

**Understanding the Impact of Radical Change on the Effectiveness of National-Level Sport
Organizations**

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Abstract

The purpose of this dissertation was to understand how radical organizational change impacts the effectiveness of national-level sport organizations, during the process of change, through the perceptions and experiences of internal and external stakeholders. Four research questions were addressed: (1) What success factors and challenges do national-level sport organizations face while undergoing radical change? (2) How does radical change impact the goals, internal processes, resources, and multiple constituents of the focal organization? (3) How does radical change impact external stakeholders? (4) How does radical change impact the effectiveness of external stakeholders' own organizations? A single case study was built using 32 semi-structured interviews and 61 documents, and data were thematically analyzed. Results showed an initial decline in overall organizational effectiveness in the early stages of the change process followed by an increase. Findings highlight similarities and differences between internal and external stakeholder perspectives, demonstrating the importance of obtaining both perspectives when studying organizational effectiveness during radical change.

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List of Abbreviations

Abbreviation	Full Name
AGM	Annual General Meeting
CCA	Canada Corporations Act
CEO	Chief Executive Officer
CIAU	Canadian Interuniversity Athletic Union
CIS	Canadian Interuniversity Sport
COC	Canadian Olympic Committee
COO	Chief Operating Officer
CSO	Chief Sport Officer
HQ	Headquarters
IRFB	International Rugby Football Board
KPIs	Key Performance Indicators
MSO	Multi-Sport Service Organization
NFP	Not-for-profit
NFP Act	Canada Not-for-profit Corporations Act
NSF	National Sport Federation
NSO	National Sport Organization
OSA	Ontario Soccer Association
PSO	Provincial Sport Organization
QPP	Quadrennial Planning Program
QRU	Queensland Rugby Union
REB	Research Ethics Board
RQ	Research Question

Chapter I: Introduction

Change is a core feature of organizational life (Poole & Van de Ven, 2004); economic, sociocultural, geopolitical, and technological changes occurring in organizational environments impact organizations (Amis & Aïssaoui, 2013). Whether influenced by these external factors in the global landscape or internal factors such as power and politics, organizations are in a constant state of change (Cunningham, 2002). Defined as the, “planned or unplanned response to external or internal pressures and forces which can be developmental (small-scale), transitional (mid-level range) or transformational (large-scale) in nature” (Welty Peachey & Bruening, 2011, p. 202), change impacts single organizations (e.g., Danylchuk, Snelgrove, & Wood, 2015; Legg, Snelgrove, & Wood, 2016) and entire organizational fields (e.g., Cousens & Slack, 2005; Kikulis, Slack, & Hinings, 1995c; O’Brien & Slack, 2003); it can affect small areas in an organization (i.e., convergent) or it can be large-scale in nature (i.e., radical; Cunningham, 2002). While both these types of changes are prevalent, organizations will likely engage in *radical change* at some point in their lifetime with significant impact on their organization (Amis, Slack, & Hinings, 2004b), highlighting the importance of radical change as a managerial task (Amis, Slack, & Hinings, 2004a) and for organizational survival (Amis & Aïssaoui, 2013). As such, radical change, or frame breaking change, where large parts of the organization are altered resulting in a shift to a new template or configuration (Amis et al., 2004b; Cunningham, 2002), is the focus of this dissertation.

Given the widespread impact and prevalence of change, there has been a plethora of research on organizational change within the management and sport management literature (e.g., Amis & Aïssaoui, 2013; Cooper, Hinings, Greenwood, & Brown, 1996; Corley & Gioia, 2004; Cousens & Slack, 2005; Cunningham, 2002; Hannan & Freeman, 1984; O’Brien & Slack, 2003;

Slack & Hinings, 1994; Tushman & O'Reilly III, 1996; Tushman & Romanelli, 1985). The content/topics of this research has predominantly focused on “mapping out” the change process such as identifying structural changes (e.g., Kikulis, Slack, Hinings, & Zimmermann, 1989), design archetypes (e.g., Kikulis, Slack, & Hinings, 1992), and the pace of change (Amis et al., 2004b), while other studies have examined different aspects of the change including decision making structures (e.g., Kikulis, Slack, & Hinings, 1995a), the impetus for change (e.g., Kikulis et al., 1995c; Legg et al., 2016), stakeholder responses to change (e.g., Welty Peachey & Bruening, 2011), innovation (e.g., Hoeber & Hoeber, 2012), and effectiveness (e.g., Eitzen & Yetman, 1972). Change has also been examined in a number of contexts including, for-profit organizations, such as law firms (e.g., Cooper et al., 1996), Fortune 500 corporations (e.g., Corley & Gioia, 2004), banks (e.g., Fox-Wolfgramm, Boal, & Hunt, 1998), professional associations (e.g., Greenwood, Hinings, & Suddaby, 2002), golf courses (e.g., Danylchuk et al., 2015) and professional sport organizations (e.g., Cousens & Slack, 2005), as well as in not-for-profit organizations including, intercollegiate athletics (e.g., Welty Peachey & Bruening, 2011), physical education departments (e.g., Cunningham, 2002), and national (Kikulis et al., 1995a), provincial (e.g., Legg et al., 2016), and community (e.g., Stenling, 2013) sport organizations.

Specifically, within sport, much of the research has focused on not-for-profit sport organizations at the national level (cf. Casey, Payne, & Eime, 2012). The prevalence of this research was partly due to the radical changes which took place in Canadian National Sport Organizations (NSOs) in the 1980s and 1990s as a result of government-led initiatives (e.g., Amis, Slack, & Hinings, 2002; Amis et al., 2004a, 2004b; Greenwood & Hinings, 1996; Hinings, Thibault, Slack, & Kikulis, 1996; Kikulis et al., 1992, 1995a, 1995c; Slack & Hinings, 1992, 1994). Most recently, NSOs and other national-level sport organizations, such as Multi-Sport

Service Organizations (MSOs), have also experienced radical changes as a result of the enactment of the Canada Not-For-Profit Corporations Act (NFP Act; see Government of Canada, 2018).

Further, previous research has examined change using a variety of perspectives including, institutional theory (e.g., Greenwood & Hinings, 1996), resources dependency theory (e.g., Slack & Hinings, 1992), population ecology (e.g., Cunningham, 2002), strategic choice (e.g., Amis et al., 2004a), contextualist approach (e.g., Pettigrew, 1985), and/or a combination of these to form an integrative framework (e.g., Cunningham, 2002). One perspective which has been given less attention in the change literature is stakeholder theory. Despite the dearth of research, those studies which have used stakeholder theory (e.g., Welty Peachey & Bruening, 2011), or a general stakeholder lens (e.g., Wagstaff, Gilmore, & Thelwell, 2016), have demonstrated it to be a beneficial perspective for understanding change. The issue with these studies, however, is that they either limited the data collection to internal stakeholders (e.g., employees or paid staff; e.g., Wagstaff et al., 2016) or examined a very limited number of stakeholder groups (e.g., employees and student-athletes; e.g., Welty Peachey & Bruening, 2011). As organizations contain a plethora of stakeholders which are both internal (e.g., paid staff, consultants, interns, volunteers, etc.), and external (e.g., member institutions, sponsors, partners, media, government, etc.; cf.

Papadimitriou & Taylor, 2000; Parent & Smith-Swan, 2013) to the organization, it becomes important to understand change from both perspectives, especially since organizational members or internal stakeholders are those tasked with managing change (cf. Slack & Parent, 2006), and external stakeholders are those in which the organization relies on for key resources (Esteve, DI Lorenzo, Inglés, & Puig, 2011).

Subsequently, despite the prevalence of change in organizational life and the abundance of research examining the change process, this complex and multi-faceted phenomenon (Poole & Van de Ven, 2004) comes with many challenges (Corley & Gioia, 2004). Organizational members tasked with implementing and managing radical change (Slack & Parent, 2006) are faced with challenges which can impact the success of the transition process, and thus the survival of the organization (Amis & Aïssaoui, 2013). These challenges can include, for example, resistance to change (Kikulis et al., 1995c) and dealing with a lack of capacity for change (i.e., the ability for an organization and its members to transition or change the organization; cf. Amis et al., 2004a; Greenwood & Hinings, 1996). However, as organizations undergo radical change and face these challenges, they must continue to operate and deliver their services to clients and stakeholders (i.e., the people, groups, or organizations which are impacted by an organization's actions or goals; Byers, Slack, & Parent, 2012); in other words, organizations must continue to be effective during the change process. Effectiveness can be defined as an organization's ability to meet its goals (Slack & Parent, 2006). Although there are some studies examining change and effectiveness (e.g., Eitzen & Yetman, 1972; Flint, Plumley, & Wilson, 2014; Madum, 2016), this area of research has predominantly focused on examining leadership or managerial changes in professional sport (Dohrn, Lopez, & Reinhardt, 2015; Eitzen & Yetman, 1972; Flint et al., 2014; Madum, 2016). Further developing this area of research is important as organizations are not limited to undertaking leadership changes, but can experience changes in systems and structures, products and services, people, and/or technology (cf. Slack & Parent, 2006).

Further, these studies have also been limited to examining the effectiveness of the change itself; understanding the effectiveness of the organizations *during organizational change* is a

largely neglected area of research. As organizations must continue to operate and service their clients during radical change while navigating additional challenges, understanding this aspect of change has important implications for managers and organizational survival.

Thus, the purpose of this study was to examine how radical organizational change impacts the effectiveness of national-level sport organizations, during the process of change, through the perception and experiences of internal and external stakeholders. The rationale for examining radical change in national-level sport organizations such as NSOs and MSOs is two-fold. First, the recent enactment of the NFP Act has resulted in various radical changes in these organizations, including changes in governance and decision-making structures. Second, MSOs and NSOs are critical components of the Canadian sport system as they are responsible for delivering key services to the sport community and managing their sport across the country, respectively (Government of Canada, 2017c, 2017d). The decisions and changes that occur in these organizations therefore have the potential to impact many stakeholders nationwide. In addition, while studies have examined change using a stakeholder perspective (e.g., Welty Peachey and Bruening, 2011), understanding change from a *variety* of stakeholder groups internal and external to the organization is important as organizations operate and interact in an institutional environment in which they rely on for key resources for survival (cf. Esteve et al., 2011).

In order to address the research purpose, four research questions (RQs) were developed:

- 1) What success factors and challenges do national-level sport organizations face while undergoing radical change?
- 2) How does radical change impact the goals, internal processes, resources, and multiple constituents of the focal organization?

- 3) How does radical change impact external stakeholders?
- 4) How does radical change impact the effectiveness of external stakeholders' own organizations?

Each research question fits within, and aids the researcher in answering, the overall purpose. For example, identifying the success factors and challenges faced by the organization (RQ1) helps inform the ways in which the organization was (in)effective during the organizational changes. Further, RQ2 helps to understand specific areas of effectiveness – identified from the existing literature – which are potentially impacted by radical change. In addition, understanding how the radical changes impact the external stakeholders (RQ3) can have implications for effectiveness given the importance of external stakeholders for an organization's survival. Lastly, RQ4 goes beyond simply examining the effectiveness of the focal organization and focused on the impact of the radical changes (RQ3), and the implications of these impacts, on the external stakeholders' own organizations. This allows the researcher to provide a more comprehensive understanding of radical change and effectiveness in national-level sport organizations, fulfilling the study's purpose.

The remainder of this dissertation is organized into five chapters. Chapter II provides a review of relevant literature and is divided into three sections: (a) organizational change, (b) organizational effectiveness, and (c) the conceptual framework. The discussion on change begins by defining change, identifying areas of change, identifying the types of changes which exist, and the impetus for change. In this section, the author also discusses two prevalent barriers faced by organizations undergoing change: resistance and (a lack of) capacity for action/change. Following this, areas of research are presented where the gaps in the existing literature are identified. Lastly, the main organizational change theories are presented including: institutional

theory, population ecology, resource dependency theory, lifecycle approach, strategic choice, integrative models, contextualist approach, and stakeholder theory.

In the second half of the review of literature, the author begins by defining organizational effectiveness and outlines the various approaches used to measure effectiveness including: the goal attainment approach, internal processes approach, systems resource approach, and the multiple constituency approach. Following this, the author presents existing research on organizational effectiveness and identifies gaps addressed in this dissertation.

In the final section of Chapter II, the dissertation's conceptual framework is presented which consists of a multi-lens perspective integrating stakeholder theory as an overarching approach, the contextualist approach to address the aspects of change, and the four major approaches found in the effectiveness literature (i.e., goal attainment approach, internal processes approach, system resources approach, multiple constituency approach) to help address the effectiveness component.

In Chapter III, the methodology and methods of the study are presented. The chapter begins by discussing the use of case study research, followed by a presentation of the research context: U SPORTS. Next, the dissertation's data collection methods are presented, which include semi-structured interviews and archival records and documentation. Following this, the data analysis techniques are presented, where each of Braun and Clarke's (2006) six steps to thematic analysis are explained and how each step was used for the dissertation. This chapter ends by outlining the measures used to maintain research quality, including credibility, dependability, transferability, and confirmability, as well as additional measures including a bracketing interview.

In Chapter IV, part 1 the dissertation's results are presented through a case description. First, the author begins by providing an overview of the outer context in which the national-level sport organization operates, including the enactment of the NFP Act, and other changes which have recently taken place in Canadian NSOs. Second, the author presents an overview of the inner context, including the organization itself and the structure of university sport in Canada. Third, a description of the radical changes (i.e., content) undergone in the national-level sport organization are presented following the four areas of change identified by Slack and Parent, 2006 (i.e., people, technology, structures and systems, and products and services). The chapter ends with a depiction of the process in which the organization undertook the radical changes.

In Chapter V, part 2 of the dissertation's results are presented. The chapter is divided and presented based on each of the four research questions noted above. In Chapter VI, the author discusses the results from Chapter V by comparing and contrasting these results with the existing literature. The chapter is also divided and presented based on the four respective research questions, ending with an overall discussion.

The final chapter of the dissertation, Chapter VII, presents the overall conclusions of the research. The author summarizes the dissertation's results, highlighting the contributions of these results to literature, research, and practice, and then presents the dissertation's limitations and future directions.

Chapter II: Review of Relevant Literature and Conceptual Framework

The following chapter is divided into three main sections. The first section presents the review of relevant literature related to organizational change. Although there exists an overwhelming amount of research on organizational change (e.g., Amis & Aïssaoui, 2013; Amis et al., 2002, 2004a, 2004b; Danylchuk et al., 2015; Greenwood & Hinings, 1996; Kikulis, 2000; Kikulis et al., 1992, 1995c; Legg et al., 2016; O'Brien & Slack, 2003; Poole & Van de Ven, 2004; Slack & Hinings, 1992; Tushman & O'Reilly III, 1996; Wagstaff et al., 2016; Welty Peachey & Bruening, 2011), this section focuses on the key components of change. It begins by defining organizational change and discussing the areas of change, types of changes, as well as the impetus for change. Next, the author discusses some key barriers faced by organizations when managing change – resistance and capacity for action. This section is followed by a brief discussion on the areas of research in organizational change including (a) the processes of change, (b) design and structural change, (c) context specific research, and (d) innovation. The section ends by presenting the prevalent theories in the organizational change literature. In the second section, the author begins by defining organizational effectiveness then discusses the ways in which it is measured using different theories and perspectives. The author ends this section with a discussion on research examining organizational effectiveness. Lastly, the dissertation's conceptual framework is presented comprised of stakeholder theory, the contextualist approach, the goal attainment approach, the internal processes model, the system resource approach, and the multiple constituency approach.

Organizational Change

The following section provides an overview of organizational change including various definitions, areas of change, types of change, impetus for change, barriers of organizational

change implementation, followed by an overview of areas of research and theories used by organizational change scholars.

What is organizational change? While there exists several definitions of organizational change in the literature (e.g., Fox-Wolfgramm et al., 1998; Van de Ven & Poole, 1995; Wagstaff et al., 2016; Welty Peachey & Bruening, 2011), much of the studies examining change have neglected to explicitly define the concept of *change* (e.g., Amis & Aïssaoui, 2013; Amis et al., 2004a, 2004b; Greenwood & Hinings, 1996; Kikulis et al., 1992; Kikulis, Slack, & Hinings, 1995b; Kikulis et al., 1995c; O'Brien & Slack, 1999, 2004; Slack & Hinings, 1992). These studies, however, have conceptualized change through the various types of changes and areas of changes which is discussed below. In other words, for studies such as Amis et al. (2004b), rather than defining the term *organizational change*, they defined change through a narrow aspect of change, in this case, the concept of *radical change* or the shift from one archetype to another (Amis et al., 2004b). Other scholars have inexplicitly defined change by describing the various areas of change undergone in their respective research context. For example, Slack and Hinings (1992) and Kikulis et al. (1995a) described the structural changes and changes in decision making structures undergone in NSOs in Canada, respectively. However, while there exists different types of changes and different areas of change (see below), one simple question remains: what is *change*?

Of those studies which explicitly defined change, there are similarities and difference which merit further discussion. The four definitions presented below can be grouped into two distinct themes: (a) change as a temporal phenomenon and (b) change defined through the areas and types of changes. The former theme can be explained by examining Poole and Van de Ven's (2004, p. xi) definition in which they described change as "a difference in form, quality, or state

over time in an organizational entity.” Similarly, Fox-Wolfgramm et al. (1998, p. 87) defined change “as the movement away from a present state towards a future state.” As illustrated by these two definitions, change is defined in terms of its *temporal* nature. The simplicity of these definitions view change by highlighting the difference in an organization from one point in time (e.g., Point A) to another (e.g., Point B). If there are differences between these two points in time, then change has occurred (Poole & Van de Ven, 2004). Conversely, Welty Peachey and Bruening (2011, p. 202) defined change as a “planned or unplanned response to external or internal pressures and forces which can be developmental (small-scale), transitional (mid-level range) or transformational (large-scale) in nature,” while Lines (2005, p. 10) defined change as “a deliberately planned change in an organization’s formal structure, systems, processes, or product-market domain intended to improve the attainment of one or more organizational objectives.” In comparison to the first two definitions (e.g., Fox-Wolfgramm et al., 1998; Poole & Van de Ven, 2004), Welty Peachey and Bruening (2011) and Lines (2005) defined change not temporally, but by respectively describing the various types of changes (i.e., developmental, transitional, or transformational) and the areas of change (i.e., structures, systems, processes, or product-market domain). Although the temporal nature of change is important, the definitions provided by Poole and Van de Ven (2004) and Fox-Wolfgramm et al. (2011) are arguably overly simplistic. Given the complex and multi-faceted nature of change (Poole & Van de Ven, 2004; Slack & Parent, 2006), a more comprehensive definition is required. As Welty Peachey and Bruening (2011) defined change holistically by including both planned and unplanned change, the responses to internal and external pressures (i.e., impetus), and the types of change which can occur (i.e., small, mid-level, large-scale), this definition is used for the purposes of this dissertation.

Furthermore, change can occur in a variety of areas in an organization including, but not limited to, its products and services, structures and systems, people, technology, and strategy (cf. Byers et al., 2012; Poole & Van de Ven, 2004; Slack & Parent, 2006). Changes which occur in these areas are not independent; rather, when an organization makes changes in one area, it has an outward impact on other areas in the organization (Byers et al., 2012). In addition, there are various types of changes which can occur in an organization including radical, convergent, revolutionary, and evolutionary (Cunningham, 2002) and can also occur for a number of reasons including pressures internal or external to the organization. These aspects are described below.

Areas of change. As discussed above, organizational change can occur in a number of areas within an organization including, but not limited to, changes in technology, structures and systems, people, products and services, and/or strategic direction (Slack & Parent, 2006). Changes in technology refers to the changes occurring in an organization's processes and procedures including changes in materials, knowledge, and equipment used to produce and deliver a product or service (Slack & Parent, 2006). Changes in technology can also include the use of new technological tools such as new software, systems, or a website, for example, in the organization. Structural and systemic change refers to changes in an organization's authority and decision-making structures, task and role responsibilities (i.e., divisions of labour), and/or organizational structure and design. Changes in people typically refers to the changes in the way people think and act (Slack & Parent, 2006); however, for the purposes of this study, given the large turnover in staff experienced in the organization (see Chapter IV), changes in people also refers to the changes in human resource personnel. Lastly, changes in products and/or services includes the expansion and reduction of areas within the organization's portfolio (Slack & Parent, 2006).

Types of change. There are a number of types of organizational changes identified in the management and sport management literatures (e.g., Amis et al., 2004b; Cunningham, 2002; Greenwood & Hinings, 1996; Legg et al., 2016; Nadler & Tushman, 1989; Tushman, Newman, & Romanelli, 1986; Tushman & O'Reilly III, 1996; Tushman & Romanelli, 1985). These can be grouped into two main types: (1) evolutionary and revolutionary change, and (2) convergent and radical change. Evolutionary change involves slower, more gradual and continuous changes (Cunningham, 2002; Greenwood & Hinings, 1996; Kikulis et al., 1995b), whereas revolutionary change, involves more rapid change typically affecting nearly all areas in an organization simultaneously (Cunningham, 2002; Greenwood & Hinings, 1996). Tushman and O'Reilly III (1996) discussed how managers of organizations must be able to implement both evolutionary and revolutionary change – or as they call it being ambidextrous – in order to ensure long term organizational survival. Concurrently, convergent change refers to the small, incremental adjustments to an organization or the “fine-tuning” of an organization’s orientation (Greenwood & Hinings, 1996), whereas radical change refers to a large-scale or “frame-breaking” change in which the organization shifts to a different orientation, configuration, or pattern occurring in a short period of time (Amis et al., 2004a, 2004b; Cunningham, 2002; Greenwood & Hinings, 1996). One example of convergent change within the literature is illustrated in Hanstad’s (2008) study which examined policy changes in the International Ski Federation following a doping scandal at the Nordic World Ski Championships. Although the study does not explicitly refer to this type of change as convergent, given the small incremental changes in the organization through its adoption of a new anti-doping policy, this study fits the description of convergent change. There are numerous studies within sport which have examined radical change (e.g., Amis et al., 2002, 2004a, 2004b; Greenwood & Hinings, 1996). For example, Amis et al.

(2004b) examined the pace, sequence, and linearity of radical change in 36 Canadian NSOs and found, among other results, that rapid and wide transformations in organizations during the early stages of the change did not positively affect the outcomes of change.

Greenwood and Hinings (1996) and Cunningham (2002) argued the main difference between these two groups – (1) evolutionary and revolutionary and (2) convergent and radical – was that evolutionary and revolutionary change are more related to the rate or pace of the change, as opposed to convergent and radical change which are more related to the type of change occurring. However, when examining other definitions in the literature, such as Amis et al. (2004a, p, 159), who defined radical change as a change in which “large parts of the organization are altered over a very short period of time,” there appears to be few differences when compared to the definition of revolutionary change described above; Amis et al. (2004b), when describing radical change, also included the rate/pace of change, often reserved for revolutionary change. The similarities between these two groups have prompted scholars to use these terms in conjunction with one another (e.g., Tushman & Romanelli, 1985) or interchangeably (e.g., Amis et al., 2004b). The importance of understanding the similarities and differences between these types of changes highlights the complexities of defining change in research studies, especially when dealing with individual contexts. Thus, it becomes important for research to not only identify the type(s) of change occurring in the research context, but to also provide a detailed description of the changes within the chosen setting, as is provided in this dissertation.

In sum, the types of changes described above have been examined in a number of studies within the change literature (e.g., Amis et al., 2004a, 2004b; Nadler & Tushman, 1989; Tushman et al., 1986; Tushman & O'Reilly III, 1996; Tushman & Romanelli, 1985). Although Amis et al.

(2004a, 2004b) and Huy (2001) identified a lack of research on radical change, upon review, it appears the majority of this research – especially in sport – has focused on large-scale, radical and revolutionary change (e.g., Amis et al., 2002, 2004a, 2004b; Greenwood & Hinings, 1996; Kikulis et al., 1992, 1995a, 1995b). Of note, when examining Amis et al. (2004a, 2004b) and Huy (2001), it is unclear how these authors determined this lack of research, as there are no examples or further arguments provided.

One reason for the plethora of research on radical change could stem from the vast changes in the sport landscape in the past few decades, especially in Canada, which is further discussed in this chapter. Specifically, given the inherent difficulties associated with the implementation of large-scale transformations (Amis et al., 2004a, 2004b), such as facing resistance (e.g., Legg et al., 2016) or a lack of capacity (e.g., Amis et al., 2004a), and the prevalence of change in organizations (Amis & Aissaoui, 2013), understanding radical change is an important area of research, as survival will likely depend on the organization's ability to negotiate periods of radical change (Amis et al., 2004b).

Impetus for change. Change is typically viewed within the literature as being either planned or unplanned (Hinings & Greenwood, 1988). Organizations change for a variety of reasons including internal pressures, external pressures, or both. Internal pressures for change can be related to service quality, an interest in self-managed teams, and more flexible operating procedures, while external pressures can be linked to changing economic situations, technological innovations, and societal shifts in sport and physical activity (Slack & Parent, 2006).

The change literature has primarily focused on the external pressures driving change. For example, in their study on Provincial-level sport organizations (PSOs), Legg et al. (2016) found

that policy changes implemented by the national governing body of soccer in Canada – the Canadian Soccer Association – catalyzed similar changes in the Ontario Soccer Association (i.e., the PSO) and local soccer associations. Similarly, Welty Peachey and Bruening (2011) examined changes undergone in an athletic department and found external forces, such as competitive pressures from conference affiliation, a poor economic environment, and the influence of external stakeholders (e.g., parents, fans, and alumni), to be the drivers of the changes. Skinner et al. (2004) discussed how change occurred in the Queensland Rugby Union (QRU) as a result of the International Rugby Football Board's (IRFB) decision to repeal its amateur principles. The change in QRU's environment not only affected the players in the league but also the managers who began to feel pressure to become more professionalized (Skinner et al., 2004). The IRFB's decision not only impacted Australian rugby unions, but other organizations including the English Rugby Union (see O'Brien & Slack, 1999). Although some of these organizations resisted change (Skinner et al., 2004), the pressures were too great and thus, these organizations conformed to their external environment and adopted more professionalized practices (O'Brien & Slack, 1999).

The external pressures faced by rugby unions globally (e.g., O'Brien & Slack, 1999; Skinner et al., 2004) and PSOs in Canada (e.g., Legg et al., 2016), also occurred at the national-level, in Canadian NSOs. Within the context of NSOs, these external pressures began in 1969 when the Federal Government created a task force which identified flaws in the Canadian sport system (Kikulis et al., 1995c; Macintosh & Whitson, 1994). One of the issues found by the task force was related to the informal "kitchen table" management style used by NSOs (Macintosh & Whitson, 1994). As a result of the task force, and through the creation of Sport Canada in 1971, the Federal Government became much more involved in the Canadian amateur sport system

(Kikulis et al., 1995c). In 1983 and 1984, Sport Canada introduced the “Best Ever” program – also known as the Quadrennial Planning Program (QPP) – as a means of increasing Team Canada’s performance at the 1988 and 1992 Olympic Games (Amis et al., 2004a; Slack & Hinings, 1992). This program provided funding for NSOs, and in return, NSOs were required to implement several major changes. These changes included a structural change towards a more professionalized and bureaucratized structure, in addition to a head office relocation to Ottawa, ON. The funding from Sport Canada also helped pay the salaries of the newly acquired staff, pushing NSOs towards professionalization (Kikulis et al., 1995c). Thus, these pressures led to institutionalization where NSOs conformed to the accepted best management practices (Kikulis et al., 1995c). As NSOs conformed to these pressures, they became legitimized and thus, were able to acquire more resources (in this case funding from Sport Canada; Kikulis et al., 1995c).

However, despite these external pressures, scholars such as Kikulis et al. (1995c) have suggested that the existing literature overemphasized external factors affecting change. They argued for the importance of understanding the internal pressures driving change. As such, in order to understand these internal dynamics, Kikulis et al., (1995c) employed a study which sought to understand the role of agency and strategic choice in Canadian NSOs. Through document analysis and interviews with stakeholders involved in the implementation of the QPP, results indicated that, while external pressures from Sport Canada were apparent (see above), NSO members actively resisted change through (a) partial conformity to external pressures (i.e., pacifying activity; Oliver 1991) and (b) ceremonial conformity or concealment tactics (Kikulis et al., 1995c; Oliver, 1991). Although these NSOs faced external pressures from Sport Canada to transition to more professionalized practices (Kikulis et al., 1995c), Kikulis et al. (1995c) highlight interplay between external pressures set in the institutional environment and

organizational responses to these pressures which either conform to or reject organizational change.

Similarly, Stevens and Slack (1998) also examined organizational change in a Canadian provincial hockey association through the integration of institutional theory and strategic choice. Specifically, the study examined the integration of a women's ice hockey association into the PSO. Thirteen interviews were conducted with members of the female hockey community. Results illustrated how the women's association faced pressures to become more professionalized through a formalized, standardized, and bureaucratic structure (Stevens & Slack, 1998); however, results also showed how members of the female hockey community, once integrated with the PSO, exercised choice in decision-making power through the creation of a Female Council which undertook the decision-making responsibilities of women's hockey.

These aforementioned studies do not deny the effects of external forces; however, they do highlight the importance of internal influences on change. Specifically, these studies highlight the importance of responses and choices made by organizational members when faced with external pressures for change. Understanding these choices and responses is important as members or stakeholders are tasked with implementing and managing change (Slack & Parent, 2006) and can more readily mobilize or resist organizational change (cf. Kikulis, 2000; Kikulis et al., 1995c), thereby potentially impacting the outcomes of organizational change.

Barriers of organizational change implementation. While organizations will undergo change at some point in their life cycle (Cunningham, 2002), change is not always a smooth process (Amis, 2018). There are two key barriers which can affect organizations undergoing change and must be considered by change leaders: resistance and capacity for action/change. Although organizations are not limited to only these barriers, given the prevalence of each in

organizational change (cf. Cunningham, 2002; Greenwood & Hinings, 1996; Legg et al., 2016; Slack & Parent, 2006), they merit further discussion in this study.

Resistance. One of the key barriers in which organizations will face in their transition process is resistance to change (Slack & Parent, 2006). When organizations undergo change, they face three types of organizational groups: those who are champions of change and support the changes, those who are not promoters or drivers of change (i.e., champions) but do not oppose it, and those who vocally resist change (cf. Greenwood & Hinings, 1996; Legg et al., 2016). Resistance can occur from internal or external stakeholders (Slack & Parent, 2006). Organizational stakeholders often resist change when it occurs in core areas of the organization such as its decision-making structures (Legg et al., 2016). Within the context of radical change, there is a greater chance for organizational resistance or inertia due to the transformational nature of this change, affecting most if not all areas of the organization (Legg et al., 2016). A key component to completing organizational change is the ability for leaders to successfully manage organizational resistance (Slack & Parent, 2006), as inertia and thus resistance will inhibit the change process (Cunningham, 2002).

Capacity for action. According to Greenwood and Hinings (1996), capacity for action (also referred to as capacity for change; Amis et al., 2004a) or lack thereof is another type of barrier which can prevent organizations from achieving radical change. Unlike organizational capacity (see Misener & Doherty, 2009 for an example of organizational capacity in nonprofit sport), capacity for action is, “the capability of organization members to make the transition from one operating state to another” (Amis et al., 2004a, p. 160). These capabilities lie in the organizational members including organizational leaders (e.g., Chief Executive Officers [CEOs], senior managers, etc.; Greenwood & Hinings, 1996). In order for an organization to have

sufficient capacity for action, leaders must be able to mobilize commitments to change within their organization as well as have the technical skills and vision to move the organization through the change (Amis et al., 2004a; Hinings & Greenwood, 1988). Greenwood and Hinings (1996) echoed this idea by explaining how capacity for change incorporates the availability of skills and resources to enable change in addition to the mobilization of these skills by leaders in order to implement change. Although not the sole focus of these studies, capacity for action has been examined by several organizational change scholars (e.g., Amis et al., 2004a; Cunningham, 2002; Danylchuk et al., 2015; Greenwood & Hinings, 1996; Legg et al., 2016). For example, Amis et al. (2004a) examined the role of power, interest, and capacity for change in a group of NSOs in Canada. Results highlighted the differences between organizations with high capacity for change and low capacity for change in their abilities to complete radical transformations. In other words, the success of an organization's radical transition was contingent on its capacity for action, highlighting the importance of change actors and leaders within an organization.

Areas of research. The existing research on organizational change can be broadly grouped into four main topics or areas including: the process of change, design/structural change, context, and innovation. Each area is discussed below.

Process of change. In addition to the literature discussed above in Chapters I and II, previous research has focused on examining the different aspects of the change process. For example, through a multi-perspective approach, Slack and Hinings (1992) found NSOs changed from volunteer-led structures to those led by professional employees, despite some resistance. However, Kikulis et al. (1995a), examined changes in decision-making structures in 36 Canadian NSOs and found that decision-making control did not move away from volunteers to professional staff; rather, volunteers maintained control over decision-making authority. Amis et

al. (2004b) sought to understand the relationship between, pace, sequence, and linearity of radical change and the outcome of these changes. Through the collection and analysis of documentation and interviews, results indicated that rapid and wide transformations were not determinants of successful radical change outcomes; rather, successful transformations were linked to the sequence of change, where changes first made to high-impact elements (e.g., decision-making authority; Amis et al., 2004b) resulted in successful outcomes.

Design/structural change. Other scholars have sought to understand the change process by identifying the structures and designs associated with the transition. For example, Kikulis et al. (1992) developed three archetypes which were specific to NSOs: kitchen table (low professionalization and bureaucratization), boardroom (bureaucratic procedures and formal structure), and executive office (bureaucratic structure and professionalization of roles). Through the identification of these three archetypes, the authors showed how changes undergone in Canadian NSOs were not system-wide (Kikulis et al., 1992). They also noted few NSOs represented any of the three prescribed archetypes exactly, indicating the degree of variance among organizations facing similar pressures and environments (Kikulis et al., 1992). Similarly, building off Kikulis et al.'s (1992) archetypes, Stevens (2006) examined a merger between two Canadian hockey associations and presented a fourth archetype: Amateur Sport Enterprise.

Context. Change has also been examined in a number of contexts. For example, Danylchuk et al. (2015) examined the success factors and challenges faced by a for-profit organization – a golf course – as they implemented a change initiative which sought to increase the participation of female golfers. Results highlighted the importance of strong leadership, transparency, and communication as key factors for successful change outcomes (Danylchuk et al., 2015). While other studies have examined change at the provincial-level (Legg et al., 2016)

and the community-level (Stenling, 2013), much of the research on sport organizations has focused on national-level sport organizations (cf. Casey et al., 2012), with most of the studies highlighted in this chapter (e.g., Amis et al., 2004a, 2004b; Greenwood and Hinings, 1996; Kikulis et al., 1992, 1995a, 1995b, 1995c; Slack and Hinings, 1992). As discussed in Chapter I, despite the plethora of research at the national-level, presently, changes are still occurring in these organizations which can be partly attributed to the enactment of the Canada NFP Act (Parent, Thompson, Hoye, & Seguin, 2018). In addition, given the importance of these organizations for the Canadian sports system (cf. Government of Canada, 2017b, 2017c, 2017d), understanding change in national-level sport organizations remains an important area of research, as the decisions and changes occurring in these organizations can have a vast impact on a plethora of stakeholders nation-wide.

Innovation. Although similar to change, Hoeber and Hoeber (2012) suggested that there exists a distinct difference between the concepts of change and innovation. The authors argued that all changes are not always new, while innovation requires the idea or practice to be new to the organization or subunit (Hoeber & Hoeber, 2012). This definition is similar to Damanpour (1991, p. 556), who defined organizational innovation as the adoption of an “internally generated or purchased device, system, policy, program, process, product, or service that is new to the adopting organization.” While there is merit in the distinction between change and innovation, for the purposes of this paper, it is also important to note the similarities which exist between innovation and change. Like organizational change, which can be related to either the products or services, technology, structures and systems, and people (Slack & Parent, 2006), innovative changes can be related to technology, as well as technical or administrative (i.e., structural) changes which help the organization achieve its goals (Damanpour & Evan, 1984). Most notably,

innovation is important for organizations, as it contributes to the organization's performance and effectiveness¹ and allows them to be more competitive within their environment (Damanpour, 1991; Hoeber & Hoeber, 2012). While, it is beyond the scope of this study to dissect the innovation and change literatures, given the similarities between these two concepts, innovative changes are considered when examining the change process in this dissertation.

Despite this aforementioned research, research has yet to understand the implications of organizational change (e.g., structural, design, decision-making structure, etc.) in relation to how change impacts the effectiveness of organizations *during the change process*. This area of research is important as organizations engaging in change must continue to meet their goals and deliver their services to clients while negotiating the transition process.

Organizational change theories and approaches. There are a number of theories and approaches used to examine change within the literature. Some of the more predominant theories include institutional theory, population ecology, resource dependency theory, the life cycle approach, strategic choice, the contextualist approach, and the use of an integrative model (e.g., Amis & Aïssaoui, 2013; Cunningham, 2002; Danylchuk et al., 2015; Greenwood & Hinings, 1996; Kikulis, 2000; Kikulis et al., 1995c; Legg et al., 2016; Slack & Hinings, 1992; Stevens & Slack, 1998). Each of these theories and approaches provides a unique lens to understand and examine change and are discussed below, with the addition of stakeholder theory.

Institutional theory. Institutional theory is concerned with the idea of power and legitimacy (Greenwood & Hinings, 1996; Stevens & Slack, 1998). Power is defined as, “the ability of one party to bring about desired outcomes despite resistance” (Welty Peachey & Bruening, 2011, p. 204), while legitimacy refers to how organizational actions are endorsed by

¹ The concepts of *performance* and *effectiveness* are further discussed later in this chapter.

actors (Hannan & Freeman, 1984) in the external environment. Organizations who change in ways which meet or conform to the expectations and norms set by their institutional environment reduce the risk of being criticized by external stakeholders and are thus seen as legitimate (Amis et al., 2002; Greenwood & Hinings, 1996). As organizations conform to and adopt these expectations within the institutional environment – often set by the successful organizations in this environment – and gain legitimacy, these organizations increase their chance of survival (Amis et al., 2002). Further, as more and more organizations adopt these norms and expectations, isomorphism occurs within the institutional field (Slack & Hinings, 1992), resulting in organizations with similar structures and designs. Slack and Hinings (1992) used institutional theory in conjunction with resource dependency theory, organizational culture, and leadership, in order to understand change in Canadian NSOs. Data were collected via planning documents related to the QPP and interviews with 36 NSOs. Results showed how NSOs changed to a more professionalized structure favoured by Sport Canada (Slack & Hinings, 1992). Although institutional theory is beneficial for explaining the external forces driving change, it provides a limited understanding of the internal dynamics of change and those who manage and implement change (cf. Slack & Hinings, 1992).

Population ecology. Rooted in biology, population ecology does not concern itself with single organizations but rather a population of organizations in a certain geographical area (Greenwood & Hinings, 1993; Slack & Parent, 2006). Within this population, and similar to Darwin's concept of natural selection, organizations who fail to adopt the norms and exploit the resources in their environment are less likely to survive (Cunningham, 2002; Slack & Parent, 2006). Within sport, Cunningham (2002) incorporated population ecology in the development of his integrative framework. Through the hypothetical example of a kinesiology and physical

education department, Cunningham discussed how departmental members became aware of the death of old undesirable organizational forms and the creation of new organizational forms, such as those which promote student interests and opportunities to learn outside of the classroom (see below for further details). Although population ecology is beneficial for examining and explaining change within a population of organizations, it is not useful for understanding single organizations, as is the case for this dissertation.

Resource dependency theory. Similar to institutional theory, resource dependency theory is more focused on the external environment (cf. Greenwood & Hinings, 1996; Kikulis, 2000). Organizations are not independent from their external environment (Slack & Parent, 2006); rather, they depend on this environment for key resources, as they are not able to produce a sufficient amount and variety of resources to be self-sustaining (Cunningham, 2002; Slack & Hinings, 1992). Thus, in order to ensure survival, they look to other organizations in their external environment and engage in transactions with them in order to gain more, and a variety of, resources (Cunningham, 2002; Slack & Hinings, 1992; Slack & Parent, 2006). As a result of the transactions, organizations become dependent on their environment and are susceptible to external demands (Cunningham, 2002; Slack & Hinings, 1992). This dependency on the external environment and its resources causes uncertainty within the focal organization (Cunningham, 2002; Slack and Hinings, 1992). In order to counteract this, organizations attempt to exert some control over the environmental conditions by engaging in a variety of strategies such as joint ventures, mergers, lobbying, and/or executive succession (Cunningham, 2002; Slack & Hinings, 1992; Slack & Parent, 2006). In continuing the example provided above in the section discussing institutional theory (i.e., Slack & Hinings, 1992), when NSOs changed in order to conform to the more professionalize structure favoured by Sport Canada, Sport Canada was able to exert this

coercion because of the financial incentives tied to these changes. In other words, in exchange for complying to professionalized structure favoured by Sport Canada, NSOs were given financial assistance to help fund their organization including financial support for the hiring of more paid staff (Slack & Hinings, 1992). Similar to institutional theory, the resources dependency theory is useful when explaining the external pressures and forces driving and influencing change, but given its one-sided perspective, it provides a limited understanding of change.

Lifecycle approach. The lifecycle approach resembles that of population ecology as it derives from the field of biology. Where population ecology focuses on a population of organizations, the lifecycle approach focuses on a single organization (Slack & Parent, 2006). According to this approach, as organizations move through their lifespan, they follow a strict and expected pattern of development (Miller & Friesen, 1984). This pattern of development involves five stages: birth, growth, maturity, revival, and decline (Miller & Friesen, 1984). Organizations move through each of these stages in the prescribed order; however, they may not have the chance to experience all the stages during their organizational life cycle, as some will move directly from the growth phase to the decline, for example (Slack & Parent, 2006). In contrast, however, in their study examining the corporate lifecycle of 36 firms, Miller and Friesen (1984) found these firms did not follow a sequential pattern of movement through these stages. While the lifecycle approach is useful for understanding how organizations move through their developmental cycle (Poole & Van de Ven, 2004), this approach has been argued to be deterministic (Slack & Parent, 2006). Further, due to the cross-sectional nature of this research through the examination of a discrete change event, the lifecycle approach was not a suitable approach to use (cf. Miller & Friesen, 1984).

Strategic choice. Unlike the aforementioned theories, which place an emphasis on the external environment, strategic choice theory focuses on the internal dynamics of the organization (Amis et al., 2004a; Stevens & Slack, 1998). Although strategic choice theory also recognizes the external forces driving and influencing change, it places an emphasis on how people interpret, respond, and manage these external pressures (Kikulis et al., 1995c). This opposes the view of institutional theory which suggest organizational members have been passive receptors of external pressures (Kikulis et al., 1995c). Strategic choice theory recognizes how organizational members, although faced with strong external pressures, have the ability to exert control over these external forces through decision making processes (Slack & Parent, 2006; Stevens & Slack, 1998). Although strategic choice is a valuable approach when seeking to understand the internal and external factors affecting change, other theories provide a more comprehensive understanding of change (see below), a call previously made by a number of scholars (e.g., Cunningham, 2002; Van de Ven & Poole, 1995). As such, this approach was not employed in this dissertation.

The integrative model of organizational change. While these aforementioned theories are foundational in the organizational change literature, Cunningham (2002) argued for the need to incorporate multiple perspectives in order to provide a more holistic understanding of organizational change, rather than a partial perspective. Thus, in his study, Cunningham (2002) developed a model which combined the four major theoretical perspectives previously discussed: institutional theory, population ecology, strategic choice, and resource dependency theory. This model, he argued, provides a more comprehensive understanding of organizational change (Cunningham, 2002). Cunningham's integrative model has also been used by other scholars examining change (e.g., Danylchuk et al., 2015; Legg et al., 2016). Legg et al. (2016) used this

integrative model to examine the process of change in the Ontario Soccer Association (OSA). Results highlighted several areas of organizational change including: (a) how the OSA initiated new policy changes which impacted local soccer clubs; (b) how pressures were placed by the OSA on the local soccer clubs to conform to these new policy changes; and (c) how clubs also made choices in how they implemented these changes (Legg et al., 2016). In this case, the results spoke to each of the components of Cunningham's integrative framework (i.e., institutional theory, resource dependency theory, population ecology, and strategic choice) and highlighted the benefits of using a multi-lens perspective.

Contextualist approach. Pettigrew (1985) argued that existing research examining change was ahistorical, acontextual, and aprocessual (Pettigrew, Woodman, & Cameron, 2001; Slack & Parent, 2006). In order to address this issue, he developed an approach which provided a multi-level analysis of change, focusing more on the holistic aspects, rather than the small nuances (Slack & Parent, 2006). Pettigrew's approach consisted of three areas – content, process, and context, – with the context component further broken down into two types: outer and inner (Pettigrew, 1985; Slack & Parent, 2006). Content refers to the specific areas of change (Thibault & Babiak, 2005), which as previously discussed, and can include: technology, people, and/or products and services (Slack & Parent, 2006). Outer context refers to the political, economic, and social context occurring in the institutional environment in which the organization operates (Slack & Parent, 2006). In contrast, the inner context refers to the structure, management, and strategy, which impact the organizational change (Pettigrew, 1987; Slack & Parent, 2006; Thibault & Babiak, 2005). Lastly, the process of change refers to the progression of events and activities occurring overtime in the organization (Pettigrew et al., 2001) as well as the “actions, reactions and interactions of the various interested parties as they negotiate around proposals for

change’’ (Pettigrew et al., 1992, p. 7). Within sport, several studies have used this approach. For example, Thibault and Babiak (2005) used this approach to examine the shift in Canada’s sport system to a more high-performance and athlete-centred focus. Results indicated changes decision-making processes which included athletes on various NSO committees, increased athlete funding and high-performance training centres, and the creation of the Sport Dispute Resolution Centre of Canada (Thibault & Babiak, 2005). Further, Girginov and Sandanski (2008) also used the contextualist approach to understand change in Bulgarian NSOs during a time of radical, social, political, and economic changes. The authors argued for the benefits of using the contextualist approach to allow them to understand the historical, processual, and contextual aspects of the changes (Girginov & Sandanski, 2008). Given the benefits in using this approach to holistically understand different aspects of change, the contextualist approach was used in this dissertation and is discussed below (see Conceptual Framework).

Stakeholder theory. One approach which has been used less frequently in the change literature is stakeholder theory (cf. Amis et al., 2004a, 2004b; Kikulis et al., 1992, 1995a, 1995c; Slack & Hinings, 1992; Stevens & Slack, 1998). Organizations are complex entities (Amis, 2018) with a plethora of stakeholders which can be both internal or external to the organization (e.g., athletes, sponsors, partners, media, government, etc.; cf. Papadimitriou & Taylor, 2000; Parent & Smith-Swan, 2013). Stakeholders are defined as “all individuals, groups, and/or organizations which can impact or be affected by an organization’s actions” (Byers et al., 2012, p. 162). Internal stakeholders are the individuals part of the operating team (e.g., paid staff, volunteers) or responsible for the strategic direction of the organization (e.g., senior management), whereas external stakeholders are individuals, groups, and/or organizations not part of the operating team or responsible for the strategic direction of the organization, such as

the government, sponsors, media, members, athletes, coaches, other sport organizations, the community (cf. Parent & Smith-Swan, 2013). Internal stakeholders have an effect on the functioning of the organization (Papadimitriou & Taylor, 2000), whereas external stakeholders are those in which the organization relies on for key resources (Slack & Parent, 2006).

Clarkson (1995) developed a way to classify and prioritize stakeholders, categorizing them as primary or secondary. Primary stakeholder groups are those who are critical for the organization's survival, whereas secondary stakeholders are seen as less essential to the survival of the organization. This approach allows the organization to focus on the most important or salient stakeholders and ensure they are satisfied, increasing the chance of survival. For the purposes of this dissertation, both concepts of internal/external and primary/secondary stakeholders were used.

Given the aforementioned definition of stakeholders, stakeholder theory seeks to examine the relationship between an organization and its respective stakeholders (Parent, 2008; Slack & Parent, 2006). An organization's success and performance is linked to its successful interaction with stakeholders (Friedman, Parent, & Mason, 2004). Stakeholder theory not only accounts for the stakeholders' interests, but also how the organization will manage those interests. There are three approaches to stakeholder theory discussed in the literature: a descriptive/empirical approach, an instrumental approach, and a normative approach (Parent, 2008). The descriptive/empirical approach provides "descriptions of the nature of the organization, of the way managers think about managing, of how board members think about the interests of stakeholders, and of how some organizations are managed in reality" (Friedman et al., 2004, p. 173). The instrumental approach relates to the identification of connections between stakeholder management and the desired goals of the organization; it is performance focused (Friedman et

al., 2004). The normative approach provides managers with moral and philosophical guidelines to operate and is typically used to understand the functions of an organization (Friedman et al., 2004). This dissertation used the first two approaches as it was more concerned with the descriptive nature of stakeholders and change as well as the connections between stakeholders and the performance of the organization.

While there have been a limited number of studies on organizational change using stakeholder theory, it has been shown to be a useful approach to examining change in sport organizations (e.g., Wagstaff et al., 2016; Welty Peachey & Bruening, 2011). However, critics of stakeholder theory, such as Key (1999), not only questioned the use of the term “theory”, but also argued that stakeholder “theory”, (a) inadequately explains process, (b) provides an incomplete link between internal and external variables, (c) neglects to account for business operating systems and levels of analysis, and (d) provides an inadequate assessment of an organization’s environment. While the basis of these critiques have merit (see Key, 1999 for a full review of each critique), within the context of organizational change research, these criticisms can be addressed by integrating change theories, such as the contextualist approach used in this dissertation.

As previously discussed, few studies within the literature have examined change from the perspective of stakeholder theory (cf. Amis et al., 2004a, 2004b; Kikulis et al., 1992, 1995a, 1995c; Slack & Hinings, 1992; Stevens & Slack, 1998). Two exceptions include Wagstaff et al. (2016) and Welty Peachey and Bruening (2011) who respectively examined stakeholder responses to repeated episodes of change and the driving forces and responses to change. Through data collected from 20 semi-structured interviews with employees in two English football clubs, Wagstaff et al. (2016) found stakeholders responded to change both positively and

negatively. Comparably, Welty Peachey and Bruening (2011), through the collection of 25 semi-structured interviews with employees and student athletes in an athletic department in the United States, found different and similar responses to change among stakeholders including, acceptance, resistance, and ambivalence, towards change. The use of stakeholder theory allowed the authors to understand the relationship between the different perspectives both within and among stakeholder groups to gain a more comprehensive understanding of the change undergone in these organizations (cf. Welty Peachey & Bruening, 2011).

Although these studies are important in laying the ground work for future research by demonstrating the value of examining change through a stakeholder perspective, these works were respectively limited to either the perspective of internal stakeholders (i.e., employees; e.g., Wagstaff et al., 2016) or internal stakeholders and one external stakeholder group (i.e., student-athletes; e.g., Welty Peachey & Bruening, 2011). Given the diverse range of stakeholders internal and external to an organization, and the importance of external stakeholders on an organization's ability to acquire resources (Esteve et al., 2011), it becomes important to understand change and its impacts on not only its internal stakeholders, but also an organization's various external stakeholders.

Organizational Effectiveness

The following section provides an overview of organizational effectiveness. The section begins by defining effectiveness and discussing the paradoxical nature of the concept. Next, the author presents the various theories and approaches used to measure effectiveness including the goal attainment approach, the internal processes model, the systems resources approach, and the multiple constituency approach. The author then provides an overview of organizational effectiveness research and identifies an important gap in the literature addressed in this

dissertation: understanding how change impacted the effectiveness of national-level sport organizations.

Defining effectiveness. Management researchers do not necessarily agree on how to define or measure organizational effectiveness. Effectiveness has been argued to be a chaotic and paradoxical concept (Slack & Parent, 2006). Moreover, terms such as performance and efficiency have also been linked with effectiveness without clear distinction. For example, some scholars argue organizational effectiveness and performance are distinct concepts (e.g., Bayle & Madella, 2002); however, despite the variety of definitions associated with organizational effectiveness and performance, an examination of the literature shows many scholars use these terms interchangeably (Baruch & Ramalho, 2006) or define them in similar ways. To illustrate, Slack and Parent (2006) defined organizational effectiveness as the extent to which an organization meets its goals. Concurrently, MacLean (2016) defined performance as the achievement of goals by the subunits or organization as a whole, while Madella, Bayle, and Tome (2005) also defined performance in relation to an organization's goal achievements. Given the difficulties in distinguishing between the concepts of organizational effectiveness and performance, for the purposes of this dissertation, both effectiveness and performance research have been included. In order to simplify understanding, the author uses the term organizational effectiveness to represent both effectiveness and performance. In addition, while there exists a variety of ways to define effectiveness – often through the use of different theoretical perspectives which are discussed below – this dissertation defines effectiveness as the “extent to which an organization achieves its goals” (Slack & Parent, 2006, p. 41). A further distinction between effectiveness and efficiency is also important to note. While some may use these terms

interchangeably, unlike effectiveness, efficiency is concerned with the amount of resources used by an organization to achieve its output or goals (Slack & Parent, 2006).

Measuring effectiveness. One of the issues scholars face when examining organizational effectiveness is the complexity associated with measuring it (Liket & Maas, 2013; Madella et al., 2005). Scholars have attempted to measure and understand organizational effectiveness using a variety of perspectives such as, the goal attainment approach, internal process approach, systems resource approach, and the multiple constituency approach (Chelladurai, 1987). Each approach is described below.

Goals attainment approach. In the goal attainment approach, organizations are deemed to be effective when the goals of the organization are achieved (Chelladurai, 1987; Slack & Parent, 2006). Within sport, these goals can include measuring a team's performance or success on the field (Frisby, 1986a; Slack & Parent, 2006). For example, in their study on NSOs, Chelladurai, Szyszlo, and Haggerty (1987) used the number of medals won as a means of evaluating effectiveness. While simple to implement and relatively objective to measure, this approach neglects to account for the differences between various types of organizations such as for-profit, non-profit, and public organizations, as well as the multiple goals an organization can have (Slack & Parent, 2006) and assumes these goals do not conflict with each other (Papadimitriou & Taylor, 2000).

Internal processes approach. Within the internal process approach, effective organizations are those which have little internal strains and have a strong flow of information throughout the organization (Cameron, 1980). As such, organizational effectiveness is focused on the throughputs or internal processes, such as decision-making and staffing, and how the organization effectively converts inputs to outputs (Chelladurai, 1987; Papadimitriou & Taylor,

2000). Although this approach is good when comparing different organizations, the limitations of this model lie in its narrow perspective, as it does not take into account the inputs (i.e., environment) and outputs of the organization (Slack & Parent, 2006).

Systems resource approach. In the systems resource approach, organizational effectiveness is achieved when an organization acquires valuable resources from its external environment (Chelladurai, 1987). Frisby (1986a) examined the relationship between the goal attainment approach and systems resource approach in NSOs and found a positive and significant correlation between a goal model indicator – the effectiveness ranking – and the total operating budget (i.e., a systems model indicator). The strength of the systems resource approach is that it accounts for the relationship between the organization and its external environment (Slack & Parent, 2006); however, using this theory in the context of NSOs can be impractical given they often have guaranteed minimum funding from government agencies (Papadimitriou & Taylor, 2000).

Multiple constituency approach. The multiple constituency approach takes into account the variety of perspectives held by an organization's constituents or stakeholders. According to this approach, effectiveness is achieved when an organization satisfies the needs of one or many of its key stakeholders (Tsui, 1990). For example, Papadimitriou and Taylor (2000) used this approach when examining effectiveness in Hellenic NSOs. Through interviews with six different constituent groups (identified as important by the NSOs), the authors developed a 40-item inventory of effectiveness statements. Results indicated differences between constituent groups when rating effectiveness, where athletes, coaches, and staff produced the least favourable rating of effectiveness, while international officials and Board members produced the most. Although it can be challenging to measure the different perspectives and preferences of stakeholders (Tsui,

1990), the multiple constituency approach is useful when examining the context of NSOs, as these organizations have a variety of stakeholders (athletes, coaches, Board of Directors, employees etc.), who define effectiveness uniquely and who work together to meet the overall effectiveness of the organization (Papadimitriou & Taylor, 2000).

Research on organizational effectiveness. Within the management and sport management literatures, there is a plethora of studies examining organizational effectiveness (for a comprehensive overview see Baruch & Ramalho, 2006; or O'Boyle & Hassan, 2014). For example, Bayle and Madella (2002) examined effectiveness in French NSOs across six performance dimensions: institutional, social external, organizational, promotional, financial, and internal social. Results highlighted a significant correlation between performance dimensions, such as how economic and financial performance is correlated with promotional performance more than with number of members (Bayle & Madella, 2002). Babiak (2009) examined the effectiveness of inter-organizational relationships in Canadian NSOs as a means of developing an effectiveness criterion of these different relationships across three levels of analysis: the community, the network, and the organizational levels. Results indicated the variability of interrelatedness between the different criteria where some were highly interrelated and shared across all partners, while others demonstrated competing values between partners or ambiguity (Babiak, 2009). Frisby (1986b) examined the relationship between effectiveness and the bureaucratic structure in Canadian NSOs. Results indicated how several variables related to structure, including job description formalization, decentralization of personnel and new programs, the specialization of paid staff and committees, among others, were positively correlated with effectiveness (Frisby, 1986b).

Another area of research within the effectiveness literature has been studies on leadership change and effectiveness. For example, Eitzen and Yetman (1972) examined coaching changes and team effectiveness in NCAA basketball teams. Using team records, the authors found that a coaching change may have more positive impact on a team in the long-term than initial short-term. Similarly, in their study examining mid-season managerial changes in the English Premier League, Besters, van Ours, and van Tuijl (2016), found that, on average, managerial changes did not improve a club's performance. Soebbing and Washington (2011) also examined leadership changes and performance in the NCAA and found that organizational performance decreased following the change in leadership but increased overtime as the coach's tenure increased.

Although these studies are important in understanding a specific area of change and effectiveness (i.e., leadership change), the scope of this research is limited. As discussed in the previous sections, organizations can undergo change in a plethora of areas, not only leadership changes. This aforementioned research has also examined the effectiveness of the change itself (i.e., the outcome); however, as organizations must continue to effectively operate and deliver services to their clients while undergoing change, understanding the effectiveness of the organizations *during organizational change* is an important area of research. This (in)effectiveness can have a potential positive or negative impact on the organization and its survival. As such, this dissertation seeks to fill this gap in understanding.

Conceptual Framework

Given the multi-faceted nature of change (Poole & Van de Ven, 2004) and the success in using integrative theories (e.g., Cunningham, 2002) to help understand radical change in a more holistic manner, this dissertation used a conceptual framework (see Figure 2-1) integrating different change and effectiveness theories discussed in this chapter including:

stakeholder theory, Pettigrew's contextualist approach, and the four major approaches found in organizational effectiveness literature (i.e., the goal attainment approach, the systems resource approach, the internal process approach, and the multiple constituency approach). Each approach used contributes to a specific aspect of the research study; each contribution is further discussed below.

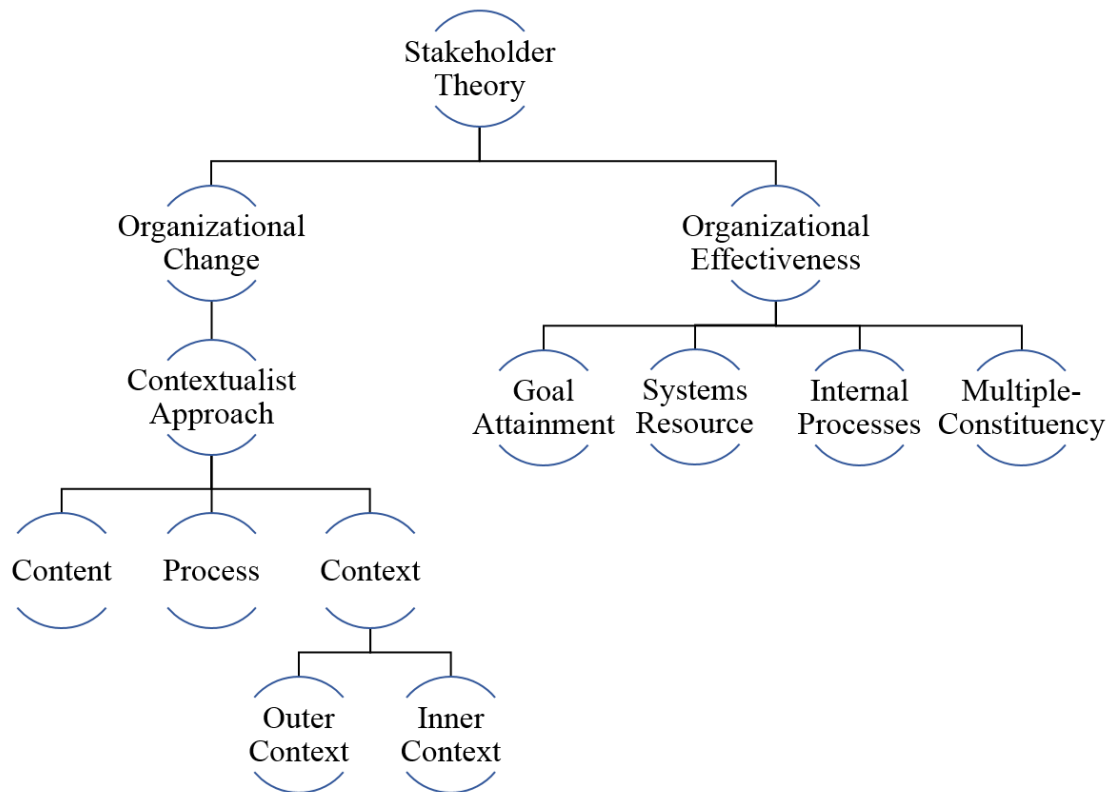


Figure 2-1: A Framework for understanding radical change and effectiveness

Stakeholder theory. As stakeholder theory can be used to understand the interactions and responses of a variety of stakeholder groups (Friedman et al., 2004; Welty Peachey & Bruening, 2011), it was the overarching approach used in this dissertation. The use of this theory in this dissertation is grounded in the idea that stakeholders are critical components of sport organizations and their effectiveness (cf. Esteve et al., 2011), especially during radical change. As internal stakeholders are those which implement and manage change (Slack & Parent, 2006), and who can respond to change positively or negatively (Wagstaff et al., 2016), it is important to

understand change from their perspective. Conversely, external stakeholders, such as sponsors, partners, athletes, government, and/or other clients, are relied on by the focal organization for key resources which can include financial and non-financial (e.g., in-kind support such as facilities, equipment, technical expertise support) resources (cf. Esteve et al., 2011).

Consequently, as sport organizations, especially service organizations such as NSOs and MSOs, undergo radical change, they must continue to effectively meet the needs and deliver their services to external stakeholders in order to continue obtaining these resources needed to survive. Thus, understanding how radical change impacts these external stakeholders – from their own perspective – is important for national-level sport organizations as they can use this information to better manage the change process and increase the likelihood of organizational survival.

As will be discussed below, the contextualist approach addresses the aforementioned issues of stakeholder theory by identifying of process of change in the organization (i.e., content and process), providing an assessment of the institutional environment (i.e., outer context), and focuses on the business operations of the organization (i.e., inner context). In addition, the use of the internal and external stakeholder perspective in this study and understanding the impact of radical change on these stakeholders addresses the issue regarding incomplete linkage between internal and external variables (cf. Keys, 1999).

Contextualist approach. The contextualist approach is used in this study as the main framework for understanding radical change. As it provides a holistic and comprehensive understanding of change through each of the three areas of Pettigrew's triangle – content, context (inner and outer), and process (Pettigrew, 1987) – this approach is used when discussing the case context and the changes undergone in the national-level sport organization (see Chapter IV). As discussed above, the content aspect refers to the areas of change in the organization, whereas the

context refers to the political, social, and economic contexts occurring in the institutional environment (outer context) and the strategy, structure, management of the change (inner context; Pettigrew, 1987). Lastly, along with the content and contexts, the process of change undergone in the organization is also discussed. This approach allows the researcher to provide a holistic description of the study's case by touching on each of these different aspects.

Organizational effectiveness. Due to the complexities associated with defining and measuring organizational effectiveness (see page 33 of this dissertation), this framework also combines four of the major approaches discussed in the literature review: the goal attainment approach, the systems resource approach, the internal process approach, and the multiple constituency approach. Aspects of each approach are used to guide the researcher's data collection and analysis including the development of the interview guides (see Appendix A) and the development of the deductive codes (e.g., effectiveness, goals, internal processes, resources, multiple-constituents) used in the analysis of the research data (see Chapter III for further details).

Chapter III: Methodology and Methods

The purpose of this study was to examine how radical change impacts the effectiveness of national-level sport organizations, during the process of change, through the perception and experiences of internal and external stakeholders. The following chapter includes a discussion on case study research, the research context, data collection procedures, data analysis procedures, and research quality.

Case Study Research

In order to address the purpose and research questions, this dissertation employed a case study methodology. As a popular methodology in sport management research (Andrew, Pedersen, & McEvoy, 2011), case study research is useful when seeking to answer “how” and/or “why” questions, as well as examining a phenomenon or contemporary set of events (Yin, 2014). Case studies allow researchers to focus on specific people, groups, event, organizations, and/or contexts and can be used when the researcher has no control over the participants under investigation or to examine and compare relationships between organizations and their stakeholders (Andrew et al., 2011; Gray, 2004). As this dissertation – through the stakeholder approach – seeks to obtain the personal accounts or experiences of participants which can provide a detailed understanding of a phenomenon while attempting to explain causal relationships, the case study methodology was an appropriate methodology (Gray, 2004).

Within a case study research design, it is important to identify the unit of analysis which includes defining and bounding the case (Yin, 2014). For this research project, the unit of analysis was a national-level sport organization in Canada, and the bounding of the case was the organization’s most recent changes (see Chapter IV). This allowed the researcher to limit the scope of the study and ensure the feasibility of the research project (Yin, 2014). Thus, following

the identification of the unit of analysis, a single (holistic) case study approach was used to provide an in-depth understanding of radical change and effectiveness in national-level sport organizations (cf. Andrew et al., 2011; Edwards & Skinner, 2009; Yin, 2014).

The case under study was selected using a purposeful and convenience sample (Marshall, 1996). In order to select the organization, it had to meet the following criteria. First, the organization must have undergone radical change at the time of data collection. However, as the process of change can occur over a long period of time, the selected organization must also have experienced some initial changes before the start of data collection in order for the changes to have an effect on stakeholders and thus, the ability to answer the research questions. Second, assuming there were multiple organizations satisfying the above criteria, national-level sport organizations (e.g., MSOs or NSOs) would be approached based on a convenience sample (i.e., location of organization, ease of access). Several organizations were identified given the researcher's supervisor's extensive involvement and contacts with sport organizations at the national level in Canada, including: Skate Canada, Curling Canada, and U SPORTS. Skate Canada declined involvement in the study. Upon contacting the Chief Operating Officer (COO) and the Chair of the Board of Directors, U SPORTS agreed to participate in this study (see Appendix B). Curling Canada was not approached given U SPORTS' positive response.

Research Context: U SPORTS

Composed of 56-member institutions, U SPORTS is the governing body of university sport in Canada (Government of Canada, 2017c; U SPORTS, n.d.) and has a long history of change (cf. U SPORTS, n.d.). With its inception in 1906, the Canadian Interuniversity Athletic Union (CIAU) Central was founded to provide common rules and regulations for universities within the provinces of Ontario and Quebec. In 1955, as a result of dramatic growth in member

universities with diverse philosophies, the CIAU Central was dismantled. In 1961, the CIAU was reconstituted as the governing body of university sport across Canada (see Figure 3-1). At the turn of the 21st century, CIAU was renamed to Canadian Interuniversity Sport (CIS), followed by a new acronym-based logo change in 2010 (U SPORTS, n.d.). Most recently, and the subject of the present dissertation, CIS once again engaged in, arguably, its most radical change to date. With the adoption of its new name, U SPORTS went through a radical transformation impacting nearly every facet of its business, including a governance change, a head office location change, a shift in its organizational structure, a change in its senior leadership and the majority of its staff, a shift in the technological processes and procedures, and a brand change. The details of these changes are further discussed in Chapter IV.



Figure 3-1: A historical depiction of U SPORTS' name and logos changes from 1961 to 2017

Data Collection

Prior to data collection, ethical approval was obtained from the University of Ottawa's Research Ethics Board (REB; see Appendix C). Following the use of the case study methodology, this study employed two types of data collection methods: semi-structured interviews (Edwards & Skinner, 2009), and archival records and documentation (Slack & Parent, 2006), which is further discussed below.

Semi-structured interviews. The interview is a widely used data collection method in both sport and case study research (Smith & Sparkes, 2016; Yin, 2014). The purpose of an interview is to obtain the perception, experiences, insights, and/or feelings, of a participant in relation to the overall research purpose or questions (Smith & Sparkes, 2016). The semi-structured interview was an appropriate data collection method for this project given its exploratory nature and the flexibility afforded by this method, allowing the researcher to ask unplanned questions and uncover additional insights (Smith & Sparkes, 2016). In addition, given the purpose of the research study – to examine how radical change impacts the effectiveness of national-level sport organizations, during the process of change, through the perception and experiences of internal and external stakeholders – interviews were also a favourable method, as they allowed participants to provide a rich, in-depth account of their experiences (Smith & Sparkes, 2016). Lastly, given the retrospective nature of change where participants needed to recall initial change events, the use of interviews was helpful as they could provide insights into temporal experiences (e.g., past events; Smith & Sparkes, 2016).

A total of 32 semi-structured interviews were conducted in three phases – Phase 1: Benchmark Interviews, Phase 2: Internal Stakeholder Interviews, and Phase 3: External Stakeholder Interviews – with each phase informing the next. Although the intent of this interview process was to have three distinct interview phases, given the availabilities of participants, some interviews overlapped between phases. However, this did not prevent the informing process of each phase. All interviews were conducted either over-the-phone or in person depending on the availabilities and location of participants. Each interview phase was guided by its own unique interview guide (see Appendix A), as the purpose and participants in

each phase differed in the overall project. Each interview guide was developed using the various component of the conceptual framework (see Appendix A and Table 3-1).

Table 3-1

Interview Questions Linked to Specific Theories Used in this Dissertation

Approach/Theory	Interview Question
Goal Attainment Approach	• <i>As an organization does U SPORTS have goals in which you seek to achieve?</i> • <i>Within your own role, what are your goals?</i> • <i>To the best of your knowledge have the changes faced by U SPORTS affected your ability to meet the goals we previously discussed?</i> • <i>Has the change affected your ability to meet your goals as an organization?</i>
Systems Resource Approach	• <i>How effective is U SPORTS in acquiring (external) resources (e.g., financial, government funding, sponsorships, donations)?</i> • <i>Has the change affected (either positively or negatively) U SPORTS' ability to acquire (external) resources?</i> • <i>Has it affected your ability to acquire (external) resources? (e.g., government funding, sponsorship/partnerships, donations)?</i>
Internal Processes Approach	• <i>In your opinion, how well does U SPORTS function or operate on a daily basis?</i> • <i>Are there any internal strains faced by U SPORTS (e.g., tensions/friction)?</i> • <i>Do all employees (including higher level and lower level employees) get along?</i> • <i>Has the change affected U SPORTS' internal dynamics either positively or negatively?</i> • <i>As an organization, has the change affected your internal dynamics?</i> • <i>Has it changed the way your organization operates? (internal process)</i> • <i>Are there additional internal stains because of the change? (e.g., friction)</i>
Multiple Constituency Approach	• <i>As an organization, who are U SPORTS' most important or critical stakeholders?</i> • <i>Has the change affected your ability to meet the needs of your key stakeholders previously mentioned?</i> • <i>Has the change affected your ability to meet the needs of your key stakeholders (e.g., student-athletes)?</i>

Questions were developed relating to the goals of the organization and whether or not the changes affected the acquisition of these goals (e.g., *As an organization does U SPORTS have goals in which you seek to achieve? To the best of your knowledge have the changes faced by U SPORTS affected your ability to meet the goals we previously discussed?*). For the systems resource approach, questions relating to the organization's ability to acquire resources and whether or not change impacted them were developed (e.g., *How effective is U SPORTS in acquiring (external) resources? Has the change affected (either positively or negatively) U SPORTS' ability to acquire (external) resources?*). For the internal processes approach, questions were developed pertaining to the presence or lack of internal strains (e.g., *In your opinion, how well does U SPORTS function or operate on a daily basis? Are there any internal strains faced by U SPORTS?*), in addition to the effectiveness of changes within the internal processes and procedures in the organization (e.g., technological changes). Lastly, the multiple constituency approach was used to develop questions to identify the organization's most important or critical stakeholders and to develop questions relating to whether or not radical change impacted the organization's ability to meet the needs of external stakeholders (e.g., *Has the change affected your ability to meet the needs of the key stakeholders previously mentioned?*).

Prior to the start of data collection, all interview guides were pilot tested with an individual with knowledge pertaining to national-level sport organizations and organizational change. This "dry run" was used to gain feedback relating to the types of questions asked, the wording of the questions, and the researcher's interviewing skills (Smith & Sparkes, 2016). Participants were recruited via email (see Appendix D) and provided with an information letter (Appendix E). Written consent was also obtained from each research participant (Appendix F).

All interviewees volunteered to participate in the study and were not assigned by the organization (see Appendix D, E, and F).

Phase 1: Benchmark interviews. The first phase in the interview process consisted of three benchmark interviews conducted with former internal stakeholders. Given the dramatic shift in internal stakeholders throughout U SPORTS' transition, the purpose of these interviews was to, (a) establish an understanding of the early stages of U SPORTS' radical changes, (b) inform the interview questions in *Phase 2*, and (c) develop the researcher's understanding of the organization, a key aspect for researchers seeking to examine radical change (see Chapter VI). Participants were selected using a convenience sample (Marshall, 1996) given the pre-established relationships of one of the committee members as well as a snowball sample (Edwards & Skinner, 2009). Interviews ranged from 22 to 44 minutes.

Phase 2: Internal stakeholders. The second phase consisted of 13 interviews with internal stakeholders (e.g., full-time and part-time employees/contractors, Board members, volunteers, etc.) ranging from 26 to 62 minutes in length. A purposeful sample (Marshall, 1996) was used, where two members of the Board of Directors and 11 paid staff at each levels of the organization were interviewed (i.e., higher level/senior managers to lower level employees; see Parent & Deephouse, 2007 as an example of interviewing various levels of an organization). These interviews sought to understand the successes and challenges faced by U SPORTS during the radical change process, as well as the impact on internal stakeholders' effectiveness in completing their day-to-day tasks. During these interviews, internal stakeholders were also asked to identify their primary stakeholders. From these responses, the author categorized each of the stakeholders into four stakeholder groups: member institutions, regional associations, sponsors/partners (e.g., media partners, Sport Canada, corporate sponsors, merchandising

partners, etc.), and student-athletes. Although sponsors and partners can be viewed as separate stakeholder groups, participants' responses to this question tended to label these categories as one. As such, these two categories were combined to fall under one stakeholder group.

Following the identification of external stakeholders, the researcher proceeded to Phase 3 of the interview process.

Phase 3: External stakeholders. In order to better understand the effectiveness of the focal organization during radical change, it was important to examine the experiences and perspectives of its external stakeholders. Thus, the last phase of the interview process consisted of 16 interviews with primary external stakeholders identified by the focal organization as most important or critical to its survival. Interviews were conducted with a minimum of two respondents per stakeholder group as well as the stratification of member institutions by regional sector (i.e., two representatives per regional sector; see Parent, 2005). Interviews ranged from 10 to 60 minutes in length and discussed the impact of the U SPORTS's changes on these external stakeholders and how the change impacted the effectiveness of the stakeholders themselves or their organization.

Interviews were audio-recorded, transcribed verbatim, and sent back to participants for member checking (Burke, 2016). Member checking allows the participants to review the transcript and make modifications to their answers and enhances the credibility of the data (Burke, 2016). Six out of the 32 participants made minor modifications to their interview transcripts in order to improve the clarity of their responses.

Archival records and documentation. As a means of supporting or corroborating the findings from semi-structured interviews (Yin, 2014), archival records and documentation were also used for data source triangulation (Edwards & Skinner, 2009). A total of 61 documents were

obtained from the organization's website, and other pertinent websites (e.g., Sport Canada), as well as from the organization itself. Documents were available as of 2009 and consisted of annual reports, AGM minutes, governance policies, by-laws, organizational charts, membership policies, programs policies, committee policies, strategic plans, as well as the Government of Canada's NFP Act. The list of sourced documents along with their location and number of pages can be found in Appendix G.

Data Analysis

Once approved by participants, the transcripts were uploaded into the data analysis software Nvivo 11 Plus, in order to help the researcher, manage and sort the dataset (Creswell, 2003). Data were analyzed following Braun and Clarke's (2006) approach to thematic analysis. A thematic analysis is the process of developing themes or patterns among the dataset (Braun, Clarke, & Weate, 2016). The use of a thematic analysis in this study can be justified in several ways. Thematic analyses allow the researcher the flexibility to actively select how they engage in the data (Braun et al., 2016). Given this flexibility, thematic analyses also align well with the methodological choice of this study, as case studies are also flexible in the design and implementation of the research (Yin, 2014). Last, given the multiple perspectives gained in this study through the variety of stakeholders interviewed, the ability for thematic analyses to provide a tool "that offers the potential for nuanced, complex, interpretive analysis" (Braun et al., 2016, p. 290) is another reason for the use of this type of data analysis, as it allows the researcher to develop a comprehensive analysis of the data.

There are six steps to thematic analysis outlined by Braun and Clarke (2006) and Braun et al. (2016): (1) familiarization with the data, (2) generating initial codes, (3) searching for themes, (4) reviewing themes (refinement), (5) defining and naming themes, and (6) producing

the report. While these steps are described in a specific order, it is important to note that thematic analysis is an iterative process in which researchers can move forward and backwards through each of the six steps (Braun et al., 2016), which are further discussed below.

Familiarization with the data. Familiarization with the data began with transcribing and reviewing interviews in order to become familiar with the content of the data (Braun et al., 2016). Transcribing allowed the researcher to familiarize herself early on in the data analysis process (Braun & Clarke, 2006). Although not all interviews were transcribed by the researcher given the large sample size, the time-consuming nature of transcribing, and the limited time frame of a master's degree, the researcher did review all transcripts before sending them to participants for member checking. Akin to transcribing, this allowed the researcher to take notes and develop initial ideas for coding (Braun & Clarke, 2006). Once the transcripts were read several times and the researcher felt familiar with the content of the data, the researcher proceeded with the next phase in data analysis: generating initial codes.

Generating initial codes. Coding included both deductive and inductive codes for all interview phases. More precisely, prior to the start of data analysis (i.e., familiarization), an initial list of codes (n=11) was created based on the conceptual framework and entered into Nvivo 11 Plus. These codes included: type of change/change event, impetus for change, challenges, successes, pace of change, effectiveness, goals, resources, internal processes, stakeholders, governance structure. While these initial codes were used for all interview phases, each phase was coded independently from the other phases. In other words, all interviews in Phase 1 were coded first, followed by Phase 2, ending with interviews in Phase 3. Notably, an initial analysis and notetaking (i.e., familiarization) was completed after the interviews in Phase

1 (benchmark interviews with former staff) and prior to the interviews with (current) internal stakeholders (Phase 2) in order to verify if questions were missing from the interview guide.

In the coding of Phase 1, interviews were coded to better understand the impetus and early stages of the change, using the aforementioned list of initial codes. Next, interviews with (current) internal stakeholders (Phase 2) were coded following the initial list of codes developed prior to the start of data analysis as well as the development of new, emergent codes found inductively in the data (e.g., definition of effectiveness, communication, unique organization, institutional knowledge, role challenges, organizational challenges, logistical challenges, new young staff, time/workload, etc.). Lastly, interviews with external stakeholders (Phase 3) were coded deductively, following the initial list of codes, as well as inductively within the data. While most of these codes were similar to those in the first two phases, some codes which were different included: relationship with focal organization, resistance, perception of change, decision-making, satisfaction.

After approximately half of the interviews in Phase 2 were coded, as codes were developed both deductively and inductively, the researcher chose to consolidate and refine similar codes. For example, there were several codes related to challenges, such as logistical challenges, organizational challenges, and role challenges, which the researcher grouped under an overarching code called “Challenges” (see Table 3-2 for an example of how the theme of challenges was developed). This allowed for a more manageable code list, as the list was refined from 60 different codes to approximately 40. No codes were deleted in the consolidation and refinement process. This refinement simply aided the researcher in the next phase of the data analysis process.

Table 3-2

Example of the Development of the 'Challenges' Theme

Stage 1: Deductive codes	Stage 2: Inductive codes ^a	Stage 3: Consolidation of codes	Stage 4: Theme
Challenges	- Organizational challenges - Role challenges - Logistical challenges - Communication - Time/workload - A lot of changes - Gaining buy-in or support - New young staff - Staff turnover - Gaining experience - Institutional knowledge - Resistance	- Challenges ^b - Organizational challenges ^c - Role challenges - Logistical challenges - Communication - Time/workload - A lot of changes - Gaining buy-in or support - Staff - New young staff - Staff turnover - Gaining experience - Institutional knowledge - Resistance	- Challenges - Communication - Workload - New staff: A loss of institutional knowledge - resistance

Notes. ^a codes provided in this column are not the entire list of inductive codes. ^b Denotes overarching code. ^c Denotes sub-code.

Searching for themes. In the initial stages of this phase, codes were further consolidated and clustered to form higher-level patterns. This higher-level analysis allowed the researcher to develop meanings that are broader than the specific code, allowing her to go beyond description and summarization of the dataset (Braun & Clarke, 2006; Braun et al., 2016). As suggested by Braun et al. (2016), mind-maps, tables, and writing out themes on a separate piece of paper were techniques used in the development of themes in order to examine the relationships between codes, themes, and different levels of themes.

Reviewing themes (refinement). Although closely tied with the aforementioned step, reviewing themes involves the refinement of candidate themes (Braun et al., 2016). Using the

thematic map, table, and notes developed by the researcher when searching for themes, candidate themes were reviewed and refined by going back to the data extracted and making sure the codes “fit” and represented the whole data set (Braun et al., 2016). Further, given the abundance of data and codes related to organizational change, themes were developed and refined within the context of the research questions (e.g., successes and challenges of change, change impacting external stakeholders, effectiveness of organization). This allowed the researcher to manage the large dataset and focus on answering the research question, the purpose of a thematic analysis (Braun et al., 2016).

Defining and naming themes. In the last phase of theme development, once the researcher was satisfied that the themes represented the dataset and answered the research questions, each theme was defined and named. This phase is where the researcher moves beyond the simplicity of the themes and develops a rich descriptive and analytic interpretation of the research data (Braun et al., 2016). At this stage, the researcher does not only, “paraphrase the content of the data extracts presented, but identify what is of interest about them and why” (Braun et al., 2016, p. 92). As suggested by Braun and Clarke (2006), a detailed description and analysis of each theme was written in order to develop the depth of the analytical analysis (see Table 3-3 for an example of a theme description). This also aided the researcher in the writing of the results and discussion of the dissertation.

Producing the report. As shown in the Chapter V (i.e., the results), themes were described and presented using both data extracts as well as analytic commentary (Braun et al., 2016). This allowed the researcher to provide a rich description of the data while also providing detailed analytical analysis. Data extracts also included both illustrative and analytic extracts (Braun et al., 2016), where the most representative examples were selected to illustrate each

Table 2-3

Example of a Theme Description

Theme	Description
Staff which stayed on	Although there was a significant shift in staff within the organization, there were four staff members which stayed on throughout the transition. These staff members were helpful in providing some of the institutional knowledge lost during the transition

theme (Braun & Clarke, 2006), as “good data extracts are ones that clearly and compellingly demonstrate the relevant analytic point or feature” (Braun et al., 2016, p. 304). Illustrative extracts are those which serve as an example or illustrates the theme, whereas analytic extracts are those which the researcher directly discusses specific features of the extract (see Braun et al., 2016). As Braun et al. (2016) explained, most studies using thematic analysis will incorporate some aspects of both illustrative and analytic extracts. In order to protect the confidentiality of participants and adhere to the study’s ethics certificate, all identifiers (e.g., name, position title, etc.) were removed from data extracts and replaced by pseudonyms in the reporting of the results.

Research Quality

Research quality was maintained throughout this study using credibility, dependability, transferability, and confirmability criteria (Burke, 2016; Guba & Lincoln, 1989; Lincoln & Guba, 1986). These criteria are discussed below.

Credibility. Credibility is concerned with the researcher’s accurate representation of the (raw) data (i.e., participants’ experiences). In order to ensure credibility of the data, several measures were implemented including prolonged engagement, progressive subjectivity (i.e., bracketing interview), triangulation, peer debriefing, and member checking.

Prolonged engagement. Prior to the conceptualization of the research project and the selection of the organization as the case study, the researcher completed an internship with U SPORTS (formerly CIS at the time) for a period of eight months from September 2015 to April 2016. The start of this internship was approximately two years before the start of data collection for this dissertation and was during the initial stages of the U SPORTS changes (see Chapter IV for the change timeline). Although this internship was unrelated to the current research study, this experience was important for maintaining the credibility of the research project; prolonged engagement allows the researcher to understand the culture, context, and builds trust with the members of the organization (Lincoln & Guba, 1985). As is discussed throughout this dissertation and as argued by Lincoln and Guba (1985, p. 302), “one might suggest, it is not possible to understand *any* phenomenon without reference to the context in which it is embedded” (emphasis in original). Thus, the researcher’s prior involvement with the focal organization was key in understanding the dynamics of the particular context of the university sport system and U SPORTS an organization, which aided in both the collection and analysis of the data.

Progressive subjectivity. Although there are some issues with the prior involvement of the researcher with the organization under study, including underlying assumptions, the researcher engaged in progressive subjectivity (Burke, 2016), or as referred to in this study, a bracketing interview (Rolls & Relf, 2006), to help uncover the underlying assumptions and biases which may affect the analysis and interpretation of the research data (see below; Burke, 2016; Rolls & Relf, 2006).

Triangulation. In order to improve the credibility of the data, the researcher used both data source triangulation and investigative triangulation (Burke, 2016; Edwards & Skinner,

2009; Lincoln & Guba, 1985). Data source triangulation is the use of different types of data in order to corroborate the interviewees' recollection of past experiences (Edwards & Skinner, 2009). The use of archival records and documentation such as annual reports, governance documents, organizational charts, and AGM minutes, allowed the researcher in this study to triangulate the change events undergone at U SPORTS as noted in the interviews.

Peer debriefing. Similar to investigative triangulation, peer debriefing involves the review and feedback of data and the final report by a peer (Burke, 2016). In the case of this research study, the thesis supervisor reviewed the dissertation and research reports throughout the completion of this project. In addition, weekly meetings were held with the researcher's colleagues and supervisor in order to discuss the research, such as data collection and subsequent analysis, allowing the researcher to develop initial ideas and themes, respectively (Lincoln & Guba, 1985) as well as allowing her to remain "honest" and thus enhancing the credibility of the research (Lincoln & Guba, 1985).

Member checking. To achieve credibility and the accurate representation of the research data, all 32 interview transcripts were sent back to participants for member checking (Burke, 2016). Participants had the opportunity to review, modify, delete, or clarify their responses and approve the transcribed interview prior to the start of data analysis. This not only establishes credibility of the data, but also trust between the researcher and the participants.

Dependability. Dependability focuses on achieving the stability of data overtime and in diverse conditions (Burke, 2016; Guba & Lincoln, 1989). Unlike in conventional inquiry, where changes in research methodology are seen as unreliable, in naturalistic inquiry, these changes are seen as an important facet of a maturing inquiry (Guba & Lincoln, 1989). Thus, dependability in this study was achieved by documenting the research process and including any changes in the

research methodology which may occur throughout the process of the study (Burke, 2016; Guba & Lincoln, 1989). For example, while the methodology and methods in this dissertation were not changed, there were adjustments made to the wording and order of the research questions for logic and flow, as well as adjustments to the conceptual framework based on the emerging results.

Transferability. The notion of transferability refers to the ability to make an inference about the research findings which extend beyond the particular setting under examination (Burke, 2016). In order to achieve transferability, a researcher must provide a detailed description of the research process and study (Lincoln & Guba, 1985). The detailed descriptions provided in this dissertation included the description of the research problem, context/case, methodology, methods including data collection procedures and analysis, and trustworthiness (Lincoln & Guba, 1985).

Confirmability. With respect to confirmability, it is important to ensure that the research findings represent the data, rather than the researcher's own interpretations (Burke, 2016; Guba & Lincoln, 1989; Legg et al., 2016). In order to illustrate how this dissertation's findings derived from the data (Burke, 2016), the researcher used direct quotations from the interviews in the presentation of the findings (i.e., report; Legg et al., 2016), allowing "the reader to assess the reasonableness of the analysis and derived concepts" (Legg et al., 2016, p. 373).

Additional measures. Further, the interview guides were also pilot tested with an individual with knowledge pertaining to national level sport organizations and organizational change. This "dry run" was used to gain feedback regarding the types of questions asked, the wording of these question and ease of understanding, and the researcher's interviewing skills (Smith & Sparkes, 2016).

In addition, in order to ensure the trustworthiness of the data, and as part of the researcher's *Qualitative Data Analysis in Sport, Physical Activity, and Health* course assignment, a bracketing interview was completed to uncover the researcher's underlying assumptions and past experiences which may influence the analysis and interpretation of the research findings (Rolls & Relf, 2006). The bracketing interview was conducted prior to the collection of data. The interview was conducted by the researcher's colleague who was familiar with her research project and could probe accordingly. The interview lasted 44 minutes and was transcribed verbatim and analysed thematically (Braun & Clarke, 2006) by the researcher. As part of the course, a reflection paper was written by the researcher discussing the results of the bracketing interview and reflecting on the underlying assumptions of the research project. The researcher discussed some of her negative past experiences with change and how they may affect the current study, mainly the creation of interview questions. However, through the bracketing interview, the researcher also discussed the different experiences interviewees could have with change (both positive and negative experiences). In order to address these underlying assumptions, the researcher included questions in her interview guide relating to both potential positive experiences of change (i.e., successes) and potential challenges.

Chapter IV: Results Part I – Description of the Change

In this chapter, the first part of the study's results, the radical changes within U SPORTS are presented in the form of a case description following each aspect of the contextualist approach: the outer context, inner context, content, and process. The information presented in this chapter is based on the results obtained from all 32 semi-structured interviews and from the documents. The chapter begins with a description of the outer context in which U SPORTS operates, including the enactment of the NFP Act and other recent changes taking place in NSOs and MSOs in Canada over the last several years. Next, a description of U SPORTS' inner context is presented including U SPORTS' context and structure, followed by a detailed description of the content of U SPORTS radical changes including changes to the people, technology, structures and systems, as well as products and services. Lastly, the third section – process – describes how U SPORTS transitioned through each of the aforementioned changes described in the content section.

Outer Context

One of the main reasons U SPORTS underwent radical change was due to the enactment of the NFP Act. The NFP Act came into force on October 17th, 2011, with the purpose of promoting better accountability, transparency, and good corporate governance in Canada's NFP organizations (Corporations Canada, 2012). As a replacement to the previous 1917 *Canada Corporations Act* (CCA; Government of Canada, 2017a), the NFP Act addresses numerous discrepancies in the dated CCA (for a full review/comparison see Corporations Canada, 2012). Some of the key issues found in the CCA addressed by the NFP Act include standards for the qualifications of directors, how directors are elected and/or removed, and the holding of directors' meetings as well as increasing the role of members in the governance of NFP

organizations through more voting rights and access to records (cf. Corporations Canada, 2012). Thus, similar to all NFP organizations in Canada, U SPORTS was required to adapt to the new legislation in order to remain an NFP sport organization.

While some of the governance changes undergone at U SPORTS were partially linked to the enactment of the NFP Act, U SPORTS also used the changes in legislation as an opportunity to review and overhaul their governance structure as outlined in their governance policy:

The Governance Committee began its work over 18 months ago. From the outset its approach was to guide the CIS to successful continuance under the new Canadian legislation while also recognizing that this journey represented a unique opportunity to review and reform other aspects of the governance processes of the CIS, in addition to those aspects necessary for compliance. In its May 2014 report to the CIS members, the Governance Committee wrote "... transition to the NFP Act provides an unparalleled opportunity to improve CIS governance in numerous ways. [We] believe that the Board of Directors of the CIS must focus on high level policy governance, allowing the CEO to manage operations within a strategic framework established by the Board. (U SPORTS documentation, 2015, p. 2)

Furthermore, in the last several years, NSOs and MSOs in Canada have gone through significant brand and marketing changes. Arguably, the catalyst for these changes began in 2011 when the Canadian Olympic Committee (COC) unveiled its new brand identity (see Canadian Olympic Committee, 2011). Since then, through financial support provided by the COC and its National Sport Federation (NSF) Enhancement Initiative, many NSOs, such as Swimming Canada, Snowboard Canada, Curling Canada (Curling Canada, 2015), Tennis Canada, Football Canada, Equestrian Canada, and more, have undergone significant branding changes. For

example, Rugby Canada used funds provided by the COC's NSF Enhancement Initiative to change its brand including its logo and website (cf. Rugby Canada, n.d.). Similarly, Freestyle Canada also embarked on a rebrand through the financial support of the NSF Enhancement Initiative. Taekwondo Canada developed a new logo for their 2018 National Championships as part of a broader communications plan financially supported by the NSF Enhancement Initiative (Taekwondo Canada, 2018). For some of these organizations, these rebranding changes have reflected other significant organizational changes undergone in their respective organizations, as discussed by the CEO of Swimming Canada: "This [logo change] is an outward signal of the changes that have been taking place within the organization over the past two years..." (Commonwealth Games Canada, 2015, para. 3). This was also the case for U SPORTS who has incorporated a brand change within its broader radical changes.

Inner Context

U SPORTS is a large organization composed of 56-member institutions (i.e., universities) coast-to-coast. As organizations in and of themselves, each of U SPORTS' 56-members institutions come with different philosophies, values, objectives, and realities within their own regions and athletic departments:

[U SPORTS has] 50-plus members from coast to coast to coast with different legal realities, different regional realities, etc. It's always going to have its difficulties and have its challenges. There's no singular way – easy way – to do things. I guess it's part of the beast. (Sam, external stakeholder)

This adds to the complexities of managing U SPORTS as it must deal with members and regional associations with different, ways of managing (e.g., budget years/cycles), institutions with different academic standards, differences in provincial realities (e.g., Francophone and

Anglophone institutions, Provincial Government legislations), and differences in regional values (i.e., participation versus high-performance).

In addition, while member institutions are grouped under external stakeholders in this dissertation and as U SPORTS delivers services to and relies on these members for key resources, it is important to note that staff within these member institutions (e.g., athletic directors and other athletic personnel) also sit on a variety of U SPORTS committees. This is explained by Sam (external stakeholders): “All my colleagues from across the country are, I would say, in one way, shape or another, volunteering to be on one of those committees. That makes us part of U SPORTS also. We wear two hats.” The involvement of members institutions on various committees as well as the Board of Directors (see Content section below) best explains U SPORTS as a “member-driven organization” (Rory, external stakeholder).

In addition to U SPORTS, the university sport system in Canada is also composed of four regional associations: Canada West Universities Athletic Association, Ontario University Athletics, *Réseau du sport étudiant du Québec*, and Atlantic University Sport. These regional associations are completely independent organization and are not members of U SPORTS (a contrasting example of this would be how PSOs are members of NSOs). While U SPORTS and the regional associations do not have a formal relationship, these organizations work closely together as the regional associations control the regular season and U SPORTS controls the National Championships. As a result, U SPORTS is also indirectly involved in the regular season as they set the minimum standard for various rules and regulations regarding eligibility. Further, each respective regional association and U SPORTS also share the same members: “U SPORTS would be the national organization, and then within U SPORTS, there's four regional

organizations. [name of regional association] is a separate entity unto itself, but all [our] members are all part of U SPORTS” (Casey, external stakeholder).

Content

While the enactment of the NFP Act was partially responsible for U SPORTS’ radical changes, the organization also undertook several other changes in the four main areas of change discussed in Chapter II: people, technology, structures and systems, products and services. Each are described below.

People. As a result of its relocation from Ottawa to Toronto, U SPORTS experienced a dramatic shift in human resource personnel. Only four of approximately 10 staff members moved with the organization through the transition to Toronto. Those four who moved were junior staff members with the most senior person having two and a half years of experience with the organization. As a result, the move to Toronto brought an entirely new U SPORTS staff and, in particular, a new senior leadership team composed of a CEO, COO, and Chief Sport Officer (CSO).

The consequences of these changes in human resource personnel, where prior staff left and new staff were brought into the organization, resulted in a change in the way people thought and acted in the organization. In particular, the addition of new staff as well as the increase in a more business-oriented organization resulted in a culture shift in both internal and external stakeholders of U SPORTS as described in the following quotation:

I would say that the related change that took place, you mentioned the hiring of new staff and that was in particular because of staff deciding not to move from Ottawa to Toronto. But the heart of that was a real change in the nature of the staff positions and staff culture because again the staff were either staying on or being hired to be a part of an

organization that was a CEO based organization. That in and of itself was a big change because the staff previously, of course were led by the executive director, but had so much engagement with the Board because the Board was an operational Board. Now the staff are primarily working with each other and with the partners and with [the CEO]. We do see them...but not nearly as much as the previous staff would have in the old model. That's a big culture change for an organization, I would say, because most of the staff were new, it wasn't so much a change for them. It was actually more of a change for the partners, and in particular our members – our 56 universities – who were far more used to engaging a lot with staff. Now, they still do engage a lot with the staff but do so at committee level as opposed to the Board level. (Devin, internal stakeholder)

Technology. The addition of a new senior leadership team brought several technological changes to U SPORTS. The organization increased its professionalization through the addition of formalized processes and procedures such as operational and work plans, work timelines, and key performance indicators (KPIs), as highlighted by one participant:

I think the biggest change is trying to make it more professional and how it approaches business, trying to make the processes more efficient, trying to make the organization a bit more professional. Not that it wasn't professional, it was, but maybe professional as a business rather than professional as simply a policy organization. (Adrian, internal stakeholder)

Moreover, U SPORTS also sought to be “digitally sound” through the addition of project management tools and other technological advancements to help increase work efficiencies, as described by Charlie (internal stakeholder): “we use a chat system, we're implementing project management tools for national championships, and things like that.” U SPORTS also developed

a new website (<https://www.usports.ca/>) and online portal (<https://usportscentral.ca/studentcentre/>) in order to help increase organizational efficiencies surrounding athlete registration, eligibility, and athletic financial awards. The use of these technological advancements and their impact on organizational stakeholders is discussed in Chapter V, Section 3 (RQ3).

Structures and systems. As previously discussed, one of the major changes undergone at U SPORTS has been the change in its governance structure. This change is best explained when comparing the old structure to the new structure. In the old structure, the Board of Directors consisted of 16 athletic directors or athletic department personnel from the various member institutions across the country, which was much more operationally driven. In other words, as discussed by Devin (internal stakeholder), prior to the change, the Board of Directors was much more focused on the day-to-day operations of U SPORTS:

I mentioned this earlier about, to some extent, about the partners – the 56 institutions – [who] we're very used to the old model. [A] very operational Board... that was highly representative right across the country [and] very engaged in the day to day affairs of the organization.

Further, prior to the changes, the decision-making structure at U SPORTS was also centered around collegial decision-making, where all 56-members would vote at the Annual General Meeting (AGM) on dozens of motions such as the number of meals allowed on a recruiting trip or the types of volleyballs used in a National Championship, as explained in the following quotation:

Historically for decades, U SPORTS or CIS was made up of 56-member schools and those 56-member schools had an annual meeting in June. And at that annual meeting in

June, they would spend a few days debating whatever issues of the day there were, and then they would vote – all 56 members, one vote each – to make decisions. So, changes in eligibility rules, or playing regulations or whatever else. Those were all done once a year, all 56 schools vote. (Mackenzie, internal stakeholder)

The decision-making structure historically embedded in U SPORTS has also contributed to its “member-driven” culture. However, presently, the changes in governance structure have reduced the Board of Directors to four athletic directors, four university presidents, and one director at large. While there are still some decisions voted on by all 56-member institutions at the AGM (e.g., name change, the acquisition of a new member), the decision-making process has been streamlined, providing more authority to the Board of Directors and the staff to make quicker and efficient decisions related to the operations and management of U SPORTS, as illustrated in the following quotation:

Our structure now is that we still have some things that are voted on by the full 56-member votes, but it’s very very few things. It’s huge things like changing our name, you know, adding a new school or taking a school out, any of those things, would go to 56. But most decisions are either made by our Board or by our CEO. (Mackenzie, internal stakeholder)

Furthermore, while the Board of Directors is more empowered to make decisions, the addition of university presidents has allowed them to remain at a strategic level, rather than the previous operational style, as explained by Ryan (internal stakeholder): “The presidents had certainly more influence and in keeping the athletic directors at a strategic level... because [the athletic directors] get into the weeds... [They] get caught up in the operations and [the presidents are] thinking at a very high strategic level.”

U SPORTS not only experienced a significant change in staff (i.e., people), as previously discussed, the organization also changed the nature of its staff positions/roles and responsibilities within the organization, including the addition of several key positions such as, CSO, COO, Manager of Corporate Partnerships, Manager of Sport Technical and National Championships, and Communications Coordinator (a comparison of U SPORTS' organizational structure can be seen in Appendices H, I, and J). Specifically, the organization has appeared to have increased its vertical complexity with the addition of these new roles, while it has decreased its horizontal complexity by forming a taller structure (cf. Slack & Parent, 2006). Throughout these changes, U SPORTS has continued to make modifications to its organizational structure with the addition and elimination of roles, and the promotion of staff to new positions (see Appendices H, I, and J) making it difficult to fully understand the extent of these changes to the organizational structure at the time of data collection.

Products, services, and strategic direction. While U SPORTS continued to deliver its core areas of business to its members (e.g., National Championships, rules and regulations around eligibility), the organization as a whole also shifted its strategic direction to expand on these current services as highlighted by the CEO in the 2016-2017 Annual Report:

... the rebrand also reflected a new vision, energy and focus at the national office and for university sport in Canada. To take U SPORTS beyond organizing national championships, leading rules and regulations, and overseeing eligibility. To position university sport across Canada and U SPORTS as an organization and as a sports property, dedicated to enhancing the visibility and relevancy of CANADIAN student-athletes and university sport in CANADA (emphasis in original, p. 6).

The extent of these changes in strategic direction are discussed in greater detail in Chapter V, Section 2 (*RQ2: How does radical change impact the goals, internal processes, systems resource, and multiple constituents of the focal organization?*) when discussing how change impacts the goals of U SPORTS.

With this new strategic direction, U SPORTS staff were also tasked with adding to their individual portfolio. For example, with this new direction, U SPORTS has shifted its focus to promoting student-athletes from across the country and ensuring that their stories are seen, as illustrated in the following quotation: "...I think we're trying to shine a brighter spot light on student-athletes. It's to grow university sports in Canada. I think it's pretty widely accepted that we have a fantastic product and that it's not as well known or well regarded as it should be. That's a primary goal" (Mackenzie, internal stakeholder). As a result of these changes, U SPORTS underwent an extensive change in its promotional/communications strategy, which now focuses more on promoting featured stories of student athletes, rather than limiting information to statistics and results, through the use of their new website:

...with the rebranding, we just don't want to talk to our community, we want to extend our reach outside of our community. We want to have more editorial content, more stories, and the website that we were using for the last 7 years was not made for that. It was made for statistics. We had to move away from this platform because we have a new brand, new logo, new vision, new messages. It was important to have a website that looks like [U SPORTS] and not the old CIS. (Andy, internal stakeholder)

Process

The following section describes the sequence of changes undergone at U SPORTS and is illustrated in Figure 4-1. Similar to all NFP organizations in Canada, as discussed above, after

the enactment of the NFP Act in 2011, U SPORTS was required to comply with the changes in the NFP Act by October 2014. During this time, U SPORTS also began its own 18-month governance review. In April 2015, U SPORTS released its proposed governance policy which presented several new changes to its governance structure (in addition to those outlined by the NFP Act). These recommendations set forth in the governance policy included changes to its decision-making structure and outlined the roles/responsibilities of U SPORTS' Board of Directors, committees, and staff. The governance policy was voted on and passed at the Annual General Meeting (AGM) in June 2015. At this AGM, the new Board of Directors, composed of four athletic directors, four university presidents, and one director at large, was also elected (see Content section above). These changes are reflected in the following quotation:

...my basic understanding is the NFP Act...came [into effect] and it required changes. CIS undertook – from my understanding – a 12 to 18-month governance review proposal process. And in April 2015, came up with a governance policy that kind of proposed how they thought the new structure should work. So, the new Board [Board of Directors] going from 16 to 9, the decision-making change to go to, you know, instead of 56-member votes, the Board and CEO make decisions. So really, April 2015 was when that governance policy was distributed and ultimately passed in June 2015. (Mackenzie, internal stakeholder)

Following the 2015 AGM, U SPORTS hired its new CEO in September 2015. In November 2015, the organization announced it was moving its headquarters (HQ) from Ottawa to Toronto, as described by Reagan (internal stakeholder): “In September 2015, [the CEO] was hired.... Then [they] found out, I believe in November 2015, that the office was going to move to

Toronto.” In January 2016, the U SPORTS office began the development of the U SPORTS Central project – also known as the U SPORTS portal – which was nearly complete in the fall of

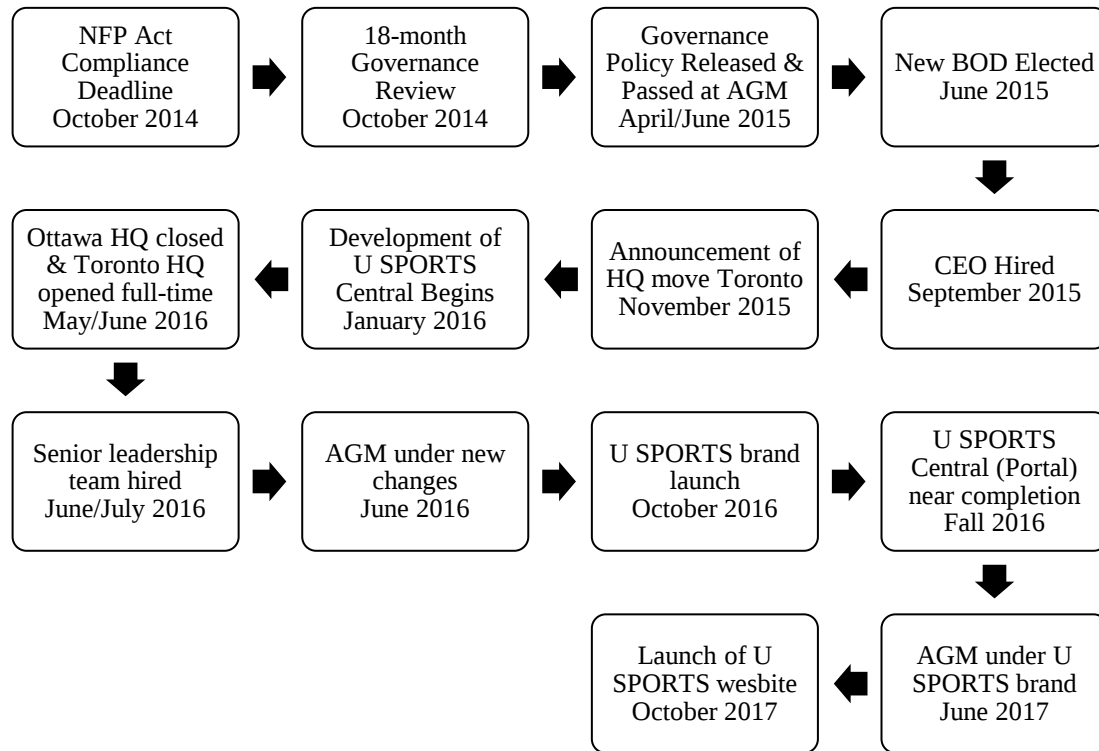


Figure 4-1: An event-based depiction of U SPORTS' radical change process

2016 (Bucholtz, 2018). Although the portal has been released and is currently used by U SPORTS (cf. <https://usportscentral.ca/studentcentre/>), as outlined in the 2017 AGM U SPORTS Central presentation, its development is ongoing, as more processes are added. In the spring of 2016, U SPORTS officially closed its Ottawa office and permanently moved to its new headquarters in Toronto, as illustrated in the following quotation: “we closed the Ottawa office in April 2016... [and] We moved into our new permanent office that we're in in Richmond Hill on Vogell Road” (Neil, internal stakeholder). With this move came the addition of the remainder of the senior leadership team (COO and CSO) in June and July of 2016. During this time, U SPORTS also experienced its first AGM under the new governance changes. October 2016 was the official launch of the U SPORTS brand. From there, in June 2017, the organization

underwent its AGM under the new ‘U SPORTS’ brand. Lastly, in October 2017 (at the time of data collection), U SPORTS also launched its new website.

As illustrated in Figure 4-1, the changes undergone at U SPORTS occurred over a short period of time. The magnitude of changes and the speed at which these changes occurred was difficult for stakeholders to accept and adapt. This impact is further discussed in Chapter V, Section 3 (RQ3). Nevertheless, as explained by an internal stakeholder, taking a slow and measured approach in making large-scale changes in core areas of an organization may have been difficult to control and thus, resulted in an unsuccessful transition:

...as far as the overall change, I actually think it had to go the way that it did. Because it's so hard to do and we're such a big organization as far as scope, that I think if you'd taken a slow and measured approach, I don't think all of this would have been possible. And I think all of this has been beneficial. So, I don't think you could have slowly but surely done all the things that happened. I think you needed to ride a bit of momentum. And there was going to be challenges... but I don't think you could have pulled off a governance change, an office move, a new CEO, and a rebrand slowly. I just think it would have stalled. (Mackenzie, internal stakeholder)

Although this section provides an overview of the change process undertaken by U SPORTS, the “actions, reactions and interactions of the various interested parties as they negotiate around proposals for change” (Pettigrew et al., 1992, p. 7) are further presented throughout Chapter V of the dissertation.

In summary, as this chapter shows, U SPORTS has gone through many changes in nearly every facet of its business. While this chapter presents a summary of the changes which have

taken place up until the time of data collection, it is important to note that the changes at U SPORTS are still ongoing.

Chapter V: Results Part II

The following chapter presents the results of the dissertation and is divided into four main sections corresponding with each of the four research questions. Each section begins with the respective research question followed by its respective themes. The first section presents the results associated with RQ1: *What success factors and challenges do national-level sport organizations face while undergoing radical change?* The second section presents the results associated with RQ2: *How does radical change impact the goals, internal processes, resources, and multiple constituents of the focal organization?* The third section presents the results associated with RQ3: *How does radical change impact external stakeholders?* The last section presents the results associated with RQ4: *How does radical change impact the effectiveness of external stakeholders' own organizations?*

RQ1: What Success Factors and Challenges do National-Level Sport Organizations Face While Undergoing Radical Change?

There were a number of success factors and challenges faced by U SPORTS during the radical change process. Success factors included: (1) Preparation and planning; and (2) Stepping up: Human resource involvement at three different levels (Board of Directors, CEO, and staff). Despite these success factors, U SPORTS also experienced challenges in four areas: (1) Communication and consultation; (2) Workload; (3) New staff: A loss of institutional knowledge; and (4) Resistance. Each success factor and challenge is presented below.

Success factor 1: Preparation and planning. One of the key factors identified by internal stakeholders which appears to have aided U SPORTS through its transition process was the preparation and planning undertaken by members of the Board of Directors and committees (e.g., governance committee, transition committee) prior to the implementation of the changes.

Specifically, the Board of Directors and committees underwent numerous reviews before the start of the change process, including a review of the governance structure, human resource practices, and operations. The organization also conducted a feasibility study/analysis relating to the potential relocation of head offices from Ottawa to Toronto, ON. Along with these reviews, U SPORTS also undertook a planning process, which internal stakeholders perceived as beneficial in helping the organization move through the transition process:

When we were making the change, the governance structure was well mapped out of how we were going to go about that. We involved the COU, which is the Canadian Council for Ontario Universities [COU], as the presidential organization in that process. We had timelines mapped out for when the change was going to take place.... That was very well laid out. (Ryan, internal stakeholder)

While the researcher was not able to gain access to these documents due to their sensitive information (i.e., personnel information), this planning process was further described by Mark and Devin, respectively: “There were a number of different documents” (Mark, internal stakeholder).

There was a whole set of documents. There was a whole transition plan that was developed. Was everything in that transition plan? No, because I think it would be impossible to envision everything that needed to happen. But there was a very significant plan in place outlining the various changes that were going to take place. (Devin, internal stakeholder)

Of note, while participants believed that the planning process was beneficial in transitioning the organization, as illustrated in the above quotation, Devin also highlighted the limitations of the planning process where not every aspect of change can be planned.

This planning and preparation undertaken by the Board of Directors prior to the changes allowed them to provide the CEO with key information to help him move the organization through the transition process, as indicated in the following quotation:

I think what we did very well [was] we armed our new CEO with a lot of information that we had done before his hiring. We'd hired some people to help us with those reviews like the HR review [and] the operational review. We did a full analysis of Toronto versus Ottawa offices before he arrived. Yes, so we armed the new CEO with information.

(Ryan, internal stakeholder)

Success factor 2: Stepping up: Human resource involvement. Internal stakeholders also attributed the involvement of three different people/groups during the change process as an important factor for a successful transition. These groups included: (a) member institutions (and their personnel), Board of Directors, and committee members; (b) the CEO; (c) existing staff. Each group is further discussed below.

Member institutions/Board of Directors/committee members. As a result of the radical changes in governance and human resource personnel turnover, as explained by Mark (internal stakeholder), during the early stages of the change when U SPORTS had few staff members remaining, the organization relied heavily on its member institutions – including those who took part in previous and current committees and the Board of Directors – in order to help with day-to-day operations: “I think there were a number of people who were on various committees and past Boards who really helped in that transition.... We had the former VPs [Vice-Presidents] of the first committees and for the most part volunteered to continue on and bridge the gap.”

In particular, U SPORTS formed a transition committee composed of Board members from the previous Board of Directors (i.e., prior to the governance change) and Board members

from the new Board of Directors (i.e., after the governance change). This transition committee was in place to help manage the transition process until it was no longer required, as explained in the following quotation:

The transition committee was comprised of people on the past Board and people who were appointed to the new Board so there was the transition of those members. That transition committee – the people on that committee – many of them became part of the hiring committee for the CEO. That transition committee created and populated the new committees that were going to be implemented through the governance restructuring and were in place until which time the new Chair of the Board and the new CEO felt that they were not required any longer. (Mark, internal stakeholder)

CEO. The addition of the new CEO also played an important role in U SPORTS' transition process. U SPORTS' Board of Directors relied heavily on the experience and leadership of the CEO regarding change in moving the organization through various stages of the change process. Specifically, the CEO took on the role and responsibility of transitioning the organization from Ottawa to Toronto as described by Ryan (internal stakeholder): "In terms of the move with the office from Ottawa to Toronto... once we hired [the CEO], he laid out that process to the Board, which we approved and helped him facilitate that because he was literally on his own."

Staff. Although there was a significant turnover in paid staff as a result of the office relocation, four staff members stayed on with U SPORTS during the transition process. These remaining staff members were still relatively new to the organization (the most senior person of the four had approximately two years of experience with the organization), but, were helpful in maintaining some of the institutional knowledge lost during the change. Specifically, they were

helpful in providing guidance to new co-workers about day-to-day roles and procedures, as illustrated by Neil (internal stakeholder):

They [the existing staff members] have been incredibly, incredibly helpful. We would be lost without them. Having those four, and now with that being said, most of them have only been there a couple of years, but it was enough that they had a good grasp of what the history was and whatnot. The four of them are very, very smart individuals. Having that resource for us new employees has been incredibly important, incredibly useful.

Challenge 1: Communication and consultation. One of the more prevalent challenges faced by U SPORTS was related to communication and consultation. In particular, there were some challenges relating to the communication of the organizational changes (i.e., what was changing), as well as the consultation of these changes with external stakeholders, specifically the member institutions. However, this was not the case for all areas of the transition; for some areas, such as the governance changes, U SPORTS communicated these changes with members through the AGM. This was a main source of information for U SPORTS member institutions. In addition, when the new CEO joined the organization, he conducted a cross-country tour and met with all member institutions in person to build relationships and communicate future changes taking place. These two examples of effective communication tools are best explained by Parker (external stakeholder):

I would say the AGM was a primary source of information. After the AGM took place and they hired [the CEO] ... he did a cross-country tour to meet with all the schools.

From that perspective, he attempted to communicate a lot of the changes – the governance changes – in person to the universities. And then he met with the conferences at the conference meetings, and he sent staff to the conference meetings to try to help

work through the governance changes. I'd say there was quite a lot of effort made to try to explain the changes in governance.

However, in other areas of the change (e.g., changes in processes and technology), some member institutions, as Casey (external stakeholder) noted, expressed the need for U SPORTS to be more communicative: "I would say that if there's one thing they could improve upon, it's probably their communication with members, because that's who we all are. We're a membership-driven organization." Further, most member institutions felt there was a need for more consultation with members: "I think at times, it maybe was felt they weren't consultative enough. I don't think that was a malicious thing, I would just think that was newness, [or a] lack of history..." (Ivan, external stakeholder). As Parker (external stakeholder) noted, other members felt they were more "informed" rather than "consulted": "I think it was more of a top-down approach that the universities and the conferences were told that U SPORTS was going to do business in a different way." This sentiment was also expressed by Aidan (external stakeholder): "Sometimes, I have the perception that too many times, we are informed about what's going to be the new way to run things and not consulted."

As a result of these concerns brought forth by external stakeholders, U SPORTS adapted to these comments and engaged in more communication and consultative processes through the use of various strategies such as the introduction of quarterly updates and regular meetings:

There are a number of changes that have taken place.... The Chief Operating Officer and the person who's in charge of finances are preparing quarterly reports, distributing those, and then we're having a quarterly conference call with all of the members. They're doing the same thing just in terms of regular updates. Not necessarily on financial matters but more on operational and sport matters. They're doing the same thing, having quarterly

conference calls with the members. That's been a welcomed addition, I would say, that didn't occur necessarily in the first year of the new governance model. So, that's been an addition. That's been a response to the concerns of the members about that gap that I referred to. (Addison, external stakeholder)

Challenge 2: Workload. Another challenge faced by U SPORTS was an increase in workload, which impacted the organization in several ways. Due to the significant turnover in staff, Board members and other U SPORTS member institutions (i.e., Athletic Directors in member institutions) took on additional staff roles in order to help move the organization through the transition. While the involvement of member institutions and the Board of Directors was previously discussed as a success factor, as highlighted in the following quotation, the downside of this involvement was the workload added on these stakeholders who had their own responsibilities within their respective athletic departments:

I think that the people who were leading different areas of the transition, who were essentially all volunteers and had a huge workload at home and within the CIS at the time.... A lot of people stepped up. Board members and chairs of committees were taking on staff roles in that transition. (Mark, internal stakeholder)

Existing staff members who stayed on with the organization through the transition also took on greater responsibility with the addition of roles, as well as transferring the institutional knowledge, as a result of the staff turnover, as shown in the following quotation:

I would say [the four staff who stayed on] got called into a pretty substantial [amount] of meetings just because [they] might know something off hand. [They] took on a lot of work on the interim, knowing that between the time that we moved to Toronto and the

time that we got a Chief Operating Officer, a Chief Sport Officer, somebody had to keep doing these files. (Reagan, internal stakeholder)

Further, as a result of U SPORTS' changes in products, services, and strategic direction (see Chapter IV), there was also an increase in workload faced by all staff members. Staff members were required to continue delivering their current roles and responsibilities while adding to their individual portfolios to achieve new organizational goals, as explained by Mackenzie (internal stakeholder):

I think, overall, the challenge is just trying to find time for everything. You know, we are a very small organization, but we are a very complex organization... Our staff is very young, which is a challenge. It's a great thing because they're very energetic and they're very enthusiastic and extremely passionate, but it's a very young staff and they work very hard. And so, there's always a concern of overworking... It's a challenge because we're trying to do so much and we're trying to expand our scope and grow our organization and we don't have the money to bring in twice the staff to do twice the work... They were being asked to figure out their day jobs while also adding to their portfolios.

Challenge 3: New staff: A loss of institutional knowledge. One of the more prevalent themes throughout the interview process were the challenges associated with the loss of institutional knowledge or corporate memory. Due to the complexities of university sport in Canada and of U SPORTS as an organization, understanding not only the operations of the organization, but also the structure of U SPORTS, was a challenge expressed by both internal and external stakeholders: "It doesn't really matter about how much sport background you have, it's kind of an entity in and of itself... It's a lot to grasp when you're coming into the organization" (Devin, internal stakeholder).

This loss in institutional knowledge came as a result of the significant shift in staff due to the relocation to Toronto, where staff members who had 15 to 20 years of experience left the organization, as illustrated by Ryan (internal stakeholder):

We lost a lot of institutional knowledge with some of the staff that had been there 16, 25 years. Especially on the sports side of the business, and eligibility and compliance.

Those were the two big areas that we lost a wealth of knowledge.

Although there were four staff members who stayed on with U SPORTS and who helped bridge the lost knowledge, due to their relative ‘newness’ in the organization and compared to those staff members with 15-20 years of experience, they were still not able to completely fill the gap in institutional knowledge related to operational matters, as described in the following quotation:

The other challenge with our staff, not only are they young, but our senior most person as far as the years with the organization has 3. We don’t have anyone with a 4th year at this organization. So, there were definitely some you know ‘how does this work?’ ‘why does this happen?’ (Mackenzie, internal stakeholder)

This loss of institutional knowledge was also illustrated by Sophie (external stakeholder) who discussed how U SPORTS lost 90% of its institutional knowledge: “...partly due to the fact that the way the staffing switchover went, for the most part, it would be safe to say that they lost 90% of their institutional knowledge.” The participant went on to discuss the implications of this loss in knowledge, not only on how roles and tasks were done in the organization but also when they were done:

...you’ve lost the history, the business calendar, information as to why things were done at a certain time. How you do them in the future is one thing, but you’ve got to know

when to do them. You need to know when the deadline for certain things should be.

(Sophie, external stakeholder)

As a result of the changes in nearly all of U SPORTS' staff, the U SPORTS office experienced a significant learning curve associated with the transition. While it can be argued that there exists a learning curve for any organization undergoing staffing changes, for U SPORTS, which lost nearly all of its staff, the learning curve was arguably higher given the lack of institutional knowledge present in the organization. In other words, organizations undergoing less radical staffing changes will retain some institutional knowledge in the existing workforce; however, this was not the case for U SPORTS. This learning curve is best illustrated by Neil (internal stakeholder):

I think for us, and for me in particular now, a lot of it is getting up to speed. That has been a challenge for a lot of the new staff. We are now at I think it's 14 permanent staff, but only four of those 14 staff came from Ottawa. That means that the other 10 are all new. Learning and getting up to speed but without having someone there to kind of train you and do the crossover was a huge challenge. The past year was the first school year that I was in this position. For me, it was challenging because I never knew exactly what was coming. I had never been to these events before, seen them, or knew what was done in the past because a lot of that information was with employees who did not come to Richmond Hill. I think that's been my biggest challenge, and just learning with any new organization, learning how they work. The institutions, how they work together, who works together, who doesn't work together, that's definitely been the challenge.

Understanding these particular challenges associated with institutional knowledge and the learning curve is important as they could arguably have impacted U SPORTS' overall effectiveness, a point further discussed in Chapter VI.

Challenge 4: Resistance. Due to the magnitude of changes undergone at U SPORTS, another challenge faced by the organization during this change process was the difficulties in gaining buy-in or support from external stakeholders. This resistance was apparent in several stages of the change. First, in the early stages, when the changes were announced, one participant noted: "We had scathing letters from some regions about what we were doing" (Ryan, internal stakeholder). This resistance also continued as the organization moved through the transition process, when U SPORTS faced three different types of groups who resisted or supported the change in different ways, including those who: (1) supported the change, (2) were ambivalent but did not resist the change, and (3) resisted the change. This resistance is best illustrated in the following quotation:

Probably the biggest challenge was just not everybody – although they had all agreed to the change – not everybody was accepting of the change to the same level. You had some athletic directors at some institutions who were more ready to make change and trying to do things differently than others... It's like any change. I think you've got the 30% of the people who are ultra-supportive, the 30% that can go either way but generally are not non-supportive, and then 30% that maybe aren't very supportive, and you're constantly having to try and convince them that the right decisions are being made. (Adrian, internal stakeholder)

In summary, success factors which aided U SPORTS and its internal stakeholders managing the changes were attributed to prior preparation and planning undertaken before the

start of the change process as well as the involvement of people/groups at three different levels including: (1) member institutions, Board of Directors, and committee members; 2) the CEO; and 3) existing staff. On the other hand, while these success factors were present, U SPORTS also faced a variety of challenges including: (1) consultation and communication, (2) workload, (3) new staff and a loss of institutional knowledge, and (4) resistance. The implications of these successes and challenges on the overall effectiveness of U SPORTS during the change process are discussed in Chapter VI.

RQ2: How Does Radical Change Impact the Goals, Internal Processes, Resources, and Multiple Constituents of the Focal Organization?

The following results are presented based on each of the four areas of effectiveness identified in dissertation's conceptual framework: the goal attainment approach, the internal processes approach, the systems resource approach, and the multiple constituency approach.

Goals. Understanding how the changes impacted U SPORTS' goals as an organization is a multi-faceted and complex question. While examining the effectiveness of goal attainment in non-change context may be less complex – such as examining number of medals won at a world championship (cf. Chelladurai et al., 1987) – as organizations such as U SPORTS engage in radical changes in governance, leadership (both at the level of the Board of Directors and staff), processes, and strategic direction, prior organizational goals are also changed. Notably, it becomes difficult to examine the impact of organizational change on prior existing goals as the change process leads them to become obsolete. As such, the following section begins by presenting the challenges associated with identifying U SPORTS' goals at a time of change, where, in many ways, as described by Mackenzie (internal stakeholder), “The change is those goals in a lot of ways. The change is all geared towards finding a better spotlight, and growing

university sport. So, I view our goals and our change as one and the same.” Following this, goals outlined by internal stakeholders are presented along with their supporting quotations (see Table 5-1). Next, in answering the research question, results highlight how U SPORTS was effective in achieving *some* goals while less effective in achieving other goals.

As U SPORTS moved through the transition process and underwent radical change in nearly all areas of change, as previously illustrated in Chapter IV (i.e., people, technology, structures and systems, and products and services), the goals originally outlined in the 2013-2018 strategic plan were obsolete, as they preceded these changes. The addition of a new senior leadership team at both the level of the Board of Directors and management as well as the changes in governance caused a shift organizational goals. This is illustrated in the following quotation:

We [U SPORTS] have a vision document, a strategic plan, and it articulates goals. We then have the goals that the CEO has developed, that are subbed to the strategic plan. Then relatedly, his leaders of departments...have a set of goals. All of those goals should feed up to the strategic plan. Now, the strategic plan was developed prior to a lot of this big changed. It's clear to us that we have to refresh the strategic plan so that the goals that [the CEO] and his staff have articulated and that the Board has now begun to articulate, line up well with the goals articulated in strategic plan. That's going to unfold over this coming year. (Devin, internal stakeholder)

As further highlighted by Devin (internal stakeholder), this shift in goals impacted the overall effectiveness of the organization: “I think the goals will be more effectively achieved once there's better alignment between the strategic plan and the state of the union of U SPORTS.”

As U SPORTS is, at the time of this dissertation, undertaking a new strategic planning cycle, it becomes difficult to identify its organizational goals, because new goals have, and are, being developed. However, through the interviews, several overarching goals were identified by internal stakeholders including: (a) increasing visibility and relevancy of university sport and U SPORTS, (b) promoting student athletes and creating a positive student athlete experience, (c) servicing member institutions, and (d) professionalizing U SPORTS. Table 5-1 provides supporting quotations for each of these aforementioned goals.

From the perspective of internal stakeholders, the change process both positively and negatively affected U SPORTS' ability to achieve its goals as an organization. Specifically, U SPORTS was more effective in achieving its goals relating to increasing the visibility and relevancy of university sport, as well as professionalizing its processes, and less effective during the initial stages of the change in areas such as servicing members.

When examining the specific goals presented in Table 5-1, results show how the changes have positively affected U SPORTS' ability to reach specific goals such as increasing the visibility and relevance of university sport. As discussed by Andy, some the changes – specifically those related to technology – have allowed U SPORTS to better promote university sport and its student-athletes:

It actually helped. So, all of these changes, everything that we are doing, has helped us to be better in promoting university sport in Canada, to be better in being identified outside of the community, to be better at telling our stories, and to be better in promoting our international programs. (Andy, internal stakeholder)

Table 5-1

Supporting Quotations for Each of U SPORTS' Identified Goals

Goal	Quotation
Increasing visibility and relevancy of university sport and U SPORTS	“...relevancy in the marketplace, profile. We’re understated. We’ve got an amazing property - if you want to call it that - like our student athletes. We need to tell their stories better. I look over there and we’ve got some events, and great stories to tell. I think it’s just not known by the Canadian public or the media or Corporate Canada. It’s really trying to elevate our relevancy” (Ryan, internal stakeholder) “I think if we had to summarize it to its very basic, I think we’re trying to shine a brighter spotlight on student athletes. It’s to grow university sports in Canada. I think it’s pretty widely accepted that we have a fantastic product and that it’s not as well known or well regarded as it should be. So that’s a primary goal” (Mackenzie, internal stakeholder)
Promoting student athletes and creating a positive student athlete experience	“It’s trying to create an experience and an environment that is like a professional environment for our student athletes” (Quinn, internal stakeholder) “Our goal obviously is to elevate the student-athlete experience” (Leonard, internal stakeholder) “I think the main goal is obviously to make student athletes and their experience while they’re in university a priority.... At the end of the day, realizing that we only exist because of the student athletes and if they’re not getting everything that they can out of it, then they’re obviously doing something wrong.” (Avery, internal stakeholder)
Servicing member institutions	“Provide better services to our members at a higher level” (Reagan, internal stakeholder) “It’s also providing a service to the members who are the important part of what compose us” (Quinn, internal stakeholder)
Professionalizing U SPORTS	“I think we are all working to professionalize our organization.... Looking to professionalize some of the processes that we have” (Reagan, internal stakeholder) “[We want] to be run at a professional level” (Mackenzie, internal stakeholder)

This quotation is also supported when examining U SPORTS’ brand-related documents presented at the 2017 AGM. The “brand presentation” document outlined U SPORTS’ social

media presence pre-brand launch (September 2016) in comparison to post-brand launch (May 2017) and showed an increase in social media presence (followers & average post likes) across three social media platforms: Facebook, Twitter, and Instagram. The data presented in this brand presentation/document is illustrated in Table 5-2 with the addition of social media data found in the 2015 AGM package as well as those obtained by the researcher during the writing of this dissertation (data from May 27th, 2018). Comparing 2014/2015 (pre-change) and 2018, U SPORTS increased its social media followers across all platforms, including an increase of more than, 5,000 followers on Facebook, 16,000 on Twitter, and 12,000 on Instagram.

Table 5-2

Comparative Data of U SPORTS Social Media Presence

Platform	April 1, 2014- March 31, 2015	September, 2016	May, 2017	May 27, 2018
Facebook				
Followers	4,587 ^a	5,700 ^b	8,040 ^b	9,695 ^b
Twitter				
Followers	17,402	21,000	27,800	34,200
Average likes per post	N/A	6+	23+	N/A
Instagram				
Followers	1,867	4,000	8,287	14,200
Average likes per post	N/A	35+	120	N/A

Notes. ^a indicates number of “members” in a Facebook group; ^b indicates number of “followers” in a Facebook page

Despite the fact that there are some goals which were positively impacted by the change process, U SPORTS’ internal stakeholders also recognize the work still required to become effective in achieving other organizational goals, as illustrated by Leonard (internal stakeholder):

From an increasing of visibility and relevancy, we've definitely improved in that sense right from the beginning in the transition; right from the re-brand. That happened quite quickly. So, I think, yes, we've been effective to an extent, but there's still a long way to

go.... We need to continue with marketing and brand and get some bigger sponsors on board. That can help start to meet some of our higher goals.

This point is further illustrated by Jamie (internal stakeholder), who explained how U SPORTS has become more effective as time progressed but also, similar to Leonard, acknowledged that the organization must also improve in certain areas: “I think that we have been fairly effective. I think, obviously, you can always improve upon certain areas. I think when we look at where it was two years ago, we’ve really grown from there.”

In conclusion, overall, U SPORTS was more effective in achieving some goals, such as increasing visibility and relevancy, compared to others goals, such as servicing members which is discussed in greater detail below.

Internal process. As U SPORTS experienced, one of the challenges with radical change is how it can bring about uncertain and “chaotic” periods. This was highlighted by Ryan (internal stakeholder) who explained the chaos – before the addition of a new CEO – in terms of, the lack of formal processes and procedures related to financial systems, human resource practices, and performance reviews as well as the siloed office culture, where staff members worked independently of each other:

During the change process, I would say it was a bit chaotic.... our whole financial system was a mess.... our human resource practices were not great. We didn’t track, for example, annual leave.... People didn’t have raises for years. There was no process for performance review. There [were] lots of internal issues that weren’t aware publicly. The office was not running well at all. ...as much as it was a small staff, they were very siloed. They didn’t work together. The climate was not good, not healthy. It wasn’t a

healthy climate. You'd think with a small office, everybody all working together. It was not good. Through this change, we were finding all this out.

Further, as explained by Leonard (internal stakeholder), these changes also created an "awkwardness" and tensions within the office culture as some staff members were staying on with the organization and others were not: "there was a lot of tension [and] it was still very awkward, because they [were] a part of planning things, but they [were] planning for something they [were] not going to be there for. I think that was quite difficult."

The hiring of new senior leadership transformed the siloed office culture into one that was more inclusive and collaborative among staff, as described in the following quotation: "[the CEO]'s done a great job in opening that [office culture] up and making it more inclusive and working together" (Jamie, internal stakeholder). This collaboration is further illustrated by Mackenzie (internal stakeholder): "the thing that I'm happiest with our staff is that I never really hear, you know, 'that's not my job.' People are very, very quick to help with other departments."

Although there were some challenges experienced within the office culture, the changes also positively affected staff who gained a sense of "togetherness" as they experienced the challenging aspects of the transition as a group. This togetherness was explained by Neil (internal stakeholder): "Because we've been through so much together, we really developed a good bond and we have to depend on each other and ask for support a lot and ask a lot of questions, so we work really well together."

In addition, further iterating the lack of processes described by Ryan above, as explained by Jamie below, prior to the changes, U SPORTS and its staff relied heavily on policies to guide their operations. With the addition of a new senior leadership team, U SPORTS focused more on

developing and implementing work processes, project tools, and systems, such as operational plans, work plans, and timelines, as described in the following quotation:

CIS is very policy-driven. There [were] no planning documents, which I found to be a challenge, no concept plans... no critical paths, no timelines. ... We're changing that now because you have to have more. ... Even though you got institutional knowledge in people, you still need plans and business plans and concept plans to know what you're doing and how you're doing it. (Jamie, internal stakeholder)

In conclusion, overall, the change undergone at U SPORTS impacted the internal processes in three ways. First, the significant shift in staff brought on a tense and awkward dynamic within the office as some staff members were departing the organization while others were staying on. Second, the change process exposed organizational inefficiencies in internal processes relating to financial systems and human resource processes. Third, with the addition of new staff members (specifically senior leadership), new, more formalized, processes and procedures were introduced, with the goal of increasing the professionalization of U SPORTS into a more “business” focused orientation.

Systems resource. The changes undergone at U SPORTS impacted the organization’s effectiveness in acquiring two types of external resources: financial and human. Each is discussed below.

Financial. First, over the years, U SPORTS primarily acquired its funding from the Government of Canada, with membership fees as another main source of funding. This is one area where it continues to remain relatively unchanged by the transition, as explained by Leonard (internal stakeholder): “Government funding, we have been receiving the same level of funding. That hasn't changed at all after the transition.”

Second, an area in which U SPORTS has been seen as being less effective over the years (i.e., not only during the change) is in its ability to acquire sponsorship revenue, as illustrated in the following quotation: “The challenges we have with U SPORTS right now is more on the revenue side. ... Securing some major corporate dollars and new revenue streams is the biggest challenge” (Ryan, internal stakeholder). However, as a result of the changes, including the change in strategic direction, which focuses more on securing corporate dollars, as well as the relocation change to Toronto, which allowed the organization to be closer to and build stronger relationships with the corporate community, U SPORTS has used the change as an opportunity to respond to this area of ineffectiveness:

We've seen [before the change] a drop in the amount of sponsorship and the scope of sponsorship. This was part of the reason that there was a sense that moving to Toronto would be an important direction because we had certainly seen a decline. (Devin, internal stakeholder)

Jamie and Ryan respectively described how U SPORTS addressed this ineffectiveness in acquiring external funding through the hiring of a new CEO with a strong focus on commercial and sponsorship acquisition: “[The CEO]'s strength as leader is commercial” (Jamie, internal stakeholder). “[The CEO] knows how to market, and [knows] marketing. Certainly, we have a talented CEO in that area and his connections with corporate Canada are significant because he came from Rugby Canada, where he grew that organization exponentially” (Ryan, internal stakeholder).

Given the length of time it takes to develop relationships with sponsors and partners, it is still early in U SPORTS' change process to fully understand the impacts of these changes on the organization's ability to increase sponsorship revenue, as illustrated in the following quotation:

In terms of partnerships and sponsorship, we're definitely having more conversations than we have in the past. We're trying to build and develop that portfolio. That's not to say that it has directly translated into more revenue generation, but I think it's in the right direction in that respect... It's a lot of awareness pieces that are the challenges right now. We have to break through that before we can make significant increases in sponsorship revenues. (Quinn, internal stakeholder)

Human. In addition to the financial impact, the changes have also impacted U SPORTS' ability to acquire human resources, such as contractors and consultants: "From a consultant perspective, we've had new consultants. So, there's definite benefits to that, in terms of the expertise they can bring to the organization. I think the network has increased from that resource perspective" (Leonard, internal stakeholder). The ability to hire these consultants and contractors is linked to U SPORTS' changes – mainly those related to the governance structure as discussed by Reagan (internal stakeholder):

...the way we allocate our operational funds is different and it's different in a way that allows us to be more functional and effective. We have the ability to hire contractors when we need to. You know, I referenced how we have a Member Services Portal. We have a development company who built that for us... [T]hat's a function of the governance change that the Government required or mandated that we're reaping benefits from at the national office, which in turn affects our major stakeholders which are our Universities.

In conclusion, although U SPORTS had made positive strides toward the acquisition of external financial resources through discussions with potential sponsors, at the time of data collection, the organization did not acquire any new sponsors, resulting in ineffectiveness.

However, results showed that the changes undergone at U SPORTS allowed them the flexibility to acquire additional human resources in form of contractors. Thus, findings indicated U SPORTS was ineffective in acquiring financial resources, but effective in acquiring human resources during the change process.

Multiple constituency. As a result of some of the challenges experienced by U SPORTS through this transition process, such as the limited resources, staff turnover, lack of institutional knowledge and organizational learning, some participants, such as Mark (internal stakeholder), discussed how the change process impacted U SPORTS' delivery of services to external stakeholders: "inevitably, with the lack of resources we were working with, there were going to be some challenges in meeting all of the needs of the members." This was also illustrated by Quinn (internal stakeholder), who explains that U SPORTS experienced a "blimp" in services, but also explained how, once as staff became accustomed to their new positions, the organization's ability to meet the needs of its stakeholders improved:

I wouldn't say it was to the exact level as what it was [in the early stages of the change]. Because, with any change, I think there's an on-boarding [learning] process where new people are in roles where they weren't before... I think there was probably a bit of a blip in terms of being able to service members and clients in the same way. That being said, I think as we get over that learning curve and coordinating processes, it'll start to even itself out.

In addition, as previously discussed, while the change process progressed and the changes in strategic direction took place, staff members were not only able to service member institutions in their traditional capacity, but also service them in new ways aligned with the (new) goals of the organization, as expressed by Charlie (internal stakeholder):

It depends on what we defined as our services to them. I think a lot of the members want to be serviced in certain key areas that I would consider to be our core business. But we're moving in a direction that we want to promote and market, where, as it used to be, we were providing more services in more rules, regulations, policies, and administrating that. So, it changed. I think at the beginning, in the eyes of our members, we weren't hitting the objectives and we were not doing what they wanted. But...like I said, the most recent AGM, they're starting to see, 'Okay, they're doing cool things in marketing. ... they're building their brand.' I think that they started to see 'Well okay, maybe we're being serviced in a different way now.'

In summary, from the perspective of internal stakeholders, as a result of the staff turnover and the loss of institutional knowledge, the changes initially negatively impacted U SPORTS' ability to delivery service stakeholders to the same level as before the implementation of the changes (i.e., an initial decrease in effectiveness). This internal perspective is also compared to the perspective of external stakeholders presented in the following section (RQ3) and discussed in Chapter VI.

Overall, in answering the research question, the change process impacted the goals, internal processes, system resource, and multiple constituents of U SPORTS in several ways. Internal stakeholders explained how U SPORTS was more effective in achieving some goals compared to others during the change process, noting that the process of attaining goals was one of perpetual improvement. In terms of systems resources, at the time of data collection, U SPORTS was making some positive advances in its sponsorship acquisition by engaging in discussions with potential sponsors. However, as sponsorship acquisition is a lengthy process, U SPORTS had not gained any new sponsors during the change process, thus being ineffective in

this regard. Results also indicated an initial decline in meeting the needs of external stakeholders in the early stages of the change process, but a gradual increase in effectiveness as the change process progressed (see Chapter VI).

RQ3: How Does Radical Change Impact External Stakeholders?

The changes undergone at U SPORTS have impacted external stakeholders in several ways relating to: decision-making, increased responsibility, technological changes, staff accessibility and response, and pace of change. Each theme is presented below.

Decision-making. There were two areas in which the changes at U SPORTS have impacted external stakeholders' involvement in decision-making processes. The first, 'having a say' is specifically related to the changes in decision-making structures within U SPORTS, while the second, jurisdiction, is related to the role definition of the various stakeholders involved in the university sport system (i.e., member institutions and regional associations). Each sub-theme is further discussed below.

'Having a say'. As a result of the changes in the NFP Act and the recommendations from the governance review, one of the major areas which impacted external stakeholders – mainly member institutions – has been the shift in U SPORTS' decision-making processes. In the 'old' system, when decisions were made at the AGM, members felt like they had more input and a voice in decisions made at the national level; however, with the shift in decision-making structures, where operational decisions are made at the level of the Board of Directors and the staff, members felt more disengaged from the decision-making processes. This is illustrated in the following quotation:

...the governance [change] has been the biggest thing. Like I said, I think members were used to voting and having a say on how the [decisions] were going to be made. That's not

the case anymore, so that's changed. I think the Board structure has probably changed with how they make decisions. That's probably the biggest change that any long-time athletic director would certainly, in my opinion, probably feel there has been some impact. (Casey, external stakeholder)

Although some members acknowledged this change allowed the organization to be more efficient in its decision-making processes, as decisions would be made more quickly rather than once a year at an annual meeting, it remained a challenge for some members who felt they had less input in decisions within the organization:

I can see why there would be frustration [with the loss of decision-making authority], because we're not in that old, put your hand up with a card and make a decision mode anymore. We're more into a well thought out...much more streamlined [efficient] decision-making process, which has affected positive change. (Bonnie, external stakeholder)

This is also expressed by another participant:

...we were coming from a system where everything was decided as a whole group. It was not very efficient. But, people felt at this moment that they were part of the decisions...nobody could say there that they were not informed or that they didn't have the chance to talk. Now, it's a system where we were pushing more entrepreneurial and more efficient oriented... I'm not saying that's bad or it's not good. I'm just saying it was a very big switch. (Aidan, external stakeholder)

Jurisdiction. As a result of the complex nature of the university sport system with multiple stakeholders (i.e., U SPORTS, regional associations, member institutions), determining organizational jurisdiction is a challenge faced by U SPORTS and its stakeholders. In particular,

determining jurisdiction in regards to decision-making and role delineation is a challenge faced by member institutions and regional associations and has continued through U SPORTS' organizational changes:

Because again there are questions about jurisdiction. Who has the right to decide what?

When you think about it, it's almost set up to have some conflict or some concerns about jurisdiction because in our mission, in our mandate, we are in charge of university sport in [the region]. Whereas U SPORTS says they're in charge of university sport in Canada.

You can imagine sometimes when we say well 'Who's in charge of this?' (Liam, external stakeholder)

Increased responsibility. As a result of the changes in the governance structure, external stakeholders experienced an increase involvement and responsibility at the national level, such as participating on additional committees and sub-committees. For example, the development of the Management Advisory Committee (MAC) required participation from each of the four regional associations:

But I'd probably say there's certainly some other responsibilities with being involved on the MAC, being a part of sub-committees, that maybe weren't there before. It's added some responsibilities that weren't there previously, but I think it's for the better. (Casey, external stakeholder)

Given the reduction of member involvement on the Board of Directors (i.e., going from 16 athletic directors to four), regional associations – through their involvement on the MAC – have gained the responsibility of representing member institutions, as members have the opportunity to provide feedback and input through their respective regional representatives:

At one time, a member could speak to U SPORTS at their AGM anytime they wanted to. There was a direct relationship between U SPORTS and their members in the past. And now, you have a different governance there that dictates how that communication happens. The result of that, there's an expectation from our members that the conference provides a voice for them at the national level. One of the ways that happens is now, I participate on committees at U SPORTS. I'm on the, what's called, the management advisory committee. I'm expected now to carry the voice of the members through to those MAC committees to let U SPORTS know how the [number of members] members in [the region] feel about certain issues. (Liam, external stakeholder)

Thus, not only has the participation on U SPORTS committees, such as the MAC, increased the involvement of regional associations with U SPORTS, but also increased the importance and responsibility of the role of regional associations as advocates and representatives.

Technological changes: System, process, and procedures. As a result of the shift towards increased professionalization within U SPORTS, many organizational processes and procedures were updated from paper-based formats to electronic-based formats. Along with this professionalization came the creation of an online portal, where the traditional paper-based formats were converted to electronic versions. This change had a significant impact on external stakeholders, specifically members, as they were tasked with learning and adapting to these changes in processes and procedures within their own athletic departments. Although members saw the long-term benefits of this change in procedures, in the short-term, they created added workload to staff within these athletic departments (see Internal Processes theme below), as the following quotation demonstrates: “There have been changes in processes and procedures. There

has been the introduction of a portal around athlete eligibility and athletic financial aid”
(Addison, external stakeholder).

Staff accessibility and response. As a result of staff turnover, for member institutions, getting information and answers from the national office was, at times, challenging, as this quotation highlights:

I would say accessibility to staff. I think that in speaking with [name of staff member] who's our varsity manager and/or myself, we would say getting through to someone, getting responses, getting feedback, in and out of the office, has proved quite challenging.
(Sophie, external stakeholder)

The national office, at times, took several days to reply to member institutions, which negatively impacted these external stakeholders, as demonstrated in the next quotation:

I deal with a lot of coaches. Many times, when I'm dealing with other universities, or U SPORTS, or coaches, I need answers when I need the answers. I really can't operate in a world where it takes somebody [at the national office] three or four days to get back to me. I have to be responsive myself. (Bonnie, external stakeholder)

This delay in response time was linked to the third challenge theme described above. As explained by Peyton (external stakeholder), the slow response time and lack of accessibility was related to the ‘newness’ of the staff and the lack of institutional knowledge:

With the change from Ottawa to Toronto, some key staff left and new staff were coming in. Some of that, I guess, history, I call it institutional history, went with the staff that left... I think you had people that just were learning their jobs, too. You were like “okay”. [There was] a lot of, “Oh, I’ll have to get back to you about, you know.” They were learning. They were put into big roles that they were learning about.

Pace of change. One of the main areas in which the changes negatively impacted external stakeholders is the amount of changes undergone as well as the pace at which these changes took place. Specifically, not only did U SPORTS experience change in many of the different areas in the organization (e.g., governance change, relocation, brand change, change in HR personnel, etc.), these changes also occurred in the span of approximately two years. The amount and speed at which these changes occurred made it difficult for member institutions to accept and adapt within their own athletic departments, as explained in the following quotation:

I feel like it [the change] was really fast. I understand also that we needed legally a new governance [structure]. It was a big [change] for everyone to swallow there. Because we changed everything. I mean, those presidents now on the Board was a big thing, a challenge. But, then we had the new [governance] compliance with the new Board, [and] moving the headquarters from Ottawa to Toronto, that's another big thing. So, that's a lot of things going on at the same time. Plus, modified or trying to elevate the marketing and the finance. It was a lot of tasks at the same time. That's where, in answering the question, I think it was a big too much things at the same time. It was difficult for [the CEO] and his colleagues to deliver that in an efficient way because for members, it was a lot in the same time. For some of them, it was too much at the same time. (Aidan, external stakeholder)

In addition, as further illustrated by Sam (external stakeholder), the fast pace of the changes taken by U SPORTS was not conducive to the realities of member institutions: "it's fast, it's Toronto fast, it's New York fast, and a lot of us across the country don't operate in a New York fast mode." The speed of these changes put a strain on athletic departments as they have to adapt

to U SPORTS' changes in processes while continuing to work own their own work processes specific to each athletic department:

...my biggest issue of late is that there seems to be a desire to very quickly modernize and upgrade how we do work/operate which has put a strain on many institutions. ...

[E]verything really seems to be implemented very quickly. It seems rushed by times. It is challenging to manage because we already have...our own processes. (Sam, external stakeholder)

As discussed by Sam, when multiple changes were implemented in a shorter period of time by the national organization, this placed a strain at the member level, as athletic departments had their own systems and processes. It appears that when overhead organizations such as U SPORTS implement new procedures, lower-level organizations have to adapt these processes into their own systems, creating more work initially. This point is further discussed in Section 4 (RQ4) of this chapter.

In summary, external stakeholders were impacted by the change process in areas related to decision-making structures, technological changes in processes and procedures, through an increase in responsibilities at the national level, the ability to gain access to staff quickly, and by the quickness of the change process. In particular, member institutions felt like they had less input in decisions due to the changes in decision-making processes as well as challenges related to the jurisdiction of decision-making between the various institutional levels (national, regional, and member levels). Further, with the changes in governance structure and decision-making, members and regional associations gained an increase in responsibilities in participating on U SPORTS committees and sub-committees. The addition of new staff who lacked institutional knowledge resulted in a slower response time from the national office when answering member

questions. Finally, the quickness of the change process left members feeling overwhelmed with the task of managing each area of change while dealing with their own institutional processes and realities. Results presented in this section are discussed in Chapter VI in order to answer the overall research purpose.

RQ4: How Does Radical Change Impact the Effectiveness of External Stakeholders' Own Organizations?

Similar to section 2 (RQ2), the following results are presented based on the three areas of effectiveness: the goal attainment approach, internal processes approach, and systems resource approach. The fourth area – multiple constituency approach – was not included in this section as data was not collected from the stakeholders' stakeholders.

Goals. Overall, the changes undergone at U SPORTS have not had a significant negative or positive impact on external stakeholders' ability to achieve their own organizational goals. For example, Addison (external stakeholder) explained how, while there were changes to the governance structure and a one-time increase in fees, the changes undergone at U SPORTS have had little impact on their athletic departments' goals:

No. I don't think so. ... Our departmental goals remain the same and really un-impacted by U SPORTS. There's been a change in the governance model. There was a one-time blip in the fees, but outside of that, there's been no real impact. It hasn't. The change in business has not been so remarkable that it's caused us to re-examine our goals.

Internal process. The changes undergone at U SPORTS impacted external stakeholders' own organizations, specifically members institutions and regional associations. The changes in internal processes and increased stakeholder responsibilities (see RQ3 above) had an impact on external stakeholders' overall workload. As explained by Jules (external stakeholder), the time

spent fulfilling their responsibilities at the national level resulted in less time spent in their own organization:

The time and energy spent at the national level is not time and energy spent at the conference level, right? Time is an absolute value. There's 24 hours for you, and 24 hours for me. How you spend that time and the energy in the portfolios that you want to dedicate yourself to. If you make time for one thing, then you don't make time for another.

For member institutions, in the short-term, the addition of the new online portal also resulted in an increase in workload and frustrations due to the learning curve associated with a new software system. However, overall, members agreed these challenges faced were short-term in nature, and they expected to see long-term benefits to using the portal in terms of streamlining processes and aiding in efficiencies and thus effectiveness:

Do I think that the portal is ultimately going to be a benefit to U SPORTS as the organization and to us as a member? Yes. Prior to the introduction of the portal, all of our processes were basically submission of paper. Managing that eligibility and recording the data, from the national office perspective, it was a mountain of paper and it was a nightmare. Now, where every athlete is going to be recorded in a database and tracked from their entry into the system until they exhaust their eligibility, it's a change that needed to occur... There's been some learning curves at both ends, both as a user and also for U SPORTS as – if you want to call it – the owner of the platform... I expect that it's going to streamline operations at both ends” (Addison, external stakeholder).

This is further illustrated by Sophie (external stakeholder), who described the addition of new processes as duplicating their athletic department's work: “As I was alluding to, short-term, it

has complicated things, duplicated. But again, I'm relatively optimistic that it is a short-term negative impact for a long-term gain in overall efficiency."

In addition, overall, the changes undergone at U SPORTS has not had a significant impact on the internal processes of student-athletes with the exception of a new registration process not previously implemented prior to the change:

We had to register online to be a U SPORTS athlete, which isn't something I ever had to do for the CIS, I don't think. There was three tabs. It was like your prospect; if you're a potential recruit, they wanted you to register before you went on recruiting trips, which isn't something that CIS made you do. When I clicked the proper one [tab] you just had to enroll, give them all your information like your address, contact info and all that. (Riley, external stakeholder)

In conclusion, the changes undergone at U SPORTS impacted the internal processes of external stakeholders' own organizations. In particular, the changes in technology discussed in Section 3 (RQ3) increased external stakeholders' workload.

Systems resource. For member institutions, the changes undergone at U SPORTS have had little impact on the members' ability to acquire external resources as explained in the following quotation: "I would say no. That's a totally internal process for us" (Bonnie, external stakeholders). However, given the length of the change process and the time it takes to fully implement change, at the time of data collection, some members hoped the success of U SPORTS in acquiring external resources could have a positive impact on their (i.e., member institutions) own organizations as the change process continues and is eventually completed. Interviewees believed that, as U SPORTS becomes more effective in gaining sponsorship revenue, this will trickle-down to U SPORTS members through the sharing of these resources

and thus increasing their own external resources: “I think we’re waiting for that moment where maybe it could be more [impactful]” (Ivan, external stakeholder). “I would have hoped it would have positively impacted it by now. But I’d say again, there just hasn’t been enough significant movement on that front” (Sophie, external stakeholder).

Second, as a result of some financial deficits, U SPORTS also assessed its members a one-time fee which had a small financial impact on member institutions, as explained in the following quotation: “It was a one-time increase. There were some challenges in the U SPORT office in terms of balancing the budget, so the Board [Board of Directors] came and assessed the members a one-time increase in membership fees to account for the budget shortfall” (Addison, external stakeholder). However, as noted by several institutions, the ramifications on their overall budget has not significantly impacted their programs and services: “We didn’t drop any programs. We didn’t drop any services as a result of the one-time fee assessment” (Addison, external stakeholder).

In contrast, for other partners such as regional associations, given they share members with U SPORTS, the increase in membership fees and assessment by U SPORTS could have a potentially negative financial impact on the regional associations:

...again, in many ways, because [we] share members, it’s the same pot of money that we try and get fees for the members. If they [U SPORTS] were to raise their fees, would that impact our ability to go to our members and increase fees? I think it would. Sometimes, we are competing for the same resources, for sure. You could say that with sponsorship and you could say that with membership fees. (Liam, external stakeholder)

Lastly, for student-athletes, the changes have had no impact financially with the exception of a one-time \$50.00 U SPORTS registration fee assessed to new student-athletes: “I

had to pay \$50.00 fee of some sort. ...The fee was for, I want to say first time U SPORTS athletes, if you were a first year or something” (Riley, external stakeholder).

In summary, the changes did not impact member institutions’ own athletic departments’ abilities to acquire external resources; however, for regional associations who share members with U SPORTS, it could have a financial impact in terms of membership fees. For student-athletes, the U SPORTS’ registration fee also impacted them financially.

In conclusion, while the changes impacted external stakeholders (see RQ3 above), overall, external stakeholders felt the changes undergone at U SPORTS had little impact on their own organization’s ability to be effective. In particular, areas of effectiveness related to goals and resources were not impacted; however, in the area of internal processes, the changes placed a strain on institutions in the short-term. Nevertheless, institutions also recognized the potential long-term benefits of these new formalized processes.

Chapter VI: Discussion

Change is a constant, reoccurring phenomenon in sport organization (Cunningham, 2002). Although prevalent, the change process – especially radical change – introduces a plethora of uncertainties and challenges (Amis & Aïssaoui, 2013). However, as they undergo radical change and face these challenges, organizations cannot simply close their doors; they must continue to operate and deliver their products and/or services to clients and other stakeholders. Thus, the ability for organizations to manage the radical change process is a necessary step for organizational survival. As presented in Chapter II, while there exists a plethora of research examining the change process (e.g., Amis et al., 2004b; Kikulis et al., 1995a; Slack & Hinings, 1992), little is known about how organizations continue to effectively operate under these uncertain times. As such, the purpose of this study was to examine how radical organizational change impacts the effectiveness of national-level sport organizations, during the process of change, through the perceptions and experiences of internal and external stakeholders.

The following chapter discusses the dissertation's results and is structured as follows. The author begins by discussing each individual research question in the order presented in Chapter V (i.e., RQ1, RQ2, RQ3, and RQ4). Within each respective research question, a summary of the results is presented followed by a discussion of these results as they relate back to the literature. Following this, an overall discussion is presented where links between research questions are discussed in order to answer the overall purpose. The section ends with reflections of the research process.

RQ1: What Success Factors and Challenges do National-Level Sport Organizations Face While Undergoing Radical Change?

Two success factors for managing the radical change process emerged in this dissertation: (1) preparation and planning; and (2) the involvement of human resources at three levels (governance level, executive level, and staff level). In relation to preparation and planning, the use of a governance review, human resource review, operations review, and a feasibility study (for the relocation of the head office) helped transition the national-level sport organization, in this case, by allowing the Board of Directors to also arm the CEO with key information. Further, as a result of the turnover in staff, key stakeholders, specifically those member institutions who took part on the Board of Directors and respective committees, were heavily relied upon to help take on the workload of staff who were no longer with the organization. The creation of a transition committee composed of Board members from the old (pre-change) and new (post governance change) Board of Directors were also key in providing transitional support during the change process.

While internal stakeholders discussed these factors as helping them transition the organization, challenges were also experienced when managing the radical changes. These included communication and consultation, an increased workload, new staff and a loss of institutional knowledge, and resistance. Although governance changes were found to be effectively communicated, external stakeholders expressed the need for the focal organization to be more communicative and consultative in other areas of the change, such as those related to technology and internal processes. Despite these initial communication challenges, the national-level sport organization adapted to key stakeholder concerns by providing them with quarterly updates. In addition, as a result of the staff turnover, Board members, athletic directors in member institutions, and staff members who stayed on with the organization took on additional roles and tasks in order to help manage the change process and maintain the delivery of services

to stakeholders. Along with the organization's new strategic direction, internal stakeholders were also tasked with adding to/expanding the services they offered within their respective departments, further increasing their workload. The significant staff turnover also resulted in a loss of institutional knowledge. Lastly, due to the radical nature of the changes, there was a significant amount of resistance from external stakeholders throughout the change process.

The success factors and challenges identified in this dissertation mirror those experienced by other organizations within the existing literature. Specifically, Danylchuk et al. (2015) – who sought to examine the successes and challenges faced by a golf course who implemented a change initiative in a women's golf league – also highlighted the importance of prior planning for the successful implementation of change. Their study found that the planning undergone by the management team – which included, (a) collecting relevant information from other golf courses, (b) examining the format used in the men's league, and (c) creating an outline of the change process – was a factor aiding the implementation of the changes (Danylchuk et al., 2015). Danylchuk et al. also found the involvement of human resources – particularly at the executive level – important in order to gain buy-in and support from golf members as members of the ladies' executive committee were the ones who “sold” the idea to the golf members (as opposed to the changes coming directly from management).

While this human resource involvement theme resembles that of this dissertation, in the case of Danylchuk et al. (2015), this involvement was mainly limited to the “buy-in” aspect. The results in this dissertation highlight the importance of people in stepping up and physically taking on vacant staff's portfolios during the implementation of radical change. The difference between the theme of human resource involvement presented in this dissertation and that of Danylchuk et al. (2015) could be explained by the magnitude of the changes as well as the size of the

organization itself (i.e., national-level versus community-level), where larger organizations engaged in radical change and who hold a larger portfolio in terms of services offered, require more physical, in addition to “buy-in”, support.

In addition, the results pertaining to the involvement of human resources also relates to the concept of capacity for change/action. Capacity for change is the “capability of organization members to make the transition from one operating state to another” (Amis et al., 2004a, p. 160). Since the national-level sport organization experienced a significant change in staff, especially during the early stages of the change (i.e., before the hiring of the CEO), it *should* have experienced a decreased capacity for change, as staff did not have the capability to transition the organization themselves (given that they were only four). However, capacity was maintained by relying on multiple stakeholder groups in order to successfully transition the organization. Although the capacity for change literature indicates it is organizational stakeholders – specifically internal executives (e.g., CEOs, senior managers, etc.) – who must hold the technical skills and vision to move the organization through the change (Amis et al., 2004a; Greenwood & Hinings, 1996), in the case of this dissertation, there were no executives in the early stages of the change. So, it was key stakeholders (i.e., member institutions, the Board members, and the committee members), who respectively held the vision and specific technical skills and institutional knowledge which helped facilitate the transition.

As such, these particular results help extend our understanding of organizations’ capacity for change in several ways. To begin, as seen in this dissertation, during radical change, organizations may not have senior leadership present during a transition period to facilitate change due to the staff turnover (or for example, not hiring a CEO until later in the change process); thus, organizations may be required to rely on other internal and/or external

stakeholders for the technical skills and vision (i.e., capacity for change) to transition the organization successfully. In addition, these results highlight the importance of stakeholders in, not only the functioning of organizations (i.e., completing the day-to-day operations), but also in assisting with a radical change management process. This is especially relevant for organizations in the not-for-profit sector, which must deal with limited resources, and thus, must rely on a variety of stakeholders (e.g., members, Board of Directors, committees) in order to “successfully” transition their organization.

Nonetheless, although various stakeholder groups played an important role in the capacity for change, the role of the CEO should not be overlooked. Akin to the existing literature (e.g., Amis et al., 2004a), the role of the CEO during the change process was a critical factor in the transition. The results demonstrate that an effective CEO during a change process is a person with the technical skills and experience related to change, and in this study’s context, experience in moving the organization’s head offices. The CEO also possessed the vision which catalyzed much of the changes related to the professionalization of the organization and the goals of increasing visibility and relevancy of university sport. Although Amis et al.’s (2004a) study demonstrated the importance of the leaders (e.g., Executive Directors [EDs], CEOs, and/or Director Generals) with technical skills and a vision to successfully transition the organization, the study neglects an important reality for organizations undergoing radical change: some organizations may experience a loss of senior leadership during the radical change process and thus cannot rely solely on these leaders for capacity. Therefore, these organizations must rely on other sources, such as other internal and/or external stakeholders, for the technical skills and vision to transition the organization, successfully. This finding is important as it extends existing research on change by presenting other potential sources of capacity for change (e.g., internal

and external stakeholders), which can also be beneficial for smaller organizations undergoing radical change that do not have the resources to hire senior leaders with the technical skills and vision to change (i.e., capacity for change).

Legg et al. (2016) also suggested using a “phase-in” approach, where changes were gradually implemented, allowing external stakeholders to also “phase in” the changes. Although this approach may work for smaller organizations at the provincial or community level, as described in the Chapter IV, a slow and measured approach or this “phase-in” approach may not be feasible for organizations at the national level, whose changes are partly regulated by a legislative body, such as the Federal Government, with a firm deadline, as was the case for U SPORTS and the NFP Act.

The challenges faced by the national-level sport organization in this dissertation, such as resistance and communication, were similar to those found in other studies examining radical change (e.g., Legg et al., 2016). For example, in their study examining changes in the OSA, Legg et al. (2016) also found resistance present during the implementation of changes, specifically from the parents of the youth soccer players. As discussed by Greenwood and Hinings (1996), organizations, and their members, become accustomed to the “ways of doing” within the organization and thus facilitate inertia. As change is introduced into the organization by either internal or external pressures (or both), these members become resistant to these new “ways of doing” (cf. Greenwood & Hinings, 1996). Understanding resistance during radical change is important for organizations because it can negatively impact the outcome of the change process (Amis et al., 2004a). Although current research has discussed strategies to mitigate the effects of resistance (e.g., Slack & Parent, 2006), as illustrated in this case, resistance remains a key challenge for organizations undergoing radical change. Thus, future research should seek to

understand why these issues continue to exist despite the longstanding research on the topic. Perhaps new strategies or approaches to mitigate resistance to change need to be uncovered.

Further, Legg et al. (2016) also found poor communication to be a challenge during the implementation of the OSA's changes. While the focal organization believed they were implementing good communication strategies through formal channels (e.g., using district representatives, holding information sessions, the OSA's website, and pamphlets), from the perspective of some coaches and parents, communication was mostly left to informal channels or was not present at all (Legg et al., 2016). This finding was also comparable to those found in this dissertation. Although there were some areas of change effectively communicated to external stakeholders (e.g., governance related changes), external stakeholders felt that other areas of the change were poorly communicated (e.g., changes in processes and technology). Contrasting those found in Legg et al., the results of this dissertation highlight the importance of organizational learning and flexibility during the implementation of radical change as the organization adapted to the communication concerns shared by some external stakeholders by, in this case, implementing quarterly updates. Given the challenges associated with implementing radical change, while it may be arguably impossible to undergo change without some challenges, this particular finding highlights the importance for organizations to create a learning culture by being flexible and adaptable to the needs of external stakeholders (i.e., clients) during the process of change.

Further, the workload experienced by internal and external stakeholders highlights the challenges associated with radical change. In Amis et al.'s (2004a, p. 171) study, participants noted the difficulties in implementing change and identified it as a "labour intensive process." While not often directly discussed within the literature, workload is an important reality for sport

organizations undergoing radical change, especially those with limited capacity for change. The relationship between capacity for change and staff workload could be a potential area of future research, given its potential impact on the outcome of radical change.

Lastly, the institutional knowledge, or lack thereof, is an important contribution to organizational change research. The importance of this theme lies in how it can explain some results presented in this dissertation, mainly, workload, human resource involvement, staff accessibility and response. The lack of institutional knowledge was influenced by the significant turnover in staff and the addition of new young staff with little understanding of university sport. This lack of institutional knowledge was arguably also linked to the workload (and the learning curve) experienced by new staff members as well as the involvement of human resources – mainly institutional members, members of the Board of Directors, and committee members – in maintaining and passing on the institutional knowledge to new staff. The impact of institutional knowledge in relation to staff accessibility and response is discussed in Section 3 (RQ3) of this chapter.

The successes and challenges experienced impacted the overall effectiveness of the organization. Specifically, the preparation and planning positively impacted the effectiveness of the focal organization, as it allowed internal stakeholders to focus on, not only the change process, but the continuation of their day-to-day duties and operations. The preparation and planning conducted prior to the change also facilitated the involvement of various internal and external stakeholders (e.g., members of the Board of Directors, committees, and other member institutions) to help with the continuation of daily operations. However, the challenges experienced by the organization negatively impacted the organization's effectiveness, as there was the initial decline in its ability to service members to the same level as before the initiation

of change, a point further discussed in greater detail at the end of this chapter (see Overall Discussion section).

RQ2: How Does Radical Change Impact the Goals, Internal Processes, Resources, and Multiple Constituents of the Focal Organization?

When examining goal achievement during radical change, results varied. There was evidence of goal achievement in some areas, such as increasing visibility and relevancy of the organization, while internal stakeholders also recognized the lack of achievement of other goals, such as servicing members. It was also noted that, as the organization began its new strategic planning cycle, it would be better positioned to align itself with new goals which reflected its new direction.

The results also highlighted some important realities of using the goal attainment approach during the context of radical change. In the traditional sense (i.e., the way it is used in the existing literature; e.g., Chelladurai et al., 1987), the goal attainment approach may not be a good standalone approach to use during a radical change process, as organizational goals may shift during this time, prompting questions about which goals to measure (e.g., goals developed prior to the change or during the change?) and when (e.g., in the initial stages of the change process or at the end of the change process?). However, integrating the goal attainment approach with a stakeholder perspective (i.e., stakeholder theory) can help mitigate some of these challenges by focusing on the goals from the perspective of the organizations and the stakeholders that develop these goals. As such, identifying goals becomes contextual or specific to the organization during radical change. Thus, goal achievement can be examined. This approach is also more practitioner focused, as the goals and the attainment of these goals are determined by the organization themselves, rather than the researcher. Further, the integration of

stakeholder theory also addresses the limitations of the goal attainment approach, such as the multiple and conflicting goals an organization can have (Slack & Parent, 2006; Papadimitriou & Taylor, 2000), as goals are based on the perspective of the focal organization and the attainment of those goals according to both internal and external stakeholders. Thus, from a researcher's perspective, it becomes less important to know *what* the organizational goals are, but, rather, if these goals are (being) achieved according to both internal and external stakeholders.

Results also highlighted the potentially negative office culture which can arise when managing radical change. For example, some staff members part ways with the organization while others stay on, creating an awkward and tense dynamic in the office. Yet, this dissertation demonstrated how radical change can positively influence the office culture, as staff members can gain a sense of “togetherness” when they experienced the difficulties of the change process collectively.

Further, the initial stages of the change can reveal inefficiencies in internal processes, such as those related to financial systems and human resource practices found in this study. As a result of the addition of a new senior leadership team with a “business focus”, the change process also positively contributed to the development of new internal processes and procedures in order to better professionalize the organization. The internal processes approach is, therefore, a good approach to examine effectiveness during radical change, as it seeks to understand the strains (or lack of) experienced in an organization (cf. Cameron, 1980). These strains and thus ineffectiveness – as this dissertation shows – are equally experienced during the change process. When using this approach in the context of radical change, future research should also consider examining how the processes and procedures (e.g., technological changes) impact the effectiveness of sport organizations. Changes to these processes fall within the “throughputs” of

organizations, which is what the internal processes model examines (cf. Slack & Parent, 2006).

As shown in this dissertation, examining these other internal processes can help better understand the various facets of radical organizational change and its impact on effectiveness, as well as help inform the other effectiveness approaches, specifically the multiple constituency approach (e.g., the impact of the U SPORTS portal on member institutions).

While the national-level sport organization in this dissertation remained effective in acquiring external funding from Sport Canada, over the years, it was seen as less effective in acquiring sponsorship revenue. This was one area of ineffectiveness the organization sought to address with the new changes, specifically through the hiring of a CEO with a commercial and sponsorship background. While the organization made some positive strides in this area, given the length of time required to build relationships with potential sponsors, and due to the timing of data collection, it was too early in the change process to determine the extent to which the changes affected the organization's ability to effectively gain more sponsorship revenues. However, although the organization was ineffective in gaining more sponsorship revenue, the changes did afford the organization the flexibility to acquire human resources (e.g., consultants and contractors) as needed. While the systems resource approach is good to use when examining radical change, the negative side to this approach is that – in the context of financial resources such as sponsors – it requires a significant length of time to develop and sign sponsorship or partnership agreements, and thus to be able to more fully examine effectiveness from this perspective. Thus, the author cautions researchers wishing to use this approach when examining radical change in real time, as it can provide misleading results.

Lastly, as a result of these changes and the challenges faced, internal stakeholders acknowledged there may have been a gap in their ability to meet the needs of their key

stakeholders while new staff members were entering the organization and learning about their new roles. However, stakeholders also noted that, as the organization moved through the change process and staff members gained experience in their new roles, the organization's ability to deliver services effectively to external stakeholders increased. The multiple constituency approach was arguably the best approach used, as it accounted for the variety of stakeholder perspective and needs (cf. Tsui, 1990). Nevertheless, integrating this approach with each of the aforementioned approaches provided a more complete picture of effectiveness from internal and external perspectives.

In conclusion, the use and value of these four approaches to examine effectiveness are further discussed in the overall discussion section of this chapter, where each approach is redefined in order to better fit the context of radical change.

RQ3: How Does Radical Change Impact External Stakeholders?

Radical change impacted external stakeholders in several areas related to: decision-making, responsibility, technology, staff accessibility and response, and the pace of change. More precisely, although some external stakeholders (specifically member institutions) understood the decision-making structural changes were beneficial for the focal organization by allowing it to make quicker decisions, stakeholders felt they had less input, resulting in a feeling of disengagement. However, the changes also gave these stakeholders greater responsibility and input through the organization's committees and sub-committees. The technology-related changes also impacted the external stakeholders, as they were tasked with adapting to these changes. As a result of the changes in staff and the loss of institutional knowledge, external stakeholders also expressed frustrations related to the slower response time by the focal organization when seeking answers to specific questions. Finally, external stakeholders also

expressed concerns regarding the relative quickness of the change process, which placed a strain on their organizations, as they were required to quickly adapt to each change event while continuing their own daily tasks. This added to the workload of external stakeholders who, for some, had limited staff members.

Overall, the results highlight the importance of understanding change from the perspectives of both internal *and* external stakeholders. While some studies have examined change from the perspective of external stakeholders (e.g., Welty Peachey and Bruening, 2011), the contributions of this study lie in the multiple stakeholder groups examined (i.e., member institutions, regional associations, student-athletes, and partners [i.e., NSOs]). The results of this study highlight the importance for organizations to be aware of how radical changes undergone internally in an organization can also have both positive and negative impacts on external stakeholders. This is an important contribution as organizations rely on external stakeholders for key resources required for the survival and continuation of the organization (cf. Esteve et al., 2011). Thus, maximizing the effectiveness of the organization in meeting its particular goals (i.e., goal attainment approach), reducing the negative impacts of the changes in internal processes on external stakeholders (i.e., internal process approach), thus satisfying stakeholders' needs (i.e., multiple constituency approach), will more likely ensure the continuation (and effectiveness) of resources for survival (i.e., systems resource approach).

While this section discussed the type of impacts the radical changes had on external stakeholders, the following section discusses the degree or extent of these impacts on the external stakeholders' own effectiveness.

RQ4: How Does Radical Change Impact the Effectiveness of External Stakeholders' Own Organizations?

Although the radical change process impacted external stakeholders in various ways as discussed above, overall, external stakeholders felt these changes did not have a significant impact on their organizations' own effectiveness in terms of goal attainment and resource acquisition. However, in terms of internal processes, the changes – specifically the increase in responsibility and the changes to internal processes and procedures – had a negative impact on the effectiveness of external stakeholders, as they resulted in an increased workload both short-term (related to the internal processes and procedures) and long-term (related to increase responsibility).

These results contribute to researchers' understanding of the outward impact (or lack thereof) of radical change, as they demonstrated how this outward impact can vary, that is, be both positive and negative at the same time, depending on the lens used to examine effectiveness. However, external stakeholders were not *more* effective in achieving goals and external resources as a result of the changes in the focal organization. Although this dissertation found little impact on external stakeholders' own effectiveness, it is important to note that this was one case; the extent to which radical change impacts the effectiveness of external stakeholders' own organizations may differ in other contexts and situations.

In comparing these results to existing literature, although Welty Peachey and Bruening (2011) found that change does impact external stakeholders to some degree – in their case in relation to feelings of either acceptance, resistance, or ambivalence towards change – these results were limited to student-athletes as the external stakeholder group. The study did discuss some responses from parents, fans, and alumni, but it was limited to the interpretation of internal stakeholders who were interviewed, not the external stakeholders themselves. And, as highlighted by some of the results in this dissertation, the perspectives of internal and external

stakeholders can differ greatly. This is an important implication for organizations managing change, the success of the change outcome, and the organization. Managers finding themselves in a change process should actively seek the input and feedback from external stakeholders regarding their experiences during the change process, as the perceptions of (internal) managers can differ from the *reality* faced by external stakeholders (cf. Welty Peachey & Bruening, 2011). Being aware of these differences can help organizations better manage stakeholder needs during the change process and thus improve their effectiveness.

Overall Discussion

The purpose of this study was to understand how radical organizational change impacts the effectiveness of national-level sport organizations, during the process of change, through the perspective of internal and external stakeholders. According to the findings in this dissertation, it appears that radical change can result in an initial decline in effectiveness. This finding is illustrated in Figure 6-1. Although success factors, such as prior planning and human resource involvement, can help facilitate change, the challenges faced during the radical change process, such as those related to communication and consultation, increased workload, new staff associated with the loss of institutional knowledge, and the delayed response of staff can *outweigh* the successes, resulting in this initial decline (see Figure 6-1). However, despite the decline in effectiveness, through learning and flexibility, the organization can change this state and increase its effectiveness. This was the case in this dissertation. On the contrary, as Figure 6-1 also illustrates, if the success factors faced by the organization during the radical change process *outweigh* the challenges, it can result in an increase in (or at least maintenance of) overall effectiveness. Although results may differ in other situations or cases, this dissertation

highlights the possibility that organizations undergoing radical change may face a period of ineffectiveness due to the challenges faced during the change process.

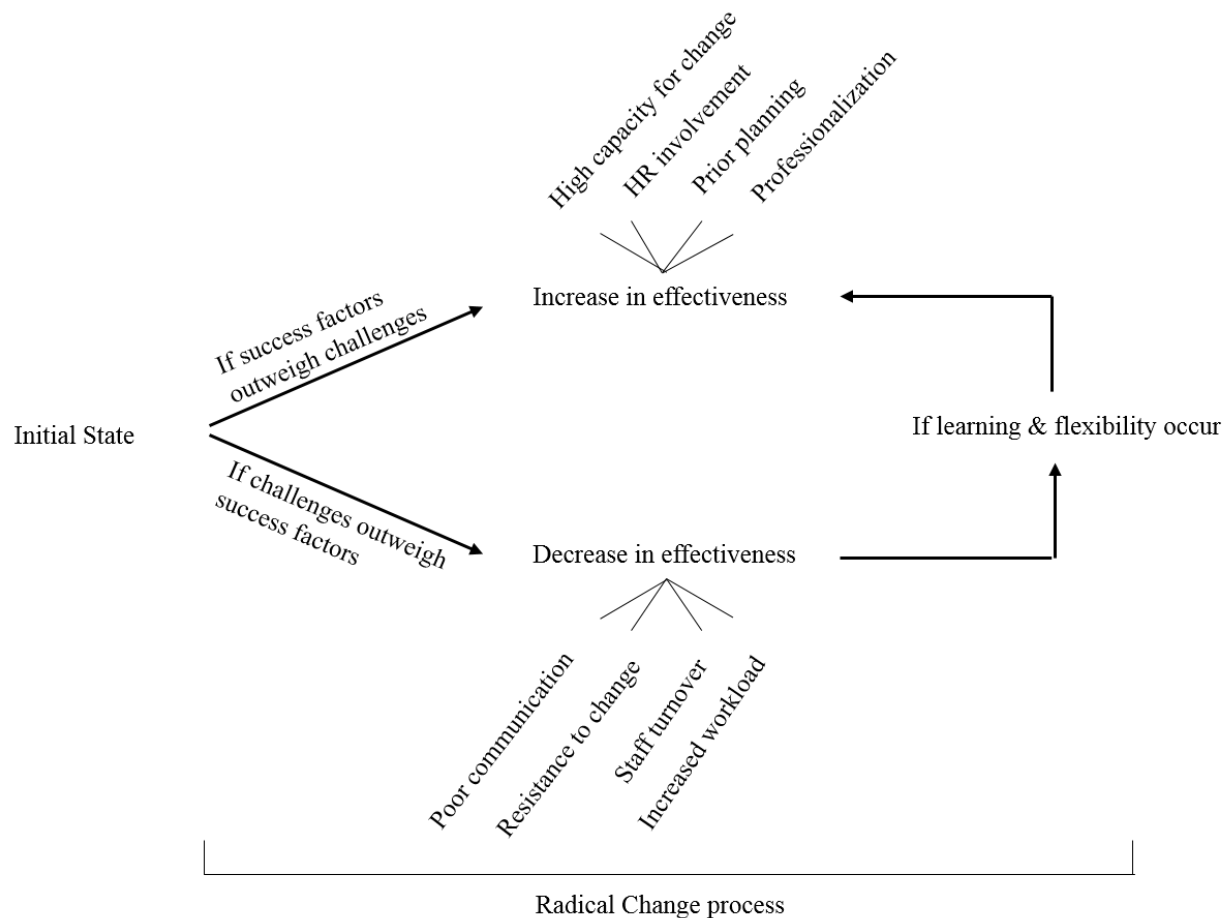


Figure 6-1: The impact of radical change on effectiveness in national-level sport organizations

Nevertheless, following this decline in effectiveness, this dissertation also indicates it is possible to see an upward trend in effectiveness as time progresses. This trend is facilitated by the flexibility and adaptations made by the national-level sport organization during the radical change process as a response to external stakeholder concerns, such as for example, those relating to communication and consultation. While it remains difficult to determine whether or not this trend will continue in the future – given the time of data collection and the length of time change takes – this is an important finding in answering the dissertation’s overall purpose.

The initial decrease in effectiveness experienced by the organization in this dissertation echoes that found by Soebbing and Washington (2011), who examined the impact of leadership changes on organizational effectiveness (in this case in relation to a team's performance) and found team performance decreased following the addition of a new coach but increased over the course of the coach's tenure.

In addition, the use of an integrative conceptual framework provided a more comprehensive and holistic understanding of radical change and its impact on national-level sport organizations (cf. Cunningham, 2002; Poole & Van de Ven, 2004). This integrative framework was important given the complex and multi-faceted nature of change (Poole & Van de Ven, 2004). While theories or approaches should not simply be integrated without purpose, in the case of this dissertation, each of the theories or approaches used (i.e., stakeholder theory, contextualist approach, goal attainment approach, internal processes approach, system resources approach, and multiple constituency approach), was purposeful in helping answer the overall research purpose. The use of each theory is further discussed below.

The four major effectiveness approaches found in the literature were useful in helping define and more holistically examine the effectiveness component of the dissertation. Despite their usefulness, there were also challenges which unfolded when using these approaches in the context of radical change. These challenges have prompted the author to suggest ways to redefine each approach in order to better align with the context of radical change. Table 6-1 presents each effectiveness approach and compares their definitions within the "non-change" research and those proposed in this dissertation. These proposed changes to the definition of each approach are small, but significant, when employed in the context of radical change research. For the goal

attainment approach, organizational goals become specific to the research context (i.e., organization) and the achievement of those goals are based on the perception of internal and external stakeholders. For the internal processes approach, the proposed definition includes examining the impact of internal processes and procedures on external stakeholders, as these

Table 6-1

Proposed Revised Definitions of Each Effectiveness Approach for Radical Change Research

Approach	Non-change research	Radical change research	Good for examining internal and/or external stakeholder effectiveness
Goal attainment	Achieving goals (Chelladurai, 1987)	Achieving goals as determined by the organization	Internal & External
Internal process	Lack of internal strain Good flow of communication (Cameron, 1980)	Lack of internal strain (i.e., culture) Good flow of communication Internal processes and procedures and their impact on internal and external stakeholders	Internal & External
Systems resource	Acquiring external resources (Chelladurai, 1987)	Acquiring or making progress towards acquiring external resources (e.g., financial, human, etc.)	Internal & External
Multiple constituency	Satisfying the needs of one or more stakeholders (Tsui, 1990)	Satisfying the needs of stakeholders, such as delivering services and ensuring stakeholder satisfaction with the change process	Internal ^a

Notes. ^a External stakeholders not applicable as they were not examined in this dissertation (it would mean asking the perceptions of the external stakeholders of the focal organization's external stakeholders, i.e., twice removed from the focal organization)

processes can influence an organization's effectiveness. The systems resources approach must account for the progress made towards achieving external resources, given the time it takes to acquire certain types of financial resources (e.g., sponsorships and partnerships). Finally, in the context of radical change, the proposed multiple constituency approach is not only concerned with satisfying the needs of stakeholders but also ensuring that these stakeholders are satisfied with the change process (i.e., that the changes do not negatively impact these stakeholders).

Further, each approach can be appropriate for analyzing the effectiveness of national-level sport organizations in the context of radical change if two conditions are met: (1) if the new proposed definitions are used which better suit the context of radical change, and (2) if these approaches are integrated together as presented in this dissertation. Although the goal attainment approach presents limitations if used as a standalone approach when examining effectiveness in the context of radical change, the internal processes approach, the systems resource approach, and the multiple constituency approach could potentially be used as standalone approaches. However, the use of a single approach is cautioned as it can provide a limited (and misleading) understanding of effectiveness within national-level sport organizations.

In addition to the effectiveness approaches, this dissertation also integrated the contextualist approach and stakeholder theory. The use of the contextualist approach aided in the formulation and presentation of the case context/description of the (radical) changes. Stakeholder theory was used for two purposes: (a) understanding change from the perspective of those who implement and manage radical change (i.e., organizational members themselves), and (b) to understand change from the perspective of those who are impacted by change and the potential differences in perspectives from those who implement and manage radical change.

The stakeholder component was arguably the most important piece of the conceptual framework, as stakeholders are a critical component of sport organizations (Esteve et al., 2011), especially during radical change, as this dissertation demonstrated. This dissertation highlighted the differences between stakeholder perspectives when examining radical change. Although the stakeholder perspective has been used within change research (e.g., Welty Peachey & Bruening, 2011; Wagstaff et al., 2016), this dissertation moves beyond simply examining the stakeholder response to radical change by also examining the different perspectives, between both internal and external stakeholders, of a particular change event. As the results of this dissertation highlighted, although some perspectives between internal and external stakeholders can be similar, they can also diverge. This divergence between stakeholders – or stakeholder heterogeneity (Wolfe & Putler, 2002) – has also been documented within the literature. For example, Wolfe and Putler (2002) illustrated the heterogeneity within stakeholder groups and their priorities in the context of intercollegiate athletics in a university community.

Understanding the perspective of internal and external stakeholders – and the differences between perspectives – was an important contribution of this dissertation, as organizations must deal with a plethora of stakeholders with different needs and expectations (cf. Welty Peachey & Bruening, 2011; Wolfe & Putler, 2002). The success of the organization lies in the organization's ability to effectively interact with stakeholders (Friedman et al., 2004). While this idea by Friedman et al. (2004) was not situated in the context of change, this point is no different when organizations undergo radical change, as organizations must continue to interact and meet the needs of these stakeholders during the change process. In addition, the use of a multi-lens framework also helped mitigate some of the limitations existing within each respective approach to effectiveness, as discussed in Chapter II.

Reflections on the Research Process

This dissertation has shed light on some of the challenges associated with conducting research on radical change. As presented in the results (Chapter V) and further discussed in this chapter, the obvious challenge when researching radical change is that everything changes. For example, the radical change process brings about changes in the goals of an organization, thus, making it difficult to define these goals and understand the effectiveness of an organization during change according to the traditional definition of effectiveness. In addition, specifically related to data collection during radical change, the high frequency of staff turnover adds a level of complexity for researchers seeking to recruit research participants.

Further, in keeping with the theme of institutional knowledge, the research process undertaken for this dissertation highlighted the importance of understanding the research context/setting. While this may hold true for case studies general, in the context of radical change where new people are entering the organization and do not have the background information on the organization and are essentially at the same level as the researcher in terms of organizational knowledge, it becomes important to gain this institutional knowledge from other sources. As such, conducting interviews with former internal stakeholders was a key strategy in understanding the case context in this dissertation. While not all interviews with former internal stakeholders were helpful in answering the overall research purpose, they were vital in developing the researcher's understanding of the organization. In addition, the researcher's prior involvement with the organization, through her internship (see page 67 of this dissertation), also aided in this research project, as she already had an understanding of the university sport system. As such, researchers should consider immersing themselves within the research context prior to the start of data collection by, for example, visiting and/or speaking with members of the

research context (e.g., internal and/or external stakeholders) in order to help facilitate their understanding of the research context and radical change aspects.

Chapter VII: Conclusion

The purpose of this dissertation was to examine how radical organizational change impacts the effectiveness of national-level sport organizations, during the process of change, through the perception and experiences of internal and external stakeholders. Four research questions were developed to address the research purpose: (1) What success factors and challenges do national-level sport organizations face while undergoing radical change? (2) How does radical change impact the goals, internal processes, resources, and multiple constituents of the focal organization? (3) How does radical change impact external stakeholders? (4) How does radical change impact the effectiveness of external stakeholders' own organizations? The following chapter begins by summarizing the dissertation's findings and then presents the contributions, limitations, and future directions.

Summary of Results

The dissertation's findings demonstrate how radical change in national-level sport organizations can result in an initial decline in effectiveness (i.e., ineffectiveness) early in the change process. This decline can be attributed to the challenges faced during the change process (i.e., communication and consultation, workload, loss of institutional knowledge, and resistance to change), as well as the impact of these changes on external stakeholders related to decision-making, responsibility, technology, staff accessibility and responses, and pace of change. Although the results highlighted success factors faced during the change process (preparation and planning, and human resource involvement at three different levels), it appears that these success factors were outweighed by the challenges, resulting in the initial period of ineffectiveness. Nevertheless, given the length of the change process, as national-level sport organizations and their internal stakeholders begin to overcome the challenges faced during the

process of change through the flexibility and adaptation to external stakeholder concerns, results demonstrate the potential for an increase in effectiveness towards the end of the change process.

In further breaking down the specific areas of effectiveness and ineffectiveness, radical change positively impacted the national-level sport organization's achievement of some goals, such as increasing the visibility and relevancy of university sport, while negatively impacting other goals such as servicing members. The radical changes also impacted the internal processes in three ways including, the introduction of a tense and awkward office culture, the realization of existing office inefficiencies related to work processes and ways of operating, and the addition of new processes and procedures which enhanced the professionalization of the organization. Although the initial results showed that the changes did not have a direct positive impact on the organization's ability to acquire external financial resources, resulting in ineffectiveness, the changes did positively impact its ability to acquire human resources in the form of contractors. Further, both internal and external stakeholders recognized the initial ineffectiveness in the focal organization's ability to service members to the same level (or higher) as it was before the introduction of change. Lastly, while the radical changes impacted external stakeholders, they did not impact their respective organizations' own effectiveness in relation to the goals and resources. However, the technological and processual changes have placed a strain on external stakeholders – specifically member institutions – who were required to adapt and implement these changes within their respective athletic departments.

Contributions

This dissertation's contributions are divided into three areas: contributions to literature, contributions to research, and contributions to practice. Each is presented below.

Contributions to literature. To begin, this dissertation extends previous work on organizations' capacity for change and the idea that *leaders* in organizations are those who hold the capacity for change (i.e., the technical skills and vision to transition an organization). As the results in this dissertation show, organizations' capacity for change can also come from other internal *and/or* external stakeholders in an organization. This finding is important as not all organizations have senior leadership during every stage of the change process, as experienced by U SPORTS in the early stages of the change (i.e., before the addition of their CEO in 2015). Thus, organizations must rely on and look to their key stakeholders, who may have the important technical skills and/or a vision to change the organization, to increase the organization's capacity for change, thereby highlighting the importance of all organizational stakeholders in the radical change process. In addition, the use of both the internal *and* external stakeholder perspectives provided a more in-depth and holistic understanding of the impacts of radical change on national-level sport organizations and their effectiveness, a perspective missing from the existing literature. Conclusively, this dissertation also contributes to existing literature by highlighting effectiveness as a dynamic rather than static phenomenon that shifts overtime during the process of change, highlighting the complexities in understanding effectiveness beyond an overall "yes" or "no" answer.

Contributions to research. As discussed in Chapter VI, scholars seeking to conduct research on radical change should focus their attention, prior to data collection, on immersing themselves in their research context. Whether formally through interviews or informally through discussions, researchers should seek to engage with participants – internal and external to the organization – who hold the most knowledge about the research context, as was done in this dissertation. As researchers gain a more in-depth understanding of the organization and its

historical context, it will allow the researchers to better prepare for the development of, for example, interview questions, as well as allow them to better understand the context-specific or nuances of the research data.

Contributions to practice. There are several contributions to practice which can be garnered from this dissertation. First, regardless of the preparation and planning undergone prior to the changes, managers should realize that radical change may inevitably bring about a decline in an organization's effectiveness. As such, organizations should plan and prepare not only for the implementation of the changes, but also the potential challenges they will face during the change process and be proactive in addressing these challenges (e.g., lack of communication, resistance, lack of capacity, etc.) early on in order to minimize their impact on overall effectiveness.

Second, the importance of maintaining institutional knowledge during times of radical change, especially when these changes include significant turnovers in staff, cannot be stressed enough. Organizations should seek out institutional knowledge from, not only their existing staff, but also external stakeholders who have longstanding experience with the organization and thus, hold institutional knowledge. Organizations should also consider maintaining institutional knowledge through the professionalization of processes, such as integrating work plans, work timelines, and/or critical paths, which contain information on day-to-day operations, as was done in this dissertation's case.

Third, the results of this dissertation highlight the importance of communication and consultation during the radical change process in order to help external stakeholders feel engaged in the change and to reduce resistance (cf. Legg et al., 2016). Fourth, while preparation and planning undertaken prior to the implementation of the changes is important in aiding the success

of the change process, managers must also be open to feedback from key stakeholders and *willing* to be flexible and adapt to issues and concerns which arise during the radical change process. This can, not only increase the likelihood of a successful change, but also aid in the satisfaction of external stakeholders and, thus, effectiveness of the organization.

(De)limitations and Future Directions

As with all research studies, there were some (de)limitations to this dissertation. First, this research was delimited to national-level sport organization given their importance to, and impact on, the Canadian sports system (cf. Government of Canada, 2017b, 2017c, 2017d), as changes in these organizations can impact a plethora of stakeholders nationwide. Thus, future research should consider examining radical change in other contexts, including provincial and community-level sport organization, given the differences which exist between these organizations. Differences in the amount of resources available to or accessible by these organizations (e.g., fewer key stakeholders with capacity-related resources) and the size of these organizations could result in different or more prevalent issues (i.e., lack of capacity due to limited (if any) staff and stakeholder resources) and, thus, potential areas of (in)effectiveness. For example, the impact of challenges related to communication may be less significant for smaller provincial and community-level sport organizations, as they are (potentially) smaller in size and have fewer stakeholders to communicate with.

Second, this research was delimited to a single case. Future research should consider conducting a multiple case study and compare between different sport organizations at the national-level – for example an organization with low capacity for change compared to one with high capacity for change – in order to understand the potential similarities and differences between these organization. Third, using both qualitative and quantitative methods (i.e., mixed

methods) could prove useful in examining these areas of future research by minimizing the limitations of each approach, such as, for example, allowing for generalizability to other sport organizations through the quantitative data (cf. Creswell, 2003).

Although this dissertation extends existing literature by examining multiple external stakeholder groups, the differences between each external stakeholder group was not presented given the short timeline of a master's dissertation. As such, future research should seek to determine whether or not differences exist between stakeholder groups (i.e., heterogeneity of stakeholder groups; Wolfe & Putler, 2002), as each group comes with its own unique interests and needs (Slack & Parent, 2006). As Wolfe and Putler (2002, p. 66) noted, responding to the diverse needs of heterogeneous stakeholder groups is challenging for organizations as, "a diverse set of actions are required." This could be all the more the case during a radical change process. A qualitative study using semi-structured interviews would be an appropriate method to reveal the nuances and intricacies of each stakeholder groups' experiences in-depth.

Other areas of future research include further and more purposefully examining the role of organization's capacity for change in national-level sport organizations undergoing radical change as well as other types of change such as convergent change. Although organizations' capacity for change emerged as part of this dissertation's findings, a potential area of research includes understanding the role of all stakeholders in the change process as potential facilitators of capacity through a comparative case study methodology, given the importance of capacity for change in the successful transition of organizations (cf. Amis et al., 2004a).

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Appendix A

Interview Guide for Former Employees

Introduction

Thank you for participating in our study. Your involvement is greatly appreciated and will provide valuable insights for my project. Just to review with you again, the purpose of my study is to understand the impact organizational change has on the effectiveness of sport organizations. The purpose of this interview is to understand U SPORTS' change process. Please try to answer the questions to the best of your knowledge. Everything you say will remain confidential. Do you have any questions before we begin the interview?

Demographic information

- What was your role/position with U SPORTS or CIS?
- How long were you in this position?
- Can you tell me about your time at CIS? What did you do?

Organization information

Goals:

- As an organization did you have goals which CIS sought to achieve?
 - How effective were you in meeting those goals?

Internal processes:

- How well did the organization function on a daily basis?
 - Were there any internal strains you faced? (i.e., communication, dealing with the board, etc.)
 - Did all employees get along? Why or why not?

Systems resource:

- How well did CIS do in acquiring external resources?
 - Financial
 - Government funding
 - Sponsorships
 - Donations

Multiple constituency/stakeholder:

- Who were some of CIS' most important stakeholders?
 - Why were they important?
 - Was the organization effective in meeting those stakeholder needs?
 - Members?
 - Sponsors?
 - Media?

- Was there a plan or strategy in place to management or meet their needs?

Organizational change

- To the best of your knowledge, what initiated the change U SPORTS is experiencing now?
- When did it start?
- Who initiated this change?
- Why did CIS engage in organizational change?
- What aspects of CIS did you want to change? (e.g., culture, events, etc?)
- Was there a set plan in place as to how the change would take place?
- If you were to draw the change process/events on a timeline, what would it look like?
- Did the change bring about any additional challenges? (e.g., resistance with board or office?)
- How successful (or effective) do you think you were with those changes?
 - In other words, if you were CEO now, would you do something differently?

Is there anything else you would like to mention regarding the U SPORTS' change process?

Thank you for your time and valuable insight.

Interview Guide for Internal Stakeholders

Introduction

Thank you for participating in our study. Your involvement is greatly appreciated and will provide valuable insights for my project. Just to review with you again, the purpose of my study is to understand the impact organizational change has on the effectiveness of sport organizations. There are no right or wrong answers within this interview; I am looking to understand your perspective. Please try to answer the questions to the best of your knowledge. Everything you say will remain confidential. Do you have any questions before we begin the interview?

Demographic information

- For the record, can you state your name, and your position at U SPORTS?
- How long have you been in this position?
 - Any prior positions in U SPORTS?
 - Any prior positions in other multi-sport organizations or national sport organizations?
- What do you do in this position? What are your roles/tasks?
- Are there any challenges associated with this position?
 - What are they?

Organizational information*Goals:*

- As an organization does U SPORTS have goals in which you seek to achieve?
 - Who set these objectives/goals?
 - What are they?
 - How effective is U SPORTS in meeting these goals?
- Within your own role, what are your goals, if any?
- To the best of your knowledge have the changes faced by U SPORTS affected your ability to meet the goals we previously discussed?

Internal processes (dynamics):

- In your opinion, how well does U SPORTS function or operate on a daily basis?
 - Are there any internal strains faced by U SPORTS? (e.g., friction)
 - Communication? (e.g., among staff, with the board of directors, etc.)
 - Conflict?
 - Do all employees (including higher level and lower level employees) get along?
 - Why or why not?
- Has the change process affected U SPORTS' internal dynamics either positively or negatively?
 - Communication?
 - Daily operating processes
- Has the change created tension among employees?

Systems resource:

- How effective is U SPORTS in acquiring (external) resources?
 - Financial?
 - Government funding?
 - Sponsorships?
 - Donations?
- Has the change affected (either positively or negatively) U SPORTS' ability to acquire (external) resources?

Multiple constituency/stakeholder:

- As an organization, who are U SPORTS' most important or critical stakeholders
 - Why?
 - Who are some of your external partners you rely on for key resources?
- Within your own specific role, who are the most important or critical stakeholders
 - Why?
- Within your own role, who do you interact with?
 - What is the nature of this interaction?
- Has the change affected your ability to meet the needs of the key stakeholders mentioned?

Organizational change

- Can you describe the change process which occurred in the organization? For example, if we were to draw a timeline, what would the change process look like?
 - When did it start? What were the major episodes of change?
 - Why did it start? Who initiated the change?
- In your opinion, what were some of the most important changes that have occurred?
 - How has it impacted you in your role?
- Was there a plan regarding how the change would take place ahead of time?
 - Was it communicated to the staff?
- Were there any challenges that the organization faced during the change?
 - Successes?
- Keeping those stakeholders previously discussed in mind, was there a plan put in place to manage these stakeholders during the change process?
- Do you think the change affected these stakeholders?
 - Positively?
 - Negatively?
- Focusing more on yourself, did you (or do you) have to take on any additional roles because of the change?
- Has the change affected your ability to complete your day-to-day tasks?
 - Did you feel like you were falling behind?
 - Failing to meet deadlines?
- How did the change process make you feel?

Organizational effectiveness

- In your opinion, what comes to mind when I say organizational effectiveness? How would you define it?
 - What does being effective as an organization mean to you?
 - What does it mean to be effective in your own job?
 - Has this effectiveness been impacted during the change process? Why or why not?
 - If so, how?
- Are you satisfied with how the change process is going? How so (why/why not)?

Is there anything else you would like to mention regarding the U SPORTS' change process, how this has affected, or not, its effectiveness, and the impact on its stakeholders?

Thank you for your time and valuable insight.

Interview Guide for External Stakeholders

Introduction

Thank you for participating in our study. Your involvement is greatly appreciated and will provide valuable insights for my project. Just to review with you again, the purpose of our study is to understand the impact organizational change has on the effectiveness of sport organizations. There are no right or wrong answers within this interview; I am looking to understand your perspective. Please try to answer the questions to the best of your knowledge. Everything you say will remain confidential. Do you have any questions before we begin the interview?

Demographic information

- For the record, can you state your name, the name of the organization you work for, and your position in the organization?
- How long have you been in this position?
 - Any prior positions in the organization?
 - Any prior positions in other multi-sport organizations or national sport organizations?
- What are your main roles and tasks within the organization? (i.e., what do you do?)

Relationship with focal organization

- What is your organization's relationship with U SPORTS?
 - What is your personal role within that relationship?
- How important is U SPORTS as a sport partner?
- Over the years, can you describe your organization's overall interaction and/or experience with U SPORTS?
 - i.e., was the overall interaction/experience positive or negative?
- What were some of the challenges when dealing with U SPORTS?

Organizational change

- Do you know U SPORTS is going through organizational change?
 - If so, how did you find out?
 - Did U SPORTS communicate information with you relating to their change process? If so, what kind of information?
 - Did they ask for your opinion/feedback?
- Has the change undergone by U SPORTS affected your organization?
 - If yes, how so? If not, why not?
 - Was/is there someone tasked with implementing/managing the effects of U SPORTS' changes in your organization?

Organizational effectiveness

- In your opinion, what comes to mind when I say organizational effectiveness? How would you define it?
 - What does being effective as an organization mean to you?

- Has U SPORTS' change process affected your organization?
 - Has it affected your effectiveness?

Goals:

- Has it affected your ability to meet your goals as an organization?

Internal processes:

- As an organization, has the change affected your internal dynamics?
 - Has it changed the way your organization operates? (internal process)
 - Are there additional internal strains because of the change? (e.g., friction)
 - Communication? (e.g., among staff, with the board of directors, etc.)

Systems resources:

- Has it affected your ability to acquire (external) resources?
 - Financial?
 - Sponsorships?
 - Donations?

Multiple constituency/stakeholder:

- Has the change affected your ability to meet the needs of your key stakeholders (e.g., student-athletes)?

Perception of change

- What is your perception of how U SPORTS is managing the change?
- Are you satisfied with how U SPORTS' change process is going? How so (why/why not)?
- What is your perception of how U SPORTS is managing its stakeholders, including your organization, during the change?

Appendix B



LETTER OF SUPPORT

March 15th, 2017

University of Ottawa
Faculty of Health Sciences
School of Human Kinetics

To whom it may concern,

As the Chief Operating Officer of U Sports, I am writing to extend U Sports' full support and participation in the study titled "Understanding Organizational Change and Effectiveness in National Sport Organizations: A Stakeholder Approach" conducted by Ashley Thompson, a masters student in the School of Human Kinetics at the University of Ottawa supervised by Dr. Milena Parent of the same affiliation. U Sports will assist however we can during the research process.

Sincerely,

Chief Operating Officer
U Sports

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Appendix C

File Number: H06-17-06

Date (mm/dd/yyyy): 07/10/2017



Université d'Ottawa
Bureau d'éthique et d'intégrité de la recherche

University of Ottawa
Office of Research Ethics and Integrity

Ethics Approval Notice
Health Sciences and Science REB

Principal Investigator / Supervisor / Co-investigator(s) / Student(s)

<u>First Name</u>	<u>Last Name</u>	<u>Affiliation</u>	<u>Role</u>
Milena Madeleine	Parent	Health Sciences / Human Kinetics	Supervisor
Ashley	Thompson	Health Sciences / Human Kinetics	Student Researcher

File Number: H06-17-06

Type of Project: Master's Thesis

Title: Understanding Organizational Change and Effectiveness in National Level Sport Organizations: A Stakeholder

Approval Date (mm/dd/yyyy)	Expiry Date (mm/dd/yyyy)	Approval Type
07/10/2017	07/09/2018	Approval

Special Conditions / Comments:

N/A

Appendix D

Recruitment Email

Dear member of U SPORTS,

My name is Ashley Thompson. I am a master's student in the School of Human Kinetics at the University of Ottawa under the supervision of Dr. Milena Parent. I am currently conducting a research project seeking to understand the extent to which organizational change impacts the effectiveness of national level sport organizations through the perceptions and experiences of the internal and external stakeholders.

In order to complete this study, I am looking to interview U SPORTS' internal stakeholders (e.g., paid staff, volunteers, board of directors) and external stakeholders (e.g., provincial sport organizations, sponsors, COC, CPC, Sport Canada, etc.).

If you choose to participate, your involvement is completely voluntary and I will use a pseudonym to protect your identity. In this email, I've attached a document outlining the details of this study and what is required for your participation. If you have any questions, please do not hesitate to contact me by phone at (removed) or by email at (removed).

Sincerely,

Ashley Thompson

Courriel de Recrutement

Cher/Chère [INSÉRER le nom du participant/de la participante],

Mon nom est Ashley Thompson. Je suis une étudiante à la maîtrise à l'École des sciences de l'activité physique de l'Université d'Ottawa sous la supervision de ma directrice de thèse, Professeure Milena Parent. Je mène présentement un projet de recherche avec l'objectif de comprendre dans quelle mesure le changement organisationnel affecte l'efficacité des organisations sportives au niveau national à travers des perceptions et les expériences des acteurs internes et externes.

Je cherche à faire des entrevues avec les acteurs internes (par exemple, le personnel, les bénévoles, le conseil d'administration) et externes (par exemple, les organismes sportifs provinciaux, les commanditaires, etc.) d'U SPORTS.

Si vous choisissez de participer, votre participation est totalement volontaire et j'utiliserai un pseudonyme pour protéger votre identité. Dans ce courriel, j'ai joint un document décrivant les détails de cette étude et ce qui est requis pour votre participation. Si vous avez des questions, n'hésitez pas à me contacter par téléphone au (enlever) ou par courriel à (enlever).

Sincèrement,

Ashley Thompson

Appendix E



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Information Letter

“Understanding Organizational Change and Effectiveness in National Level Sport Organizations: A Stakeholder Approach”

DATE

Dear member of U SPORTS,

My name is Ashley Thompson. I am a master's student in the School of Human Kinetics at the University of Ottawa under the supervision of Dr. Milena Parent. I am currently conducting a research project titled: “Understanding Organizational Change and Effectiveness in National Level Sport Organizations: A Stakeholder Approach”.

The aim of this research project is to understand the extent to which organizational change impacts the effectiveness of national level sport organizations through the perceptions and experiences of the internal and external stakeholders. I am using U SPORTS as the focus of my study. U Sports has approved this study.

As part of this research, I am interviewing U SPORTS' internal stakeholders (e.g., paid staff, volunteers, board of directors) and external stakeholders (e.g., provincial sport organizations, sponsors, etc.) to get their perspective on this subject.

As an organization/person who interacts with U SPORTS, your participation in this study is critical to its success. The study will learn from your organization's experience during U SPORTS' recent change process and your advice so that best practices and recommendations can be derived for the benefit of the whole Canadian sport system.

Should you agree to participate, I will use a pseudonym to protect your identity. However, anonymity cannot be guaranteed as other members in the organization may identify participants in the reporting of the study. While, anonymity cannot be guaranteed in this study, there is no risk of physical or social harm.

Your involvement is completely voluntary and no compensation will be offered. The data will be conserved for 5 years post-completion of the project. However, the findings of the study will be made available to you should you so wish.

The ethical aspect of this study has received approval by the University of Ottawa Research Ethics Board (REB) (#H06-17-06). If you have any questions, comments or concerns, please contact the principal researcher's project supervisor, Dr. Milena M. Parent at (removed), or the Office of Research Ethics and Integrity at ethics@uottawa.ca

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📠 613-562-5437

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If you wish to participate or have any questions, please let me know (my phone number and email are provided below).

Sincerely,

Ashley Thompson

☎ 613-562-5432

✉ 613-562-5437

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Lettre d'Information
**« Comprendre le changement organisationnel et l'efficacité dans les
organisations sportives au niveau national:
Une approche des parties prenantes »**

DATE

Cher/Chère participant(e),

Mon nom est Ashley Thompson. Je suis une étudiante à la maîtrise à l'École des sciences de l'activité physique de l'Université d'Ottawa. Avec ma directrice de thèse, Professeure Milena M. Parent, je mène présentement un projet de recherche intitulé « Comprendre le changement organisationnel et l'efficacité dans les organisations sportives au niveau national: Une approche des parties prenantes »

L'objectif de ce projet de recherche est de comprendre dans quelle mesure le changement organisationnel affecte l'efficacité des organisations sportives au niveau national à travers des perceptions et les expériences des acteurs internes et externes. J'utilise U SPORTS comme l'objet de mon étude et ils ont approuvé cette étude.

Pour ce projet, je vais faire des entrevues avec les acteurs internes (par exemple, le personnel, les bénévoles, le conseil d'administration) et externes (par exemple, les organismes sportifs provinciaux, les commanditaires, etc.) d'U SPORTS pour obtenir leur point de vue sur ce sujet.

En tant que partie prenante d'U SPORTS, votre participation à cette étude est essentielle à son succès. Nous profiterons de votre expérience lors des processus de changement organisationnel récent d'U SPORTS et de vos conseils pour que les meilleures pratiques puissent être dérivées pour le système sportif canadien.

Si vous acceptez de participer, j'utiliserai un pseudonyme pour protéger votre identité. Cependant, l'anonymat ne peut pas être garanti, car d'autres membres de l'organisation peuvent possiblement vous identifier dans le rapport de l'étude. Bien que l'anonymat ne soit pas garanti dans cette étude, il n'y a aucun risque de préjudice physique ou social.

Votre participation est totalement volontaire et aucune compensation sera offerte. Les données seront conservées pendant 5 ans après l'achèvement du projet. Cependant, si vous le désirez, les résultats de l'étude seront mis à votre disposition.

L'aspect éthique de cette étude a été approuvé par le Comité d'éthique de la recherche (CER) de l'Université d'Ottawa (#H06-17-06). Si vous avez des



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questions, commentaires ou inquiétudes, veuillez communiquer avec la directrice de thèse, Professeure Milena M. Parent à (enlever), ou le Bureau d'éthique et d'intégrité de la recherche à ethics@uottawa.ca.

Sincèrement,

Ashley Thompson

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Appendix F



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Consent Form

Title of the study: Understanding Organizational Change and Effectiveness in National Level Sport Organizations: A Stakeholder Approach

You are invited to participate in a research study seeking to understand the impacts of organizational change on effectiveness in national level sport organizations. The study is conducted by Ashley Thompson from the School of Human Kinetics at the University of Ottawa.

Principal investigator: Ashley Thompson

Research project supervisor: Dr. Milena M. Parent

Purpose of the study:

The purpose of the study is to understand how organizational change impacts the effectiveness of national level sport organizations through the perceptions and experiences of the internal and external stakeholders.

Participation:

If you volunteer to participate in the interview process:

- You will be interviewed by the principal investigator one-on-one with no other persons present.
- Your name will not appear anywhere, but anonymity cannot be fully guaranteed.
- The interview is scheduled to last up to 60 minutes.
- You consent to being audio recorded so the principal investigator can transcribe and analyze information from the session. You will have a chance to review this transcript before it is analyzed.

Potential risks and discomforts: Risk associated with participation in this study will be no greater than what you would experience in your daily life. Questions are not expected to cause you to feel uncomfortable, embarrassed, anxious, or upset. You will not be penalized by U SPORTS or its members should you choose not to participate or if you withdraw from the study at any point.

Potential benefits to subjects: Members of the Canadian sport system will benefit by gaining a better understanding of the implications of organizational change.

Compensation: You will not be compensated for your involvement in the study.

Confidentiality and anonymity: All information provided throughout the research process will be kept with the strictest confidence by the principal investigator and her supervisor and will only be used for academic purposes (publications, technical

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reports). Participant names will not appear in the research findings and will be replaced by pseudonyms. However, anonymity cannot be guaranteed as other members in the organization may identify the participant in the reporting of the study.

Participant feedback: The data will be transcribed and analyzed using the software programs NVivo. In order to ensure the accuracy of the information, you will have the opportunity to review your transcript and modify it if necessary. If you choose to have your transcript sent via email, there is a potential for security risks (i.e., the everyday risk of interference associated with this mode of communication). The study's results will be made available in the form of technical reports, presentations, the dissertation, and articles submitted to scientific journals.

Subsequent use of data and data retention: The data collected (archival material, audio recordings of interviews, transcripts, notes, and data analysis files) will be kept in a locked file cabinet in the supervisor's office for five years post-publication. Only the researchers will have access to this information.

Acceptance

I, _____, hereby consent to participate in the above research study conducted by Ashley Thompson of the School of Human Kinetics and supervised by Dr. Milena M. Parent of the same affiliation. If I have any questions about the study, I may contact the researcher or her supervisor. If I have any questions regarding the ethical conduct of this study, I may contact the Protocol Officer for Ethics in Research, University of Ottawa, Tabaret Hall, 550 Cumberland Street, Room 154, Ottawa, ON K1N 6N5; Tel.: (613) 562-5387; Email: ethics@uottawa.ca

Participant's Signature

Date

Researcher's Signature

Date

There are two copies of this form, one of which is yours to keep.

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Formulaire de consentement

Titre de l'étude: Comprendre le changement organisationnel et l'efficacité dans les organisations sportives au niveau national: Une approche des parties prenantes

Vous êtes invités à participer à une étude de recherche avec l'objectif de comprendre les impacts du changement organisationnel sur l'efficacité dans les organisations sportives nationales. L'étude est menée par Ashley Thompson de l'École des sciences de l'activité physique de l'Université d'Ottawa.

Chercheuse principale : Ashley Thompson

Directrice de thèse : Professeure Milena M. Parent

But de l'étude : Le but de l'étude est de comprendre comment le changement organisationnel impact l'efficacité des organisations sportives au niveau national à travers des perceptions et les expériences des acteurs internes et externes.

Participation :

Si vous choisissez de participer dans le processus d'entrevue :

- ☐ Vous participerez dans une entrevue avec la chercheuse principale seule sans autre personne présente.
- ☐ Votre nom n'apparaîtra nulle part, mais l'anonymat ne peut pas être entièrement garanti.
- ☐ L'entrevue devrait durer jusqu'à 60 minutes.
- ☐ Vous consentez à être enregistré par audio afin que la chercheuse principale puisse transcrire et analyser les informations de la session. Vous aurez l'occasion de passer en revue cette transcription avant d'être analysée.

Risques potentiels et malaises :

Les risques associés à la participation à cette étude ne seront pas plus aggravés que ceux que vous ressentirez dans votre vie. Les questions ne sont pas censées vous faire sentir mal à l'aise, embarrassé, anxieux ou bouleversé. Vous ne serez pas pénalisé par U SPORTS ou ses membres si vous choisissez de ne pas participer ou si vous vous retirez de l'étude en tout point.

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Rémunération : Vous ne serez pas compensé pour votre participation à l'étude.

Confidentialité et anonymat : Toute l'information fournie au long du processus de recherche sera gardée avec la plus grande confiance de la chercheuse principale et de sa superviseuse et ne sera utilisée qu'à des fins académiques (publications, rapports techniques). Les noms des participants n'apparaissent pas dans les résultats de la recherche et seront remplacés par des pseudonymes. Cependant, l'anonymat ne peut être garanti, car d'autres membres de l'organisation peuvent identifier le participant dans le rapport d'étude.

Commentaires des participants : Les données seront transcrites et analysées à l'aide du logiciel NVivo. Afin d'assurer l'exactitude de l'information, vous aurez la possibilité d'examiner votre transcription et de la modifier si nécessaire. Si vous choisissez de transmettre la transcription par courriel, il existe un potentiel de risques pour la sécurité (c.-à-d. le risque habituel d'interférence associé à ce mode de communication). Les résultats de l'étude seront disponibles sous la forme de rapports techniques, de présentations, de dissertation, et d'articles soumis à des revues scientifiques.

Acceptation

Je, _____, consent(e) de participer à cette étude menée par Ashley Thompson de l'École des sciences de l'activité physique et sous la supervision de Professeure Milena M. Parent de la même affiliation. Si j'ai des questions sur l'étude, je peux contacter la chercheuse principale ou sa superviseuse. Si j'ai des questions concernant la conduite éthique de cette étude, je peux communiquer avec le Responsable d'éthique en recherche, Université d'Ottawa, Tabaret Hall, 550, rue Cumberland, pièce 154, Ottawa (Ontario) K1N 6N5; Tél.: (613) 562-5387; Courriel: ethics@uottawa.ca.

Signature du participant

Date

Signature de la chercheuse

Date

Il y a deux copies de ce formulaire, dont l'un est à vous pour garder.

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Appendix GTable G-1 *List of Documents Gathered for Data Collection and Analysis*

Document Name	Type of Document	Number of Pages	Source
1. 2009 AGM E-Bulletin	PDF	3	usports.ca
2. 2009 AGM Schedule	PDF	1	usports.ca
3. 2009 CIS AGM Report June12	PDF	92	usports.ca
4. 2010 AGM Minutes	PDF	16	usports.ca
5. 2010 AGM Report May25	PDF	108	usports.ca
6. 2011 AGM Agenda item 5 Canada West Future Competitive Structure	PDF	16	usports.ca
7. 2011 AGM Delegate List	PDF	1	usports.ca
8. 2011 AGM Minutes	PDF	19	usports.ca
9. 2011 AGM Package	PDF	105	usports.ca
10. 2011 Technical Sub Committees Proposal	PDF	11	usports.ca
11. 2012 AGM Minutes	PDF	25	usports.ca
12. 2012 AGM Report	PDF	157	usports.ca
13. 2013 AGM Minutes	PDF	9	usports.ca
14. 2013 AGM Package	PDF	112	usports.ca
15. 2014 AGM Agenda May28	PDF	5	usports.ca
16. 2014 AGM Bulletin2	PDF	2	usports.ca
17. 2014 AGM Minutes	PDF	9	usports.ca
18. 2014 AGM Report Revised	PDF	94	usports.ca
19. 2015 AGM Agenda May22	PDF	3	usports.ca
20. 2015 AGM Minutes	PDF	7	usports.ca
21. 2015 AGM Package	PDF	126	usports.ca
22. 2016 AGM Agenda June9	PDF	1	usports.ca
23. 2016 AGM CCES Presentation	PDF	21	usports.ca
24. 2016 AGM Minutes June9	PDF	3	usports.ca
25. 2016 AGM Portal Presentation	PDF	12	usports.ca
26. 2016 AGM Schedule June10	PDF	5	usports.ca
27. 2016 AGM Values Presentation	PDF	3	usports.ca

28. 2016 Annual Report	PDF	72	usports.ca
29. 2016 CIS Governance Policy	PDF	27	usports.ca
30. 2016 CIS Org Structure	PDF	10	usports.ca
31. 2016 Compliance Presentation June6	PDF	26	usports.ca
32. 2016 Governance Presentation	PDF	12	usports.ca
33. 2016 SDRCC Dispute Presentation	PDF	25	usports.ca
34. 2017 0603 U SPORTS Org structure	PDF	9	usports.ca
35. 2017 AGM Agenda	PDF	1	usports.ca
36. 2017 AGM Announcement Website	Webpage	1	usports.ca
37. 2017 AGM Brand Presentation	PDF	48	usports.ca
38. 2017 AGM Finance Report	PDF	11	usports.ca
39. 2017 AGM Governance Presentation	PDF	10	usports.ca
40. 2017 AGM itinerary	PDF	7	usports.ca
41. 2017 AGM U SPORTS Central Presentation	PDF	9	usports.ca
42. 2017 Annual Report	PDF	121	usports.ca
43. 2017 By-Laws June	PDF	15	usports.ca
44. 2017 Governance Policy Update August	PDF	28	usports.ca
45. 2017-2018 Policy_10_Membership	PDF	10	usports.ca
46. 2017-2018 Policy_20_Programs	PDF	43	usports.ca
47. 2017-2018 Policy_80.40_Committees	PDF	31	usports.ca
48. 2017-2018 Policy_80.50_to_80.100_Administration	PDF	11	usports.ca
49. 2017 Operations Plan	PDF	101	Internal
50. National Office Personnel and Staff Responsibilities	PDF	1	usports.ca
51. Strategic Plan 2013-2018	PDF	20	usports.ca
52. U Sports Media Partners	Webpage	1	usports.ca
53. U SPORTS Sponsors	Webpage	1	usports.ca
54. U Sports Sports Partners	Webpage	1	usports.ca
55. CIS National Office Update Fall 2016	PDF	25	Internal
56. CIS National Office Update Spring 2017	PDF	16	Internal
57. CIS National Office Update Winter 2017	PDF	16	Internal
58. U SPORTS Member School Presentation	PDF	20	Internal
59. USPORTS Strategic Broadcast Document	PDF	9	Internal

60. USPORTS Strategic Broadcast Plan	PPT	14	Internal
61. BOD Presentation	PPT	44	Internal

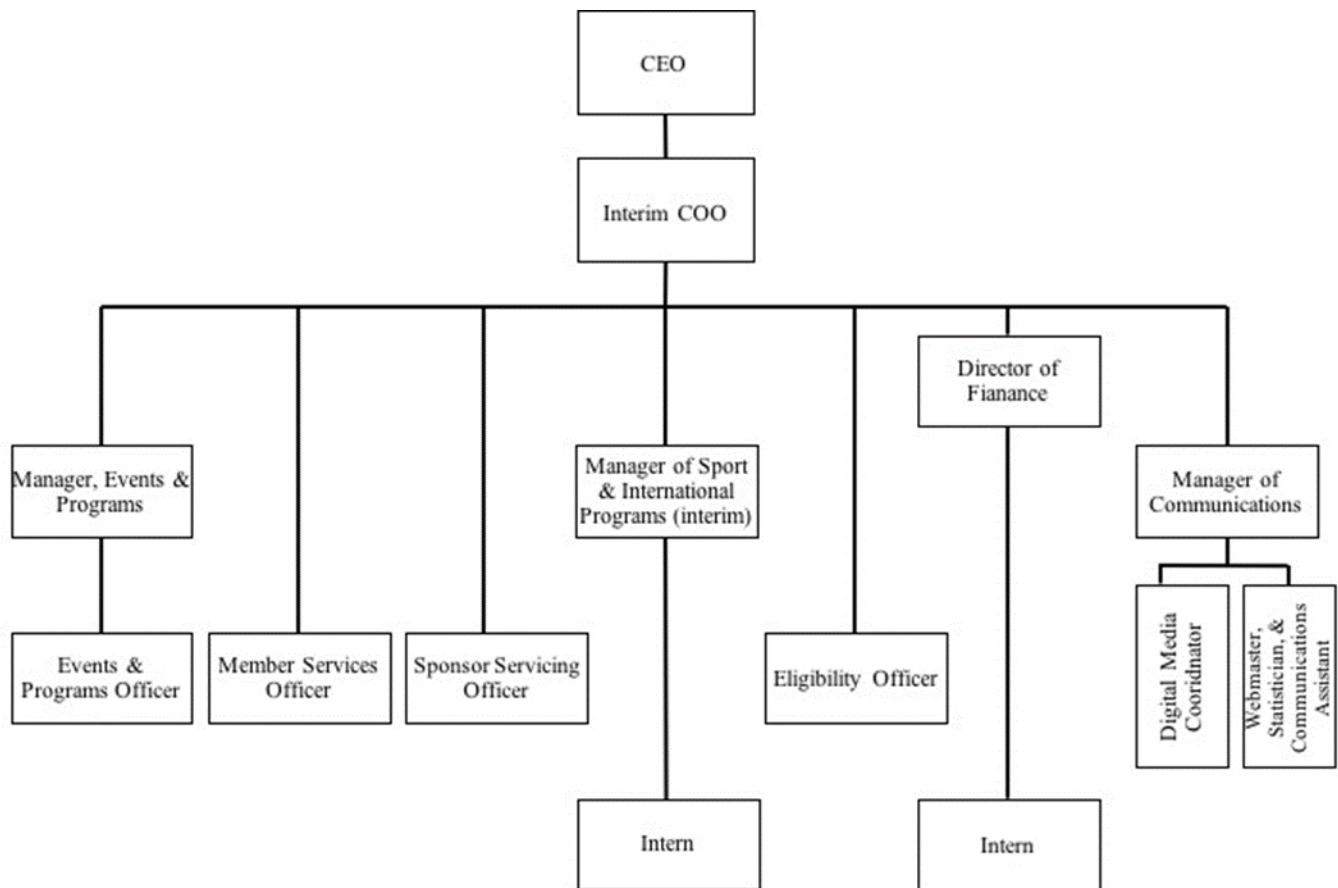
Appendix H

Figure H-1: CIS Unofficial Organizational Structure September 2015

Source: Part of the author's 4th year APA 4111 Internship/Clinical Experience course requirements completed with two staff members of U SPORTS

Appendix I

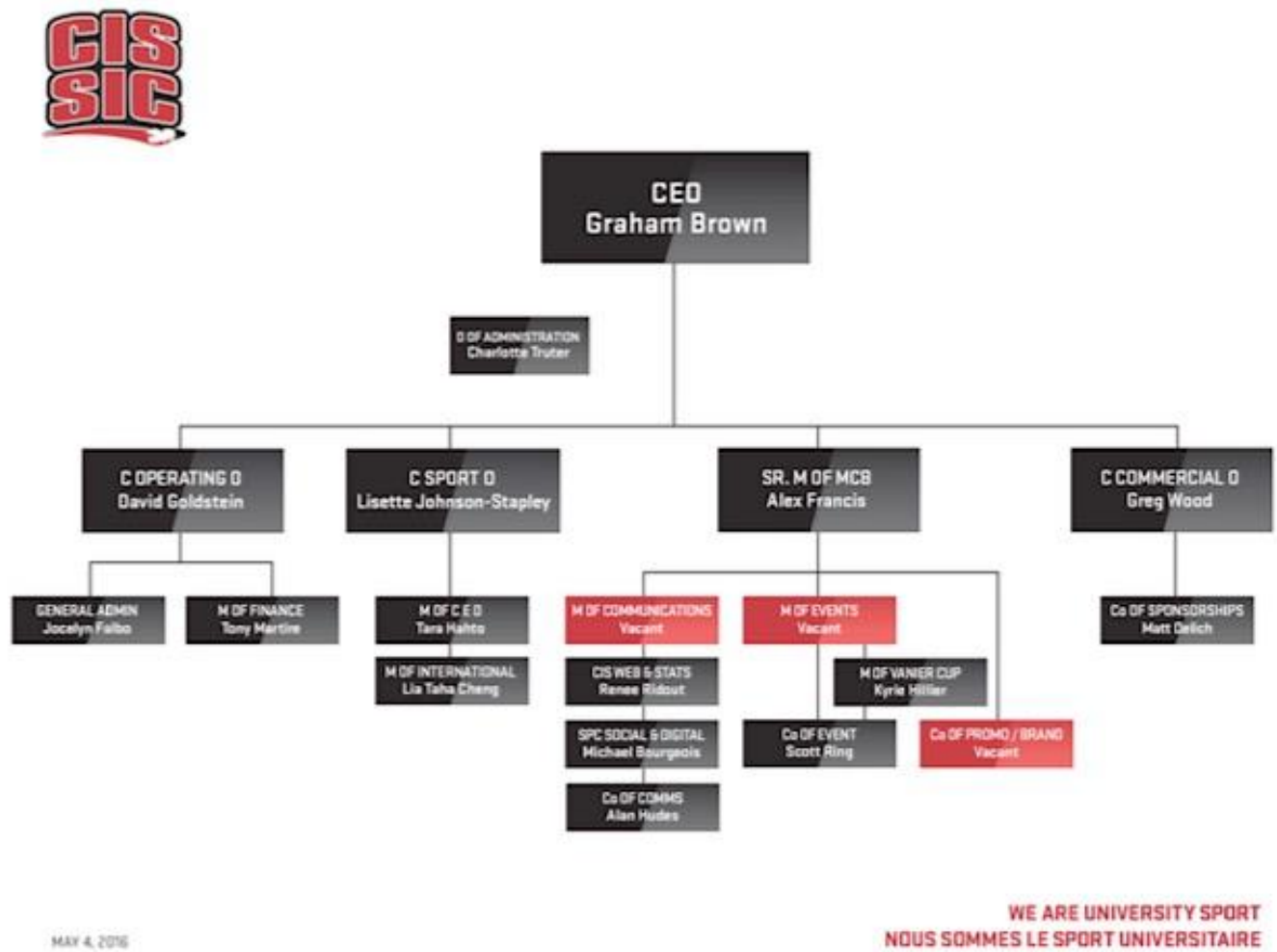


Figure I-1: CIS Official Organizational Structure May 2016 via usport.ca

Appendix J

BOARD OF DIRECTORS

NAME (INSTITUTION)

Dr. Michael Mahon (Lethbridge)
President & Board Chair - CWUAA

Jennifer Brenning (Carleton)
Director & Treasurer - OUA

Manon Simard (Montréal)
Director & Secretary - RSEQ

Dr. Eddy Campbell (UNB)
President – AUS

Dr. Michael Goldbloom (Bishop's)
President – RSEQ

Rob Johnson (UBC Okanagan)
Director - CWUAA

Leo McPherson (StFX)
Director - AUS

Thérèse Quigley
Member at large

Dr. Alan Wildeman (Windsor)
President & Treasurer - OUA

Graham Brown (non-voting)
President and CEO

CURRENT STAFF

NAME	TITLE
Graham Brown	President and Chief Executive Officer
David Goldstein	Chief Operating Officer
Lisette Johnson-Stapley	Chief Sport Officer
Alexandra Francis	Senior Manager, Marketing & Brand
Tony Martire	Manager, Finance
Lia Taha Cheng	Manager, Sport and International Programs
Tara Hahto	Manager, Compliance, Eligibility & Discipline
Ken Saint-Eloy	Manager, Communications
Jocelyn Falbo	Manager, Corporate Events and Awards
Matthew Delich	Coordinator, Corporate Partnerships
Alan Hudes	Coordinator, Communications
Scott Ring	Coordinator, Sport Technical & National Championships
Renee Ridout	Specialist, Web & Statistics

Special thanks to: Michel Bélanger, Mark Bowden, Liz Comeau, Bob Copeland, Ward Dilse, Greg Durrell, John Edwards, Daniel Fitzgerald, Veronick Gagnon, Karen Hacker, Mo Hassan, Ben Hulse, Beth Im-Jenkins, Jaime Kemp, Jeremy Knight, Steve McAllister, Bawe Nsame, Patrick Park, Valerie Pek, Josie Pingitore, Glenn Ryan, Mark Saunders, Pascale Seide, Sandy Slavin, Greg Wood, Ron Foxcroft, Sean Donnelly, Sheila-Ann Newton, Tyler Harrison and the 2016-17 U SPORTS Correspondents.

U SPORTS 2016-17 Interns: Stephanie Boivin (Laval), Jason Chin (Ryerson), Quinn Henderson (Western), Jonathan Yue (U of T), Mustafa Bendago (Ryerson), Daniel Chew (Ryerson), Daniel Fitzgerald (Dalhousie), Dominique Massie-Martel (Laval), Aric Henry (Laurentian), Malik Williams (Humber), Mackenzie Duffy (Ryerson), Maddy Harris (Ryerson), Jeff DaSilva (Brock), Meagan Miotto (Brock), Avery Crozier (Durham), Aaron Hall (Durham), Jessica Pachis (Western), Christian Ryan (Ryerson), In-Ting Ho (George Brown), Emily Sangster (Durham).

Figure J-1: U SPORTS Organizational Structure via Annual Report June 2017