

Exploring Concepts of Leadership and Leadership Development within an
International Development through Sport Context

By

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Abstract

Today's youth are tomorrow's leaders', and for that reason, it is considered important by researchers and practitioners alike to understand how to develop effective leadership skills and characteristics. The purpose of this research was to explore concepts of leadership including leadership development (LD) within an international development through sport context. The Commonwealth Games Association of Canada's (CGC) International Development through Sport (IDS) administration team created a program called the Capacity Support Program (CSP). The CSP is an internship program offered to recent university graduates to assist in various initiatives intended on building sporting capacity within partnering Commonwealth countries. Participants also known as Capacity Support Officer's (CSO's) were immersed within an international environment with a host sport organization (e.g., Barbados National Olympic Committee) for approximately fourteen-months. In this study, interviews were conducted with IDS administrators to clarify and provide further detailed information about the program. In addition, archival material (e.g., pre-departure training manual, website articles, DVDs), interviews with CSO's, and a debrief focus group session with the CSO's which discussed their experiences and the various concepts of leadership and LD within an international development through sport context was conducted. Data was recorded and transcribed verbatim. A grounded theory approach, specifically the inductive coding technique was utilized throughout the content analysis procedure. Findings showed that concepts of leadership and LD were 1) a fundamental component of the program and 2) linked to various existing literature on leadership theories (e.g., authentic leadership). Further, findings demonstrated the program design and training were significant components of LD and that the cross-cultural context accelerated LD. These findings and others will culminate in a discussion regarding future studies of leadership and LD.

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List of Abbreviations

CGC	Commonwealth Games Association of Canada
CGC IDS	Commonwealth Games Association of Canada's International Development through Sport unit
CSLC	Canadian Sport Leadership Corps.
CSP	Capacity Support Program
CSO	Capacity Support Officer
IDS	International Development through Sport
LD	Leadership Development

Chapter 1: Introduction

International Development through Sport

The Commonwealth Games Association of Canada (CGC) is “an international franchise for the Commonwealth Games and Commonwealth movement in Canada” (Commonwealth Games Canada, 2011a). The CGC’s mission is to promote excellence in performance, foster growth through and for sport as well as sharing knowledge with elite athletes, organizations and internationally (Commonwealth Games Canada, 2011b). CGC has determined three specific values to achieve their mission: caring, justice and development (Commonwealth Games Canada, 2011b). In the 1990’s, CGC established a specific unit dedicated to international development through sport (IDS) (Commonwealth Games Canada, 2011c). In contrast to a focus on sporting excellence, the IDS unit focuses on ‘sport for all’. The CGC IDS was the central focus of this research.

In 1930, Canada was the first nation to host the Commonwealth Games, in Hamilton, Ontario. Since then, Canada has continued to strengthen relationships with Commonwealth nations through sustained participation in the Commonwealth Games itself, and assisting Commonwealth Nations through sport-based development programs (i.e., IDS).

A primary objective of the CGC IDS program is to provide internship opportunities to young professionals for personal development. A further objective is to assemble capacity support programs with partnered nations. At the time of this study, the IDS unit operated three specific development through sport programs (i.e., Capacity Support Program, Canadian Sport Leadership Corp., and South 2 North). This case study focused solely on the Capacity Support Program (CSP; established 2009). The CSP program was chosen for three main reasons. The first reason was that the researcher had a time frame of two years to complete the study and the CSP

coincided within this time frame. The second reason is that the CSP is unique; it had an international development through sport context as a focus. As a result, participants are immersed in a cross-cultural environment for a longer time frame (approximately fourteen months). Third, CSP is a new program that has gone unexplored to date, especially from a sport and leadership lens.

The Capacity Support Program

The CSP provides young adults a chance for personal development through participation in an internship experience with either a South African or Caribbean National Olympic Committee (e.g., Trinidad and Tobago Olympic Committee) or National Olympic Association (e.g., Barbados Olympic Association and Bermuda Olympic Association) (Commonwealth Games Canada, 2011d). CSP participants known as Capacity Support Officers (CSO's) are charged with building the capacity of a National Olympic Committee or Association within the Commonwealth. The CSO's primary role in the program was to assist in the development of sport and sport relations, thus building capacity within the host organization.

To eliminate any possible misunderstandings, the notions of development through sport and development of sport must first be understood. Development through sport is a concept that utilizes sport programs to tackle social issues such as AIDS or poverty, whereas development of sport concentrates on building or increasing the capacity within a sport organization/association (e.g., networking to build and sustain stronger relationships with other sport organizations). The essence of the CSP is a development of sport initiative since the primary focus is building the sport capacity within the host organization however; simultaneously the program is also contributing to a broader social issue at large (e.g., a less-developed sport system possibly due to a lack of resources and/or personnel within a national government body). Specifically for this

study, the development of sport conception was acknowledged and recognized within the development through sport notion. For this reason, the administration team accountable for the program and the program itself are distinguished as an IDS unit within the CGC.

The CSP is organized and arranged by the CGC's IDS administration unit. Qualified individuals (i.e., university graduates) were recruited and hired by the CGC IDS unit. Upon selection for the program, CSO's were required to have had previous leadership experience. Leadership experiences were considered as times whereby the candidate was deemed to have significant influence on people; for example, directing a group of people towards a common goal as a captain of a sport team, or acting as the leader in a fundraising project. Thus, the participants were considered young sport leaders prior to their acceptance into the CSP program. CGC also advised participants to assist and support the host organization in various administrative assignments and organizational goals.

The CSP and the subsequent opportunities provided for the participants during the program, is in part, targeted towards enhancing the CSO's personal skill development. CSO's were immersed in a cross-cultural environment for a minimum of fourteen months. Their involvement varied from evaluating local sport programs, to creating and implementing new ideas, administration work in an office, going to meetings with International Olympic Committee or Association members, to being appointed Chef de Mission for the 2010 Delhi Commonwealth Games.

The CGC feels that leadership is an essential aspect of successful management and that valuable leadership skills can develop through the IDS experience. Leadership researchers Gardner, Avolio, Luthans, May and Walumbwa (2005) suggested that future research involving leadership should be directed towards further understanding LD opportunities and stated that

“the time has come to understand more fully how to develop authenticity in our leaders” (p. 368). The CSP is an extraordinary opportunity for young adults to develop both personally and professionally throughout a fourteen-month unique life experience. Consequently, the CSP provides a compelling case to examine leadership concepts and LD.

Study Purpose and Research Question(s)

The purpose of this study was to explore concepts of leadership and leadership development (LD) within the context of international development through sport. This study helped determine the degree to which leadership concepts (within existing leadership theories) enhanced the experiences of the participants, and the meaning of leadership as a management concept. In doing so, this study contributed to the extant literature in sport and development and further proposed lines of future research in this particular area

Therefore this study sought to explore two specific research questions. First, what concepts of existing leadership literature including LD can be found within the IDS context? Second, what aspects (if any) of the international environment influenced LD?

In order to provide insight into the CSP, historical information (e.g., website postings, DVDs) was first collected. This data assisted in describing and enriching the study context. As the CSOs were placed within an unfamiliar cultural setting for fourteen months, the IDS administration felt it important to have all CSOs engage in pre-departure training. IDS administration believed that this was an important aspect of the CSP model. Thus, a short overview on the CSP pre-departure training was also necessary in further understanding the context of the study prior to conducting interviews and focus group research.

Research

This study falls within what Creswell and Plano Clark (2007) viewed as constructivism. Creswell and Plano Clark (2007) noted “the understanding or meaning of phenomena, [are] formed through participants and their subjective views” (p. 22). In other words, the researcher combined the subjective views of the participants to obtain an enhanced understanding of the program, which also contributed to the construction of the subject’s meaningful experiences. A variety of perspectives (e.g., administration and CSO’s) on the program were collected and analyzed in this study to provide a greater understanding in relation to the interaction and personal histories that may be important to the leadership concepts contained within the IDS program. The researcher used a contemporary and exploratory case study, to further understand and construct meanings from multiple participant realities. The study employed grounded theory techniques such as inductive coding, triangulation, archival data, interviews, focus group, follow up interviews, content analysis and member checking. These methods helped the researcher explore, identify and understand themes (related to leadership concepts, LD and the IDS) that emerged from this study.

Chapter 2: Review of Literature

As multiple concepts are important to leadership theory, and the contexts of developmental characteristics in leadership are complex, researchers need to consider multiple theories when undertaking a leadership study. Thus, this review of literature is organized accordingly: a) concepts of leadership; b) cross-cultural context; c) pre-departure training; and d) sport and development.

Concepts of Leadership

Leadership has been a topic of interest for centuries. However, it was not until the twentieth century that leadership research became a scientific focus (Edginton, Hudson & Ford, 1999; McShane & Steen, 2009; Northouse, 2001; Yukl, 2008). Yukl (2008) wrote that “leadership is the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives” (p. 8). Earlier work focused on characteristics and behavioural traits of individuals to determine the most effective leaders (e.g. Great Man Theory, Trait and Behavioural theories), which are presented in this study as classical leadership theories. As the research evolved, modern leadership theories have emerged (e.g., Transformational Theory). Such theories focused on the leader-follower relationship. Even more recent, there has been a rise of interest in theories that focused on the individual as a leader (e.g., Servant, Authentic, Flexible and Adaptive Leadership theories). As a result, some leadership theories presented are based on a particular style or type of person that theorists and practitioners believed to be effective. This particular section of the paper will outline some of the more relevant theories that have developed over the last century to set the context for the research study.

Classical Leadership Theories

Great Man Theory. The great man theory (GMT) was developed in the early 1900's by Eugene Jennings (Edginton et al., 1999). GMT purports that individuals are born to be leaders. In the earlier stages of GMT, individuals whose families held significant social status or heritage were more likely to be recognized as a leader compared to someone with little or no known identity (Bennis & Nanus, 1985; Edginton et al., 1999). Since Jennings, researchers Sessoms and Stevenson (1981) have developed eight categories that contribute to the further understanding of GMT (e.g., Princes, Heroes, Democratic Heroes, Eventful Person). Yet, a number of criticisms about this theory still remain (Edginton et al., 1999). The main critique is that leaders do not have to be born; they can learn and develop to become great (Connerley & Pedersen, 2005; Northouse, 2001; Yukl, 2008). Even though Jennings' GMT was not accepted as the most effective theory, he did however, establish a strong foundation for future research.

Trait Theory. Starting in the 1930's – 40's researchers studied influential leaders of their current time (e.g., Adolf Hitler), which led to the development of a trait theory (Edginton et al., 1999; Yukl, 2008). Yukl (2008) stated that traits are characteristics of a leader (e.g., class, gender, race, personality, religion). To some degree, trait theory was built from extended studies or ideas presented by Jennings' GMT (Edginton et al., 1999). One of the successful studies built out of trait theory was Hogan, Curphy and Hogan's (1994) Big Five Personality Traits which included: openness, conscientiousness, agreeableness, neuroticism and extroversion. On the other hand there are certain situational or intervening variables (e.g., cultural context) that can act as a constraint to the leadership effectiveness that are not taken into consideration.

Behavioural Theory. Researchers then started to look for commonalities, differences and patterns to determine if certain behaviours could predict successful leaders. Out of thousands

of behavioural characteristics, two distinct categories were established: task-oriented and people (relations) oriented (Blake & Mouton, 1964; Hersey & Blanchard, 1982; Misumi 1985; Yukl, 2008). People who focus on the structure, work process, and productivity are more task-oriented whereas, people who focus on building strong relationships with others are considered to be people-oriented (Blake & Mouton, 1964; Hersey & Blanchard, 1982; McShane & Steen, 2009; Misumi, 1985; Yukl, 2008). Another way of looking at the two categories is that task orientation focuses on direction and achievement, such as Path-Goal theory (House, 1971; Yukl, 2008). People or relation-oriented leaders are described to be supportive and participative, which Blake and Mouton (1964) recognized in their Managerial Grid Model (e.g. Country Club Management, Team Management). Depending on the given context, both task-based and people-oriented behaviours may be necessary for success. According to McShane and Steen (2009) and Yukl and Mahsud (2010), previous studies on behavioural leadership theory are too broad to understand. However, we know based on some of the modern theories of leadership described next, that leadership in general can be much more complex.

Modern Leadership Theories

Transformational Theory. In transformational leadership theory, leaders are assumed to be both task-based and people-oriented (Burns, 1978). The crucial difference here, first, is that leaders are driven by a vision. Transformational leaders are known for: (a) creating a vision, (b) communicating that vision, (c) modeling the vision and (d) building commitment toward the vision (Burns, 1978; McShane & Steen, 2009; Yukl, 2008). Creating a vision could be seen as task-based, but in the sense that it could be created in a joint effort approach with employees using people oriented skills. This same idea could apply for the other three stages of the transformational theory. The main argument for transformational leadership is that the leader

transforms the follower(s). This is achieved by offering the follower(s) a glimpse of an exciting future (vision) that transforms everyone to work collectively and with a strong commitment to achieve that goal (Burns, 1978; McShane & Steen, 2009; Yukl, 2008). To some degree, this theory represents a democratic leadership style (Edginton, Hudson & Ford, 1999), which could be classified as only serving to one group (Avolio & Gardner, 2005), particularly in the stage of communicating or modeling the vision (Connerley & Pederson, 2005; Yukl, 2008).

Servant Leadership Theory. The concept of servant leadership first surfaced empirically with Robert Greenleaf's work in the 1970's. Greenleaf (1977) noted that:

The Servant-Leader is servant first.... It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead... The best test, and difficult to administer is this: Do those served grow as persons? Do they, while being served, become healthier, wiser, freer, more autonomous and more likely themselves to become servants? And, what is the effect on the least privileged in society? Will they benefit, or at least not further be harmed? (found in Dierendonck, 2011, p. 1230)

Since then, Yukl (2010) added, "servant leadership in the workplace is about helping others to accomplish shared objectives by facilitating individual development, empowerment, and collective work that is consistent with the health and long-term welfare of followers" (p. 419).

Servant leadership offered an alternative way to view leadership and emerging leaders; it indicated anyone who has served could be an effective leader.

Ultimately, the focus of servant leadership according to Greenleaf (1977) in Dierendonck's (2011) *Review of Servant Leadership* article, "the well-being of the organization, a servant leader is genuinely concerned with serving followers ... This person-oriented attitude makes way for safe and strong relationships within the organization" (p. 1230). Dierendonck (2011) presented a thorough overview of the most influential research findings on servant leadership to date. Included was Spears (1995) who classified 10 essential characteristics:

1. listening, emphasizing the importance of communication and seeking to identify the will of the people;
2. empathy, understanding others and accepting how and what they are;
3. healing, the ability to help make whole;
4. awareness, being awake;
5. persuasion, seeking to influence others relying on arguments not on positional power;
6. conceptualization, thinking beyond the present-day need and stretching it into a possible future;
7. foresight, foreseeing outcomes of situations and working with intuition;
8. stewardship, holding something in trust and serving the needs of others;
9. commitment to the growth of people, nurturing the personal, professional, and spiritual growth of others;
10. building community, emphasizing that local communities are essential in a persons' life. (p. 1232)

Unfortunately, one of the major limitations of servant leadership is that there is little to no practical support in research that has been conducted (Dierendonck, 2011).

Insight of the newness of Dierendonck's (2011) article, there were two future suggestions in particular that may relate to this study. First, "the validity of servant leadership over other styles of leadership" (p. 1252) and second, "the cross cultural validity of the servant leadership" (p. 1252), could servant leadership exist as an effective approach for leadership in various cultures, in other words cross-culturally.

Authentic Theory. In 2005, the Leadership Quarterly Journal dedicated an entire issue on authentic leadership (AL). Avolio and Gardner (2005) indicated that the special issue was a result of an emerging field and wrote that "leadership has always been more difficult in challenging times, but the unique stressors facing organizations throughout the world today call for a renewed focus on what constitutes genuine leadership" (Avolio & Gardner, 2005, p. 316). In 2008, Walumbwa, Avolio, Gardner, Wernsing and Peterson (2008) presented a definition for AL that had not yet been proposed in literature.

Authentic leadership [is defined] as a pattern of leader behaviour that draws upon and promotes both positive psychological capacities and a positive ethical climate, to foster greater self-awareness, an internalized moral perspective, balanced processing of

information, and relational transparency on the part of leaders working with followers, fostering positive self- development. (p. 94)

Ladkin and Taylor (2010) believed the best description for this theory is that leaders must enact to their “true self.” Subsequently, authentic leaders “know who they are and what they believe” (Yukl, 2008, p. 424). Authentic leaders are known to be transparent and open to others. Ilies, Morgeson and Nahrgang (2005) claimed that leaders who are transparent and open with others are more likely to establish high levels of trust at both an individual (oneself as a leader) and collective level (leader-follower relationship).

One must first ponder, “who am I” and if we cannot answer this simple, yet significant question then we must learn to know thy self (Avolio & Gardner, 2005; Gardner et al., 2005). Gardner et al. (2005) noted that “authenticity involves both owning one’s personal experiences (values, thoughts, emotions and beliefs) and acting in accordance with one’s true self (expressing what you really think and believe and behaving accordingly)” (p. 344). Therefore, a good authentic leader is one who can reflect who they are as an individual throughout their own actions and lead by example (Avolio & Gardner, 2005; Walumbwa et al., 2008).

Overall, AL brings a positive alternative to leadership research as explained by Avolio and Gardner (2005):

We believe authentic leadership can make a fundamental difference in organizations by helping people find meaning and connection at work through greater self-awareness; by restoring and building optimism, confidence and hope; by promoting transparent relationships and decision making that builds on trust and commitment among followers; and by fostering inclusive structures and positive ethical climate. (p. 331)

Thus, AL is continuously being studied to help explain and identify genuine leadership.

Flexible and Adaptive Leadership Theory. Another, more recent leadership theory is the flexible and adaptive leadership. Flexible and adaptive leadership theory is the idea that leadership behaviours change over time to adapt to various circumstances (Yukl & Mahsud,

2010). Unlike AL, flexible and adaptive leadership to date has not been a popular theory to study, especially within the LD field. The reason for this could be due to the lack of information currently available or that the theory is too ambiguous (Yukl & Mahsud, 2010). Given the lack of studies available on flexible and adaptive leadership, an empirical study by Yukl and Mahsud (2010) is referenced to explain this theory.

Yukl and Mahsud's (2010) empirical study provided four indicators for identifying qualities of flexible and adaptive leadership. The first indicator surrounds the idea that the more experience an individual has with an organization, the more involved and confident he or she becomes, therefore taking on more responsibilities and tasks. The flexible behavioural change to take on and adapt to new responsibilities is an indication of flexible and adaptive leadership.

The second indicator is how the leader reacts/responds to crises. Successful flexible and adaptive leadership according to Yukl and Mahsud (2010) is "the extent to which a leader makes appropriate changes in strategies and tactics" (p. 82). Monitoring and evaluating one's ability to balance competing values determine the third indicator. A behavioural example of this indicator would be a leader who values employee empowerment, but may need to fully control a procedure to meet a deadline. Therefore, there can sometimes be tradeoffs that are needed to be made, so that the organization can achieve their goals and objectives.

The fourth and final indication to date is the ability to move from one position to another (e.g. employee to assistant manager; assistant manager to manager; manager to CEO). Yukl and Mahsud (2010) stated that the more successful a leader is in their transition between positions or jobs, the more successful the leader is according to the flexible and adaptive leadership theory.

It is also worth mentioning that Yukl and Mahsud's (2010) study indicated possible traits that may enhance flexible and adaptive leadership. They are: cognitive complexity, social

intelligence, emotional intelligence (empathy), openness to learning and new ideas, and a leader's self-awareness. As quoted by Yukl and Mahsud (2010) "These skills involve the ability to understand the leadership situation, and the ability to be flexible when confronted by changing conditions that require a change in strategies or behaviours" (p. 88). Regardless of the lack of research on flexible and adaptive leadership, the concepts provided by Yukl and Mahsud's (2010) paper is found to be relevant to this case study, both empirically and practically, which will be explained in the results section.

Leadership Development

Leadership literature has primarily focused on how effective leaders can be identified (e.g., behaviour or trait specific). However, it is knowing how to develop effective leaders that is growing in popularity among current research (Hezlett, 2008). Leadership has come a long way, since GMT where effective leaders were thought to have been born leaders through to self-directed learning approach to LD, where it is suggested that anyone can be a leader (Hezlett, 2008). In fact, Dalakoura (2010) stated that organizations who apply LD initiatives to everyday activities at any or all-organizational levels would have an overall positive increase in the organizations' leadership. Dalakoura (2010) argued that the "successful integration of the leadership development program into everyday organizational practices is a critical success factor to effective leadership development" (p. 434). Further, Dalakoura (2010) postulated that leadership is a result of leader development.

According to Dalakoura (2010) there are two different perspectives for LD. The first perspective is focused on leader (singular) development. Leader development is considered to be an individual or human phenomenon, where an individual develops his or her personal leadership capacity (Dalakoura, 2010; McCauley & Van Velsco 2005, in Ardichvili & Manderscheid, 2008).

The second perspective of LD does not focus solely on the individual; it is viewed as a more complex phenomenon, which entangles the leader within a certain context (social or organizational milieu). Day (2001) and O'Toole (2001) refer to this second perspective as organizational LD. However, it was Olivares, Peterson and Hess (2007) who stated that an individual could not successfully undergo LD without some form of context to influence the process.

Although individual-based leader development is necessary for leadership, it is not sufficient. Leadership requires that individual development is integrated and understood in the context of others, social systems, and organizational strategies, missions, and goals. (as quoted in Ardichvili & Manderscheid, 2008, p.621)

Therefore, this research included the context that the program occurred within. To provide a foundation for understanding the basis of this research project, Olivares et al.'s (2007) explanation of LD will be used.

According to Avolio and Gardner (2005), the context will impact the overall effectiveness of LD. Avolio and Gardner (2005) stated that all leadership interactions “occur in a dynamic, emerging context, it is important for researchers to incorporate the context into their predictions of leadership development and effectiveness” (p. 327). Therefore, it is appropriate to discuss the context of the program, where LD occurred.

Cross-cultural Context and Leadership

Reflecting back on the nature of the program, Canadians were immersed within a foreign culture for fourteen months, thus it is important to this study to consider the cultural context. Culture could be viewed from multiple perspectives (e.g., race, practices). Culture is a phenomenon that can help distinguish communities and people (Weisenger, 1996). According to Hall, Slack, Smith, and Whitson (1991), “culture refers to the practices of everyday life through which meanings are daily expressed, as well as the symbolic forms through which meanings are

publicly rehearsed or challenged” (p. 31). Hall et al., (1991) went on to explain “culture as symbolic forms and the everyday practices through which people express and experience meaning” (p. 31). This definition of culture emphasizes important concepts such as cultural practice, symbolic forms and how these forms are socially constructed, thus culture in and of itself as a use of one word holds multiple meanings. McGregor’s (1983) definition of culture offers a holistic perspective to further cultural understanding. He wrote that:

Culture is what we are all about. It is a crystallization of what we feel, what we want, what we fear, what we live for. We shape it, it shapes us, it both reflects and determines our being, it is the way we try to understand and give meaning to our lives. Our culture is us. (As quoted in Hall et al., 1991, p. 30)

Thus, an individual’s awareness of his/her culture will drive their behaviour and practices, emotions and beliefs (Hall et al., 1991).

Kambutu and Nganga (1998) believed that planned culturally immersed activities are fundamental to gain cultural awareness, appreciation and understanding. Consequently, Kambutu and Nganga (1998) stated that prior to immersion in a new cultural setting; individuals should undergo the process of developing self-awareness, which is essential for understanding other cultures.

Hurn (2007) suggested that the initial stage of cultural understanding is to first understand your own culture. The more an individual understands their own culture (e.g., values, beliefs, motives), the easier it would be to appreciate differences of another culture before entering into a foreign setting (Hurn, 2007; Kambutu & Nganga, 1998; Yukl, 2008). As Schneider and Barsoux (2003) argued, “the more we understand each others’ culture, the more important it will be to arrive at a shared way of working together, rather than imposing our ways or adapting to theirs” (As quoted in Hurn, 2007, p. 12). Therefore, immersion would be easier for individuals who have developed a level of appreciation for diversity.

Lack of awareness could be a constraint when trying to understand a particular culture (Hurn, 2007; Kambutu & Nganga, 2008; Yukl, 2008). Darnell (2007) argued that too many individuals enter into a new cultural setting (e.g., third world countries) with preconceived notions that they are going to make a difference (e.g., implemented westernized knowledge to improve the quality of life to a non-westernized lifestyle that did not need change). Such notions create cultural misunderstandings and could result in conflict such as depression or emotional withdrawal (Kambutu & Nganga, 1998; Raymond & Hall, 2008; Szkudlarek, 2009; Weisinger, 1996). “Cultural misunderstandings often occur when members of one culture group make negative attributions about the other culture, based upon lack of information and ill-conceived notions” (Weisinger, 1996, p. 5).

Individuals going into a new cultural setting need to eliminate as many as possible misunderstandings prior to departure if the individuals want to be successful (Kambutu & Nganga, 1998; Weisinger, 1996). In direct relation to the IDS program, the review of literature suggests that the more culturally aware people (CSO’s) are, the easier the transition will be for them to work within a new setting and the more successful and efficient their internship will be (Gardner et al., 2005; Yammarino, Dionne, Schriesheim & Dansereau, 2008). Cultural awareness training is a part of the pre-departure training CSO’s received.

Pre-departure Training

Pre-departure training is fundamental in preparing individuals before entering into a new cultural setting (Connerley & Pederson, 2005; Beutler, 2008; Kidd, 2008). Limited research is available on what should or should not be included in pre-departure training (Hurn, 2007). Therefore, this study also explored concepts of LD within the CGC IDS pre-departure training and the impact it had on the CSO’s experience.

Researchers argue that cultural awareness and understanding are the most crucial component for entering a new cultural setting (Caligiuri & Tarique, 2009; Kambutu & Nganga, 2008; Peterson, 2007; Weisinger, 1996). Thus, the importance of having a strong cultural awareness component built into pre-departure training programs is necessary.

Connerley and Pederson (2005) argued that there are three steps for leaders entering a new cultural/diverse environment, which are: awareness, knowledge and skills. The first step to gaining cultural awareness is by developing your own self-awareness. Once a leader has a strong knowledge and understanding of oneself (self-awareness), it becomes easier to identify differences among others (Connerley & Pederson, 2005). Avolio and Gardner (2005) recognized the value of self-regulation as a component of leadership, where effective leaders should continuously educate themselves to correct any misunderstandings and assumptions one might have about a foreign culture (Connerley & Pederson, 2005; Kambutu & Nganga, 2007; Raymond & Hall, 2008; Weisinger, 1996). As a result, leaders must take self-initiative to further understand any cultural differences and to gain further awareness (Connerley & Pederson, 2005).

The final step involves taking what you know, and applying it with new skills that fit the cultural context (Connerley & Pederson, 2005). Leaders can practice scenarios through role-play, or case study activities in pre-departure training (Connerley & Pederson, 2005).

Sport-Based International Development Assistance

In 2007, Aaron Beacom, a researcher from the UK, conducted an exploratory investigation that questioned the reciprocity of sport-based international development assistance partnerships. Beacom (2007) covered a variety of findings that related to global environment, continuity and change, foreign policies, cultural diplomacy and more; however it was his conceptual considerations of the words “development” and “sport” that are of particular

relevance for this study. Beacom (2007) argued that the infrastructures of “sport” and “development” assistance programs are often formed in two different, yet complimentary ways: development *of* sport and development *through* sport.

A well-rehearsed theme in recent literature relating to sports development is the differentiation between development *of* sport; that is activity designed to enhance participation and performance in sport as an end in itself, and development *through* sport; that is activity designed to use sport as a vehicle to achieve a range of other social, economic and political objectives. (p. 84).

Although, the two initiatives (development of sport and development through sport) are different from one another, the overall objective is social development; social development among the capacity of sport organizations or health and community improvements. Beacom (2007) acknowledged that the ways in which we define development will influence the sorts of activities we engage in and how we assess outcomes.

Young Sport Leaders and Sport-Based Volunteerism

Sport is the primary form of volunteering among young people (Eley & Kirk, 2002). A study on the UK’s Millennium Volunteers program conducted by Eley and Kirk (2002) focused on volunteer motives (reasons for why young sport leaders participated in volunteerism) and the lasting impact it had on them after their sport-based volunteer experience. Eley and Kirk (2002) first conducted a Voluntary Functions Inventory (VFI) and found that the most attractive motive for young sport leaders was the development of leadership skills. The second most attractive motive for volunteers was that it was a sport-based program and thirdly, it was the opportunity to work in a community.

The volunteer contribution by young sport leaders takes on added significance because their leadership training in sport not only contributes to their own personal skills development but they in turn use those skills through volunteering to provide more sport opportunities for other young people to participate in sport. (Eley & Kirk, 2002, p. 151)

Second, a Leadership Skills Inventory (LSI) was also conducted, which measured the importance of the following leadership skills: planning, group dynamic, speech and character building skills. Results from this study indicated that personal skills were the most important, followed by group dynamic, character building, planning and then speech communication.

A second evaluation using both the VFI and LSI was conducted nine months after the Millennium Volunteers experience. The VFI reported a shift in volunteer motives among participants. Development of leadership skills fell from being the most attractive motive to being the second motive, sport-based being the most attractive motive. Meanwhile, LSI results also shifted the importance of leadership skills increased. Eley and Kirk (2002) proposed:

Interestingly all increased, which could indicate a learning process has taken place by virtue of their volunteer work. Alternatively it may reinforce the possibility that these particular students are more interested and concerned with increasing leadership skills and as such are more perceptive of changes in their levels. (p. 160)

All in all, the significant role that both sport and leadership played in motivating young leaders to get involved in volunteering needs to be highlighted. Eley and Kirk (2002) found that the Millennium Volunteers sport-based program developed leadership skills among those who participated in their study. More specifically, “higher levels of leadership skills” (Eley & Kirk, 2002, p. 164) were found among participants who had volunteer experience prior to the Millennium Volunteers program. Therefore, research literature suggests a strong link among sport leaders motive for LD and sport-based volunteerism.

Chapter 3: Methodology

Case Study

A case study of the 2009/2010 CSP was used to explore concepts of leadership including leadership development within an international development through sport context. A case study “is not a methodological choice but a choice of what is to be studied” (Stake, 2005, p. 443). The main focus was dependent on the question asked about a case of interest, which then drove the methods required for this specific case (Schrank, 2006; Stake, 2005). Case studies are most often used in qualitative research to study distinctive characteristics of a particular case (Schostak, 2006; Stake, 2005; Yin, 2003). Schrank (2006) distinguished a case study from other methodologies as follows, “a case study investigates a person, institution, or society rather than people, institutions, or societies more broadly” (p. 170). Researchers who have used a case study methodology wanted to know or learn something from the case, via research (Schrank, 2006; Stake, 2005; Yin, 2003) thus the case study methodology was appropriate for this study.

In addition, as Yin (2003) argued, there are some main conditions that determine the appropriate methodological approach for conducting a research strategy. The first condition was to identify the research question. Yin (2003) explained that “‘how’ or ‘why’ questions [are] more explanatory and likely lead to a case study” (p. 6). The second condition is dependent on how much control the researcher has over the event. In this study, the researcher had no control and did not have any effect on the behaviours exhibited and experienced by the CSO’s participating in this study making case study research an appropriate choice (Yin, 2003). Further, some of the data that was collected was archival data to which the researcher had no control over. Finally, Yin (2003) advanced that case studies are appropriate when the research was based on either a contemporary or a historical event.

This case study best suited a contemporary events strategy since the data was based on the CSO's direct observations during the CSP program. One of the most significant advantages of this type of cases study was having the ability to deal with diverse and multiple sources of data as evidence (Yin, 2003).

Ethics

The University of Ottawa's ethical committee approved this study in August 2010 (see Appendix A). Each research participant received a letter of information explaining the study (see Appendix B) and a consent form (see Appendix C). The letter of information outlined the details of the project as well as any potential risks and benefits that could have occurred as a result of participation in the study. The researcher kept signed consent forms and a duplicate copy was given to the participants for record keeping.

Participants

This research used purposeful sampling in order to understand the concepts of leadership and leadership development from those people (i.e., administrators, and CSO's) directly involved in the program of interest (CSP).

Administration. There were a total of three employees that made up the IDS unit during the time of the study and all three participated in this study (i.e., one male and two female participants). The approximate length of employment with CGC for all three administrators ranged from 2 - 6 years. Administrative participants all had post secondary education and had international work-based experience.

Capacity Support Officers (CSO's). CSO's participated in both the focus group and follow up interviews. The number of CSO's that participated in the CGC IDS depended on the amount of funding provided to the program. According to the CGC IDS, previous program

cohorts had ranged from five to nine participants and had included more female participants than male. Other than gender, demographics of CSO participants were determined by the CGC IDS eligibility criteria. CSO's were from various locations in Canada and were within the age of 19-30 years old. In total, there were three female CSO's that participated in the program and all three gave their consent to participate in this study. All three participants had post-secondary education within the human kinetics and/or sport administration field. All three females have previous work and volunteer experience in an office conducting administration or fundraising work, as well as being continuously involved with local sports and sport development initiatives. Although the above is a brief summary of the CSO's, it was clear to the IDS administrators that these individuals have displayed leadership qualities throughout their past and continue to have a strong interest in sport and development.

All correspondence was conducted in the English language (CGC IDS eligibility indicated that CSO participants had to be fluent in English) and occurred at a location that was in close proximity to the CGC headquarters in Ottawa.

Grounded Theory

Charmaz (2004) explained that grounded theory is a “logically consistent set of data collection and analytic procedures aimed to develop theory” (p. 496). According to Charmaz (2004), grounded theory is a method that allows “novices and old hands alike to conduct qualitative research efficiently and effectively because these methods help in structuring and organizing data-gathering and analysis” (p. 497). Charmaz (2004) pointed out that grounded theory was appropriate for case studies using interviews and transcripts due to its systematic procedures and ability to allow for the discovery of key aspects that shape the human experience. Inductive strategies are recommended and were conducted in this study. Initial concepts (e.g.,

cultural differences, similarities, awareness/awakenings) advanced over time and were later combined into categories based on similarities (e.g., cultural impact).

Categories helped the researcher understand and explain the themes that were identified as significant to the researched CSP experience. As Charmaz (2004) noted, grounded theory begins with the data and remains as close as possible to the data source. Therefore, the primary researcher studied the data extensively to learn and capture the nature and deeper meaning of the CSO's, experience with CSP. In an effort to ensure trustworthiness of the data, the researcher also utilized the practice of triangulation.

Triangulation

Gratton and Jones (2004) defined triangulation as a method that enriched data collection through the use of multiple means of data to explore a single phenomenon. Yin (2003) stated that a good case study would utilize as many sources as possible in an effort to obtain a thorough understanding of a particular phenomenon. Yin (2003) maintained that the use of multiple sources of data as evidence within case study research enables the researcher to determine with greater confidence the nature of attitudes and behaviours. Therefore, the findings of this research were based on various sources of information. More importantly, triangulation provided complete and accurate case study information, as well as convincing and reliable findings (Yin, 2003). In sum, multiple sources of data (provided in the data collection section); enriched the researchers understanding of leadership within the CSP and provided additional confidence in the study findings.

Phases of Research

This study utilized four phases of research to arrive at answering the research questions. Data collection occurred over a six-month timeframe (August 2010 – January 2011) (see Table 1 for a description of data collection and timeframe).

Phase One. To begin the research, archival material was collected. According to Yin (2003), documents are an explicit source for the data collection of a case study. Documents came from various organizational materials (e.g., website updates, annual reports, pre-departure training manual, and recruitment postings). The primary objective for obtaining documents was to further understand the IDS program, objectives, structure and cultural context, as well as to further explore whether concepts of leadership (based on prior leadership theories reviewed) may be embedded within the CGC IDS unit and design. At the time of the initial data collection in phase one, very little information was available and known regarding the CGC IDS, particularly the CSP. Over the course of the study, more material was available that provided more detail about the IDS. Any new archival data was collected and reviewed for possible incompatibility among the findings; however, no changes were necessary, new archival data supported findings from Phase One. The following is a list of archival data collected throughout the six month time period: twenty-five CGC IDS website articles that were approximately one page in length, the 2009 IDS pre-departure training manual, the 2008/2009 Annual CGC Report, three CGC IDS twenty-minute DVDs and four transcripts from previous participant interviews (66 pages). The DVD's and transcripts included the accounts of the previous internship experiences, which were all fully transcribed and analyzed.

Phase Two. Individual interviews are the most appropriate method for data richness and depth, because the information gathered was based on the individuals' personal thoughts and

feelings about the specific phenomenon. Semi-structured interviews were then conducted with the three administrative participants of the IDS unit of the CGC (see Table 1).

This phase allowed for a more in-depth understanding of the logistics and leadership concepts that framed the IDS unit and the CSP program in particular. Semi-structured interviews offered participants a relaxed, “‘friendly’ and ‘nonthreatening’” (Yin, 2003, p.90) environment. Interviews were conducted face-to-face, in the English language and occurred in a private room at the CGC headquarters in Ottawa. Administrators were given the interview guide prior, to review and clarify any potential questions he or she may have had. The interviewer was given consent to audio record and transcribe the interviews verbatim into word documents for analysis.

Open-ended questions (see Appendix D) were asked throughout the administration interviews. Questions asked were constructed using the data found in phase one as well as existing leadership literature. Questions such as the following examples were asked: How does the CGC IDS define leadership? How do you personally define leadership? How would your partners describe the leadership component of the program? Do they [partners] see the program that CGC operates as a leader in the industry? When necessary, the researcher asked participants to provide scenarios or examples that provided further detail. For example: What are some of the IDS significant leadership moments in the past? Have you heard of any, or witnessed any yourself? Other questions were meant to arrive at the types of learning involved in the IDS program that were experienced by the participants. Prior to conducting the interviews with the CGC IDS administrators, a pilot test with four sport management colleagues were conducted to ensure clarity of questions and flow of the interview.

Data collected from the administrators were utilized to help build and understand the context of the research regarding leadership and the IDS CSP. Each interview participant

reviewed and verified their transcript. Each interview lasted between forty-five minutes to one and a half hours.

Phase Three. The intent of the next phase of research was to ask participants questions regarding leadership and to allow participants to build on each other's ideas, share stories and experiences within a focus group environment. There were a total of three participants in the program and all three participated in the focus group (see Table 1). By allowing the individuals to speak together about their experiences, new and important memories may be triggered by someone else's response, ultimately enhancing the content of data collected. Open-ended questions (see appendix E) were asked by the researcher to facilitate the conversations and to ensure that the research topic(s) of interest were discussed. Questions were created based on data collected in phase one and two as well as existing leadership literature. The following is an example of a question asked in the focus group: Reflecting back, were there any experiences throughout your internship that displayed to you what it means to be an effective leader? Or displayed effective leadership? Did you find that the pre-departure training helped you in any way with preparing you for your CSP experience? If so, what components helped or did not help prepare you? The focus group guide was piloted with the same four colleagues as in phase two to ensure clarity and anticipated responses.

Focus groups are more difficult to conduct compared to individual interviews. There tends to be more criticism and risks (e.g., not all participants are comfortable with speaking in group settings causing them to be less vocal about their experience) regarding focus groups (Rubin & Rubin, 2005) as a source. The researcher did not have any issues facilitating the focus group. Participants were very courteous of one another when someone was speaking and they

took turns speaking. The focus group was the primary data source, which supported the research findings. The primary researcher facilitated the focus group.

Phase Four. Follow-up interviews were conducted with each focus group participant separately; therefore there were a total of three follow-up interviews (see Table 1). Interviews were conducted by either Skype or phone, whichever was most convenient for the participant. Questions were open-ended (see appendix F) and were established based on the preliminary findings. The questions asked in phase four were to verify that the research participants agreed and supported the findings to date of this study. For example, at this time of the study, concepts of authentic leadership had emerged, thus an example of a question that linked to this finding was: During our focus group conversation, on how to prepare for such an experience, Jennie stated that “you had to have had experience before hand to be effective.” What experiences prior to CSP do you think helped you prepare for this experience? The intent of this question was to gain a deeper understanding into what previous experiences have possibly contributed to their current leadership abilities and style. Responses may also suggest possible trigger events that have enhanced LD and motivated them to continue in a leadership path. Participants were encouraged to clarify or elaborate on any of the findings presented during the interview. Follow-up interviews lasted between four to twenty minutes in length.

Follow up interviews were audio recorded, transcribed verbatim and then analysed for new themes. Each CSO received a copy of the transcript to review, verify and clarify all or any of the content prior to analysis.

Data Analysis

Preparation. All audiovisual data (i.e., interviews, focus groups, DVD's) was transcribed into word documents, which assisted in the content analysis. A computer assisted

research data program known as Nvivo 8.0 was used during the content analysis. This helped the researcher to store, organize, manage, and easily sort through the data.

Content Analysis. Content analysis allowed the researcher to determine any patterns and concepts that emerged from the data. Gratton and Jones (2004) argued that content analysis would enable the researcher to look for relationships within the data via a coding procedure. This coding procedure consisted of open, axial and selective codes (Stebbins, 2001). To begin, open codes were created based on the researchers first full read through of the data. This inductive approach is consistent with grounded theory (Charmaz, 2004). Specifically, the researcher read line-by-line to generate one word or a phrase called an open code, to represent the meaning of the data (Charmaz, 2004). Charmaz (2004) advocated that such an approach, allows a grounded theorist to build rather than follow a pre-determined research plan. After the open codes were formed, the next additional read through of the data and those open codes enabled the researcher to begin identifying patterns and concepts.

Next, a data reduction technique was employed to assist in the identification of strong patterns and concepts. For example, an open code that was counted over one hundred times was considered to be a strong pattern thus significant in the study and retained to help produce axial codes (see Table 2 for a description of the open codes retained and the axial codes). Codes with less of a frequency of occurrence (e.g., less than one hundred times counted), were deemed not strong enough to be considered an axial code and thus were dropped from further consideration in the study. To help facilitate the naming of the axial code, the researcher created a list of leadership concepts arrived at through an extensive review of literature (see Table 3). Charmaz (2004) indicated that this can act as a point of departure (starting point) to further guide the researcher in exploring the data and defining the coding categories.

Member Checking. Patton (2002) explained that participants play a crucial role in validating the research findings and that each method used, had brought something unique and different about a case. Creswell (2009) stated that member checking was an effective method for validating research.

Research participants reviewed and verified the content within their own data contribution (i.e., interview transcript or focus group transcript) for accuracy and validity to the researcher. This was also an opportunity for participants to clarify any content that may have needed further explanation or correction. Based on the responses of all the participants, there were no changes or clarifications needed to neither the administration interview transcripts nor the focus group transcript.

Member checking occurred during phase four, which involved having the participant's review the accuracy of the research findings (e.g., themes, patterns and specific descriptions) presented in the study and the opportunity for further comments; comments were recorded and transcribed, in sum the comments supported the findings. Member checking increased the researchers' credibility of constructing an established shared meaning in this case study (Creswell, 2009) and increased the validation, consistency and overall justification of the research findings (Patton, 2002).

Chapter 4: Results

The content analysis procedure from the data initially contained 150 different open codes. The data reduction technique (i.e., counting of the codes) was conducted based on similarities and commonalities, which assisted in creating a more manageable data set that results in fourteen axial codes (see Table 2). Axial codes (see Table 3 for axial code meanings) were further grouped together to produce selective codes, or higher order themes based on similarities and specifically were labeled; 1) LD program design, 2) LD program training and 3) leadership concepts (see Table 4 for a further description). The following sections will present the higher order themes along with the axial coded themes to illustrate and further describe the study results.

1. Leadership Development and Program Design:

This higher order theme represents three specific aspects of the program that are pre-planned and embedded in the LD design and delivery of the CSP program.

i) Development of Sport and Development through Sport. Archival material identified and clarified the difference between development of sport and development through sport. This is an aspect of the IDS program that helps separate the elite sport focus of the CGC, with the sport and development focus of the IDS. It is also a part of the program in which the CSO's are directed towards the differences in meaning. In the following definition of the IDS unit, two main initiatives are identified:

IDS integrates development of sport and development through sport activities to build national sport system capacity and promote community and social development throughout the Commonwealth. (Manager of International Program, In the Development through Sport (IDS) Report, 2008/2009).

The report provided a definition for each, development of and through sport, which helped differentiate the two concepts:

Development through sport is the use of sport as a tool to communicate to a large, unbiased, targeted audience vital HIV/AIDS and health messaging, and provide opportunities for social and life-skill development. (Manager of International Program; In the Development through Sport (IDS) Report, 2008/2009)

Development of sport enhances sport organizations and systems internationally to ensure local sustainability while increasing sporting performances, opportunities and participation. (Manager of International Program; In the Development through Sport (IDS) Report, 2008/2009)

These differences were a major concern in order to determine host commonwealth countries and their needs (e.g., what needed to be done and how it was done). For example, if a particular country needed help in raising the awareness of AIDS, an educational component or development through sport would be done compared to development of a sport related placement.

CGC IDS has two similar but different programs: Canadian Sport Leadership Corp. and CSP. The CGC IDS unit administers both programs; the Canadian Sport Leadership Corp. is development through sport while the CSP is development of sport. Administrators had a good idea of the two different concepts; however, the CSP program was still early in developing itself and a lot was still unknown in regards to the specific tasks required of CSO's among the CSP throughout their experience compared to those who participated in the CSLC. "We're learning, so the first round there was some confusion in terms of what the program is, what its objectives are, so we're taking that and building that into third year" (Kelly, Administrator, Interview). Ultimately, the CSP program was a learning experience for the IDS administration unit and organization as a whole.

CSO's agreed that much was still yet to learn about the program differences between the CSLC and CSP. CSO's went into their host organization knowing that it was a development of sport initiative, but were not given any specific information about the tasks or duties they would

be doing. It was not until the CSO's met with the host supervisor that they became aware of their responsibilities, tasks and goals.

CSLC is very development through sport, they use sport as their tool to address sort of other social issues so they were a lot more in their community... Whereas, we were moving on the continuum to development of sport and working with capacity building to allow them to more effectively send a better team to compete at these games. (Emily, CSO, Focus Group)

In conclusion, the CSO's felt the major difference for them was in the administrative side in preparing an ideal sports system that will ultimately bring better results for their athletes and country at future international sporting events. Thus, the country would gain a lot more recognition and credibility in the sporting world. Therefore, it was not until the CSO's had experienced the CSP before they were aware of how the CSP and CSLC differentiated.

ii) Cultural Immersion. Cultural immersion was found to be the most prominent topic within the pre-departure training material. The purpose of this was to prepare the CSO's as much as possible to reduce any stressors such as cultural shock so that they could adapt more quickly into the host organization and be successful. Administrators agreed that the better-prepared one is about the host organization, the easier it is to understand and know how or why things are done differently within a new or foreign culture. As Kelly notes in the following, it is really important to understand your partners to help implement a successful program that includes a cultural immersion component.

As the program expands, again it [expansion] will be more in new partners, so really trying to figure out not only when you have a new program, you have to be clear in the communication about the program, but when you have a new partner, there's a lot of work that has to be done in terms of understanding each other. (Kelly, Administrator, Interview)

Therefore, administrators feel that a better understanding of the host culture prior to departure will reduce stress and increase leadership because the CSO's can adapt more quickly and

ultimately be more successful. CSO's felt that their immersion enhanced their leadership abilities; they learned and developed skills that they otherwise would not have in a one or two week leadership program.

iii) Leadership Development. CGC is being recognized as a global leader for its work in international development through sport, which is a result of the CGC IDS unit. This aspect is a part of the archival material, it is an assumption of going through this program; it is also a part of the intended outcomes experienced by the CSO's according to the interview data. As indicated by Kelly early in her interview:

CGC, the Commonwealth Games of Canada is who we are and international development through sport is what we do. Internationally we are known as Commonwealth Games Canada. Here in our office and sometimes in Canada we are known as IDS because it just differentiates us between the sport side. With our work international development through and of sport, we feel like we are a lead agency or organization in the entire field. So yes, we do see ourselves as leaders, internationally. (Kelly, Administrator, Interview)

On the other hand, CGC IDS is recognized nationally and locally for the opportunities given to young Canadians to develop their own leadership abilities. Therefore, administrators indicated that LD occurred at both an organizational and individual level.

I think, there are two things that are really important. [It] is that the partner agencies in different countries are totally at different levels of development, like some sport organizations or national sports organizations in one country may [have] had very few staff and very few culturally bound ways of doing things and where our CSO's or interns have to show the most leadership is by example, in terms of their knowledge, skills and attitudes in developing a way of working in a totally different cultural environment. (Don, Administrator, Interview)

CSO's found that their knowledge of leadership broadened as well as their leadership skills and abilities.

I think for me it's the different types of leadership styles, because the Caribbean is such a different dynamic. They don't do anything the way we do it here and um, just seeing how they do it and who is in a position of leadership and why they respect that person is completely different than what Canada is. So, it's just understanding the different ways

they go about it and how people gain that leadership in other countries differently.
(Natalie, CSO, Focus Group)

Admittedly, the CSO's agreed that the cultural immersion enhanced their overall leadership experience. The cultural influence helped them understand that leaders are not always selected, or chosen, and that culture can dictate the leadership style or approach. The following discussion, is illustrated by the CSO's during the focus group, regarding the leadership in the Caribbean:

Natalie: Leadership is not always something that you earn down there, it's something that a lot of people get a right to due to position or status or previous positions or in the nature of what they've done, so it's not necessarily the people who work the hardest or have the skills in the Caribbean.

Emily: It's all talk.

Beth: Yeah

Natalie: It's the people who get to the end of it.

Beth: It's all who you know.

Although it was expected by the CSO's, this experience confirmed that it is essential for a leader to be flexible and adaptive in their way of doing things, specifically when entering into an unfamiliar culture, because your way is not always the correct way.

2. Leadership Development and Program Training:

This higher order theme depicts aspects of the IDS program that are built into the LD design structure and specifically are a part of the training (i.e., pre-departure, mid-term, post debrief) and teachable moments in which the CSO's partake throughout their experiences.

i) Cross-cultural Awareness. This finding indicated that CGC IDS was aware of cultural differences and took the time to prepare both the host organization and CSO's prior. As Heather indicated that in preparing for the experience, it was also important to make sure that the host organization is prepared too.

It doesn't matter how much information I tell them (laughter), they're always very anxious about that initial, you know, landing, getting through immigration, meeting their supervisor, and getting to their apartment. Because there are a lot of things that can go wrong in those first couple of hours. So I try and be as detailed as I can to the hosts about making sure that that information is sorted and organized and that they are, have a plan in place to pick up the intern. (Administrator, Interview).

The main purpose for CGC IDS to have a cross-cultural awareness component in the pre-departure training was to reduce the impact of cultural shock. A good example of this was that both the administration team and CSO's learned that an intern in the Caribbean does not have the same meaning as it does in Canada.

We are calling them CSO's - Capacity Support Officers, because an internship, the name intern has different connotations in different parts of the world and in the Caribbean it means young and not very well educated and the opposite is true because all of the interns coming into the CSP are proven sports leaders in their background. (Don, Administrator, Interview).

Therefore, cross-cultural awareness according to administrators and CSO's was very important in the CSP experience.

ii) Cross-cultural Sensitivity. Cross-cultural sensitivity was very important when it came to the host organizations accepting or welcoming the CSO's into the organization. It was the pre-departure material and administration data that identified the need for cross-cultural sensitivity.

We can handle it one way here, and it's kind of assumed during the course of any young person's lifetime that there is certain things they can do and certain things they can't. Well when you get involved in cultures where all of those rules shift and change, every individual is challenged to find new ways that don't contradict their own values but of coping and adapting. (Don, Administrator, Interview)

The purpose of the cross-cultural sensitivity training was to prepare CSO's of the cultural lifestyle differences that may be encountered and to be conscious at all times that what is acceptable here (in Canada) should never be assumed acceptable somewhere else. Cross-cultural

sensitivity was also discussed to assist CSO's within the work environment of the host organization. As indicated by Beth:

I think you also have to be careful though too, because I know a couple times I was like, am I overstepping my role, because of the authority thing... I think I was just kind of lucky because I was from Canada and they were like, 'oh, she's just a Canada intern and doesn't really understand our,' or you know, 'oh, this is what they do in Canada.' And so I think as much as it was for me, for me to learn about their culture, they also said it was a chance for them to learn about our culture and our ways. They did say that quite a few times, yes, absolutely. (CSO, Focus Group)

In Beth's statement, she illustrated cross-cultural sensitivity in the form of a give and receive relationship. Therefore, cross-cultural sensitivity was evident both at the individual level, host organizational level and national organizational level.

iii) Cross-cultural Training. Archival data and administrators strongly indicated that the cross-cultural training component the CSO's received is critical for success.

Yes, yes and part of that, part of all, part of that is about our training because we very definitely make people conscious of these key areas that are important for them to blend in cross culturally, but the other part is I think because of their experience in Canada. I mean they're selected because they are not equal oriented leaders and because that's intercultural inappropriate. To assume the way that we do things right and their role is to show others how to do it our way, but to learn how to do it other ways as well, is all part of the transfer of skills. (Don, Administrator, Interview)

Cross-cultural training is not only important in preparing the CSO's, but it also initiates developing leadership. The ideas of cross-cultural training are to have the CSO's fit in comfortably with the host organization rather than stand out and interrupt the host culture.

Yes, that's right and that's the goal, that's the goal. And their leadership then evolves because people do not feel displaced by them in a cross-cultural context. They are not outsiders who have come in and to tell everybody how to do things. (Don, Administrator, Interview)

In sum, the CSP is a fourteen month program and too much change may be difficult for the host organization to continue once the CSO's are gone, therefore it is important to implement change that will be sustained post CSP.

The cross-cultural training received by the CSO's was effective and helped them adapt more easily into their new roles. As Beth indicated:

If you consider the leadership element, being able to assess the situation and understanding what to expect; it did prepare us for that piece and how to adapt a bit and understand what your role is and what level of respect you are going to have to be showing here. (CSO, Focus Group)

The wide consensus was that the cross-cultural training received further initiated the CSO's LD.

iv) Feedback. Archival material such as the DVDs, indicated feedback (e.g., email, phone call, evaluations, informal, formal) as being a major contribution to the success of the experience. Administrators and CSO's had also stated that there was a form of mentorship given and received between the CGC IDS staff and CSO's throughout the entire CSP experience. Beth confirmed:

All of the way through they were really good with trying to look at you, your individual development and that's not something that you get at other jobs; they don't spend time on this. This is a big focus for them [referring to CGC] and I think that's fantastic! (Beth, CSO, Focus Group)

Administrators indicated that feedback was seen to benefit the program in two ways. First, feedback was given to the CSO's as a tool for personal development and secondly, the feedback received from CSO's was used to help grow and strengthen the program for future partners and CSO's.

So the communication essentially is, um, our field has been really weak at being able to communicate what we do and how we do it and so at CGC we are trying to strengthen that piece. So we now, through the CSP, we now have representatives from Canada working internationally so we are trying to develop the communication strategy so that the information the concepts of what they are working on in their country is relayed back to us so that we are able to communicate that... so it is promoting our work but at the same time, assisting NOCs with their communication [globally]. (Kelly, Administrator, Interview)

Essentially feedback was very positive throughout the program; however, CSO's did request that more detailed feedback regarding the organizations' expectations and goals would have provided

them with more guidance or direction. As discussed in the following dialogue by Beth and Emily:

Beth: There needs to be an evaluation or model or something, we need to figure out what we're doing first within CSP, and have very clear goals and direction. Yes, and that was not in place.

Emily: We're saying that we needed to have that before we left!

Beth: Yeah, we needed to have that before we left and therefore to do a strong evaluation you need to have that in place first, have an understanding of what the goals are that we're trying to achieve.

Although training and feedback was provided, the CSO's felt that there could have been additional support and learning activities built into the CSP. Beth stated that "I think that the evaluation at midterm, would be a great piece to just give feedback and that would help us assess where we're at." Therefore, CSO's suggested that future CSP cohorts request and encourage continuous feedback throughout the experience from the administrators and the host organizational leadership involved.

v) Learn by Experience. Archival data and IDS administrators indicated that learning by experience was the most effective method of teaching or facilitating others in the program. Ways in which CSO's learned by experience were found to be through the pre-departure training, personal reflection both during and after the program, as well as the CGC IDS midterm and post debrief evaluations led by the IDS administrators. All of these aspects helped CSO's integrate what they learned through previous experiences into new experiences as a result of previous lessons learned. The following statement by Don indicated how the CSP training is designed and why:

Anything that I do in a learning environment, I try to make it experiential because people learn by their own experiences, they don't necessarily learn from lectures... people learn because the process leads them through their own reflection, you know so that it is the experience, the reflection, the conclusion and the application of their experience... So

what is your experience? What does it mean? What conclusions or lessons learned?
(Don, Administrator, Interview)

Therefore, learning by experience was recognized and played a crucial role throughout the CSO's experiences and ultimately enhanced their leadership.

In addition, the archival data (i.e., DVDs), administrative data and CSO data all indicated that the most appropriate way to learn was by figuring things out for yourself (e.g., you learn as you go and by doing vs. being told). As was noted in several of the administrative interviews, not everyone is going to respond to certain situations in the same way, and not every situation is the same, the context matters. Essentially, the underlying message was that even if someone tells you what he or she thinks you should do, it does not necessarily translate into the most appropriate course of action; and it will not mean as much until you actually experience it yourself. A focus group member remarked that:

I think that that's part of the experience, is figuring it out as you go, because we could do something that would work for me and then it wouldn't work for those who like, the islands are all so different and the development of their NOC is so different. (Natalie, CSO, Focus Group)

However, the pre-departure training remained important for reducing the degree of cultural shock that could have inflicted on the participants and to decrease the time length for participants to adapt into their new environment.

At the organizational level, data concluded that the entire program initiative is a learning experience and has brought the CGC closer to achieving its goals.

The whole program is set up to ensure that organizations in different countries globally, learn from their experience and the mechanism of putting in an intern, uh, helps that process so that they are there to catalyze and contribute but not to teach necessarily. There may be teachable moments, but it's not to change what currently exists but to help people build on their strengths. So that in itself is a leadership element at an organizational level. (Don, Administrator, Interview)

Therefore, the program was found to produce a strong learning experience for all parties involved.

vi) Modeling. The term modeling offered a broader understanding and representation of both modeling for individuals as well as organizational modeling compared to the single term of role modeling. Modeling in this study referred to exhibiting positive and effective leadership behaviours for individuals and other organizations. First, modeling was found to be an important component of the program training. Second, the organization as a world leader in international development through sport exhibited effective leadership acts as a model for other organizations (e.g., other commonwealth nation organizations or united nations programs).

CSO's learned the importance and implications of modeling and the impact it can have on leadership. Particularly when language is a barrier, modeling is an effective tool for communication and demonstrating abilities effectively.

I think leadership is all about displaying by example the best values that are related to any kind of group development or group dynamic; and at the sports level it's by demonstrating the best of being a good sports person. (Don, Administrator, Interview)

Administration data indicated that the CSO's main role was to be supporters to the host organizations, to demonstrate and role model how to build capacity. In doing this, the CSO's were seen as role models and leaders at the same time.

I'd say if you are, want to put what kind of leadership, it was definitely, I'd say a lot of it was silent leadership and role modeling, which you could... We took initiative for them that does like, does include leadership in their definition, and so ya, you could say our role definitely in general probably was to support and be like catalysts within the organization, but that does to some degree take leadership. (Beth, CSO, Focus Group)

Emily later indicated that taking initiative in the Caribbean is not something you see every day.

Therefore, CSO's demonstrated by example how things could get done by taking the initiative to

do them; this also indicated how one could earn the respect of becoming a leader in the Caribbean.

On a larger note, the CGC organization itself was seen as a role model to the host organizations because it has more money and developed capacity.

Oh absolutely. Ya. I mean, some of our, the Commonwealth Games Associations that we work with are not recognized National Olympic Committees so they don't have the opportunity to tap into like, the Olympic Solidarity programs or other Olympic based funding programs. So for them, the only option is the Commonwealth Games, and so they definitely view this program as a leader. Ya and give them the resources that they need to elevate their own status with the sport community. (Heather, Administrator, Interview)

However, when the CSO's were in the Caribbean, it was observed that the hosts National Olympic Committee's were leaders to other local organizations that were less developed. "They are models for all of the smaller places" (Emily, CSO, Focus Group). Therefore role modeling occurred and was acknowledged at both the individual and organizational levels.

3. Leadership Concepts:

This higher order theme depicts aspects of the IDS program that are similar to some of the leadership theories and concepts advanced in the wider literature on leadership and LD. Concepts in this section were based on leadership research presented in chapter two (see Table 3 for definitions).

i) Authentic Leadership. CSP displayed and developed characteristics of authentic leadership. Archival and administration data emphasized the importance of self-awareness and reflection, which are both aspects of authentic leadership. The following quote provided by Don explained that a leader does not have to be at the front of the crowd to lead and that followers are simply looking for someone who is true to him/herself.

Leadership also involves a lot of maturity; maturity is about knowing yourself and again without the ego getting in the way. You can be a good leader if you know yourself, what

you need, what you are good at, and understand what your weaknesses or preferences are and be honest about it. You don't always need to be at the front of the line. Remember that the group success is your success. (Don, Administrator, Interview)

Self- and cross-cultural awareness exercises (e.g., reflection) helped prepare CSO's for cultural differences and similarities. In doing so, it became easier for them to prepare by envisioning how one might react in various situations, an increase in familiarization and would then possibly reduce anxiety for when participants were actually put in the real context (e.g., foreign culture).

So in participating in a program like this, everybody who not just survives but successfully and effectively adapts, comes back with a much broader range of understanding themselves and yes, appreciation, and hesitation to step up. I mean, there are far more judgmental and reflection that takes place, I think about, at an individual level, which is really important. (Don, Administrator, Interview)

CSO's agreed that their participation in the CSP increased their own awareness of oneself, specifically identifying one's own weaknesses and strengths. As indicated by Emily, "Definitely. We are definitely more self-aware" (CSO, Focus Group).

The second important characteristic of authentic leadership is reflection. Although administration and CSO's felt there was a lot of reflection that occurred, CSO's wished they had had more throughout their experience. Although it was discussed in the focus group, it really appeared evident in the follow up interviews that occurred in post-debrief session that more reflection implemented throughout the program would have strengthened them as individuals and leaders. When discussed with Natalie during her follow-up interview, she had indicated:

No I think that is something that should happen, but often you're in a situation and don't get to do it. And that is what we were saying at our midterm and debrief, especially the debrief were really good because we got to step outside the situation and realize what you did learn and how you did change. So, I think that would be a good thing if it did happen when you are actually in the situation. I think you need to consciously make an effort to do it, and/or to set a time aside to do it or to have someone help you do it. But I do think that it is a huge part of it and just from that moment of reflecting on it, you do need a good time to reflect. (Natalie, CSO, Follow-Up Interview)

The CSO's found that reflection was a very valuable learning tool; however, it was difficult to remember to implement. As Natalie and Don have suggested, reflection increased one's self-awareness and helped CSO's realize the valuable lessons learned throughout the CSP experience. Specifically regarding the time set aside during the debrief session, CSO's enjoyed and benefited from that reflection together.

ii) Flexible and Adaptive Leadership. The main intent of the pre-departure training was to prepare and help CSO's adapt more easily and quickly into their host culture.

Cause for us in the Caribbean, there is no plan, so the more you show you can adapt on the fly and figure it out without running to somebody else, that was to them, that is why they I think considered us leaders. Because we just kind of figured it out and we were very adaptable and that's not a skill that is widely achieved down there. (Natalie, CSO, Focus Group)

It was important for the CSO's to adjust to the new working environment at the assigned host organization. CSO's were very versatile to the change and considered it to be a necessity for them to be effective.

Beth: Ya, I think that our ability to shift with, I mean through different types of leadership has probably strengthened.

Emily: Which also comes into play the adaptation.

Beth: Ya, it was like, we realized that we could adapt to different types of leadership.

More specifically, it was the ability to recognize when a shift in leadership styles was necessary. CSO's needed to be flexible in their approach and choices they made to best fit each situation. Ultimately, flexible and adaptive leadership was discussed and illustrated throughout the entire CSP experience, from pre-departure training to the debrief session.

iii) Behavioural Leadership. As leaders in a foreign culture, the behaviour of the CSO's played an essential role. Heather described the importance of the CSO's ability to work cooperatively with the organization for success. "Our messaging for this program is that you're

not the shining star, it's not all about you, it's about your ability to work with your colleagues and support them in their achievement of the objectives of their organization.” (Administrator, Interview). Beth had also indicated that you could not walk into someone else's culture and change everything on them. This also ties in with the next few concepts (e.g., cross-cultural awareness and cross-cultural sensitivity).

They were the experts, there is no way I was going to go in and tell them how to do their program and that was just very much for me, I have to work with them and figure out what the situation is and really, I guess use the diplomacy skills to kind of be successful... so you have to be very careful with what you say and you can't come across as being somebody who is going to tell you how to do something and that is the exact same that I had in Trinidad, there was no way I was going to go down there as a Canadian and say, 'I know this better than you and you should do this, this and this.' That's totally not my role and that's totally not true. (Emily, CSO, Focus Group)

CSO's had to have more of a silent leadership behaviour, where they could implement change but in a subtle way that did not disrupt their cultural ways. “I'd say a lot of it was silent leadership and role modeling” (Beth). Therefore, the style of behaviour the CSO's displayed contributed to the success of the program.

iv) Servant Leadership. Initially the CSO's were expected to act as supporters within the host organization. Heather stated:

From an outsider, the intern might look like a leader, which you know, they are by default, we don't encourage them to take the center stage and the spot light, but rather work with colleagues and volunteers in supporting them to being able to deliver the programs as well” (Administrator, Interview).

Natalie and Emily were given the position, Assistant Chef de Mission, which entitled them to lead their host country's athletes to and from the 2010 Commonwealth Games, in Delhi India. In this next quote, Emily expressed her enthusiasm and what this leadership experience meant to her: “The most obvious one is Delhi... I can't give you point by point, it's just SOOOO obvious. You are second in charge to a big group of people who are looking to you for answers.” In

Canada for example, you would have had to have previous experience working at a large international sporting event to get that position (CGC, 2010e). This opportunity played a significant role on their LD (e.g., confidence as a leader). As a result, CSO's started out serving the host organizations and by the end of their experience, they continued to serve but were then recognized as leaders.

v) Transformational Leadership. CSO's found it particularly important to be both task and people oriented. Relationships were needed to build the capacity of the host organization.

Well they don't use email there so much, so you have to develop a personal relation and you have to pick up the phone and what you say over the phone needs to be very clear and concise, like you can't mince words down there, so that was a big one. (Beth, CSO, Focus Group)

All stakeholders indicated that the ways in which things are done in the Caribbean are different from how CSO's were used to leading, especially when it is implementing change. Natalie indicated how leadership played a role in getting the host organization to share a common vision:

What we are doing is a whole, it's an organizational change piece and you can't do that without having some form of leadership role and whether or not that is being a leader or understanding who the leader is and getting them to buy into it. (Natalie, CSO, Focus Group)

Thus, components of transformational leadership did emerge as a finding in this study. For example, one of the tasks required by the CSO's was to implement a data management software system that was referred to as ZEUS. The idea of this program is to help maintain an up-to-date profile of all of the elite athletes within the host country. Currently, most of the partnering commonwealth host organizations with the CSP have to send out a form a few months in advance to all expected competing athletes for every upcoming major sporting event (e.g., Olympics, Commonwealth Games). Some of the required information is repetitive (e.g., participation history in competitive sport events) and time consuming, thus having a data base

system that stores, manages and is easy to up-date all content would eliminate a lot of unnecessary frustration and save time. As a result, components of transformational leadership are illustrated here (e.g., a shared vision in how ZEUS can benefit the future of the organization).

In sum, three higher order themes emerged from the findings that were labeled: LD and Program Design; LD and Program Training; and Leadership Concepts. Various components (i.e., cultural immersion, self-awareness) within these findings contributed to strengthening the leadership and LD within an international development through sport context. This next section provides a discussion on both the theoretical and practical contributions of these findings within the study.

Chapter 5: Discussion and Practical Implications

The rationale for further developing an understanding of leadership concepts and leadership development within an international development through sport program was to identify and apply theories that would strengthen the CSP and similar programs as well as organizations as a world leader. The findings of this study demonstrated that various concepts of leadership emerged (e.g., adaptive and flexible, authentic). The various leadership concepts were found to also be apparent within LD. Consequently, a further refinement in the implementation within the CSP program operations (e.g., program design elements, recruitment protocols, and training for CSO's) could potentially accelerate the acquisition of what are thought to be critical leadership characteristics. Such knowledge could be utilized for other organizations in development efforts (e.g., programs offered by the United Nations). Olivares et al. (2007) specified that in order to gain a full understanding of leadership and LD, it is essential to include the context in which both had occurred within. Thus, to answer both research questions from chapter one, existing concepts of leadership literature, LD and the possible influences of the cross-cultural context (or international environment) are intertwined throughout this discussion. This discussion is organized to first present the various concepts of leadership and LD in relation to existing leadership literature. The concepts of leadership and LD within the organization itself, which includes program design and program training, will then follow.

Research in leadership and the various theories have become a lot more complex than what once was accepted (e.g., Trait Theory vs. Authentic Leadership Theory). Today, researchers and practitioners are still looking to narrow down traits and characteristics that describe effective leadership in an attempt to contain such descriptions within a single most applicable theory. As a result, newer and more modern theories are emerging that consist of

several fundamental components borrowed from classical theories (e.g., Behavioural leadership within transformational leadership theory). Consequently, it appears that no theory is universally applicable, and that all theories have some contribution to make in describing effective leadership. Instead of following one leadership model, it may be more appropriate for organizations to pull and piece together various components of theories to create a style that would best fit the company's desired outcomes or expected leader-follower relationship.

Realistically, humans and their lifestyles are (i.e., the world) are constantly evolving, as are result, research, concepts and theories will most likely continue to always evolve as well. Thus, it is not likely that researchers and practitioners will ever establish one specific theory that will identify and encapsulate all that bemoans a great or most effective leader. Findings from this study also demonstrate that this pursuit will continue for some time to come given the complexity and overlap of leadership concepts that can apply to this context (and others).

Leadership literature indicates different types or styles of leadership among people (specifically leaders) that are known as theories. This study found that various components of different theories were relevant and made up the type or style of leadership that was required for this program. The five concepts that emerged (i.e., authentic leadership, behavioural leadership, flexible and adaptive leadership, servant leadership and transformational leadership) provided further insight into the program and the learning experienced by the participants. In the greater literature on leadership, all of these concepts are thought to be important in creating successful leaders, thus each concept is briefly discussed.

While GMT was not one of the five concepts of leadership that emerged, the researcher believed it is important to recognize since it may to some degree be present in a cross-cultural context. For instance, cultures may say that leaders are born as leaders (e.g., Tibet) while others

believe that people are born into leadership roles (e.g., heir or heiress of a company). Essentially, the definition of leadership depends on who is defining it. Various cultures will have different ideas of leadership and what leadership means to them, which will shape how they define leadership. For example, it was required of the participants prior to the program to have a university education and leadership experiences (e.g. team captain etc.). Based on the cultural differences and the limited educational opportunities in the host country compared to that of Canada in this case, administration indicated that participants are likely recognized as leaders before going into their host organization due to their educational status. Consequently, this study does agree with some GMT research findings; thus classical theories still remain relevant and necessary to include in leadership studies.

GMT indicated that families with significant social status or heritage were more likely to be recognized as leaders (Bennis & Nanus, 1985; Edginton et al., 1999). The host organization and culture may not have known details about the CSO's and their family; it was evident in this study that their cultural background did contribute to being recognized as leaders. Results from this study indicated that the participants were trained, well educated with a minimum of an undergraduate degree and had proved to be leaders in their previous endeavors according to CGC. Hence, it is quite possible that the host organization had already labeled them as leaders before they had even met. Therefore, the question still remains, are leaders born as leaders? What if you are born with significant social status or heritage in a less developed culture? Again the response to this question depends on who the individual being asked is; leadership can mean different things to different people.

Participants of the program proved their leadership capabilities by demonstrating certain behaviours that were accepted and appreciated within the host culture. More specifically,

aspects of both task and people oriented behaviours were deemed to be instrumental to the delivery and success of the program. For example, the work-oriented aspect of the program was intended to build sporting capacity, but in doing so, the CSO's needed to establish, develop and retain relationships with their partners (e.g., people oriented). According to Burns (1978), individuals who possessed both task and people oriented behaviours exhibited aspects of transformational leadership. By doing this, CSO's assisted host leaders in creating an exciting vision for their future possibilities and growth opportunities for sport development. Yukl (2008) among many other researchers stated that transformational leaders are driven by a vision and the ability to communicate, model and build commitment to that vision. For example, the Chef de Mission position, was responsible for getting the athletes to and from the Commonwealth Games safely. The competing athletes relied and trusted the CSO's for their safety and well-being and ultimately, the CSO's were the go-to-person for anything throughout that event. Findings from this study support Yukl (2008) and his colleagues (e.g., Burns, 1978; McShane & Steen, 2009), thus suggesting that concepts of transformational leadership did occur throughout the program.

Transformational leadership is known for transforming followers towards a shared vision. However, the findings of this study suggest that it may be important for transformational leaders to recognize the diversity amongst targeted followers, particularly within a cross-cultural environment. Thus, should it also be important for transformational leaders to transform themselves to meet at a shared vision with the followers? A transformational leader should probably be flexible and adaptive in the ways in which he/she communicates and models a vision, a vision that has been designed for attracting a specific group of followers. Such behaviour is in contrast to a more dictating approach where followers are forced into accepting a vision. This may mean that the transformational leader has to study his/her followers to learn and

understand what works and does not work in gaining the commitment of his/her followers. For instance, it may be inappropriate for people to work overtime or weekends in one culture, but the leader insists that it is the only way to achieve success within the organization. Another example may be that not all of the partnering commonwealth host organizations have access to computers and/or the internet. In that scenario, the ZEUS data management system may not be appropriate, and the leader may have to adapt to the needs determined by the host organization. A more effective transformational leader should demonstrate a level of flexibility and openness to establishing an approach that meets the needs of both the followers and the organization. This may increase the chances and effectiveness of transformation amongst followers towards the organizations goals and success. In sum, transformational leaders should be more flexible and adaptive to the realities of his/her context when demonstrating the various aspects of the transformational leadership theory (e.g., vision, modeling, building commitment).

The foundation of flexible and adaptive leadership appeared to be essential for the program and more importantly for increasing the success of the participant's experiences and LD. A sense of openness to learn and change was necessary for the participants to blend cross-culturally. The program challenged participants daily between personal values and the host cultural values, specifically the lifestyle differences (e.g., taking initiative vs. not taking initiative). As a result, this finding supports Dalakoura (2010) that LD should be implemented into day-to-day operations and that flexible and adaptive leadership may assist and increase LD. Not only did the program studied implement LD practices in the work day-to-day operations but also outside of the work environment due to the cross-cultural context. Similarly, Yukl and Mahsud (2010) suggested that the ability to balance competing values or beliefs was an indication of flexible and adaptive leadership.

According to the findings of this study, in order for the CSP program to unfold as successfully as possible, it was believed that the CSO's should undergo a certain level of cross-cultural awareness and sensitivity training. This belief is supported by the proposition from other researcher's that indicate the utility of this design within programming (e.g., Hurn, 2007; Kambutu & Nganga, 1998; and Raymond & Hall, 2008). The program studied was a perfect example of a real life situation or context where flexible and adaptive leadership should be a high priority. Participants noted themselves as being fortunate benefactors of the CSP program. As a result of the training and preparation of the CSO's, the host organization was very impressed, which led to a more rewarding experience for the participants (e.g., Chef de Mission at the Commonwealth Games). Contrary to this, the host culture could have perceived these acts of initiative as being pessimistic or intruding (e.g., confictions between employees and job responsibilities). If the individuals could not find a balance between values, it could have presented conflict, which may have also had a negative effect on the experience as a whole. Thus, the participants may not have had such a rewarding experience. Therefore, flexible and adaptive leadership could be the ideal leadership component necessary for organizational success when situated with a cross-cultural element.

The concept of servant leadership was also found to be important within the CSP. Servant leadership assisted in the LD for CSO's and appeared to be an undisruptive approach for participants to introduce and familiarize their leadership abilities throughout the program within the host organization and cultural ways of doings things. The program was designed for participants to support or *serve* as Greenleaf (1970) would say, which meant that the primary role for CSO's was to assist the host organization to accomplish and achieve objectives or goals. Findings from this study support Greenleaf's (1977) note that, "it begins with the natural feeling

that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead” (found in Dierendonck, 2011, p. 1230). It is this statement that sums up how leadership may have evolved and initiated LD over the duration of the program. Given the findings from this study, the researcher feels that the concept of servant leadership and authentic leadership could be great candidates for developing effective leader(s).

Concepts of authentic leadership were seen relevant throughout the entire program: pre-departure, during the program and at the debrief session. More specifically self-awareness and reflection were first initiated in the pre-departure training. More details of these authentic leadership components (e.g., self-awareness and reflection) are discussed throughout the training piece, which is presented later in this discussion. Additionally, existing literature on authentic leadership has demonstrated some interest in the role that significant events may play in LD and shaping one’s own leadership (Avolio & Gardner, 2005; Gardner et al., 2005). Thus, it may be possible that participation in this program or a similar program be seen and referred to in the future as a trigger event. An event that not only encouraged further participation in leadership roles, but enhanced the development of leadership and the creation of one’s own genuine leadership style.

Although, findings from this study were case specific, some leadership and LD concepts may be applicable to other companies or organizations and their programs (e.g., LD programs that offer an abroad experience). Specifically, the findings indicated that the program design, program training and the variety of leadership concepts found, are embedded within this IDS program and in part, contribute to the LD experienced by the participants.

What makes the IDS program rather unique from other management or organization LD type programs is the location and length of time by which people were within the field (e.g.,

international and fourteen-months). Generally, programs predicated on developing leadership are designed within a much shorter timeframe and at near by locations due to financial costs and budgeting, especially throughout the current economic situation. Hence, the theme LD, program design and program training have some rather unique features. For example, the CSO's and administrators of the IDS program deemed the cross-cultural immersion a key aspect.

Indeed, the aspect of cross-cultural immersion in particular was found to have a significant and meaningful impact on LD within the program. Hence, this study supports the propositions advanced by Avolio and Gardner (2005), in that it is important to consider the context when researching leadership or LD particularly as many of the skills and characteristics cited as being developed (e.g., self-awareness, cross-cultural awareness) were centered around the concept of learning new ways of doing things from the different cultural experience.

In this study, the higher order theme labeled "program training" was comprised of six aspects (i.e., cross-cultural awareness, cross-cultural sensitivity, cross-cultural training, feedback, learning by experience and modeling) which contributed to LD. Participants received various types of training throughout the program that was all intended to achieve LD. More importantly the training was to ensure the safety and adaptation of the participants while being cross-culturally immersed. However, it was the six training components that make up this higher order theme "LD and program training" found to have contributed the most to facilitate the participants to arrive at an increased understanding of self-awareness and improve LD.

First, this study identified cross-cultural training to be a strong component of the CSP training modules. As previously indicated, the initial purpose of the program was to provide global assistance to a partnered commonwealth organization within another country. Thus, in order to be successful, the organization included a training component that would prepare the

participants of cultural differences (with the intention to reduce cultural shock) and to assist them in adapting into their new lifestyle (for fourteen-months). This finding supported the contention from other researchers that cross-cultural training is an essential component of immersion in a foreign environment (e.g., Caligiuri & Tarique, 2009; Connerley & Pederson, 2005; Kambutu & Nganga, 2008; Peterson, 2007; Weisinger, 1996).

In this study, pre-departure training occurred in an attempt to enhance participant's cross-cultural awareness and reduce cultural shock. Prior to cultural immersion, participants among the IDS program were conscious and sensitive towards the possibility of their "whiteness" influencing their experience in the field. The CSP design, encouraged role modeling and implemented exercises in the pre-departure program to help impart a non-intrusive approach of leadership thinking compared to a direct, overpowering leadership style (e.g., "my culture does it this way and we are always right"). In addition, the leadership concepts of flexible and adaptive leadership allowed for the participants to be open and adjust to new cultural ways of doing things.

Second, the training concept labeled as modeling was found to be an effective component of the CSO's cross-cultural experience, especially since, at times, cultural misunderstandings was evident and modeling was necessary to help comprehend the situation and arrive at a solution to appease all parties. A great example is that the CSO's had to prove they were effective sport leaders (model) due to their young age, because young individuals are not normally recognized leaders in the Caribbean. This finding agreed with Connerley and Pederson's (2005) concept of taking what you know and applying it with new skills that fit the cultural context. This is also an example of learning by experience, being flexible, adaptation and

indication of leadership (Yukl & Mahsud, 2010). Thus, understanding and discussing the importance of modeling was pointed to be of great importance for future, pre-departure training.

Thirdly, Dalakoura (2010) indicated that it is crucial for management to initiate and engage in the development and training of their future leaders and that successful implementation of feedback, mentoring and learning by experience would contribute to the overall success of LD. It was evident in this study that management did engage and initiate opportunities for LD, specifically by offering a fourteen-month culturally immersed program; however, findings indicated that more feedback in terms of their progress would have given them more information about their personal progress (e.g., strengths, weaknesses, suggestions and comments). In essence, this would have increased the participants self-awareness, which would have then forced them to reflect more frequently on previous scenarios and take lessons learned from these experiences to help move forward, again leading to an increase in self-awareness or knowledge of oneself (Avolio & Gardner, 2005; Walumbwa et al. (2008). As indicated earlier by Walumbwa et al. (2008), LD would not be complete without an increase in self-awareness component.

Previous studies (Connerley & Pederson, 2005; Beutler, 2008; Kidd, 2008) indicated that pre-departure training as well as providing assistance throughout the experience are two of the most effective ways to reduce cultural shock and to guide individuals in adapting more quickly into a new environment. Again, the purpose of training is to prepare individuals for what they are about to experience and to assist in their success, because, if the individuals are successful then the company or organization is successful. Globalization has increased the number of companies and organizations that are working or partnering internationally.

Therefore, it is becoming very important for organizations to develop appropriate and successful training programs for their employees prior to going international.

More specifically, the training components required are more than likely determined as a result of the activities and design of the program. Findings supported Beacom (2007) in that sport and development assistance programs can be formed in two independent, yet complimentary ways: development of sport and development through sport. The intent of the program will determine the activities required within the design of the program. For example, the participants within the program which was a development of sport program had more emphasis on building relationships and the organizational capacity where as the alternate program CSLC was based on delivering educational messages regarding social issues (e.g., poverty or women's rights). As Beacom (2007) indicated, the outcomes of the program should be based on the types of activities required or necessary of participants. Ultimately, it should be the nature of the program, whether it is development of sport or development through sport focus, which influences the variety of activities that guide the evaluations. As a result, information regarding the specific activities could further refine the design, training and evaluation components of the CGC IDS programs. Therefore, findings from this study strongly agreed with previous research regarding the three components that fabricated the LD program design (i.e., cross-cultural immersion, development of/through sport and LD).

According to Eley and Kirk's (2002) research, it may be that the program studied (i.e., CSP) has created the ultimate sport-based volunteer program. Eley and Kirk's (2002) argued that the three most appealing motives for attracting young sport leaders were: (1) sport-based program; (2) LD opportunities and; (3) the opportunity to work in another community. All three of these elements are applicable to the program design of the CSP. In actual fact, young

Canadian sport leaders (i.e., Emily, Natalie and Beth) stated that they were attracted to the opportunity to be involved in an international sport-based program abroad and, they believed that it would ultimately contribute to their personal development (e.g., enhance leadership).

Arguably, the program design of the CSP may be the perfect construction of sport-based volunteer program and a role model for future programs of similar interest.

The CGC IDS was and intends to continue to be a global leader in development through sport initiatives worldwide. CGC role models their values and goals to other countries and nations through their IDS programs (e.g., CSP). It is most likely the hopes of the CGF that other commonwealth nations will take that example and implement similar activities into their own organizations. Not only is CGC role modeling to other Commonwealth nations but it is a possibility that they are also role modeling for other international development organization. Therefore, concepts of leadership and LD were not only found within the participants and administration levels of the organization, but the organization management as well.

Practical Implications

The administration team was responsible for the recruitment and selection process for the participants. Prior to this study, administrators developed a list of requirements that potential candidates should possess. It was not until this study that more detailed information was identified and became the necessary requirements that would be essential for the CSO positions in future years. The purpose of identifying the most applicable leadership concepts was necessary to encourage a more enjoyable and successful program for both parties (CSP and the host organization).

Based on previous leadership research, an increase in communication, specifically feedback, would enhance LD (Avolio et al., 2004; Yukl, 2008). It may be beneficial for the LD

programs to increase communication and follow up with the host organizations to discuss progress of the CSO's and initiatives taken towards the building capacity. In doing so, CGC IDS may gain a better understanding and information regarding the CSO job position and ultimately encourage more detailed feedback/evaluation for CSP participants. Thus, more communication, particularly feedback, is required from all parties involved (e.g., CGC IDS with host organization and CGC IDS with CSO's). Ultimately, this would achieve the CGC IDS goal of increasing communication globally in the long term rather than relying solely on the CSO's who are temporary (fourteen-months).

As a result, understanding that the program inculcates various leadership characteristics within the participant body can help inform administrators in various ways to examine leadership outcomes (e.g., skills, aptitudes). The evaluation and examination of leadership skills and aptitudes could assist in the areas of recruitment of new program candidates, and may also help to strengthen the existing training modules received now knowing the key influence of the cross-cultural experience.

Further understanding in the type of daily activities and encounters could also assist LD and program training. An increased knowledge of the day-to-day itinerary from the various participants would help guide the administrative team in preparing the training modules. The more details and knowledge stakeholders have of the actual situations that the participants experience, the easier it may be for them to replicate and mimic real-life scenarios. As a result of these suggested training advancements, participants would be all the more prepared and to a greater extent illustrate added value to the overall experiences as well as more organizational success, specifically as a global leader.

Chapter 6: Limitations and Future Research

Limitations

This study had three main limitations: time of study, sample size as well as participant biases. First, the researcher was not able to conduct a full overview of the program, from pre-departure to post-departure due to the start date of the program, and the available cohort of participants being in the field at the required time frame of the data collection for the research. If the researcher had been available for pre-departure, another set of data could have been collected prior to the experience. Thus, future research could conduct a more in-depth look into the before and after transformation of leadership among the CSP participants.

Secondly, this study was limited due to the small number of CSO's that participated in the program at the time of the study. The current (2010/2011) CSP program has fifteen CSO's participating and thus, expanding the number of people within the study could shed additional light on the leadership concepts and development experienced.

Lastly, there is always a possibility of participants' biases. Although it was the full intention of the researcher to eliminate as many biases as possible, the responses given by the participants were based on a level of trust and honesty. Thus, there is always a possibility that the participants could distort their own responses (for example to manipulate the way people view the program or organization). However, the researcher did help eliminate these biases by having each participant sign a consent form, which agreed to protect the identity and content provided by the participants throughout the study.

Recommendations for Future Research

The program was very new at the time of the research; the participants of the study were to some level part of a pilot year for the organization. This could have influenced the IDS

recruitment process as new learning over the time of the CSO's could have been built into the program design for the next team of CSO's. In addition, as the program was very new, and funding for the initiative itself was limited (i.e., the IDS unit was only able to send three CSO's overseas) within the Caribbean, future research should explore more participants within various locations (e.g., Caribbean, Africa, India) to allow for the further illumination of leadership concepts within these cultural settings.

It is very possible that new LD lessons will be learned through such exploration. For example, future research could consider the different types of programs or even program locations (e.g., CSO's in Africa versus CSO's in Caribbean), time in the field, and how leadership may (or may not) be different within these various contexts. The length of time participants were immersed in a foreign culture and how that impacted and sustained participants LD should also be explored. Such a program of study can allow for a greater understanding of the cultural contexts to which LD may occur.

Future research could also use participatory observation or journal/diary entries as data collection methods to further examine leadership concepts and development. Methods such as these could offer more insight into the actual experience itself of the participants. This would permit a first-hand account of the actual experience. For example, it could provide further detailing of task related activities of the participants in the program, which could have enabled a greater focus on specific leadership skills. This could also compensate for the amount of time that could occur afterwards through focus group research. Hence, it would enable a 'fresher' more immediate look at participants' accounts of the program. This may allow for the testable proposition that time (i.e., short versus longer term) would enable the development of leadership skills and characteristics.

Although this study explored various concepts of leadership and LD, future research should continue to focus on the various leadership characteristics rather than one single theory that could apply to LD. As seen throughout the history of leadership theory development, the modern theories tend to build on existing classical theories (e.g., charismatic personality within transformational leadership theory). The ultimate goal is to develop effective leaders, thus research should be focused on new as well as existing theories. Future research should focus on exploring LD approaches in regards to personal development (e.g., skills) and how that impacts the leader-follower relationship. Various research methods such as participatory, observational methods or diary/journal entries would assist researchers to gain a more personal understanding of how the individuals themselves see their own development. Management practices could then utilise these findings and implement them into their own leadership training modules, in hopes that it would increase individual leadership skills, the leader-follower relationship and overall productivity or effectiveness of work related success.

Concepts of leadership were not directly measured, thus future research could consider integrating valid measures of leadership skills and characteristic into the design of studies. A researcher could also focus solely on one of the concepts of leadership in more depth (e.g., flexible and adaptive leadership) or focus on one individual experience or narration as the methodology of choice. In sum, there remains to be numerous research areas in regards to leadership and methods that could be used to further explore and identify new findings that would contribute to a variety of previous literature of this study and others alike.

This study contributed to both practical and empirical knowledge regarding leadership and, provided insight to organizations and individuals who are looking for effective LD opportunities. Information provided in this study helped CGC IDS administration draw attention

to leadership characteristics that require more detail and focus for future CSO's pre-departure training.

The CGC IDS development through sport initiatives has a lot of potential to inform leadership theory and LD practice. Future research would be beneficial to continue to explore and to examine the influence of participating in such international programs. Indeed, the cross-cultural learning experienced in this management type program by CSO's would be of particular interest to examine in a longitudinal type research program.

Chapter 7: Concluding Remarks

This study illustrated leadership concepts and LD within a particular context, specifically international development through sport. This section of the study is an overview of the study as well as some concluding remarks on leadership.

Leadership research continues to evolve as new concepts, and contexts are examined, and findings demonstrate the myriad of linkages to classical and modern leadership theories alike. It is a research area that is constantly being explored, examined, developed and refined by organizations, teams, and individuals. Specifically, the pursuit of understanding the impact leaders have as contributors to organizational effectiveness and efficiency continues to drive interest by management researchers and practitioners alike. As displayed in this study, a leader is not always one individual but could also be an organization or company that consists of many people contributing to its leadership (e.g., the CGC is a global leader in IDS, but it is the administration and program participants that contributed to that leadership).

Leadership research and the development of leadership skills in particular, is an area that management purposefully undertakes with their employees. The attempt to try and develop skill sets in employees and create effective leaders in return is considered by many to be of paramount importance for today's organizations. However, as the world around us continues to evolve, so does the notion of leadership; and separating the leader from the context itself is nearly impossible. Findings from this study demonstrated that there is not one single leadership theory or approach that will always be more effective than the other (e.g., in this case there was a combination of theories).

Valuable information was accumulated and documented throughout this study that benefited the CGC, in particular the IDS programs (e.g., CSP). Research findings intended to

benefit not just the CGC IDS program, but enhanced the following components: the training pathway, the participant's experiences, the host destination experience, leadership, LD, the development of sport and development through sport concepts.

In sum, this research study explored the various concepts of leadership, LD and the international development through sport context. Findings point to the complexity of understanding the leadership area of research in general, and specifically the mix of leadership concepts and theories that may explain one single context or phenomenon. Findings also showed that the area of LD itself continues to evolve and that new cultural programs such as the CGC IDS may enhance leadership theory and practice, particularly within a cross-cultural setting.

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APPENDIX A

File Number: h06-10-15

Date (mm/dd/yyyy): 08/25/2010



Université d'Ottawa **University of Ottawa**
 Bureau d'éthique et d'intégrité de la recherche 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>
Eric	MacIntosh	Health Sciences / Human Kinetics	Supervisor
Denise	Olver	Health Sciences / Human Kinetics	Student Researcher

File Number: h06-10-15**Type of Project:** Master's Thesis**Title:** Exploring the Process of Leadership Development: A CGC-IDS Case Study

Approval Date (mm/dd/yyyy)	Expiry Date (mm/dd/yyyy)	Approval Type
08/25/2010	08/24/2011	Ia

(Ia: Approval, Ib: Approval for initial stage only)**Special Conditions / Comments:**

N/A



Université d'Ottawa **University of Ottawa**
Bureau d'éthique et d'intégrité de la recherche Office of Research Ethics and Integrity

This is to confirm that the University of Ottawa Research Ethics Board identified above, which operates in accordance with the Tri-Council Policy Statement and other applicable laws and regulations in Ontario, has examined and approved the application for ethical approval for the above named research project as of the Ethics Approval Date indicated for the period above and subject to the conditions listed the section above entitled "Special Conditions / Comments".

During the course of the study the protocol may not be modified without prior written approval from the REB except when necessary to remove subjects from immediate endangerment or when the modification(s) pertain to only administrative or logistical components of the study (e.g. change of telephone number). Investigators must also promptly alert the REB of any changes which increase the risk to participant(s), any changes which considerably affect the conduct of the project, all unanticipated and harmful events that occur, and new information that may negatively affect the conduct of the project and safety of the participant(s). Modifications to the project, information/consent documentation, and/or recruitment documentation, should be submitted to this office for approval using the "Modification to research project" form available at:
http://www.rges.uottawa.ca/ethics/application_dwn.asp

Please submit an annual status report to the Protocol Officer 4 weeks before the above-referenced expiry date to either close the file or request a renewal of ethics approval. This document can be found at:
http://www.rges.uottawa.ca/ethics/application_dwn.asp

APPENDIX B

Exploring the Process of Leadership Development through a Canadian Sport Development Initiative

Dear participant,

You are invited to participate in a research study, which explores the development of leadership, specifically of the Commonwealth Games Association of Canada's International Development through Sport (CGC IDS) programs.

As a CGC IDS participant, you are invited to partake in two individual interviews and one focus group about your perceptions of leadership development. The first interview will take place prior to the CGC IDS pre-departure training sessions. The second interview and focus group will be during the debrief sessions. In accordance with the CGC IDS eligibility you must be between the ages of 18 years and 30 years and fluent in English to participate. The interviews should take about 45 minutes to complete, and focus group should take about 1 hour.

Participation in this study is strictly voluntary. Interviews will be tape-recorded so that the principal investigator can provide you with their full attention and so that it may be transcribed and used for analysis. You will be provided a copy for your records and verification. You may withdraw from the study at any point in time. Data recorded prior to withdrawal will be used only upon consent of the participant, otherwise that individuals specific data, will be destroyed and absent from the study. Your responses will be strictly confidential and be kept in the locked office of the principal investigator. All results will be anonymous so that neither you nor your host organization can be identified.

The interviews and focus group will give you an opportunity to reflect on your personal development through your CGC IDS experience. Findings will be used to help understand the process of leadership development, and offer recommendations for strengthening the CGC IDS programs (e.g., pre-departure, mid-term, debriefing, post debriefing) enabling future interns of the program to have a more complete experience meeting both their needs and wants. The study is endorsed by CGC IDS, and is being conducted through The University of Ottawa. A written document will be available to all participants and the CGC IDS once the study has been completed.

If you have any questions regarding the ethical conduct of this study, you may contact the University of Ottawa's Protocol Officer for Ethics in Research.

Sincerely,

Denise Olver, M.A. Candidate
Principal Investigator

APPENDIX C

Exploring the Process of Leadership Development through a Canadian Sport Development Initiative

Research Study Consent Form

Principal investigator: Denise Olver, University of Ottawa (School of Human Kinetics, Faculty of Health Sciences).

Thesis Supervisor: Eric MacIntosh, University of Ottawa (School of Human Kinetics, Faculty of Health Sciences).

Invitation to Participate: I am invited to participate in the above mentioned research study conducted by Denise Olver and Eric MacIntosh.

Purpose of the Study: The purpose of the study is to further understand and explore the process of leadership development of the Commonwealth Games Association of Canada's International Development through Sport (CGC IDS) programs.

Participation: My participation will consist of taking part in two 45 minute interviews and one 1 hour focus group. I will be asked questions on leadership and my perception of leadership development based on my CGC IDS experience.

Risks: At any time throughout my participation in this study I experience psychological or emotional discomfort, I can withdraw or refuse to answer without suffering any negative consequences.

Benefits: My participation in this study will allow me to reflect on my personal experience in the CGC IDS program. My participation will also allow the researchers to develop recommendations for strengthening the CGC IDS programs (e.g., pre-departure, mid-term, debriefing, post debriefing) enabling future interns of the program to have a more complete experience meeting both their needs and wants.

Confidentiality and anonymity: I have received assurance from the researchers that all information will remain anonymous and in the locked office of the thesis supervisor for up to five years post publication. I understand that the findings will be used only for academic purposes (thesis submission & publication), a written document will be available to all participants and the CGC IDS, once the study has been completed. Further, only the researchers will have access to the information.

Voluntary Participation: I am under no obligation to participate and if I choose to participate, I can withdraw from the study at any time and/or refuse to answer any questions, without suffering any negative consequences. If I withdraw from the study, I

will decide at that point if I want the researchers to use my data or if I want them to destroy it and not use it.

Acceptance:

I, _____, agree to participate in the above research study conducted by Denise Olver (School of Human Kinetics, Faculty of Health Sciences, University of Ottawa), and Dr. Eric MacIntosh (School of Human Kinetics, Faculty of Health Sciences, University of Ottawa). I understand that by accepting to participate I am in no way waiving my right to withdraw from the study.

If I have any questions about the study, I may contact the researcher or her supervisor.

If I have any ethical concerns regarding my participation in this study, I may contact the University of Ottawa's Protocol Officer for Ethics in Research.

There are two copies of the consent form, one of which is mine to keep.

Participant's signature:

Date:

Researcher's signature:

Date:

APPENDIX D

Interview Guide - CSP Administrators

The purpose of this study is to explore the CGC IDS and the concept of leadership. This interview has been divided into two main sections. The first half of this interview will explore leadership concepts specific to the IDS program. While the second half of the interview will focus on your role as a leader. The goal of this research project is two-fold: a) to determine why the CGC IDS finds it important to develop leadership, and b) how the program is designed to develop leadership.

PART 1. CGC IDS Organization Leadership

As previously mentioned, this first section is to explore CGC IDS and the concept of leadership. The first few questions are designed to provide background information on the CGC IDS. After that, the remaining questions are to assist my research in further understanding further the why and the how with respect to leadership development within the CGC IDS initiative.

1. What is the CGC IDS program?
 - 1.1. Whose idea was it to start the leadership component of the CGC?
 - 1.2. When was it developed?
 - 1.3. How does the leadership component currently fit within how the IDS program is delivered?
 - 1.4. What are the main goals of the CGC IDS?

2. Does the CGC IDS formally define leadership?
 - 2.1. If so, how?
 - 2.2. If not, why not?
 - 2.3. In your opinion, what is it that makes the CGC IDS program different from other leadership-type programs? (*e.g., weekend leadership programs, seminars, business leadership development programs etc.*)

3. What are some of the CGC IDS program strengths?
 - 3.1. Could you please give me an example of when these leadership strengths have been displayed in the past?

4. What are some of the CGC IDS program limitations, as they currently exist?
 - 4.1. Could you please give me an example of a program limitation and how that may have impacted the program in the past?

5. What are some of the challenges that the program has faced in the past? (*e.g., organizationally, partnership wise, sponsorship etc.*)
 - 5.1. Could you please give me an example of how the CGC IDS has dealt with a challenge in the past?
 - 5.2. Is this usually how the program deals with challenges?
 - 5.3. How does this impact what the program is intended to do?

6. Can you please describe the relationship with your partners within the Commonwealth?
 - 6.1. How would your partners describe the leadership component of the IDS program?
7. What does the CGC IDS have planned for strengthening the leadership component of the program?
8. What are some of CGC IDS leadership significant moments in the past?
 - 8.1. Were these intended goals for the program's leadership development component?
 - 8.2. Could you provide a detailed example?
 - 8.3. What did this mean to the overall leadership component of the program?
9. Before I move onto the your leadership, is there anything else that I may have missed, that you feel is important or would like to say about CGC IDS or the leadership component of the program in particular?

PART 2. CGC IDS Administrators' Leadership

Now, moving onto your role as a leader of the CGC IDS. First, I would like to gather some information specific to your position. Second, I will ask you some questions that will help me explore your leadership style or preference. The purpose of this section is to gain further insight about the leadership of the staff who keep the CGC IDS running and evolving.

10. How did you get involved with the CGC IDS?
 - 10.1. Can you please explain what some of your roles and responsibilities are with the program currently?
 - 10.2. What are some of your personal goals as a leader of this initiative?
11. How do you personally define leadership and is it different than how the IDS tries to define?
12. Has there been someone either in your past or currently in your life who has been an effective leader or you looked up to?
 - 12.1. What was it about that person(s) that made them an effective leader?
 - 12.2. Were there any key qualities or attributes about this leader that you wanted for your own leadership?
13. What were some of the leadership *programs* that you have been involved with in the past?
 - 13.1. How have those experiences shaped your leadership today?
 - 13.2. Please describe what you consider to be your leadership strengths and why?
 - 13.3. What are some of your leadership limitations?

13.3.1. Do you have a plan to strengthen your leadership limitations?
Please elaborate.

14. If I were to ask the interns to describe your leadership, what do you think they would say?

15. In your absence, how would the program continue to develop?

15.1. What are some of your initial thoughts about this scenario?

15.2. What sort of plan or strategy does CGC IDS have in place for such a situation(s)?

15.3. What sort of plan or strategy would you have if your absence from CGC IDS were to occur?

16. Where do you see yourself in the next 5-10 years or more?

16.1. What do you hope to have accomplished as a legacy in this program?

17. Last question, have I missed anything that you feel is important to mention about your leadership or CGC IDS' leadership?

Thank you very much for participating in this interview with me. There are some valuable information within this interview that will have a significant impact in assisting me with my research findings.

Once I have transcribed the interview, you will receive a copy for your review and verification at which time you can verify or clarify, if you do so before I begin my analysis. Any quotes that I wish to use from this interview for my final document would remain anonymous and must be approved by the participant first.

APPENDIX E

Focus Group Guide - CSP Interns

The purpose of this study is to explore the CGC IDS's Capacity Support Program (CSP) and how the concept of leadership may fit within that initiative. This focus group has been divided into two main sections. The first half of this interview will explore feelings specific to your CSP experience. While the second half of the focus group will focus on outcomes.

1. Tell us your name, how old you are and where you did your internship?
2. In your words, how would you describe the CSP to others?
3. Reflecting back on your CSP experience, can you elaborate on experiences that were meaningful to you?
4. Please reflect back on how you may have defined leadership prior to your internship and comment on how it may have developed over the course of the internship?
 - a. For instance, your pre-departure interview with Dr. Kirsty Spence where she had asked you to define leadership, how would you define leadership now and what may have changed?
 - b. Why?
5. Reflecting back, were there any experiences throughout your internship that displayed effective leadership?
 - a. What was it about this experience that was effective?
 - b. Why?
6. Was there a time throughout your internship where you were in a leadership position?
 - a. Please elaborate.
 - b. Were there certain activities that displayed leadership or that you led?
 - c. Were there certain individuals that you looked up to or that looked up to you?
 - d. Were there certain times that made you feel like a strong leader?
 - e. How did it feel to be a leader or leading?
7. What are some of the specific characteristics that you feel you have personally developed throughout the internship?
 - a. Strengths and/or limitations?
 - b. How will you apply these skills to your everyday life or career opportunities?
8. Now that your CSP Team 1 has come to a close, how do you feel coming out of this experience?
 - a. Moving forward in your life?
 - b. Can you describe that for me?
9. How will this program impact you and your future endeavours?
 - a. Can you please tell me more?
10. Please comment on the strengths or limitations to how CSP is evaluated or monitored?
11. Do you see room for a leadership component in the design of the program?

12. Can you think of anything to add or change about the CSP that would strengthen the leadership component of the program?
13. Is there anything that I may have missed?

Thank you very much for participating in this focus group with me. There is some valuable information within this session that will have a significant impact in assisting me with my research findings.

Once I have transcribed the interview, you will receive a copy for your review and verification at which time you can verify or clarify, if you do so before I begin my analysis. Any quotes that I wish to use from this interview for my final document would remain anonymous and must be approved by the participant first.

APPENDIX F

Follow up Interview Guide

1. During our focus group conversation on how to prepare for such an experience, Beth stated that “you had to have had experience before hand to be effective,” what experiences prior to CSP do you think helped prepare you for this experience?
2. Reflecting back on all of your life experiences and who you have become today, would you consider yourself a leader for others?
3. In your opinion, is leadership development a continual or static process?
4. My last question and it is along the lines of the LD process that may have occurred throughout your experience. It is: Before, during and after one’s experiences you would reflect which developed and enhanced yourself-awareness. The more you learned about yourself, such as your strengths, weaknesses and such, the more you became self-aware. The more you became self-aware, the more likely you were able to articulate your leadership style in a flexible manner that allowed you to adapt to various situations. Which then lead to new experiences and the cycle continued? Does that make any sense to you? Can you relate? Would you agree that this process or elements of this process occurred throughout your CSP experience?
5. Would you like to add anything else that I may have missed? Anything that you may have thought about after our last meeting or during the post debrief sessions with CSP?

Table 1

Data Collected During Study

Method and Duration	Data Source	Page(s)	Time Length (min)
Archival Material (August – January)	25 Website Articles	1 page (each)	N/A
	3 IDS DVD's & 4 Transcripts	66 pages	N/A
	Annual Report 2008/2009	4 pages	N/A
	Pre-departure Training Manual	38 pages	N/A
Interviews (November)	Don	9 pages	45 mins
	Kelly	19 pages	88.5 mins
	Heather	15 pages	55 mins
Focus Group (December)	Beth, Natalie and Emily	19 pages	60 mins
Follow Up (January)	Beth	1 pages	15 mins
	Natalie	2 pages	5 mins
	Emily	4 pages	19 mins

Table 2

First and Second Order Codes

Open Codes	Axial Codes
Adaptability to environment; flexibility with people; openness to learning; team-oriented; empowering oneself; enabling others; encouraging creative/innovative ways to do things;	Adaptable and Flexible leadership
Self-awareness of oneself; reflection of oneself; enabling others via oneself; role modeling confidence; leading by example for followers; experiential learning for personal development; unconsciously/consciously helping others; charismatic personality; leadership intelligence	Authentic leadership
Supportive to colleagues; openness to differences; leadership development; personal/self development; experiential learning; reflection; self-awareness; cultural awareness; development of sport; development through sport; team-oriented; positive behaviours; creative/innovative; building capacity; community development; maturity; charismatic; leadership IQ	Behavioural leadership
Aware of various cultures ways of doing things; recognition of cultural differences; recognition of cultural similarities; open to various cultures approaches; reflection of one's own culture; maturity	Cross-cultural awareness
Immersion; openness to a new way of living; reflection of one's own culture within another culture; aware of oneself integrating within another culture; flexible to cultural needs; adaptive to cultural lifestyle; aid in community development; mature state of willingness	Cross-cultural immersion
Sensitive to various cultures; thoughtful to cultural differences; thoughtful to cultural similarities; sympathetic towards community development; level of maturity;	Cross-cultural sensitivity
Cultural training; cultural knowledge; acquire information about cultural differences and similarities; openness to preparation; team-oriented; enabling to increase knowledge; creative/innovative ways of thinking; preparatory measure of maturity;	Cross-cultural training

Development of sport; development through sport; sport-based assistance; team-cohesion; concerned about community development; building capacity	Development of sport and development through sport
Evaluation; communication methods; direction to provide a sense of purpose; to guide and advice through a process; reflection of progress; encourage creative/innovative ways of doing things; increasing capacity; developing a knowledge and sense of leadership;	Feedback
Personal/self development; reflection of one's past, present and future growth; consciously aware of oneself; development of leadership skills and capabilities; open to learning and developing; building various skills; teamwork; enabling oneself; enhancing creative/innovative; encouraging and motivating community development; methods for building capacity; increased maturity; new knowledge of leadership;	Leadership Development
Lessons learned; learning through experience; reflection of past and current events; developing self-awareness; influential experiences; open to new experiences; empowerment; participation in community development; new level of maturity; leadership involvement	Learning by experience
Role model; motivational; lead by example; community development; building capacity; maturity; charismatic;	Modeling
Helping others; kindly assisting others; compassionate about supporting others; participative community development; building capacity; charismatic;	Servant leadership
Vision; enables others; teamwork; increasing productivity; enhanced maturity; charismatic personality;	Transformational leadership

Note: Initially there were 150 open codes that were reduced as part of coding reduction. This table illustrates the remaining open codes that had a significantly higher frequency, thus the above open codes were more applicable and deemed as more significant to the study. Open codes are not listed in any particular order.

Table 3

Leadership Concepts: Definitions

Leadership Concepts	Definition
Adaptable and flexible leadership	Statements that related to or discussed versatility, variation, or change to better fit one's environment/situation.
Authentic leadership	Statements that related to or discussed one's ability to know his/herself. Other traits and skills could include but are not limited to: self-awareness, self-regulation, reflection, values, moral perspective, transparency, open, owning one's personal experience, balanced processing etc.
Behavioural leadership	Statements that related to or discussed task-oriented or people-oriented behaviours
Cross-cultural awareness	Statements that related to or discussed the ability to be consciously informed (possibly through research) to further understand and be open to various foreign cultures
Cross-cultural immersion	Statements that related to or discussed the application of individuals in a foreign culture for fourteen-months
Cross-cultural sensitivity	Statements that related to or discussed cross-cultural awareness and acceptance
Cross-cultural training	Statements that related to or discussed the increase or development of cross-cultural awareness, sensitivity and ultimately cross-cultural competence
Feedback	Statements that related to or discussed a form of communication that provides direction for future decisions and behaviours.
Leadership development	Statements that related to or discussed the growth of leadership concepts among individuals.
Learning by experience	Statements that related to or discussed an increase in conceptualization/knowledge through various situations or phenomenon's
Modeling	Statements that related to or discussed one's ability to act as an example which influences and attracts others to follow

Program Design	Statements that related to or discussed attributes of the IDS such as: development of/through sport
Servant leadership	Statements that related to or discussed people-oriented skills and focus on serving followers. Other skills could include but are not limited to: communication, empathy, awareness, persuasion, conceptualization, stewardship, authenticity, empowerment etc.
Transformational leadership	Statements that related to or discussed task-oriented and people-oriented behaviours towards a shared vision. Other traits and skills could include but are not limited to: communication, modeling and commitment toward a vision

Note. The leadership concepts are arranged alphabetically. The concepts and their definitions are a compilation of the research noted within the literature review.

Table 4

Axial and Selective Codes

Axial Codes	Selective Codes/ Major Themes		
	LD & Program Design	LD & Program Training	Leadership Concepts
Adaptable and flexible leadership			X
Authentic leadership			X
Behavioural leadership			X
Cross-cultural awareness		X	
Cross-cultural immersion	X		
Cross-cultural sensitivity		X	
Cross-cultural training		X	
Development of/through sport	X		
Feedback		X	
Leadership development	X		
Learning by experience		X	
Modeling		X	
Servant leadership			X
Transformational leadership			X

Note: Axial codes were collapsed into selective codes that consisted of three major themes: LD and program design, LD and program training and finally, leadership concepts.