address best practices for handling student illness and resulting

requests for deadline extensions, and support for handling other non-curriculum-related situations that commonly arise in an academic position.

Faculty members interested in acting as mentors would be screened by a selection of peers possessing the ability to make determination as to the requirements of being a mentor. Decisions would need to be carefully made about which mentor might be best suited to whom, how long the mentoring relationship should formally last, parameters surrounding desired mentoring outcomes, and boundaries of the mentoring match. This initiative meshed well with the existing Instructional Certificate Program (ICP) courses that new faculty members were required to take, of which there are six. Only a faculty member possessing a Bachelor of Education degree was given exemption from the ICP program; however, there may be benefits for those instructors exempt from ICP to participate in the mentoring program if they were content experts and yet lacked practical experience in the classroom.

Social connections.

Recommendation five requested increased social time between faculty members and those in excluded (non-faculty) positions, from the Dean role upward. This relationship was shown in the organizational structure chart in Figure 1.1. Traditionally, there had been a long-standing "us and them" relationship between the two groups of employees. This was historically attributed to each group sitting on opposite sides of the table during salary negotiations.

Faculty members commented that when their colleagues move into higher administration excluded positions, from the Dean position on up to the President level at Lethbridge College, "they" seem to forget about the challenges encountered within the classroom and focused only on issues outside of it. Faculty members felt their dealings with potentially underprepared students, a shortage of teaching materials or equipment due to budget cuts, and a heavy load of

marking and preparation were easily forgotten. The story passed from colleague to colleague

was one of teaching challenges being forgotten as the career paths of their peers advanced into

roles focused upon leadership and administration, departing from the classroom experience. R40

said "the college executive should be more visible. This would help to create a sense of mutual

support, respect and trust which speak to collegiality. I am sure we all have common goals but

the faculties are isolated from the college leaders making it hard to keep this in our vision."

While professional and personal interaction cannot be mandated, and a balance between

formally-created social activities and impromptu gatherings of colleagues can be hard to

establish, it would be beneficial to address this concern. Survey participants commented about

the chasm of disconnect between excluded positions such as the Deans, the Vice Presidents, the

Directors, and Dr. Burns herself. To offset this, R29 suggested that "seeing collegiality modeled

by leadership (Chairs, Deans, SLT) on a 'day to day' basis helps. When the Dean comes by and

says "hello" and volunteers information, or asks how the day is going, that assists the day-to-day

sense of mutual communication. Certainly an 'open door' policy facilitates this amongst all

staff. But how to build personal competence and commitment to creating a collegial atmosphere

- that would be helpful."

Organizational Implications

The five recommendations garnered from my research were (a) sharing curriculum items,

(b) locating program offices together, (c) creating staff rooms, (d) creating a mentoring program,

and (e) creating opportunities for those in upper leadership positions to mingle socially and more

regularly with faculty. Later in this section, I have discussed the potential implications of not

implementing these recommendations.

Table 5.2 outlines each recommendation and the positions within the organization that can best support the change initiatives required to support that initiative.

Table 5.2

Recommendations and Corresponding Support Positions at Lethbridge College

Change Initiative	Support Position	Type of Assistance Required
Sharing curriculum	Vice President Academic Deans Faculty Association HR	Defining what is shared Supervision of faculty Support for initiative Clarity for new hires
Office locations	President Deans Facilities Management	Approval Decision-making Implementation
Staff room creation	President Deans Facilities Management	Approval Decision-making Implementation
Mentoring program	Vice-President Academic Deans Chairs HR	Chair committee to create Faculty support Faculty support Clarity for new hires
Faculty/leadership Connection	President Vice Presidents Deans	Initiate/support Support Support

Five key organizational positions would need to support the five change initiatives in order to make them happen. They would be the President and CEO; the Vice President Academic, who at the time of writing was new in the role and was seeing our institution with fresh eyes and thus was eager for improvement; the Deans, each of whom were interviewed and expressed their willingness to support the needs of the faculty; and the Chairs, who in tandem with the Deans could provide advice on the unique needs of their faculty members and how the change initiatives might be best enacted in their areas. Certain administrative areas at the

College must be included to support these initiatives, should they be adopted. This would be due to the requirements for staff training and facilities changes that fall outside of the academic realm over which the Deans and Chairs have mandate.

Four main leadership implications were identified, should a decision be made to implement the five recommendations issuing forth from this inquiry. The constraints predicted were (a) lack of budget, (b) the potential for a lengthy implementation time, (c) the influence of the organizational structure upon the parameters of professional and personal relationships, and (d) a general shortage of available office space on campus.

Budget constraints were mentioned in Chapter One. It is in part because of provincial budget cuts to post-secondary institutions by a negative 7.3% that Lethbridge College has grappled with these issues in the first place. Putting a change initiative in place would require an injection of new cash, a reassignment of existing dollars, or identifying a way to enact the initiative without cost. Most of the recommendations given after the conclusion of my inquiry should not require much strain upon the already challenged budget position of the College.

Cuts to base budget meant that renovation of existing spaces to address a shortage of offices was done only in priority cases, which led to some faculty members feeling ostracized simply by the location of their offices.   The same problem inhibited the creation of staff rooms for lunches and informal gatherings; if offices were a priority, valuable space could not be converted to staff rooms.

One opportunity allowing for rearrangement of faculty offices was the completion of the new Trades and Technology Building, slated for 2016. Space was planned for over 200 offices, private or shared, in the new building. Use of the vacated office spaces could be reassessed at that time and changes could be made to program areas to bring faculty members together in one

area for each program. An idea was expressed in the planning meetings for the Trades and

Technology building during discussions by the committee, upon which I was privileged to sit, to

move as few people as possible when reconfiguring program areas. However, making extra

office moves during the upheaval would provide for appropriate groupings of instructors, their

Chairs, and perhaps larger groups such as Schools or even Centres.

Within a year or two, it may be possible to launch, without financial cost, two initiatives:

a formal mentoring program and a policy dictating the sharing of specific curriculum items.

Since I raised the latter topic during a Chairs Council meeting during my research, the Deans

began to consider writing a policy specifying which curriculum items were to be shared and

which teaching items would belong to the faculty members as their own intellectual property.

Intellectual property and to whom it belongs is a nebulous area, so mounting a solution to this

change initiative may take time. The Copyright Office at Lethbridge College must be involved.

Creating a mentoring program has potential for implementation without cost. Both

initiatives, though, have hidden costs in terms of employee time to create, launch, and maintain

them. It was interesting to see the proposal of this initiative come full circle: I attended a meeting

in 2001 at which discussion was held surrounding the creation of a mentoring program. Of over

300 faculty members on campus at the time, only two of us attended the meeting. Over a decade

later, faculty members have once again proposed a mentoring program, support for which

remains to be seen. Successful support may come down to a positive spread of desire for this

initiative should benefits become apparent to faculty members within a few years. As Malcolm

Gladwell (2002) suggested, "we have to abandon the expectation about proportionality. We

need to prepare ourselves for the possibility that sometimes big changes follow from small

events, and that sometimes these changes can happen very quickly" (p. 11).

The next challenge facing the implementation of a mentoring program was the College's historically lengthy adoption time for new initiatives as well as the need for creation of a policy outlining sharing of curriculum materials. Short (1998) summed up the organizational tendency to debate ideas at length without taking action when he said "the real problem was….our patterns….we used faculty meetings to talk and talk, and plan and plan how and when we would do something without actually doing it" (p. 109). Delaying the start of a new initiative seems to be an organizational systems tendency, a problem linked proportionally to an organization's size.

In manifesting this tendency, Lethbridge College is not unique. Short (1998) recognized this institutional problem years ago, which is apparent by the quotation date. He also stated that "all of us are caught up in patterns that we do not recognize or control, but rather, control us. Patterns are notoriously sneaky, and….sometimes we don't even recognize them until someone behaves differently" (p. 109). It may be most appropriate for the College to create the mentoring program, implement it within a year, and make participation by new hires mandatory. There should be a sufficient number of experienced faculty members in each School to ensure an appropriate match for each new hire. Mandatory participation would ensure that the program would be well-utilized.

Over time, a mentoring program such as this might become an integral part of the successful integration of new faculty members into the organizational structure. Sharing curriculum items based upon a new policy would tie in directly with a mentoring initiative. While new faculty members are being mentored, they would also receive teaching materials previously used in the courses they've been hired to teach. Faculty members at Lethbridge College are sometimes hired just a few days before the beginning of a semester, and are given only a course outline with which to launch an entire semester's worth of lectures, assignments,

projects, and exams. Anecdotally, beginning a new teaching term without materials from a predecessor might be a more common practice within a university setting given the credentials and career paths of most professors. However, it seemed to be outside of a reasonable realm of expectation placed upon a new faculty member within a college system. Faculty members recognized that materials must be adjusted to become one's own in order to be most effective in a classroom, but the need to make such adjustments paled beside the need to create and deliver a course on short notice.

Since many faculty members come directly out of industry to teach, they lack the ability to translate their professional experience into curriculum items that support effective classroom delivery to naïve and sometimes immature students.   Being an industry expert is insufficient to begin a successful teaching term; practice is needed in the art of successful teaching. Thus, the two change initiatives of mentoring new faculty members and the sharing of curriculum supports would best be implemented hand in hand.

Creating the environment within which to have the fifth change initiative, increased connection between faculty members and those practicing leadership within excluded positions is a challenging one. It is tacitly understood within any organization that while it is possible to mandate social time, it is done at the risk of having such time feel more like a meeting to those included, instead of like a party or casual gathering, let alone an impromptu one. Furthermore, social connections cannot be successfully mandated.

In the interviews, all four Deans referred to the difficulties inherent in this initiative despite their support for it. The interviews revealed a blanket interest in forging closer relationships with faculty members, at the same time recognizing the need to maintain an appropriate professional distance. Part of the Dean's role includes performance management of

faculty members and the occasional need to terminate the contract of an under-performing instructor. Each of the Deans mentioned current practices that exist within their Centres that build camaraderie, such as getting together at a local pub once a month, holding Christmas parties and barbecues at the College or at someone's home, and celebrating faculty milestones such as retirements or long service. One survey respondent, R13, suggested that to contribute to a more positive work environment, "the College senior leadership [should] become more engaged and understand better the grassroots of the organization."

One way to support this initiative might be as R28 suggested, to have those in excluded administrative positions leave their offices for short periods of time to participate regularly in campus walk abouts, because "personal exchanges….build rapport; when a colleague stops by my office and asks how the weekend went, or how a sick family member is doing, that builds the positive sense of community." Upper administrators could walk around campus more often and connect with faculty members. This inquiry supports the strengthening of this practice.

During Management Forum meetings that include Chairs, Deans, Directors, Managers, and the Vice Presidents and President, it was acknowledged by the group that those in upper leadership positions must be cognizant of the benefits manifested when they take the time out of their busy schedules to connect with others. If an initiative as simple as this one can be as universally effective to the morale of the organization, then it should continue.

In Chapter One it was noted that there had been a significant loss of organizational morale due to provincial budget cuts and resulting job losses. As Coghlan and Brannick (2010) noted, all Lethbridge College employees experienced "a realignment of operations across the interdepartmental group, a change in the work of teams, and change for individuals. Some individuals [were] laid off and so their relationship to the organization [ceased], while others

[benefitted] through… professional development". With all of these changes occurring within

three months of the provincial cuts, it became patently evident, as morale fell, how "each level is

systemically linked to each of the others, and events at one level are both cause and effect of

events at other levels" (Coghlan & Brannick, 2010, p. 82). Morale suffered across the institution

and affected the system in its entirety. If, in addition to upper administration walking about the

campus and being more visible during a typical day, more social events could be implemented

that offered a greater connection to colleagues craving increased interaction and support. Morale

might rise; human beings are social animals that benefit from connection to others.

Implications for Future Inquiry

My research provided five potential opportunities for future loops of inquiry. First,

research could continue into a more concrete institutional definition of collegiality. This was an

issue that other organizations seemed to struggle with, despite research into the meaning of

collegiality and its contribution to the work environment.

Survey results were not clearly indicative of a common standard of thinking that allowed

for arrival at one particular meaning of collegiality. Traits of collegiality seemed to span a

lengthy spectrum from professionalism to personal connection. This dichotomy of the nature of

collegiality also became evident in the Deans' interviews. The balancing act between personal

and professional contact seemed to become more challenging given the nature of their roles.

Leaders at Lethbridge College might ask how one may demonstrate collegiality so that

personal connections can thrive and high morale be maintained, while still allowing for sufficient

distance to supervise one's colleagues accurately. D4 commented that it was easier to express

collegiality between Deans, compared to expressing collegiality between a Dean and a faculty

member. This was because of the understanding a fellow Dean possesses of the challenges and

issues facing others in the same role. Survey respondents made similar comparisons, questioning

how they could express collegiality between themselves and their Dean without those actions

being misconstrued as seeking favour.

Upon concluding the data collection portion and the final writing of my research findings,

I met with the head of HR, a key member of my inquiry team, to look over preliminary research

results and discuss potential implementation. Upon completion of my research, a meeting was

arranged with my sponsor as well, since Dr. Burns expressed interest in my findings. I had

found that my findings tied directly in with strategic planning exercises done during the 2013 –

2014 academic year and wished to share and discuss the results with her.

If possible, I would like to assist with initiation of a mentoring initiative at Lethbridge

College. I would first look into whether other colleges have mentoring programs in place, saving

time and energy at the implementation level. During mentoring, it would be interesting to

compare the impressions of new hires after one year of hire, to rank the levels of satisfaction

with the work they've done in that first year and compare it to the rankings of new hires on the

2011 Hewitt survey questions in Table 3.1. The HR department at the College expected to find

that new hires would be the most engaged of all employee groups, being new and enthusiastic. It

was a surprise to discover upon analysis that this group was the least engaged and thus the most

likely to leave. Collegiality developed within a mentoring program might encourage new hires

to "say, stay and strive", the aim of the HR department at Lethbridge College. It was intriguing

to ponder the variety of experiences people had when embarking upon a career at Lethbridge

College, and attempt to analyze why some faculty members stay for years while others leave

after brief interludes.

Another inquiry loop for the future would be to collect data from a group of faculty members hired after 2014, analyze the connections made with longer-tenured faculty, and quantify faculty turnover. By engaging newer faculty members sooner, the college can support consistent instruction to programs and maintain consistent instructor staffing, an institutional goal from a time when educated, experienced faculty members were becoming difficult to attract and maintain. Faculty members might be more likely to commit to their jobs, remain at the organization for longer periods, and work harder, if satisfaction were high enough to warrant it.

The EEC might identify specific departments and/or faculty members demonstrating effective collegiality strategies, and encourage others to try those ways of conducting daily business. This could lead to an additional inquiry loop in the future to determine which might come first, the definition of collegiality in the mind of a faculty member, or behaviours observed and then exhibited by faculty members when in the workplace. A second loop of inquiry relevant to several ongoing college strategic planning initiatives could be followed up on at a later date. There may be future opportunity for the EEC to expand upon my research by using it to examine opportunities that further support enhanced collegiality at Lethbridge College.

It would be interesting to compare the organizational environment of the future with the current one. One could consider whether budget cuts have healed; whether the pecuniary position of Lethbridge College has been strengthened or challenged further; and whether morale changed and/or improved.

If situations in which decreasing employee morale were not addressed, it seems likely that collegiality, and its effect upon institutional culture, might continue to erode. This in turn might result in continued resignations and early retirements as employees chose to leave an institution such as Lethbridge College. Should decreasing employee engagement continue to

seethe surreptitiously underneath the mantle of a generally satisfied faculty population,

departments might end up dealing with flare-ups of frustration bursting onto the collective

employee scene. Morale might be disrupted, should negativity manifest in areas where

collegiality was less entrenched, thus spreading the problem of decreased employee satisfaction.

Report Summary

In this chapter, I presented my study recommendations, the organizational implications

that are likely to result, and implications for further inquiry. I considered the goals of my

sponsor, the HR department, and future initiatives being considered by Lethbridge College.

A list of new initiatives has been identified through my research that might help raise

employee satisfaction rates and contribute to the efforts of the Employee Engagement

Committee (EEC). Other initiatives, related to the EEC work and linked to my thesis research,

may appear as time progresses and offer new loops of inquiry. I hoped to contribute my

experience and newfound knowledge to the creation of a tool to replace the Hewitt survey,

assist with data collection within Lethbridge College, and help assess the future existence and

growth of collegiality and its influence upon faculty members. The results of my action

research illuminated reasons for fluctuations in collegiality between different departments

during and following a time of great change. Faculty losses due to redundancies identified

during the budget shortage were unexpected, and resulted in a drop in morale of the remaining

faculty members. Faculty members most influenced by the redundancies identified during the

budget crisis tended to withdraw from collegial interactions for a period of time following the

job cuts, even though their own positions were spared.

Based upon unsolicited comments received after the inquiry survey closed, several

faculty members indicated they were pleased to have participated in the inquiry, in part because

(a) they knew who I was, (b) they wanted to support me in the completion of my thesis, (c) they

wanted an opportunity for their voices to be heard and (d) there was a desire to contribute to

change initiatives at Lethbridge College. These comments helped me develop a greater

understanding of some faculty members' desire to leverage their own positive experiences of

collegiality to contribute to the positive experiences of others. This confirmed my suspicion that

connection between colleagues is a vital part of collegiality, one that must be nourished in order

to enable it to spread. Culture within any company or organization will grow and evolve,

regardless of whether it is encouraged in a certain direction or ignored. If culture evolves in

absentia of input by upper leadership, one is less likely to be able to predict in what direction it

might go, in comparison to setting examples that are emulated by the institutional population and

encouraged in a positive direction. Buchanan (2011) stated that in some organizations,

> leaders put off the heavy work of erecting the scaffolding of values, policies,
> shared beliefs, rewards, rituals, and visual elements that constitute culture. In that
> void, culture happens spontaneously: an aggregation of particular decisions made
> by particular people in particular circumstances. If those people are good and
> decent (and competent), chances are the culture will be good and decent as well.
> Nature and nurture combine to form an understanding of how we do things that
> grows more solid and coherent with time. (p. 61)

Over the last year, Dr. Burns, along with other members of the senior leadership team, had made

a concentrated effort to seek input on a variety of issues that inform strategic planning for

Lethbridge College. One outcome was a document entitled "Our Leadership Way." This

document suggested tenets that Lethbridge College leaders were to exercise as they moved

forward. As my tenure as a student in a Master's program came to an end, I used the document

as inspiration to continue my observation of best practices in leadership and their influence upon

collegiality in the workplace. I aimed to keep a finger on the pulse of the organizational culture

as it continued to evolve. My sponsor, Dr. Burns, is one of the "leaders who [has] shaped and

refined their cultures with the same precision they apply to products and marketing. This is

culture building as innovation, extending beyond best practices to new practices,...inspiring [us]

to consider what is possible in [our] company...[We] want [our] brand to be unlike any other.

Why not [our] culture as well?" (Buchanan, p. 62). Future loops of inquiry into the causes and

effects of collegiality will allow for the development of, over a longer time than has been studied

here, an increasingly positive culture. This would allow the Board of Governors at Lethbridge

College, Dr. Burns, and HR to meet a key goal, that of attracting and maintaining a skilled,

collegial faculty, dedicated to learning from and sharing with each other.

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Appendix A: Invitation to Faculty

Dear Faculty Members,

Do you enjoy working at Lethbridge College? Do you feel you work with an engaged and/or collegial group of colleagues? Do you have ideas that could positively contribute to increased collegiality at Lethbridge College? If so, please read on and participate in the survey, because your opinion is valuable. Your definition of collegiality may refer to the culture and/or professional working relationships within your department, team experiences, or other elements of your job at Lethbridge College that influence your day to day experience.

As part of an applied research project by Vicki Hegedus, Chair for the School of Media and Design, undertaken in partial fulfillment of the thesis requirements of a Master of Arts degree at Royal Roads University, a group of faculty volunteers that have answered 'yes' to the first three questions above are needed to participate in a short, anonymous, five-question survey. All answers will be kept in strictest confidence, and used as qualitative data to inform the inquiry of the researcher on the thesis topic "The Positive Influence of Successful Collegiality at Lethbridge College".

Please consider participating. You may choose to exit the survey at any point during your participation if you choose. Since this is an anonymous survey, be advised that it is not possible to remove your answers from the survey data once the survey has been completed. To help ensure anonymity of our faculty members, please refrain from referring to any specific individuals or departments. If any names or distinguishing comments are included in survey responses, those names and any comments that may potentially distinguish a specific colleague will be removed by XXXX of the Educational Enhancement Team, assisting with this research. Review of answers and potential removal of any potentially distinguishing comments found in

the survey data is intended to assure your confidentiality before being viewed and analyzed by

the researcher. While the investigator can assure participants that their responses will be kept

confidential, anonymity cannot be guaranteed because the sample size may be small. Themes or

aggregate responses are the focus of this research.

Completion of this survey should take you approximately ten to fifteen minutes. The

survey will remain open and available to participants for two weeks from the date of invitation,

until (date inserted here). If you cannot participate right away, a reminder will be sent out one

week following this invitation. If you need a break while participating, you will be able to log in

later to finish. Whether you choose to participate or not will have no bearing upon your

employment or advancement at Lethbridge College.

Results of this survey will be made available to participants with permission of the

sponsor, XXXX, and the researcher, Vicki Hegedus.   Ms. Hegedus' affiliation and credentials

with Royal Roads University can be established by calling Dr. XXXX, Director, School of

Leadership Studies, at (250) XXX-XXXX ext. XXXX. For questions regarding the rights of

participants in this research or concerns regarding ethical issues, contact the Lethbridge College

Research Ethics Board Coordinator at (403) XXX-XXXX ext. XXXX or

XXXX.XXXX@lethbridgecollege.ca.

Survey data will be temporarily stored on software housed in Canada used by Fluid

Surveys, a Canadian-based research tool. Participants will be sent a private URL to log into and

contribute their answers to the survey. The survey will be removed from the web site once

participants have completed the survey and all information submitted has been downloaded.

Lethbridge College has given permission that this thesis can be published and also archived in

the Thesis Canada Portal of Library and Archives Canada, and ProQuest/UMI, without

possibility for commercialization.

     If you would like to share your views anonymously and contribute to the potential for

increased leadership knowledge at Lethbridge College, please click on the link to get started:

     (link will appear here in the invitation e-mail)

Appendix B: Faculty Survey Questions

Thank you for accepting the invitation to participate in this short faculty survey about collegiality in the work place. Your participation in answering these five questions signifies your consent that the answers you provide will be included in the research data, anonymized in case of potential faculty recognition by XXXX, the one member of the research inquiry team allowed to view the raw data, and then reviewed, sorted and organized by the researcher, Vicki Hegedus.

You may choose to exit the survey at any point during your participation. Since this is an anonymous survey, be advised that it is not possible to remove your answers from the survey data once the survey has been completed. Please remember not to refer to specific individuals or departments. While the investigator can assure participants that their responses will be kept confidential, anonymity cannot be guaranteed because the sample size may be small. To avoid any conflicts of interest, if any names or distinguishing comments are included in the survey responses, they will be removed by XXXX, a member of the research support team, to assure employee confidentiality before being viewed by the researcher.

Let's begin.

1. What year did you begin working at Lethbridge College? Please click on the appropriate button to answer.
   a. Before September 2011
   b. During or after September 2011

2. Please provide a short definition of collegiality as you would define it within your School at Lethbridge College.

3. On a scale from 1 to 10, where 1 represents least collegial and 10 represents most collegial, what number would you use to describe the level of collegiality within your School?

4. What are the two or three most important behavioural characteristic that you have observed between two or more faculty members in your area that demonstrated collegiality to you?

5. In your opinion, what is the most important change initiative that could be developed and enacted by Lethbridge College leadership to strengthen collegiality?

Thank you for taking the time to participate in this survey. Once this survey is closed and the data anonymized, password-protected results will be kept in a locked filing cabinet. Data will be coded and themed by the researcher for analysis. The anonymized results of this survey will also be included in the final thesis of the researcher.

The results of this survey will be made available approximately one month following the closing of the survey to those faculty members expressing interest. Results will be provided with permission of the sponsor, XXXX, and by request from the researcher, Vicki Hegedus. Ms. Hegedus' affiliation and credentials with Royal Roads University can be established by calling Dr. XXXX, Director, School of Leadership Studies, at (250) XXX-XXXX ext. XXXX. For questions regarding the rights of participants in this research or concerns regarding ethical issues, contact the Lethbridge College Research Ethics Board Coordinator at (403) XXX-XXXX ext. XXXX or XXXX.XXXX@lethbridgecollege.ca.

A set of recommendations will be written by the researcher and presented to the Deans, Vice Presidents, and the President for their consideration. Lethbridge College has given permission that this thesis can be published and also archived in the Thesis Canada Portal of Library and Archives Canada, and ProQuest/UMI without option for commercialization of findings or recommendations.

Appendix C: Deans' Letter of Invitation

(Lethbridge College logo here)
Dear Dean _____,

I would like to invite you to be a part of the research project I am conducting as part of a requirement for my Master of Arts in Leadership (MAL) thesis at Royal Roads University. My affiliation and credentials with Royal Roads University can be established by calling Dr. XXXX, Director, School of Leadership Studies, at (250) XXX-XXXX ext. XXXX. For questions regarding the rights of participants in this research or concerns regarding ethical issues, contact the Lethbridge College Research Ethics Board Coordinator at (403) XXX-XXXX ext. XXXX or XXXX.XXXX@lethbridgecollege.ca.

Your name has been included as a participant because you currently hold a position as Dean at Lethbridge College. The objective of my research is to gain insight into the research question asking how team successes in schools, where faculty deemed existing collegiality as favourable, could support the broader development of collegiality at Lethbridge College. I will share my research findings in my thesis, which is estimated to be completed by July 2014.

The data gathering activity you are invited to participate in is a personal interview. It will be held on ___(date)___ at ___(time)___ in ___(room)___ on the Lethbridge College campus. In the interview each participating Dean will be provided with 3 questions about which they will share their knowledge and provide feedback to me in my research. This activity will take approximately fifteen to twenty minutes of your time.

During the interviews, all participant answers will be recorded for future reference. The data will be collected and transcribed after being completely anonymized; when the final report is complete, there will be no participant names included to identify specific comments. Your confidentiality will be respected.

Data collected will be stored on a password-protected USB key and kept in a locked filing cabinet in TE 1257. Once the thesis has been completed and accepted for publication, without possibility for commercialization, the data will be eliminated in a secure manner.

Findings from the focus group will be disseminated by publication of the thesis after approval by Royal Roads University. Any interested parties at Lethbridge College may request a copy of the thesis for reference.

Please confirm your participation by signing and returning this consent form to ___ (inquiry team member's name here)_____ by ___(date here)___.

Thanks from Vicki Hegedus

Appendix D: Letter of Informed Consent

RESEARCH INFORMED CONSENT DOCUMENT

(MA – Leadership Program, School of Leadership Studies, Royal Roads University)
This project is part of the thesis work of Vicki Hegedus for the MA-Leadership Program, School
of Leadership Studies at Royal Roads University. This student's credentials with Royal Roads
University can be established by calling Dr. XXXX, Director, School of Leadership Studies, at
(250) XXX-XXXX ext. XXXX. For questions regarding the rights of participants in this
research or concerns regarding ethical issues, contact the Lethbridge College Research Ethics
Board Coordinator at (403) XXX-XXXX ext. XXXX or XXXX.XXXX@lethbridgecollege.ca.

This document constitutes an agreement to take part in a research project, the objective of which
is to provide opportunity for the student named above to learn how to conduct and to obtain
practice in the use of qualitative data collection methods such as conducting an anonymous
online survey along with interviews and completing a document review. The research topic,
questions and methods have been approved by the thesis supervisor. No person under the age of
18 is permitted to be involved in this research project without research ethics board approval.
The research may consist of a number of open or closed-ended questions based on the research
question "How team successes in schools, where faculty deemed existing collegiality as
favourable, could support the broader development of collegiality at Lethbridge College?"

Information will be recorded in electronic format and will be summarized anonymously in the
body of the final report. At no time will any specific comments be attributed to any individual
unless specific agreement has been obtained beforehand.

No video recording or photography will be undertaken during the interviews.

All raw documentation will be kept strictly confidential within the Master of Arts in Leadership
(MAL) environment. Such information will be used for purposes of thesis completion only.
This will involve summarizing information in a thesis appendix, and presenting the research to a
panel of Royal Roads professors should an oral defense be required. Only aggregate data will be
provided to the sponsor in the final report.

Prospective research participants are not compelled to take part in this project. If an individual
does elect to take part, he or she is free to withdraw at any time with no prejudice. By signing
this form, the individual gives free and informed consent to participate in this project.

Name: (Please Print): _____

Signed: _____

Date: _____

Appendix E: Confidentiality Agreement

(Lethbridge College logo here)

Dear Participant,

As an MA in Leadership student at Royal Roads University, Vicki Hegedus agrees to honour individual and corporate confidentiality and non-disclosure guidelines. Lethbridge College has agreed to allow the student every opportunity to canvas and collect data from individuals and groups identified in the attached project proposal.

Lethbridge College project participants, research assistants and the inquiry support team will be asked to formally acknowledge that the information they provide to the researcher, observe as part of the research process, or interact with will be handled in a confidential and privileged manner, as described in the *Royal Roads University Research Ethics Policy* (2011), accessible on the RRU Web site at: http://www.royalroads.ca/research/ethical-reviews/

Individual and group identity that would allow for the identification of individuals will not be disclosed to the Project Sponsor or any other members of Lethbridge College.

This letter confirms that the student has completed all requirements of the Request for Ethical Review process and has gained approval from the Royal Roads Ethics Office prior to launching the inquiry (i.e., before recruiting participants or collecting data).

The student agrees to complete the inquiry in accordance with the project proposal and in full compliance with the humanistic obligations specified in the Royal Roads University Research Ethics Policy and the Royal Roads University Policy on Integrity and Misconduct in Research and Scholarship, found for reference at http://student.myrru.royalroads.ca/policies-guidelines/academic-regulations-policies.

I, _____, acknowledge that any information I may observe or hear in my role as _____ in this inquiry is confidential and may not be disclosed to anyone by any means beyond the role I have agreed to serve in participating in this inquiry.

_____ (signature)

_____ (date)

Appendix F: Deans' Interview Questions

These interview questions, posed to the Deans of the organization, may be subject to change depending upon the themes arising from the anonymous online survey previously conducted with faculty members. If questions arise before the interview begins, they will be answered accordingly.

1. As a Dean at Lethbridge College, how do you briefly define collegiality?

2. Faculty members have identified the following characteristics of collegiality: respectfulness, working well together, sharing, being supportive/helpful and teaching/mentoring. Are there other characteristics you believe should be included as part of a common definition of collegiality at Lethbridge College?

3. Faculty members have identified the following change initiatives that might strengthen collegiality: building cross-departmental teams, connecting face to face, having offices in common program spaces, setting faculty goals, and improving social connections between faculty members and upper administration. How could you, as a Dean, support and assist with enactment of these initiatives?