TOWARD A GROUNDED THEORY OF TRIGGER EVENTS AND LEADERSHIP DEVELOPMENT IN EARLY ADULTHOOD

Daniel G. Hess

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Supervisor: Dr. Kirsty K. Spence

Faculty of Applied Health Science
Brock University
St. Catharines, ON.

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Abstract

The purpose of this research study was to develop a conceptual model through the use of a grounded theory approach, which explains how trigger events are related to leadership development. Trigger events are experience that cause developmental growth and may result in an increased ability to lead (Luthans and Avolio (2003). In this study, there were two phases of data collection. First, participants completed the Washington University Sentence Completion Test (WUSCT), where their respective leadership developmental stage was measured. Second, participants were involved in two in-depth interviews where an understanding was reached as to how various trigger events have impacted their leadership development. From these data, a conceptual model was developed to explain the relationship between trigger events and leadership development. Participants described trigger events as being important developmental periods, during which time they grew as people and became more capable leaders.

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CHAPTER I

INTRODUCTION

Leaders who possess the ability to continuously innovate and transform their

organizations to meet increasingly complex demands are crucial in today's turbulent

sport business environment (Amis, Slack, & Hinings, 2004). A leader's ability to create

and sustain positive organizational transformation, deal effectively with conflict, and

motivate and influence followers are essential parts of organizational success (Cook-

Greuter, 2000, 2004, 2005; McCauley, Drath, Palus, O'Connor, & Baker, 2006; Rooke,

2001; Rooke & Torbert, 1998, 1999, 2005; Torbert, Cook-Greuter, Fisher, Foldy,

Gaulthier, Keely, et al., 2004; Torbert, 1991, 1994).

It has been widely documented that leadership contributes to organizational

effectiveness (Bass, 1997; Collins, 2003; Rooke & Torbert, 2005), greater revenue

generation (Torbert, 1991), and sustainable organizational transformation (Fisher,

Merron, & Torbert, 1987; Rooke & Torbert, 1998, 2005; Torbert, 1994). Due to its

perceived importance and potential positive impact, many organizations have spent much

money to create leadership development courses or to hire consultants to develop

managers' and executives' leadership (Fulmer, 1997). Cook-Greuter (2004) describes

leadership development as "increases in what we are aware of, or what we can pay

attention to, and therefore what we can influence and integrate" (p. 276).

The need for top leaders in the sport industry requires educators and practitioners

to develop students and junior managers who may have the potential to exhibit superior

(future) leadership effectiveness. Such effectiveness is characterized by a leader's broad

and comprehensive perspectives on operational, organizational, social, and political

domains of experience and by attributes such as conceptual capacity, divergent thinking, and creative problem solving (Bartone, Snook, Forsythe, Lewis, & Bullis, 2007). Moreover, if sport management educators possess the intention that graduates actually become the industry's future leaders (DeSensi, Kelley, Blanton, & Beitel, 1990; Isenberg School of Management, 2007), a need exists for researchers to examine and understand leadership development.

Within the sport management literature however, there has been limited research on leadership development. Research on leadership has typically focused on transformational leadership behaviours of sport administrators (Doherty & Danylchuck, 1996; Doherty, 1997; Kent & Chelladurai, 2001; Soucie, 1994; Wallace & Weese, 1995, Weese, 1995, 1996). While this research has advanced an understanding of leadership and the field as a whole, little is still known as to how leaders may develop and display effective leadership.

In the management literature, several who have written on leadership development have been found that such development occurs through instructional courses (Barling, Weber, & Kelloway, 1996; Boaden, 2006; Eid, Johnsen, Bartone, & Nissestad, 2008), managerial coaching (Bowles, Cunningham, De La Rosa, & Picano, 2007), and 360 degree feedback questionnaires (Carless, Mann, & Wearing, 1998; Ladyshewsky, 2007). Despite the success of these various strategies in causing leadership development, Avolio (2005) notes there are no guarantees when trying to cause sustainable transformation in leadership performance.

Researchers examining leadership development explain that leaders need to make continual efforts to transform their behaviour, become globally aware, and support

organizational transformation (Cacioppe, 1998; Conger, 1993a, 1993b; Fulmer, 1997; Rooke & Torbert, 2005). Rooke and Torbert (2005) however, found that only six percent of leaders have the ability to create positive ongoing organizational transformation.

A person may also improve their leadership through life experiences called *trigger events* (Avolio, 2005). Luthans and Avolio (2003) explain that trigger events, when encountered, may cause a person to experience developmental growth. Trigger events involve life experiences, both negative and positive, and can include the loss of a loved one, a near death experience, and being involved in (or witnessing) a traumatic event, among others. Trigger events have typically focused on life crises; however, trigger events can also include positive instances such as receiving mentorship, entering a new relationship, taking on new challenges and experiences, and reading an inspiring book, among others (Luthans & Avolio, 2003).

Researchers have found that trigger events such as attending university over a period of time (Cohn, 1998; Rossiter, 1999; Tanner, 2006; Wald, 1984) and the death of a loved one (Bonanno, 2004; Bonanno et al., 2002; Davis, Nolen-Hoeksema, & Larson, 1998; Joseph & Linley, 2005; Ho, Chu, & Yiu, 2008; Tedeschi & Calhoun, 1996) can be developmental experiences that cause an increase in one's level of self awareness. Trigger events including a new job or organizational promotion (Rooke & Torbert, 1998, 2005; Torbert, 1994; Torbert et al., 2004) and attending university (Bartone et al., 2007) have been empirically identified as those which can cause an increase in leadership ability. Rooke and Torbert (2005) found that participants experienced leadership development when they encountered new jobs and promotions that challenged their perceptions and ideas.

The Leadership Development Framework (LDF) is a framework that provides a clear understanding of one's development through seven increasingly effective leadership styles called action logics that a person may develop through their lifetime (Rooke & Torbert, 2005). Rooke and Torbert (1999) define an action logic as a manner by which a person interprets the environment and how assumptions, when made, affects how that person makes meaning of "themselves and the world, of thinking, acting, and of interpreting feedback" (p. 2). Researchers who have utilized the LDF have found that those located at later developmental action logics are more effective in creating sustainable and positive organizational transformation when dealing with conflict and when motivating and influencing organizational members (Rooke & Torbert, 1998; 1999). Although it is recognized that a person may develop through these seven action logics, little is understood to how and why some people develop while others do not (Cohn, 1998; Manners & Durkin, 2000). A person's action logic can be measured with the highly empirically valid and reliable Washington University Sentence Completion Test (WUSCT).

Researchers note that while some trigger events are recognized as causing leadership development, an overall paucity of theoretical and empirical work examining the actual development process exists (Manners & Durkin, 2000). Moreover, Spence and McDonald (2008) are just two who have examined leadership effectiveness using the LDF in the sport management context. Furthermore, there has been limited research examining the how individuals transition from one action logic to another (Manners & Durkin, 2000). Although trigger events have been identified as experiences that cause

leadership development, there is a partial understanding as to why certain experiences cause development while others do not.

The primary research question that guided this study was: what concepts emerge, through an inductive process, to explain trigger events and their relationship to leadership development in recent sport management graduates? To answer the research question, a grounded theory approach was utilized to inductively examine leadership development (Charmaz, 2000, 2006; Corbin & Strauss, 1990; Glaser, 2000; Kihl, Richardson, & Campisi, 2008). Grounded theory includes methodological choices for data collection, analysis, and evaluation to develop theory of a phenomenon (Corbin & Strauss, 1990). The purpose of this research project was to develop a conceptual model through the use of a grounded theory approach, which could explain how trigger events relate to leadership development of recent sport management graduates.

A more comprehensive understanding of how different trigger events can cause leadership development is warranted to create a better understanding of the leadership development process. In so doing, this research study contributed to the sport management literature in two ways. First, this study contributed to the sport management literature by developing a greater understanding of the impact of trigger events on the leadership development process; and second, this study contributed to both the sport management and management literatures by utilizing a "cutting edge" leadership theory that has had little use in these context (Cook-Greuter, 2004; Spence & McDonald, 2008).

This thesis is divided into six chapters. In the second chapter, a review of literature examining leadership development, trigger events, and the LDF is provided. In the third chapter, the research design and methodological choices used in this study are

detailed. In the fourth chapter, the study's findings are outlined, including quantitative WUSCT measurements and qualitative in-depth interview findings. In chapter five, emerging themes and sub-themes from the interview data are related to existing theory and research. As well, the study's unique contribution to the sport management and management literatures is explained. In chapter six, key conclusions and recommendations for future research are described.

CHAPTER II

REVIEW OF LITERATURE

The purpose of this chapter is to review the literature examining leadership development and trigger events. A secondary purpose is to describe the Leadership Development Framework (LDF), the theoretical framework which guides this study. In fulfilling on these purposes, this chapter is divided into three sections. In the first section, a review of the sport management literature on leadership is presented. In the second section, a review of the literature relating leadership development and trigger events is provided. In the third section, characteristics of developmental theory, the LDF, and their relationship to leadership effectiveness, are described.

Section I: Sport Management

A review of the sport management literature on leadership reveals a predominant focus on transformational leadership (Doherty & Danylchuck, 1996; Doherty, 1997; Kent & Chelladurai, 2001; Soucie, 1994; Spence & McDonald, 2008; Wallace & Weese, 1995, Weese, 1995, 1996). Transformational leaders are those who "broaden and elevate the interests of their employees, when they generate awareness and acceptance of the purposes and mission of the group, and when they stir their employees to look beyond their own self interest for the good of the group" (Bass, 1997, p. 320). According to Soucie (1994), transformational leaders influence their followers, increase their commitment to their organization, and transcend their own interests for the benefit of the organization. Research in sport management generally contends that leadership—and specifically transformational leadership—can be a determining factor in organizational

effectiveness (Doherty & Danylchuck, 1996; Doherty, 1997; Kent & Chelladurai, 2001; Soucie, 1994; Wallace & Weese, 1995).

Researchers have examined the relationship between transformational leadership and such variables as organizational success (Soucie, 1994), leadership effectiveness and extra effort (Doherty & Danylchuck, 1996), leader-member exchange and perceived transformational leadership (Kent & Chelladurai, 2001), organizational culture (Weese, 1995), and age, gender, experience, and years in current position (Doherty, 1997). While researchers have contributed to advancing the sport management field, Soucie (1994) contends that few studies on leadership in sport organizations have been published. As leadership is recognized as a determining factor in organizational success, expanding the research related to leadership would be beneficial to develop sport managers toward a heightened ability of creating sustainable organizational transformation.

As research on leadership in sport management to date has focused on both transformational leadership and leadership within intercollegiate athletic contexts, studying leadership from alternative perspectives would be beneficial. The LDF is one such theoretical framework that Spence and MacDonald (2008) have utilized to provide a case study of four sport managers. In this qualitative and quantitative study, they found mixed relationships existing between transformational leadership effectiveness and Strategist, Individualist, and Achiever leaders. They suggest that Strategist leaders can enact a range of transformational leadership behaviours; however, other organizational variables can moderate the relationship between a leader's action logic and his or her transformational leadership behaviour.

By utilizing alternative leadership frameworks such as the LDF, researchers can both expand on the current leadership literature and can examine the impact that leaders developmentally located at different action logics have in sport management contexts. The LDF would provide sport management researchers with a model to study different leadership capacities, thus giving them access to a spectrum of leadership, leaders, and their impact in sport management contexts.

Section II: Leadership Development

Traditionally, literature on leadership development has focused on leaders who enhance their skill sets or competencies in areas such as finance, marketing, and decision making, all of which are necessary to complete managerial tasks (Bass, 1997). More recently, literature on leadership development has focused on the process that contributes to developing leaders who can both support organizational transformation and possess global awareness (Cacioppe, 1998; Conger, 1993a, 1993b; Fulmer, 1997; Rooke & Torbert, 2005). At the same time however, there appears to be no clear understanding of the leadership development process (Avolio, 2005; Conger, 1993a). While conceptual research work has focused on leadership development processes, empirical research has focused on measuring the impact of leadership programs. To that end, much of the conceptual research has yet to have been empirically tested and examined (Popper & Mayseless, 2007).

Conceptual Research in Leadership Development

Researchers have provided an understanding of leadership development while stressing the importance of various developmental processes (Beck & Cowan, 1996;

Cacioppe, 1998; Conger, 1993a, 1993b; Day, 2000; Dixon, 1993; Fulmer, 1997; Gardner, Avolio, Luthans, May, & Walumbwa, 2005; James & Arroba, 2005; Manners & Durkin, 2000; Popper & Mayseless, 2007). Much of this conceptual research has emphasized the importance of experiential learning (EL) and action learning as they relate to leadership development strategies (Cacioppe, 1998; Conger, 1993a, 1993b; Dixon, 1993; Fulmer, 1997). These researchers stress the importance of learning in real world group experiences where people can assist each other in the development process (Conger, 1993b; Dixon, 1993).

Kolb (1984) explains that in EL, "knowledge is created through the transformation of experience" (p. 41). While action learning is simply "learning by doing... that requires application and skill in addition to knowledge of facts" (O'Neil & Marsick, 2007, p. 2), experiential learning has been identified as an effective method in stimulating sport management students' leadership development (Spence, Hess, Macdonald, & Jowdy, in press). Furthermore, Jowdy. Macdonald, and Spence (2008) contend that students who engage in EL will experience deep learning and personal development from being proactive and taking risks. These studies provide excellent examples of leadership development strategies that have been successful in causing leadership development however, there is no clear understanding of how leaders actually develop (Cacioppe, 1998; Fulmer, 1997; Leskiw & Singh, 2007).

Specifically, Popper and Mayseless (2007) note there is little research examining leadership development. Beck and Cowan (1996) and Manners and Durkin (2000) however, have created a conceptual understanding of human development, explaining that under certain conditions a person can abandon their current perspectives to

understand or make meaning of experiences can cause leadership development. Beck and

Cowan (1996) explain that in order for individuals to transform to later developmental

stages, six conditions must be present including: potential, solutions, dissonance, barriers,

insight, and consolation. Manners and Durkin (2000) further explain that any

developmental experience must be disequilibrating, personally salient, emotionally

engaging, and interpersonal in nature.

Conceptual arguments similarly emphasize a need to move towards a new

paradigm in leadership development such that leaders acquire a new cognitive,

emotional, and behavioural repertoire to handle organizational needs when working in a

turbulent and ever-changing global economy (Conger, 1993a, 1993b; Cacioppe, 1998;

Fulmer, 1997; Popper & Mayseless, 2007; Rooke & Torbert, 2005).

Empirical Research in Leadership Development

Empirical research has examined leadership development of those involved in

instructional leadership courses (Barling, Weber, & Kelloway, 1996; Boaden, 2006; Eid,

Johnsen, Bartone, & Nissestad, 2008), in managerial coaching (Bowles, Cunningham, De

La Rosa, & Picano, 2007), and having experienced 360 degree feedback (Carless, Mann,

& Wearing, 1998; Ladyshewsky, 2007). These researchers have been successful in

measuring leadership development using the Multifactor Leadership Questionnaire

(MLQ) (Eid et al., 2008), in-depth interviews (Boaden, 2006), and the 360 degree

feedback questionnaire (Eid et al., 2008; Ladyshewsky, 2007; Walker & Smither 1999).

Although there is little research comparing the effectiveness of different

leadership development strategies, Walker and Smither (1999) found that managers were

more likely to improve their performance when they held feedback sessions with direct

reports in order to understand their 360 degree feedback performance more so than managers who did not. For example, Eid et al. (2008) found that military cadets' transformational leadership increased six months post training. These research projects have helped demonstrate the effectiveness of teaching techniques, but there remains no clear understanding of how leaders develop.

Avolio (2005) explains that there is no foolproof way of developing leaders and not all programs can guarantee participants will experience leadership transformation. Furthermore, leadership development is a prolonged experience; thus, single day programs may not provide substantial changes in leadership performance (Conger, 1993b). Bass (1997) explains that leadership development can occur when leaders take time to be aware of their perceptions and understand how they are perceived by others to increase self awareness. Once leaders possess this knowledge, they can work with counsellors, executive coaches, and other leaders in order to understand their leadership.

Trigger Events and Leadership Development

Leadership development has also been examined through similar perspectives called the "life stream" or the "life span" (Ligon, Hunter, & Mumford, 2008; Shamir & Eilam, 2005) and through life events called "trigger events" (Avolio, 2005; Luthans & Avolio, 2003; Rooke & Torbert, 2005). Avolio (2005) defines the life stream as "events you accumulate from birth to the present that shape how you choose to influence others and yourself" (p. 12). For the purposes of the current study, life events will be known as trigger events, which represent both single and multiple experiences that build to stimulate positive growth and development (Avolio, 2005; Luthans & Avolio, 2003; Gardner et al., 2005; Rooke & Torbert, 2005). Avolio (2005) explains that trigger events

are experiences that may have a "profoundly positive effect on our development" (p. 192). Although it is recognized that different trigger events can cause leadership development, little is understood as to the processes underlying how and why some trigger events cause leadership development.

Luthans and Avolio (2003) categorize trigger events into planned and unplanned instances that when encountered, a person may experience an increase in leadership ability (See Table 1). Planned trigger events constitute those which an individual may consciously choose or those which are arranged and facilitated by another with the intention that the individual will benefit from such an experience (Avolio, 2005). Planned trigger events can include, but are not limited to: new job roles; returning to school for advanced studies; job promotions; and, raising children (Avolio, 2005; Rooke & Torbert, 2005). Unplanned trigger events constitute natural occurrences, where different life experiences—both negative and positive—may stimulate one's development. Unplanned trigger events can include, but are also not limited to: the death or loss of a loved one; a near death experience; and, being involved in or witnessing a traumatic event (Avolio, 2005; Gardner et al., 2005).

Table 1

Four Dimensions of Trigger Events

	Positive	Negative (Crisis)
Planned	Expected experience	Overwhelming challenge or difficult experience
Unplanned	Unexpected experience (e.g., new relationship, mentorship)	Traumatic life experience (e.g., near death experience)

Trigger events have been typically associated with (negative) life crises (e.g., near death experiences, divorce, loss of a loved one) (Avolio, 2005; Luthans & Avolio, 2003;

Gardner et al., 2005; Rooke & Torbert, 2005); however, trigger events can also include positive instances such as receiving mentorship, experiencing a new (intimate or otherwise) relationship, assuming new challenges and experiences, or reading an inspiring book (Luthans & Avolio, 2003). Although trigger events have not been empirically studied, research suggests that experiences including starting a new job, being promoted (Rooke & Torbert, 1998, 2005; Torbert, 1994; Torbert et al., 2004), and attending university (Bartone et al., 2007) may cause leadership development. Conceptual researchers argue that experiences such as death and illness and romantic relationships can cause leadership development. Such experiences however have not been empirically examined in the leadership development literature (Avolio, 2005; Luthans & Avolio, 2003; Gardner et al., 2005).

Section II: Developmental Theory and the Leadership Development Framework

Researchers who examine how a person develops throughout his or her lifetime may provide important direction for examining leadership development. Previous attempts have been made to describe how a person constructs and develops consciousness throughout a lifetime (Kegan, 1980; Kohlberg, 1969; Loevinger, 1976; Piaget, 1954). Overtime, these researchers have created a body of literature supporting stage specific models which explain patterns in human development (McCauley et al., 2006). A common feature of developmental theory is the presence of hierarchical or vertically oriented stages, where when traversed, enables an individual to transform a narrow, self-centered point of view to more holistic and mature perspectives (Cook-Greuter, 2004).

Such (vertical) development is represented by one's broadening awareness about themselves and their environment (Cook-Greuter, 2004). Cohn (1998) found that vertical

development stabilizes for most individuals in early adulthood (i.e., 20 years of age). Studies however, have been successful in causing participants' vertical development (MacPhail, 1989; Manners, Durkin, & Nesdale, 2004; White, 1985). Cohn (1998) suggests events which cause vertical development are rare and unique as most adults avoid experiences that would cause them to re-examine their current perspective.

Some trigger events have been found to cause vertical development. For example, researchers have found that events such as university (Cohn, 1998; Rossiter, 1999; Tanner, 2006; Wald, 1984), romantic relationships (Collins, 2003), and emotional trauma from the death of a close family or friend have stimulated such development (Bonanno, 2004; Bonanno et al., 2002; Davis, Nolen-Hoeksema, & Larson, 1998; Joseph & Linley, 2005; Ho, Chu, & Yiu, 2008; Tedeschi & Calhoun, 1996). Bonanno (2004) and Bonanno et al., (2002) found that participants believed they overcame the difficulties from their stressful and traumatic experience and gained self awareness, new perspectives, and ultimately became more capable. Although these researchers did not specifically examine leadership development, their findings may have implications on leadership development by suggesting trigger events can cause vertical development.

Leadership Development Framework

The LDF was adapted from Loevinger's (1976) work on 10 stages of human (ego) development, each of which represent a change in one's meaning making or worldview as the individual develops from infancy to mature adulthood. Ego development concepts have since been applied to leadership and organizational contexts, and a common theoretical proposition is that leaders located at higher stages of ego development correspondingly exhibit greater leadership effectiveness (Cook-Greuter, 2004, 2005;

Fisher, Merron, & Torbert, 1987; Rooke & Torbert, 1998, 2005; Torbert, 1991; 1994;

Torbert et al., 2004). Specifically, the LDF is one model that has been adapted to

managerial settings to explain how a person's leadership effectiveness may develop.

Rooke and Torbert (2005) believe that an individual's development is the most important

criteria for determining a person's ability to lead, explaining that "what differentiates

leaders is not so much their philosophy of leadership, their personality, or their style of

management. Rather, it's how they interpret their surroundings and react when their

power or safety is challenged" (p. 1).

The seven LDF action logics include: the Opportunist, Diplomat, Expert, Achiever,

Individualist, Strategist, and Alchemist (See Table 2). Fisher et al. (1987) explain one's

meaning making system is "shaped by the person's attitudes, assumptions, values and

beliefs – in short, their worldview" (p. 285). Each action logic represents an increasingly

complex meaning making system, which correlates with an increased leadership

effectiveness (Cook-Greuter, 2000, 2004, 2005; Rooke & Torbert, 2005). Individuals

develop to a specific action logic and master its representative behaviours prior to

transcending to the next sequentially ordered action logic (Cook-Greuter, 2000, 2004).

An individual will consistently and automatically use specific action logic behaviours to

deal with an experience, unless a change in worldview occurs (Cook-Greuter, 2000,

2004). Cook-Greuter (2004) explains that a person's action logic "influences what they

notice or can become aware of, and therefore what they can describe, articulate,

influence, and change" (p. 277). Detailed descriptions of the seven action logics follow

(Cook-Greuter, 2004, 2005; Rooke & Torbert 2005; Torbert et al., 2004).

Table 2

The Seven Leadership Development Framework (LDF) Action Logics

Frame Name	Action Logic Characteristics
Opportunist	Short time horizon; focuses on concrete things; manipulative; deceptive; rejects feedback; externalizes blame; distrustful; fragile self-control; hostile humour; views luck as central; flouts power and sexuality; stereotypes; views rules as loss of freedom; punishes accordingly to 'eye for an eye' ethic; treats what can get away with as legal; forcibly self interested.
Diplomat	Observes protocol; avoids inner and outer conflict; works to group standards; speaks in clichés and platitudes; conforms; feels shame if violates norms; bad to hurting others; receives disapproval as punishment; seeks membership and status; face-saving essential; loyalty to immediate group, not 'distant' organization or principles; needs acceptance.
Expert	Interested in problem-solving; seeks causes; critical of self and others based on craft logic; chooses efficiency over effectiveness; continuous improvement and perfection; accepts feedback only from 'objective' craft masters; dogmatic; values decisions based on merit; sees contingencies, exceptions, wants to stand out, be unique; sense of obligation to wider, internally consistent moral order.
Achiever	Longer-term goals; future is vivid and important; welcomes behavioural feedback; effectiveness and results oriented; feels like an initiator, not pawn; appreciates complexity and systems; seeks generalized reasons for action; seeks some mutuality (as well as hierarchy) in relationships; feels guilt if does not meet own standards, blind to own achieving shadow, to the subjectivity behind objectivity; energized by practical day-to-day improvements based on self-chosen (but not self-created) ethical system.
Individualist	Works independently with a high value on individuality; self-curious; freer of obligation and imposed objectives, thus finds new creativity; aware that what one sees depends upon one's world view and experiments with this; may be a maverick as they experiment with finding their own way; uses power differently; increasingly conscious of the impact they have.
Strategist	Creative at conflict resolution; recognizes importance of principle, contract, theory, and judgment—not just rules, customs, and exceptions—for making and maintaining good decisions; process oriented as well as goal oriented; aware of paradox and contradiction, unique market niches, and particular historical moments; relativistic; enjoys playing a variety of roles; witty, existential humour (as contrasted to prefabricated jokes); aware of dark side, of profundity of evil, and is tempted by its power.
Magician/Alchemist	Disintegration of ego-identity, often because of near-death experience; seeks participation in historical/spiritual transformations; creator of mythical events that reframe situations; anchoring in inclusive present, seeing light and dark, order and mess; blends opposites, creating 'positive-sum' games; exercises own attention, researches interplay of intuition, thought, action, and effects on outside world; treats time and events as symbolic, analogical, metaphorical (not merely linear, digital, literal).

Note. Adapted from "*Personal and Organizational Transformations: Through action inquiry (4th ed),*" by Fisher, D., Rooke, D., & W. R. Torbert, p. 43, 2003.

The *Opportunist* represents the first LDF action logic, where such leaders are characterized by having a drive and mentality to win at any cost, which may lead to them manipulating and exploiting others (Cook-Greuter, 2005; Rooke & Torbert, 2005). An Opportunist determines right or wrong by outcomes and considers actions as wrong only if they are caught. If caught, an Opportunist feels little remorse and instead externalizes blame and aggressively retaliates (Cook-Greuter, 2005). Fortunately, very few leaders are measured as an Opportunist; these individuals have to develop to later action logics or are unsuccessful because they are not the kind of leader for whom people want to work (Rooke & Torbert, 2005).

The major characteristic of the *Diplomat* leader is cooperative group behaviour as he or she avoids conflict at all costs based on a wish to belong to the group and not upset other people (Rooke & Torbert, 2005). This leads the Diplomat to spend a great deal of time paying attention and adhering to social rules and regulations without question (Cook-Greuter, 2005). The Diplomat is an important contributor within organizations as they are reliable and loyal and ensure that organizational members work together. Diplomats are detrimental when working in a leadership position however, largely because of their overly polite behavioural tendencies and inability to deal with conflict amongst subordinates (Torbert et al., 2004).

The *Expert* leader continuously improves his or her skill set in order to achieve efficiency. Instead of wanting to fit into the group like the Diplomat, the Expert now wants to stand out and express individuality, believing that his or her way of thinking and of doing things is superior and that other methods are incorrect (Cook-Greuter, 2005). The Expert is a great individual contributor because of a pursuit of improvement and

efficiency. The Expert treats individual opinions with contempt and can cause problems in a management position because of their tendency to treat their opinions as more important and superior. Although they are good planners, work very hard to accomplish tasks, and are usually successful, the Expert can be problematic as a leader because of their lack of preference to be a team player (Torbert et al., 2004). Often the Expert will say "yes, but" when voicing their opinions, from a predominant perspective that they are correct and superior to all others. To that end, Expert may aggressively seek to prove his or her opinion through the use of statistics and absolutes. To become an effective leader, an Expert must develop to the *Achiever* action logic (Rooke & Torbert, 2005).

The Achiever becomes interested in interpersonal relationships, has a genuine need to share experiences with others, and now seeks relationships with people who have different interests and accept a greater diversity of opinions (Rooke & Torbert, 2005). The Achiever in a leadership position can challenge and support subordinates to create an effective team and is aware that most conflict arises from interpretations and ways of relating (Rooke & Torbert, 2005). To resolve conflict, the Achiever is sensitive to relationships and has the ability to influence others in positive ways. The Achiever is able to work effectively with superiors by having a mutually beneficial relationship because he or she can initiate and take feedback, especially when it helps to achieve goals and results (Torbert et al., 2004). The Achiever is passionate about achieving goals and how to help an organization as a whole be effective reaching its mission (Torbert et al., 2004).

The *Individualist* enjoys working where he or she can control their own organizational environment and listen to and observe others to facilitate transformation (Torbert et al., 2004, Cook-Greuter, 2005). The Individualist is concerned with the

contradicting ways that they act and think which can be the source of major frustration. He or she may feel that they possess multiple personalities that are constantly conflicting with one another. With a heightened capacity for understanding however, the Individualist is tolerant of a wide range of different ideas, behaviours, and actions exhibited at previous action logics (Rooke & Torbert, 2005). When Individualists come together, they create an environment where everyone can express their opinion (Cook-Greuter, 2005).

The *Strategist* can align people within an organization and create others' commitment to strategy and goals by creating a shared vision across action logics (Rooke & Torbert, 2005). The Strategist becomes aware of how his or her actions and behaviours impact the environment and understands how the past influences the present and the future (Torbert et al., 2004). A Strategist may possess a fear of failing to live to his or her potential or of living to valued principles. The Strategist will spend time reflecting and trying to develop further in order to achieve their own and others' potential. They may show frustration in response to others' resistance to change or their slow rate and degree of change (Cook-Greuter, 2005). The Strategist is effective in dealing with conflict and creating change, which allows them to generate personal and organizational transformation (Rooke & Torbert, 2005).

The *Alchemist* is the final LDF action logic. Those who measure as Alchemists have the ability to reinvent themselves and their organizations in historical ways (Rooke & Torbert, 2005). The Alchemist's heightened capacity allows him or her to deal simultaneously with multiple organizations whereby there is time to deal with all of them (Rooke & Torbert, 2005). The Alchemist has a more complete understanding of the self,

aware that further understanding of themselves as impossible to attain through effort and reason. The Alchemist has a high capacity to understand the complexity of human nature, which allows for effective communication with various people at all action logics (Cook-Greuter, 2005).

Leadership Effectiveness

Researchers have empirically established that Strategists and Alchemist have the potential to be much more effective leaders than those developmentally located at earlier action logics (Fisher et al., 1987; Rooke & Torbert, 1998, 2005; Torbert, 1991; 1994; Torbert et al., 2004). Specifically, Torbert (1991) found that organizations led by an Achiever, Individualist, or Strategist had significantly higher revenue generation compared to those led by an Opportunist, Diplomat, or Expert. Also, Rooke and Torbert (1998, 2005) discovered that Strategist CEOs enacted ongoing positive organizational transformation based on different business measures. By contrast, organizations led by pre-Strategist CEOs were much less likely to enact the same kind of positive organizational transformation (Fisher et al., 1987; Rooke & Torbert, 1998, 2005; Torbert, 1994; Torbert et al., 2004).

Despite such an important finding, approximately only 5% of leaders measure as Strategists and Alchemists (Rooke & Torbert, 2005). Also, most adults predominantly stabilize to the Expert action logic (i.e., 38% of all leaders measured) in early adulthood, at approximately 25 years of age and may not develop unless they experience a trigger event (Cohn, 1998). There is little understanding however, of how and why some trigger events cause leadership development while others do not. The LDF is an effective tool to study trigger events because it can trace how an individual's leadership ability changes

throughout his or her lifetime. An understanding of leadership development through trigger events experiences may reveal important knowledge about how leaders develop.

In this chapter, the conceptual and empirical research examining leadership development was detailed and the LDF was outlined. Conceptual researchers examining leadership development have emphasized the importance of experiential learning and action learning in leadership development strategies (Conger, 1993a, 1993b; Cacioppe, 1998; Dixon, 1993; Fulmer, 1997). Although there are no guarantees in causing leadership development, empirical researchers have been successful in causing participants' leadership development through instructional leadership courses (Barling, Weber, & Kelloway, 1996; Boaden, 2006; Eid et al., 2008), managerial coaching (Bowles et al., 2007), and experiencing 360 degree feedback (Carless et al., 1998; Ladyshewsky, 2007). As there is limited research examining how trigger events can cause leadership development (Luthans & Avolio, 2003), the LDF can provide a map to further understand how a person's leadership may develop throughout their lifetime. Thus, this model is useful to examine the relationship between trigger events and leadership development.

CHAPTER III

METHODOLOGY

The purpose of this research project was to develop a conceptual model through a grounded theory approach, to explain how trigger events relate to leadership development. The primary research question that guided the research process was: what concepts emerge, through an inductive process, which explain trigger events and their relationship to leadership development? This study is part of a larger longitudinal study being conducted by Dr. Kirsty Spence, Dr. Beth Jowdy, and Dr. Mark MacDonald (See Appendix A).

In this chapter, the research design and methodological choices used in this study are detailed and presented in three sections. In the first section, the grounded theory methodology is described with the rationale for its use in this study. In the second section, the research methods are described, specifically pertaining to the qualitative and quantitative data collection and analyses procedures. In the third section trustworthiness, reflexivity, and their application in this study are detailed.

Pilot study

In preparation for the current study, the researcher conducted a pilot study from January to April, 2007 with six participants from the original sample (See Appendix B). The primary purpose of this pilot study was to examine the relationship between leadership development and trigger events. A secondary purpose of the pilot study was to improve data collection and analyses strategies through the development of an interview guide, to eventually be used in the current study (See Appendix C). Emergent themes from this study's data indicated that participants believed university and work were

primary trigger events and that their social group had a high level of influence on their experiences (See Appendix D). From the pilot study results, new interview questions were developed and other questions were updated to derive rich data from participants in the current study.

Section I: Grounded Theory Approach

A grounded theory approach was utilized in the current research project to develop a conceptual model of trigger events. Originally developed by Glaser and Strauss (1967), grounded theory possesses specific criteria for guiding methodological choices, data analysis, and evaluation in order to create credibility amongst positivist peers. According to Corbin and Strauss (1990), it is important that researchers follow such criteria when involved in a study, although Charmaz (2000) and Glaser (2000) suggest that grounded theory provides the researcher with flexible strategies versus strict guidelines. Thus, a researcher does not have to follow the exact procedures set out in grounded theory and methods can be selected based on their relevance to the study.

Grounded theory is used when there is a lack of theoretical understanding of a phenomenon and when other methods may not give relevant answers (Patton, 2002). A grounded theory approach was selected in the current study, as there is currently a lack of theoretical and empirical research examining trigger events and their relationship to leadership development. In so doing, a theoretical understanding of trigger events and leadership development may be provided. Charmaz (2006) explains that patterns from data analysis are used to form themes and concepts rather than to seek causality and linear relationships (Charmaz, 2006). Also, the concepts derived from the grounded

theory method are not meant to generalize; rather, they are meant to explain, describe, and understand the studied phenomenon (Patton, 2002).

Selection of the purposive sample in the current grounded theory study was based on the assumption that such a sample is especially informative (Neuman, 2003). According to Merriam (2001), "purposeful sampling is based on the assumption that the investigator wants to discover, understand, and gain insights and therefore must select a sample from which the most can be learned" (p. 61). Purposive sampling aided in identifying individuals who could accurately reflect upon trigger events and inform the researcher on how different action logics have experienced trigger events. Study participants were identified from the original sample using two selection methods.

In grounded theory, constant comparative analysis is used to develop well defined concepts toward generating theory, which will explain the studied phenomenon (Patton, 2002). Data collection and analyses procedures occur concomitantly and are highly interrelated; specifically, data analysis occurs immediately after data collection begins. Corbin and Strauss (1990) explain that coding strategies (e.g., open, axial, and selective coding) are a central aspect of grounded theory and of constant comparative analysis. Coding in grounded theory is important as it helps to dictate the direction of later interviews (Corbin & Strauss, 1990).

Open coding happens in the initial data analysis phase, where early concepts and ideas are inductively identified and are broken down. During this phase, categories are examined, compared, conceptualized, and developed (Corbin & Strauss, 1990; Walker & Myrick, 2006). These early concepts are provisional and are altered and developed throughout the duration and different phases of the research project (Charmaz, 2006).

Axial coding occurs in the second phase of data analysis. Codes in this phase are more direct, selective, and conceptual (Charmaz, 2006). Concepts are further developed during axial coding to find relationships between concepts and ideas.

Selective coding occurs in the final stage in constant comparative analysis where final connections between categories are made to develop theory (Corbin & Strauss, 1990). Selective coding occurs when all data is related to a common theme or a core category. At this point, relationships are compared and categories are further refined and developed. This is the theory development stage, where well defined categories are integrated into the conceptual model, through further testing of categories against data and against the common theme or core category.

During constant comparative data analysis, the researcher writes memos to track the creation and development of categories (Corbin & Strauss, 1990). Memo writing is very important in grounded theory as they include reformulating of ideas, concepts, and categories regarding coding sessions. In the memos, rationale for each concept's creation is tracked and data is viewed in new and different ways (Charmaz, 2000). As a project progresses, memos often become more elaborate, conceptual, and complex.

<div align="center">Section II: Data Collection and Analysis</div>

In this section, the quantitative and qualitative data collection and analyses procedures that took place between June, 2007 and July, 2008 (See Table 3) are described.

<div align="center">*Purposive Sampling*</div>

Study participants were selected based on two considerations: first, participants were selected from changes in their Time 1 (T1) and Time 2 (T2) WUSCT score, based

on the assumption that those who incurred a change recently experienced developmental change. In selecting such participants, it was assumed that they could reflect on the experiences that caused them to develop over that time period. Second, participants were selected to represent a distribution of action logics based on the assumption that gathering data from those representing different action logics would reveal theoretically important information about trigger events and their relationship to a spectrum of leadership development, thus adding to the depth of the conceptual model (Neuman, 2003).

Table 3

Data Collection Timeline

Method	Time Period	Participants (n)
Quantitative – WUSCT T1	September 2005	43
Quantitative – WUSCT T2	April 2006	43
Quantitative – WUSCT T3	June 2007 – August 2007	15
Qualitative – Interviews	September 2007 – July 2008	15

Note. Each participant was interviewed at least on two occasions.

Once the initial 15 participants were selected from the larger purposive sample, the researcher electronically mailed each participant a letter of introduction (See Appendix E) for information on the study and its purpose. The letter of introduction and a letter of informed consent (See Appendix F) included a request to participants to release their T1 and T2 WUSCT scores to the researcher and a request write a Time 3 (T3) WUSCT. The researcher continually selected participants' names from the longitudinal study and contacted them electronically until 15 participants provided consent. Once all 15 participants were selected, the researcher electronically mailed each participant the WUSCT to begin data collection.

Quantitative Data Collection and Analysis

The WUSCT, a highly reliable and valid developmental assessment tool (Manners & Durkin, 2001), was used as the quantitative data source to assess each participant's LDF action logic (See Appendix G). The WUSCT represents 36 sentence stems dealing with self-perceptions, social situations, and interpersonal relationships (McCauley et al., 2006). Each completed sentence reflects participants' reasoning and how they relate to others. The main purpose of the WUSCT in contributing to the development of the conceptual model was to identify the participants' action logics so as to select them for the study. The findings from the WUSCT were also used to understand the different leaders represented in the sample.

When participants were emailed the WUSCT, they were instructed to complete the form in no more than 40 minutes. Once all WUSCTs were complete, they were scored by trained experts, with the aid of a comprehensive scoring manual (Manners & Durkin, 2001). Each sentence stem was scored individually and assigned a stage specific score; the scores were then distributed, weighted, and added cumulatively to arrive at a total score or a Total Protocol Rating (TPR), which directly corresponds to participant's action logic (Torbert et al., 2004). The T2 and T3 WUSCT measures added further insight into trigger events and the development process. By identifying each participants' action logic, differences in participants' experiences with trigger events based on their action logic could be understood to add further detail to the conceptual model.

Qualitative Data Collection: In-depth Interviews

Each participant was interviewed, deemed as the most appropriate way of gathering (qualitative) insights about their experience with trigger events. Through

interviews, a large amount of potentially rich information was gathered in a short period of time (Marshall & Rossman, 1989). An in-depth interview approach was used, so that participants could express personal perspectives, feelings, and experiences associated with trigger events. Through these interviews, general topics were explored and participants were free to frame and respond (Marshal & Rossman, 1989).

All interview times and locations were determined through electronic mail and telephone correspondence. Each face-to-face interview took place at the most mutually convenient location for both the researcher and the participant. Each participant was involved in two interviews, which took anywhere from 30 to 90 minutes to complete. Participants completed two interviews to add depth and complexity to developing themes. At the start of each interview, all participants provided their permission to have the interview audio recorded. All participants initiated the interview with a discussion about their current job and life status since completing university in April, 2006. This initial conversation was helpful in the event of necessary follow up with other questions about life and career changes when further inquiring about participants' trigger events.

Throughout each interview, it was assumed that participants could freely express all opinions about trigger events and any impact on their development (Creswell, 2003). Although an interview guide was used (See Appendix H), participants interpreted, explored, and answered questions and issues in any way without being stopped or interrupted at any point (Kvale, 1996). During interviews, the interview schedule was used as a loose guide rather than as a dictate as to the overall direction of the conversation.

Care was taken when asking questions of participants that could have revealed their emotional reactions during all phases of this project, as some questions related to sensitive topics (e.g., death of a loved one, end of a personal relationship). Special consideration was given when sensitive topics were revealed through the interview process. If a participant showed any signs of distress, he or she was asked to take a break and stop the interview, upon which time the participant calmed down. During the interview process, only two participants wished to take a break through their interview but showed no major signs of distress and wished to continue their interview after a short break. While extra care was taken in asking participants to reveal painful experiences, it was ultimately up to the participant to choose how much to reveal (Patton, 2002). Once complete, a short debriefing session was initiated, upon which time each participant commented on or asked questions about the interview and the project. Moreover, all participants had access to the researcher's electronic mail address to contact him later, if necessary.

To complete data collection and analyses procedures, seven participants electronically contacted to schedule a phone call so they could answer a question not initially included in the third interview schedule. To add to the conceptual model and to make a stronger link to what leadership capacities were gained from participants' trigger events, they were asked "how have your trigger events contributed to your leadership?". This question was included in the final interview guide and the remaining eight participants did not have to be contacted to answer the question.

To begin data analyses, all audio tapes were transcribed verbatim and each participant's name was replaced by pseudonyms for confidentiality and anonymity

purposes. A master list of participants' names with their corresponding pseudonym was kept at a secure location, separate from the transcripts, to which the researcher had sole access. After the study's completion, all audio tapes were destroyed; however an electronic copy of all transcripts were kept by Dr. Spence for further use in later research projects. Data analysis began after the first interview to help develop future interview questions, according to grounded theory tradition (Corbin & Strauss, 1990). The constant comparative method was used with open, axial, and selective coding to analyse the interview data.

Open Coding

To begin this phase of data analysis, some of the most common trigger events discussed by participants were identified and similarities between experiences were examined. Once concepts were identified, and grouped together, new concepts and categories emerged. Examples of the categories were acceptance, change, confidence, death, emotional connection, leadership traits, and university. Once these new categories emerged, the interview schedule was adapted to further elicit new concepts and to fill conceptual gaps. The interview schedule was thus continuously altered to accommodate further insights, emerging concepts, and developing theory (Charmaz, 2000). As each interview was transcribed and coded, the interview schedule was further modified and revised to a total of three times over a 9-month period (See Table 4).

Axial Coding

Axial coding was initiated so that data was examined for conditions and context that gave rise to the concepts to create thick description (Corbin & Strauss, 1990). At this stage in coding, concepts were further developed by examining the leadership

development process and by looking for similarities between trigger events and examined why seemingly similar events were not considered trigger events. For example, the theme "*necessary developmental conditions*" and representative subtheme "must precipitate emotional stress" were examined to determine if emotional stress accompanied trigger events and how they impacted the leadership development process.

Table 4

Interview Timeline

Interview	Developed	Number of Interviews
Schedule 1	September 13, 2007	6
Schedule 2	October 12, 2007	9
Schedule 3	March 3, 2008	7
Schedule 4	Friday, May 23, 2008	8

Selective Coding

Selective coding was initiated with the creation of the core theme (the development process), to which all themes and concepts were related. Emerging concepts were grouped into themes and only those concepts repeatedly discovered throughout the interview process were generated towards the conceptual model (Corbin & Strauss, 1990). Throughout the process, memos were continuously generated explaining the emerging themes and categories (See Appendix I). Each memo varied in length and detail, depending on the length of the coding session and the quality of the transcript. Memos were generated throughout the entire research process; various observations from the memos were integrated within the findings.

Section III: Trustworthiness

Trustworthiness was used as the evaluation criterion to judge the quality of the data collected and to ensure that the research process was performed correctly (Sparkes, 1998). Trustworthiness, according to Lincoln and Guba (1985), is established through the four elements of credibility, transferability, dependability, and confirmability.

Credibility

Marshall and Rossman (2006) explain that credibility is used to "demonstrate that the inquiry was constructed in such a manner as to ensure that the subject was appropriately identified and described" (p. 201). Credibility was established in this study through the four elements of prolonged engagement, persistent observation, triangulation, and negative case analysis. Prolonged engagement was established over a prolonged 18-month period, over which time, a long-term relationship was developed between the researcher and participants, to establish trust. Over this time period, alterations were made to the interview schedule and familiarity was created with the data (Lincoln & Guba, 1985). By changing the questions on the interview schedule, important topics were highlighted and themes were deepened (Lincoln & Guba, 1985).

Triangulation was established by taking multiple measures of the same phenomenon (Neuman, 2003). Theory was developed and tested throughout the research project and questions were continually developed to ensure that the generated theory accurately represented participants' experiences. Also, multiple data sources were used to analyse a single phenomenon. The WUSCT and in-depth interviews were used to understand the relationship between trigger events and leadership development. By having participants complete the WUSCT multiple times, it could be determined whether

any trigger events experienced over the time of this study may have caused changes in leadership development.

Also, negative case analysis was used to identify and analyze emerging data that did not fit within emergent concepts, themes, or patterns (Charmaz, 2006). Patton (2002) explains that negative cases are "instances and cases that do not fit within the pattern" (p. 554). Negative case analysis makes data more credible by reducing the number of exceptions in the theory (Lincoln & Guba, 1985). When negative cases developed from the data, concepts and categories were redefined and the interview schedule was redeveloped to find a reason for any ambiguity (Charmaz, 2006).

Transferability, Dependability, and Confirmability

Transferability was created so findings from this study could be useful to understand similar situations and contexts (Marshall & Rossman, 2006). Transferability is established through "description of time and context" (Lincoln & Guba, 1984, p. 316), in which hypothesis are developed. This was addressed by explaining and describing the categories within the conceptual model, through the use of memos, the constant comparative method, and thick description. Memos helped to thoroughly explain the phenomenon and the context in which themes and categories arose. Dependability was established by accounting for changes in the "phenomenon chosen for the study as well as changes in the design created by increasingly refined understanding of the setting" (Marshall & Rossman, 1989, p. 148). This was established through reflexivity and the grounded theory approach. The researcher established confirmability to so that "logical inferences and interpretations of the researcher can be made by someone else" (Marshal & Rossman, 2006, p. 203). Confirmability was established through memo writing, which

included information about data collection and analyses strategies. How the researcher

came to understand different concepts and categories was discussed in the memos

(Maykut & Morehouse, 1994).

Reflexivity

Reflexivity was integrated into all aspects of this research project with the use of

the grounded theory methodology. Reflexivity is accomplished when "the researcher

systematically reflects on who he or she is in the inquiry and is sensitive to his or her

personal biography and how is shapes the study" (Creswell, 2003, p. 182). By utilizing

the rigorous methods associated with grounded theory, constant comparative analysis

ensured that biases and values were revealed by testing theory and categories against data

accounting for negative cases and ambiguities (Corbin & Strauss, 1990). When negative

cases were identified, reasons for the ambiguity were found by re-examining the data and

by adding new questions to the interview schedule to create a greater understanding of

the concepts (Patton, 2002).

CHAPTER IV

FINDINGS

This chapter is presented in two sections. In the first section, participants'

Washington University Sentence Completion Test (WUSCT) results are provided.

Specifically, quantitative data include participants' Total Protocol Rating (TPR) results

from Time Two (T2) and Time Three (T3) measures which correspond to their action

logic measurement (See Table 5). In the second section, qualitative data from in-depth

interviews is presented in two parts. In the first part, participants reflect upon their

experiences with trigger events; and, in the second part, the conceptual model of trigger

events and their impact on participants' leadership development is detailed.

Section I: Quantitative Results

The purpose of this section is to share WUSCT data from participants' T2 and T3

measures. These WUSCT findings helped to identify participants' action logics and to

determine whether any participants had experienced development growth according to

their TRP ratings between T2 and T3 measures. When examining participants' TPR

scores, it was found that four participants had higher scores between T2 and T3, thereby

indicating a transition to later stage action logics. Specifically, one participant

transitioned from the Opportunist to Diplomat action logic, two transitioned from the

Expert to Achiever action logic, and one transitioned from the Achiever to Individualist

action logic. Also, two participants demonstrated a TPR score increase from an early to a

late stage Expert action logic, and three participants showed slight TPR score increases

within the Expert action logic. One participant experienced no TPR score change, one

transitioned downward in TPR score from the Achiever to Expert action logic, and

another indicated a decrease in TPR from a late to an early stage Expert.

Table 5

Total Protocol Rating (TPR) Findings

	Time 2 (April, 2006)		Time 3 (August, 2008)		TPR Change
Participant	TPR	Action Logic	TPR	Action Logic	T2 to T3
1	223	Achiever	208	Expert	-15
2	217	Expert	204	Expert	-13
3	216	Expert	212	Expert	-4
4	206	Expert	206	Expert	0
5	210	Expert	212	Expert	2
6	214	Expert	217	Expert	3
7	204	Expert	207	Expert	3
8	187	Opportunist	190	Diplomat	3
9	219	Expert	227	Achiever	8
10	203	Expert	215	Expert	12
11	235	Achiever	252	Individualist	17
12	213	Expert	234	Achiever	21
13	197	Expert	218	Expert	21
14	201	Expert	224	Achiever	23
15	202	Expert	239	Achiever	37
$n=15$	$M=209.9$		$M=217.7$		$M=7.87$
	$SD=11.7$		$SD=15.6$		

Eleven of 15 (73.3%) participants experienced increases in TPR scores between

T2 and T3 measures. The sample was homogeneous however, with a standard deviation

of 15.6 at T3. Furthermore, as revealed by participants, the time between T2 and T3 (i.e.,

transitioning from university to work) was an important developmental time period, that

impacted their leadership development.

Section II: Qualitative Results

In section II, participants' experiences with trigger events and the conceptual

model are detailed. Each participant engaged in two in-depth interviews over the 10-

month duration of this study. A grounded theory approach was followed and new concepts and themes emerged over time from participants' interviews. The data were analysed using the constant comparative method, also according to the grounded theory tradition (Charmaz, 2000; Corbin & Strauss, 1990). In presenting this conceptual model, this section is divided into two parts. In the first part, emerging themes and subthemes are shared about participants' experiences of four *trigger events* including university, work, death and illness of a loved one, and romantic relationships (See Table 6). In the second part, details of the leadership development process are provided, including the themes *necessary developmental conditions*, *the learning process*, and the *leadership development outcomes*.

Part I: Trigger Events

Participants shared four major trigger events including *university, work, death* and *illness of a loved one,* and *romantic relationships* that caused changes in their perception and leadership behaviour. Trigger events are experiences that may cause a person to experience leadership development (Luthans & Avolio, 2003). Before describing these, it is important to note that it was found that there was a noticeable difference in participants' ability to describe their trigger events depending on their action logic. For example, the only Diplomat measured in the purposive sample (also known as participant eight, hereafter P8) had difficulty describing his experience with trigger events and their impact on his leadership. Specifically, he did not know how his trigger events impacted his leadership and he attributed his leadership to be a result of his sport experience but did not reflect any specific experience. In contrast, the only Individualist measured in the purposive sample (also known as participant 11, hereafter P11) easily provided detailed

descriptions of her trigger events and their impact on her leadership. She believed her trigger events caused her to retain faith and trust in her friends' decisions and actions.

Table 6

Four Major Trigger Events and Subthemes

Theme	Characteristics
university	• signified separation from parents and freedom to make mistakes • exposed to people from different cultures and backgrounds • financially responsible to pay bills • not as impactful an event for participants who attended while living at home or who attended with same friendship group from secondary school
work	• exposed to experiences normally avoided in past • willing to take on new challenges to grow • perceived as an important life transition • behaviour and perception changes necessary to deal with problems
death or illness of a loved one	• gained new responsibility towards family members • increased amount of time spent with family • gained stronger appreciation for family • experienced changes in family members behaviours and emotional state
romantic relationships	• exposed to new perspectives and ideas from interacting with romantic partner • considered a source of positive perspectives • deemed a learning experience when relationship ended

Also, it was found that there were differences in the number of trigger events reflected by participants who were located at various action logics. For example, P8 reflected on two major trigger events, including attending university and a near-death experience. While he believed that university helped him develop social skills, he did not make further connections between his university experience and leadership development.

All Expert and Achiever participants (13 in total) generally reflected on three to five

trigger events, while P11 reflected on seven trigger events. In addition, P11 gave detailed

accounts of each experience and their relative impact on her life (See Table 7). Also, 14

of 15 participants believed their trigger events had a positive impact on their leadership

abilities, as they reflected on each experience and its impact on their leadership

development. Participant eight was the only participant who did not make such

connections and did not believe that trigger events contributed to his leadership

development. This participant only identified two trigger events while all other

participants reflected on at least three. Also, participants located at the Expert and

Achiever action logics experienced very similar trigger events according to their

qualitative data.

The subthemes of *university* and *work* represent planned trigger events which

participants chose to experience, whereas the subthemes of *death or illness of a loved*

one, and *romantic relationships* represented unplanned trigger events where participants

had little to no control over their happening. Participants explained that their trigger

events represented *new* and *unique experiences,* were associated with *emotional stress,*

and *stimulated a change in perspective.*

University as a Planned Trigger Event

All 15 participants explained that their university experience represented a trigger

event. For most, it signified the first time they had lived away from home, gained new

experiences, took risks, and made mistakes without their parents' guidance. Some

participants explained that through the university experience, they became comfortable

with themselves and took on responsibility for the first time. Other participants explained

that they took risks while attending university they normally would not take while living with their parents.

Table 7

Participants' Trigger Events

Participant	Trigger Events Experienced
1	university, difficulty finding work, death of a loved one, leaving work
2	university, work, illness of a loved one
3	university, work, death of family member, romantic relationship
4	university, work, romantic relationship, death
5	university, work, job search
6	university, work, death of a loved one
7	university, work, romantic relationship
8	university, near death experience
9	university, work, volunteer experience, high school
10	university, death of a loved one, childhood experience
11	university, death, divorce, work, multiple family illnesses, acknowledging sexual (lesbian) orientation
12	university, work, illness of a loved one
13	university, work, death of a loved one, romantic relationship
14	university, work, romantic relationship
15	university, work, death of a loved one

Participants affirmed that being on their own and gaining new experiences was an important aspect of their university experience that positively impacted their life, behaviour, and perception. By moving from their homes, participants matured independently from their family. Participant four (P4) said, "I took full advantage of the independence." Also, participants reported they made mistakes they normally would not have made at home. Participant four continued, "I learned my lesson once my marks started to fall." Without guidance from their parents, they had to be responsible for themselves. Participant eight said,

> … socially it really helps you. I found that I matured, tenfold as soon as you hit university, within the first three weeks I was going back home and people were like "you look older" … people see you change, it's amazing how much people

mature within a little tiny timeframe just through university being out on your own, having to fend for yourself.

Participant two (P2) said, "I definitely changed maturity wise for the better and as I said, university just brought me out of my shell."

While attending university, participants were exposed to new people and cultures for the first time. Participants developed friendships with people from different cultures unlike their past social network. The university setting allowed for such interaction and for participants to learn about these differences. Participant 12 (P12) explained,

> ... meeting new people and how they act in different situations from going out to watching sports together or just talking about their past and how their family is. You are not used to those things and you are dealing with it on an on-going basis throughout university.

Participants also had to deal with other changes in their life with which they were not normally accustomed while attending university, including physical separation from their parents and becoming responsible for their personal finances as they paid their own bills for the first time. Although participants may have had financial support from their parents, many still worried about how they were spending money. Participant 14 (P14) explained, "I had to be really careful with money because I had basically just enough to get through. I couldn't be spending it on luxuries and stuff that I used to." Participant six (P6) explained that he had to get a part-time job for the first time and still had trouble with his spending, as he was constantly in debt on his credit card.

Not all participants found that their university experience constituted a trigger event. For example, participants who attended university while living closely with their parents or participants who attended university with friends from their secondary school or hometown perceived the impact of university to be less important on their development. Although participants may have recognized that they changed while

attending university, they did not indicate university as a major trigger event. Participant one (P1) explained, "I lived at home you know, it's not like I branched out on my own, I went to (school) 15 minutes up the road which would save me money." Participant five (P5) explained that he made consistent trips home on weekends and lived at home during the summer and therefore did not feel like he had moved out on his own. Participant eight who went to university with friends from secondary school described this time period as a fun and social one where he was not challenged by his experiences and got through by doing the minimum.

Participants perceived that their friends who had stayed at home to attend university or those who had not attended university were less outgoing and less mature because they had missed out on experiences. Participant 15 (P15) explained "they still have that same mentality and are perfectly happy to stay here because they haven't experienced anything else and don't know what else there is." Participant 14 said,

> ... I think that had I lived at home and gone to [school in home city] type thing I would have been a lot more dependent on people just for everyday life things but also maybe I wouldn't have those relationships where I would be able to talk to people. Also, the thing about going to university to live with people you get a lot closer to people that you are living with than you would friends that you have in high school that you see everyday in the cafeteria.

Work as a Planned Trigger Event

A second shared trigger event from participants related to their work experiences post-graduation. After graduating, many participants entered full-time jobs. At the time of this study, eight of 15 participants were employed full-time within the sport management industry, five of 15 were employed outside of the sport management industry, and two of 15 were registered as full-time students in graduate or professional degree programs. Participants found the transition between attending university full-time to working full-

time was difficult insofar as experiencing discomfort in performing tasks associated with their new job. Participants explained that some of their work duties required them to take on challenges they normally would have avoided. For example, two participants working in sport organizations expressed they had experienced difficulty with their new sales jobs. Participant four was afraid of making phone calls explaining,

> … At first I didn't do well at all, I came home and I dreaded going to work, like it terrified me, I didn't want to do it. I was one of those people who couldn't even call for pizza. I always thought that the person on the other end of the phone could see me and was judging me for what I was saying or whatever, so I had a really hard time with it at first.

Furthermore, P2 explained that he had difficulty getting used to approaching clients and initiating conversations with unfamiliar people.

Although the transition to full-time work was difficult, participants explained that this time was an important one that they had been anticipating and were striving towards. When participants finally found employment, they were willing to take on challenges and work through difficult situations. Participant 15 said,

> … I'm a lot more dedicated to a job that I want … I can't think of something else that I wanted so bad and just wanting it so bad had just made me have to change my work ethic and I know it has changed who I am because I have become so much about this job.

As some participants perceived their jobs as important aspects of their life, they devoted greater effort to being successful in their new jobs and were thus more willing to take on challenges rather than avoiding them.

As a result of these work experiences, participants noticed differences in their behaviours and perspectives that allowed them to be eventually more prepared and competent at their job. Participant two explained, "I had to make changes in my life to be more professional and be better spoken." Participant nine (P9) said, "I seem to get along

a lot more with people of authority than I used to probably. I think that I get along fairly well with all the professors around and a lot of the higher ups in my organization."

Participants explained that by continuing to work through their difficulties and by developing new behaviours and perceptions they could deal with their new problems related to their work requirements. Participant five said, "I grew thicker skin and grew more independent and embraced change and challenges rather than being nervous about failing or what the outcome might be." By persevering with her difficult job, P4 was able to overcome her fear and anxiety around the project stating "the more and more that I did it I sort of found ways around it and it wasn't as hard as I initially had imagined."

University and *work* as trigger events were similar insofar that while participants looked forward to both, they still represented challenges participants previously avoided or situations to which they had no exposure. By voluntarily entering a new work experience and challenging themselves through any difficulties, participants felt they developed and matured.

Death or Illness of a Loved One as an Unplanned Trigger Event

A third shared trigger event was *death and illness of a loved one*. Participants explained that losing a loved one through death or experiencing a family member's life threatening illness created an impact on them and other family members. For those who experienced a death or an illness of a family member, it was usually perceived as a dramatic event that caused major changes in their personal and family lives. Participants explained that death and illness was particularly impactful because of the emotional connection to their family members. Participant one explained that the death of a family member was impactful because

… I cared so much about these (family members) people, that when they are gone you can look back and makes you realize that more, because that's what trigger events are … you coast along or you're comfortable and something happens to change your direction.

Participant seven (P7) explained that dealing with the death of a loved one was the most important life changing event that he had ever experienced.

After a family member died or became ill, participants perceived their relationship to family as increasingly important. This realization shaped how they spent their time and energy with other family members insofar as wanting to spend more time. Participants explained that they appreciate family more and were less concerned with problems and issues they considered to be less significant. Participant seven explained that the death of his grandmother changed his priorities stating,

… in high school I was really about my friends and not so much about my family. I was in a stage when I wanted to be independent. I think that event helped bring us closer together, so it changed our life; I appreciate things a lot more and appreciate the people that you're around while they are still here.

Participant one explained, "dealing with cancer, ideas of death, it really put me more into focus to what was important in my life, friends, family, love, all those things, that's all that matters to me." Participants began to develop a stronger appreciation for family members that helped bring them together to cope with the difficulty of the situation and serve as a means of support for one another.

Participant 13 explained that many of her relationships changed within her family after the death of her parent stating,

… it changed my relationship with my brother because he is massive support for me and we are much closer. We were always close but we are even closer now; we are like friends almost. It has changed my relationship with my sister. I think I still try to be a parent to her. It really changed my relationship with all my aunts. I have become a lot closer to one of my aunts; it's almost like filling that void in my life. One of my aunts and my Godmother I call them almost everyday and talk and it changed a lot of the relationships in my life.

Participants explained that death or illness was an important trigger event because it dramatically impacted their life and their family. Also, many of the participants who experienced the death or illness of a parent experienced a drastic change in their family dynamics and found that they had greater responsibilities in taking care of their family members while developing closer relationships with their siblings.

Romantic relationship as an Unplanned Trigger Event

The fourth shared trigger event was the beginnings and endings of participants' romantic relationships. Some participants explained that at the beginning of a romantic relationship, their new partner offered different perspectives, ideas, or experiences from their own, which they learned to understand and accept. Participant 14 explained that he had to learn to accept his partner's religious views stating,

> … before meeting her I didn't understand why people were religious or why they needed religion in their life and maybe I thought they were a little silly believing in fairy tales. Obviously dating her has changed the way I think about that; and, seeing what it does for her I still don't believe that, I can still accept why people go towards religion.

Participant four reported that her former boyfriend suffered from depression and it was the first time that she had been exposed to that kind of illness. Over time, she could not understand his problems with depression, how to deal with his illness, or cope with his behaviours and the relationship ultimately ended. As a result of this experience however, she felt that she had a greater understanding and sympathy for people who experienced depression.

Romantic partners provided participants with alternative perspectives, often positive in nature. For example, Participant seven (P7) explained that his girlfriend often made him feel better when he had a bad day and she would offer a positive and alternative perspective to the day's events. Participants 13, seven, and three expressed

feelings of love and happiness with their current partner, in addition to the thought that they would spend the rest of their lives together. Despite such feelings, these participants expressed that they experienced stress within the relationship, particularly related to planning and thinking about the future.

These participants explained that they now also had to take their partners' future ideas into consideration. Participant three explained that his feelings of stress came from making consensus about plans and taking his partner into consideration when planning for the future. Participant 14 likened such stress to, "you are treading water waiting, waiting. I think that if I didn't have that relationship and I didn't have that future to move ahead to I wouldn't feel that way."

Other participants talked about their experiences related to the ending of an important relationship. Although they had a difficult time dealing with the ending, they expressed that they had learned from the experience and had become stronger people from being in the relationship. Participant 15 explained, "I had to become independent all of a sudden. I had to do projects on my own, I had to study on my own, if I had a problem I had to deal with it on my own; it just made me more independent and I think that it has made me stronger." Participant 13, said "in retrospect, there was so many things that I learned from him and I'm grateful ... I learned about myself through the relationship." By ending this relationship, the participant grew and became more independent.

Part II: The Developmental Process

The conceptual model (see Figure 1) was developed using a grounded theory approach and the constant comparative analysis method and includes details of the leadership development process. The *necessary developmental conditions* theme includes

details of the conditions necessary during participants' trigger events to initiate the onset of development and change in perspective. The *learning process* theme details how participants' insights can become permanent behaviours and traits. The *leadership development outcome* theme details the new perspectives and leadership qualities that participants gain as a result of their trigger events. This theme includes why participants believe their trigger events actually caused their leadership development and how the experience impacts their leadership abilities.

Necessary developmental conditions

When particular conditions were present for development to occur, participants were either allowed to or forced to make changes to their current ideas and perceptions. This theme is represented by the subthemes of new and unique experience, emotional stress, and finding positive perspective.

New and unique experiences. Participants explained that their trigger events constituted new or unique experiences. Participant seven said, "I hadn't had a lot of deaths", while P1 said, "I had never experienced someone on their death bed or very sick." Even when participants had similar experiences, they explained that their trigger events were different and had a greater impact than previous experiences. Participant 13 explained,

> ... well, teaching definitely was and I wouldn't call it unique because it is something that I have been doing my whole life. It was a totally new and different experience and even from what I had perceived it would be a year before. Losing my mom was also very new I hadn't been around very much death my whole life. I had lost my Godfather and my great aunt but that is all.

Participant 10 (P10) said, "we haven't experienced any form of death. My dad's mom passed away but that was the only event." All participants described their trigger events as being different from their previous experiences insofar as they represented important

Figure 1

Conceptual Model of Trigger Events and Leadership Development

Unplanned Trigger Events	*Planned Trigger Events*
• Death and/or Illness of loved ones • Romantic relationships	• University • Work

Trigger Events

Allows for leadership development to occur	→	*Necessary Developmental Conditions* • must be new and unique experience • must experience emotional stress • assumes positive change in perspective through trigger event

The Development
Process

Continuous learning period when participants begin to understand and integrate new leadership capacities	→	*The Learning Process* • Reflect on experience • Receive feedback and support • Gain wider range of responsibilities

Expanded leadership ability	→	*Leadership Development Outcome* • change in perspective • gain acceptance of people and ideas • gain independence and confidence • increased ability to lead

points in their life and because they deeply cared for the people involved or the outcome of the trigger event. When explaining why family deaths had been impactful, P7 said "I think because it stands out that I cared so much about these people." Participant one explained that the more recent death of his aunt had a greater impact on him than the passing of his grandmother because of his age, explaining that "dealing with death when you are 13 or 14 and dealing with death when you are 20, 22, 23 is very different."

Emotional stress. During trigger events (e.g., being away from home while attending university, working at a full-time job, experiencing death or illness, or falling in love), participants experienced many emotions and in turn, lacked experience dealing with each of the various situations. Participants explained that their trigger events were important because they were emotionally connected with the events, which caused them stress. Even when participants experienced university and being romantically involved, participants explained that they felt excitement and happiness as well as stress and anxiety. As such, participants had little understanding as to how to deal with the various problems that arose from these trigger events. Participant 12 explained that when his father was sick with cancer he experienced fear and stress which caused him to avoid spending time with his friends. Participant two said she felt "a lot of sad and negative emotions and a lot of emotions of understanding your place here and understanding what's important."

Also, participants expressed anxiety when going to university from a fear they would not meet new friends and be successful. Participant three (P3) explained that she did not know anybody at university and was afraid that other students would think she was weird. She believed such thoughts would make it difficult for her to make new

friends. Participant 4 explained that she felt "fear big time, I was scared of everything. I don't know, there were a lot of things that I was proud - happiness once it was done with, it was great ... stress, stress to the max ... guilt, I felt guilty about not going to class." Participants perceived that there were expectations about attending university that added to their stress about leaving home. Specifically, some were afraid that they would not receive the experience that family and friends had told them about. Participant 15 explained, "I was scared that I wasn't going to meet anyone and I was a little anxious too because I had heard that university is the time of your life and enjoy it so I was anxious to go but still excited to be there."

Participants felt anxiety and emotional stress when experiencing all trigger events, even in situations where they felt excitement and happiness for an upcoming experience, such as university and marriage. For example, P3 explained that her wedding was a happy time but also brought "on a lot of stress because there are so many unknowns." Other participants experienced stress when thinking about their future plans with their partner. Participants explained that their emotional stress either built gradually over time or occurred very suddenly.

A gradual building of stress generally occurred during planned trigger events. For example, while participants waited to go to university or while taking on a new job, their trigger events were viewed as a catalyst for change and stimulated participants' development. When stress built gradually over time, participants explained they had more control in dealing with the stress and making decisions. In unplanned trigger events when emotional stress occurred suddenly (e.g., death or illness of a loved one) however, participants explained that their trigger events forced them to change suddenly in order to

deal with the situation. Participants found the sudden onset of emotional stress to be overwhelming and felt like they were forced to react to their situation rather than making choices about how they could deal with their stress and anxiety.

Change in perspective. To deal with feelings of anxiety, participants found they had to change their perspective. Even in extremely difficult situations, participants still derived positive outcomes from their experiences. For example, P13 commented,

> … I am better off on my own than when my mom was here and I think that I am able to look at positive things that I loved in my mom and put them into action in my own life. For me, I think that I have developed in a positive way since my mom passed away and I think that if my mom saw me now, she would be really proud of me and she would be like "you are doing great things."

Participants explained that their perspective change took time and was initiated with the onset of a trigger event. Over time, participants learned about themselves to gain new perspectives.

The Learning Process

This theme details how participants learned about themselves by gaining self-awareness with the help and support from their social network. In so doing, participants could change their perspectives to cope with trigger events. In this part, the subthemes of reflecting on experience, receiving feedback and support, and gaining a wider range of responsibilities are discussed. The subthemes the learning process overlapped and occurred simultaneously throughout their trigger event.

Reflecting on experience. To gain a new positive perspective on their trigger events, participants had to gain greater self-awareness. Participants explained that their trigger events created a time when they reflected upon life, learned about themselves, and reshaped their future plans. Participant one said, "I think your trigger events represent a compass for soul searching because there is point on a map that you are traveling," while

P5 said, "trying to find that direction and trying to find what I truly wanted to do or thought I would be." Participants may have developed greater self-awareness and understanding of their experience as a result of such reflection.

Participants also reflected upon their experience insofar as how it related to the future and what they want to do with their life as a person and in a career. Participant one stated, "it really makes you step back and contemplate life and contemplate what you're doing with life and how good of a person you are and where you ultimately may end up after this life." Participant 13 said, "it made me reflect and think a lot about who I was and what direction I wanted to go."

Receiving feedback and support. Participants explained that they also learned about themselves by talking with their friends, family, and coworkers. Talking with their social network ultimately helped participants understand themselves and their trigger events. For example, participants accused many people in their lives for feedback and support. P15 noted, "I have taken a lot of advice from my superiors from work," while P4 said, "so just watching her (boss) and asking her for feedback and never shy away from any feedback." Participants reported that their family and friends played significant yet different roles in their trigger events. Family, friends, and co-workers were sources of feedback and advice to help participants deal with their trigger events. Participant 13 explained that she would regularly talk with friends and family to help her deal with the death of a parent explaining,

> … I have a large group of friends that I talk with about what's going on. My friends I go to a lot. One of my aunts recently we are like best friends now and I'm finding that I go to her with everything, asking for advice about what she would do or wondering what she thinks about things.

Participants perceived feedback and advice as very important and very helpful. Participant 11 said, "if people offer positive criticism, I actually very much appreciate it because it's probably the only way to grow," while Participant 10 also explained, "just vocalizing in general helps you think about thinks better. When you get a little feedback it questions the way you think about a problem. I think it helps bouncing ideas off of someone."

By talking to their family, friends, and co-workers, participants could understand their trigger events from multiple perspectives and receive advice on how to deal with their experiences. Participant 15 explained that feedback "helps me make decisions that I know will be beneficial. I don't want to make any rash decisions so I will often ask them first." Participant 11 explained why this type of feedback was important to her first full-time job stating,

> … if I am making a mistake tell me soon and tell me now, don't wait it out and think "is she going to continue to make that mistake?" because you know something, you learn from yourself but other situations if you think you're doing it right you are going to continue doing it until someone lets you know.

By providing feedback, friends also provided emotional support to assist participants with the difficulties associated with their trigger events. Participant 13 explained that she used her younger brother for support after the death of her parent. Participant 15 said,

> … it's just comfort knowing that I can tell them and they are not going to judge and they are not going to push opinions that I don't want to hear. They will sometimes in situations that it's called for but most of the time they will just listen, give comfort, and sympathize and it just makes me feel better and when they know it's time to give an opinion they will give one and I always value their advice.

Participants also noted that they were not always open to feedback; the best time to receive feedback was during sessions with someone they trusted, especially when they perceived the feedback was negative or critical. Participant 11 explained, "I think that I

am definitely open to receiving feedback, but at the same time you never want to be criticized." Participant nine explained, "I wouldn't accept feedback or criticism … even if I respected them, if they phrased it in a way to be belittling or degrading, I wouldn't accept it no matter who is giving it."

How participants received feedback may have depended on the person who was providing the advice. Specifically, participants were open to welcoming and implementing developmental feedback from mentors and respected bosses. Participants explained that bosses were an important source of feedback from whom they readily sought for opinions. Participant five explained that he would regularly seek advice and feedback from his boss to improve at his job.

Participants explained however, that bosses were not the only people to whom they went for advice. Family and friends also provided participants with trusted and alternative perspectives. Participant one said, "I think it's good to get a different point of view, challenge your thoughts. If people always agree with you then you are never going to critically think about why you have those thoughts." Participant 14 said, "the way you see certain events happening in your life is never the way other people see it, so you get other perspectives. It may help you take a different direction or understand how you feel about things that are happening." For participants to permanently integrate others' insights and feedback, they had to practice their new behaviours and perspectives. Participants could reshape their perspectives by receiving feedback and testing it against their own knowledge and understanding.

Gain a wider range of responsibilities. Participants may also have had a chance to practice new behaviours and perspectives through changes in their family dynamics,

which caused them to take on a wider range of responsibilities. Participant 14 explained, "having death in a family changes the whole dynamic of the way you think about death and dying." Participants found they assumed the responsibilities of those who could no longer fulfill their normal familial role; participants thereby changed their own original role. This occurred when another family member died or became ill and also when a family member needed emotional support.

Participants reported that they became caregivers for siblings and parents who had difficulty dealing with the death of another family member. Participant three explained, "my mom and my dad always looked at me to take care of my younger brothers and to make sure my sister was okay because she was a crying mess all the time. I think that just makes me grow up and think about life." She explained that her mother had difficulty dealing with the death of her own father (participant's grandfather), which was very hard on their family. During that time period, this participant felt that their family roles switched where she became a source of emotional support for her mother. From this change in family dynamics, P3 learned that her family, "is dependent on me for certain things now and now I have to provide them." Participant 13 similarly recounted that

> … when my mom passed away I was the person that everyone looked to for organization and support and structure. When that person had always been my mom, that person all of a sudden became me. Especially in my immediate family that was a huge responsibility to deal with.

Participant 12 explained that he took over the daily household tasks and tried to make his father more comfortable by doing all the "heavy lifting." He felt that he had to become "the man of the house," by caring for his sibling and parents and by being responsible for much of the home maintenance. While he did assume such responsibility, he also felt unprepared with the responsibility.

Participants also experienced an increase in responsibility when they attended university and then later, when they were employed in their first full-time job post-graduation. Participant six explained that university represented a time when he became more responsible, gained more integrity, and affected how he reacted to internal pressure. Participants also experienced feelings that they were more responsible for their own future actions. When asked if trigger events increased their perceptions of responsibility, P6 explained,

> … with university realizing this is going to influence what I do for a job and what I do for the rest of my life and that sort of thing. So this is going to affect my short term and anything else I do could have an influence on and understanding the importance or if you fuck this up you put yourself in a hole. So absolutely towards my own future.

Participant five explained that he was responsible to ensure that he succeeded at school and at his first job because it was going to set him up for the rest of his career. Also, as his first full-time job was working for a small organization, he felt that his work performance would affect the rest of the company. As a result of the learning process, participants felt that their perspectives changed over time and they believed that their leadership improved as a result of their experiences.

Leadership Development Outcomes

This theme represents how participants' leadership developed as a result of the *learning process*. The subthemes include perspective change, gained acceptance of people and ideas, gained independence and confidence, and increased ability to lead.

Change in perspective. From their trigger events, participants experienced a change in their perspective regarding what they understood and how they felt about their family, friends, and co-workers. As a result, they began to spend more time with these people and assumed more responsibility in their family roles. Participants explained that

their trigger events changed how they both felt about and treated people and how they acted in social situations. Participant 14 explained that his partner helped to change his perspective on religion itself and his assumptions about others who hold religious views. Participant nine explained that his trigger events changed the way that he perceived successful business people stating, "these big wig, big type people are not self-interested, they are interested in other things. They are interested in growing sport in the city, they are interested in helping the community and they are friendly while going about it."

As a result of their trigger events, participants' perspectives of their trigger events may have changed from negative to positive. For example, P5 noted, "I have become more focused on the positive aspects rather than the negative because that's the way I found to get through things" and believed that if he had continued to have a negative outlook he would not have been hired to his current job. Even though many experienced difficult trigger events they eventually were able to perceive them as positive.

Participants explained that their trigger events had a profound impact on opening their perspective to many different parts of their life and even allowed them to take advantage of opportunities they would have missed. Participant 12 stated, "it changes your outlook to see all the different opinions and biases and it does open up your perspective because maybe there is another world out there or maybe there is no wrong answer to these questions." Participant 13 explained "I have a new perspective on life. The idea that you have to just roll with things and take things as they come and you can't control other people and you have to be happy with who you are." Participant 5 said, "well, it has given me a greater perspective and it has combined with other perspectives."

Participants explained that they were able to deal with changes better and that smaller problems did not bother them as much.

Gain acceptance of people and ideas. Part of participants' new perspective included becoming more accepting of other people and ideas through their experiences with trigger events. Participant 13 explained, "I am a much more compassionate and accepting person than I was before for sure and others have noticed that about me." Participant three explained,

> … just experiencing death in the family and knowing how each of your family members just responds completely different to it and they all have their own way of dealing with grief … becoming aware of just how individual people are and how they deal with it and saying that it's okay and expecting that, it made me grow a lot.

Participant 14 said, "just being accepting and understanding, not necessarily believing but understanding of different points." Participants felt that they were more open to others' "ways of thinking" and felt they were more "open minded."

Gain independence and confidence. In addition to gaining new perspectives, participants also saw themselves as more independent and confident. Participant 15 said, "I think that changed my life because I had to become independent all of a sudden. I had to do projects on my own, I had to study on my own, and if I had a problem I had to deal with it on my own." Participant 13 said, "that has led me to be a more independent and confident person than I am today and I think that a lot of it stems to that even though back then when we broke up I couldn't see any of that. It was like the world was over." Participant one said, "I think they have made me stronger, more confident and I am far more independent." Participants explained that they gained independence and confidence from all major trigger events. For example, P13 explained that she became more

independent after the death of a close family member and after the breakup of a relationship. She said that her trigger events "have made me stronger, more confident, and I am far more independent."

Also, participants suggested that they became more confident, which allowed them to take on more leadership roles. Participant 12 noted, "I would definitely say that university as a trigger event, it gave me the confidence and that confidence was huge in becoming a leader which became more of a leadership role at work" while P15 said, "I am more confident in myself and my abilities, I think that before I would sit back and let someone else take the reins." Participant six explained, "having more confidence and being able to take a chance in a situation and I think I am more comfortable in a situation and saying let's do this and trying to set forth a plan and trying to get different people organized towards different things." Participants expressed that the independence and experience they gained contributed to their leadership development. Participants also explained that they were better at giving advice and could relate to people better because they had different experiences.

Increased ability to lead. These new perspectives, independence, confidence, and heightened acceptance of others and their ideas may have positively impacted participants' leadership potential, since many believed that their experiences with their trigger events allowed them to be better leaders. P3 said, "I find it easy to stand up and say something ... I am confident enough to do that as a leader and I don't think that two years ago I would have been confident enough to do that. P15 stated "I'm not afraid to throw up my hand and give a suggestion or an idea or take that leadership role which I think that I shied away from before." Other participants suggested that they were more

willing to take on leadership roles due to an increase in confidence levels with their own abilities.

In this chapter, a conceptual model was outlined to explain the relationship between trigger events and leadership development. It was found that participants' planned and unplanned trigger events resulted in an increased ability to lead, according to the self-perceptions of 14 participants. Participants described trigger events as important developmental periods, during which time they grew as a person and became more capable leaders. In this study, 14 of 15 participants believed their trigger events had a positive impact on their leadership development.

CHAPTER V

DISCUSSION

The purposes of this chapter is to relate emerging themes and subthemes from the conceptual model to similar, existing theory and research, and to also explain how it is unique and contributory to the sport management and management literature. This chapter is presented in three sections where trigger events, the development process, and leadership development outcomes are discussed. Overall, this conceptual model contributes to the sport management and leadership literatures by providing a greater understanding of trigger events to leadership development in recent sport management graduates. There has been limited research in leadership development in the sport management literature; these findings provide a new and different perspective to leadership development of sport management graduates who have recently entered the professional workforce. Moreover, while trigger events have been examined theoretically, this project represents the first empirical attempt to explain the relationship between trigger events and leadership development.

The homogenous sample represented in this sample made it difficult to draw relationships and conclusions about participants' action logics and their experiences with trigger events. Participant 11 was the sole Individualist in the sample who could reflect and explain a greater number of trigger events. Also, her interview data appeared to contain greater detail than all other participants. As a person develops to later action logics, their level of awareness increases and may have a greater capacity to understand and reflect on trigger events (Cook-Greuter, 2000; 2004; Rooke & Torbert, 2005; Torbert et al., 2004). As most of the participants were located at the Expert and Achiever action

logic, they may have had a limited capacity to explain and understand how trigger events had impacted their life. This may also explain why participant 8, who as a Diplomat, did not believe his trigger events contributed to his leadership. At this action logic, he may have been limited in his ability to understand and reflect on his experiences to a more complex degree. Therefore, he may not have been able to make deeper relationships between how his trigger events impacted his leadership.

Section I: Trigger Events

Previous researchers have found that different trigger events can cause leadership development and that they are normally associated with negative life crises (e.g., near death experiences, divorce, and loss of a loved one) (Avolio, 2005; Luthans & Avolio, 2003; Gardner et al., 2005; Rooke & Torbert, 2005). Positive life instances (e.g., romantic relationships, new jobs, promotions, and having children) have also been identified as those which precipitate leadership development (Luthans & Avolio, 2003). The purpose of this section is to relate the four shared trigger events found to be *university, work, death and illness of a loved one,* and *romantic relationships* to existing theory and explain how the findings are unique and contributory to the sport management and leadership literatures.

University as a Trigger Event

Previous researchers have identified university as a key moment in a young adult's development (Barbuto, 2000; Cohn, 1998; Rossiter, 1999; Tanner, 2006; Wald, 1984). In this study, participants identified the experience of attending university as an impactful developmental period as it signified a separation from their parents as main

support providers, exposure to people from different cultures and backgrounds, and increased financial responsibilities when in school.

Participants believed that meeting people from different cultures and backgrounds at university was important to becoming more accepting of different people. Indeed, previous research suggests that university exposes young adults to people from a wide range of cultural backgrounds, while supporting an open climate to ideas and debate (Cohn, 1998; Rossiter, 1999; Tanner, 2006; Wald, 1984). In this study, participants who stayed at home (P1, P5) or who went to university with a large group of friends (P8) did not perceive university as important an experience versus those who were separated from their parents. Also, participants perceived friends who stayed at home as not having received the same experiences and thus were less mature than those who attended university away from their home.

To this point, previous research in sport management has not specifically examined how the university experience impacts students' leadership development. Thus, these findings contribute because they help outline the contextual conditions (e.g. moved away from home and friends) present at university that may relate to students' to leadership development. Future longitudinal studies using the WUSCT could be developed to examine such contextual conditions and how they relate to students' leadership development during a full degree program (i.e., 3.5 to 4 years). Such studies could confirm further the impact of university as a most important developmental time period and could also assist educators in determining the best time periods during which they could implement experiential learning strategies aimed in fostering students' leadership development.

Work as a Trigger Event

Work and job responsibilities are identified as possible trigger events that cause transformation to later action logics (Rooke & Torbert, 1998, 2005; Torbert, 1994; Torbert et al., 2004). Promotions to managerial positions may require a person gain to greater awareness in their actions and behaviours (Rooke & Torbert, 2005), which would stimulate such action logic development. In this study, the subtheme of *work* is identified as one that may stimulate development when current action logic reasoning is not sufficient to deal with new work responsibilities.

It was found in this study that work was an important benchmark which participants had been striving toward throughout university. As such, they were willing to make changes to their behaviours to be successful in their new full-time job, while at the same time taking on challenges they normally would have avoided. In this study, it was thus affirmed that trigger events may be a crucial one in participants' development. Future research should examine leadership development at different career time periods (e.g., beginning, middle, and late career) to determine when it is most common for people to experience action logic shifts and thus leadership development and the trigger events which precipitated development, if any.

Death or Illness of a Loved One as a Trigger Event

The third trigger event expressed by participants was *death and illness of a loved one*. Researchers examining the bereavement process have found that "Post Traumatic Growth" (PTG) can occur from distressing events such as death and illness (Bonanno, 2004; Bonanno et al., 2002; Davis et al., 1998; Joseph & Linley, 2005; Ho et al., 2008; Tedeschi & Calhoun, 1996). Specifically, people experiencing death and other forms of

trauma can "rebuild the assumptions, values, schemas, and personal narratives that have been challenged by their experience" (Ho et al., 2008, p. 462) and can ultimately perceive positive outcomes. Those who experienced PTG reported that they learned something about the event, themselves, and gained a cognitive understanding of their experience (Davis et al., 1998; Joseph & Linley, 2005). Participants in this study confirmed these findings as they gained a greater appreciation of their family and began to spend more time with them as a result of death or illness of a loved one.

Also, participants felt they gained more responsibility as a result of family members no longer capable of fulfilling normal family activities and roles. This is noteworthy as changes in responsibility were found to contribute to participants' leadership development by allowing them to practice new perspectives and reshaping their perceptions and worldviews. Previous literature in leadership has recognized death and illness as potentially important trigger events (Avolio, 2005; Luthans & Avolio, 2003; Gardner, Avolio, Luthans, May, & Walumbwa, 2005), but there has been no empirical research examining why these trigger events may cause leadership development. Therefore, this study contributes to the leadership development literature by providing qualitative evidence that death and illness may cause leadership development.

Romantic Relationships as a Trigger Event

In this study, participants believed their romantic relationships signified trigger events, made them more accepting of other people, and provided them with alternative perspectives. These findings contribute largely because of the lack of empirical evidence examining romantic relationships as trigger events. Collins (2003) explains that research

examining the significance of romantic relationships to adolescents' development has not been widely examined, despite mainstream interest in such a topic.

Section II: The Development Process

There have been theoretical attempts to explain stage transition when individuals develop (Beck & Cowan, 1996; Manner & Durkin 2000). Both models outline conditions that must be present for a person to experience development. The conceptual model of trigger events developed in this study is unique from such models because it outlines the conditions that must be present, the development process, and the development experienced by young adults. The conceptual model developed in this study is unique because it is grounded in empirical data and explains trigger events and their contribution to development from young adults' perspective who recently entered the workforce, the majority of whom were measured at the Expert and Achiever action logics. This model suggests that participants had first, experienced high levels of emotional stress (*necessary developmental conditions*); and, second, a phase during which they learned a new set of perspectives and behaviours (*the learning process*). The model also gives specific examples of trigger events and their unique characteristics (see Table 8).

Necessary Developmental Conditions

Researchers have found that for development to occur, a gap must exist between an individual's current cognitive capacity and the cognitive capacity needed to understand and effectively deal with new and more complex experiences (Beck & Cowan, 1996; Manners & Durkin, 2000; Rooke & Torbert, 2005). Cognitive capacity is defined as how leaders "interpret their relationships, roles, capabilities, motivation,

Table 8

Contribution to Sport Management Literature

Theme	Confirmation of Findings to Previous Research	Contribution to Sport Management and Leadership Literature
Trigger Events	• Trigger events causing leadership development (Avolio, 2005; Luthans & Avolio, 2003; Gardner, Avolio, Luthans, May, & Walumbwa, 2005; Rooke & Torbert, 2005). • *University* (Barbuto, 2000; Cohn, 1998; Rossiter, 1999; Tanner, 2006; Wald, 1984). • *Work* (Rooke & Torbert, 1998, 2005; Torbert, 1994; Torbert et al., 2004). • *Death and illness of a loved one* (Bonanno, 2004; Bonanno et. al 2002; Davis, Nolen-Hoeksema, & Larson, 1998; Joseph, & Linley, 2005; Ho et al., 2008; Tedeschi & Calhoun, 1996). • *Romantic relationships* (Avolio, 2005; Collins, 2003).	• Identified empirical similarities between different trigger events (e.g., emotional stress, new and unique experiences). • Identified key time periods in young adults' development. • Expanded empirical evidence relating trigger events to leadership development. • While death or illness of a loved one and romantic relationship have been identified as trigger events they are more deeply studied here as findings from data.
Necessary Developmental Conditions	• Trigger events are accompanied with emotional stress (Avolio 2005; Heatherington & Nichols, 1994; Manners & Durkin, 2000; Manners, Durkin, & Nesdale, 2004; Rooke & Torbert, 2005; Rossiter, 1999).	• Negative emotions often accompany excitement during planned trigger events. • Participants had little/no experience dealing with trigger events. Trigger events were perceived as important life stages, which added to anxiety levels.
Learning Process	• Reflection is a method to gain self awareness and meaningful learning (Rogers, 2001; Rooke & Torbert, 2005). • Feedback and support is important in causing leadership development (Beck & Cowan, 1996; Edwards & Ewen, 1996; Hooijberg, Hunt, & Dodge, 1997; Kaplan, 1993; Walker & Smither, 1999). • Increased work responsibilities causes leadership transformation (Rooke & Torbert, 2005; Torbert et al., 2005).	• Support and feedback identified as methods of dealing with all challenges accompanied with trigger events and when gaining understanding of alternative perspectives. • Gaining responsibility was found to be related to and important with all trigger events.
Leadership Development	• Trigger events cause changes in perspective and leadership development (Avolio, 2005; Luthans & Avolio, 2003; Gardner, Avolio, Luthans, May, & Walumbwa, 2005; Rooke & Torbert, 2005). • Gain increased levels of acceptance of people and ideas (Cook-Greuter, 2004; Rooke & Torbert, 2005; Torbert et al., 2004).	• Empirical study relating trigger events to leadership development. • Confidence and independence are important elements to young adults taking on leadership roles.

emotions, challenges, and objectives" (Avolio, 2007, p. 29). A trigger event may represent a time when participants do not have the cognitive capacity to effectively understand the problems that arise from the event. People located at later action logics have an expanded cognitive capacity to solve problems, understand their experiences, and tolerate ambiguity (Manners & Durkin, 2001). Also, Fiedler (1995) explains there is a correlation between cognition and leadership performance.

In this study, participants believed their trigger events constituted new and unique experiences and did not know how to deal with any accompanying difficulties. In being new and unique, participants may not have possessed the cognitive capacity or be located at an action logic that could assist them in understanding and coping with their trigger events. It may be that participants' inexperience with their trigger events and current action logic was not sufficient to deal with and understand the problems they were experiencing. This may also be associated with the emotional stress experienced by participants. Perhaps they could not fully understand their problems.

Emotional Stress

Emotional stress has been recognized as being an important aspect of trigger events and leadership development (Avolio, 2005; Heatherington & Nichols, 1994; Manners & Durkin, 2000; Manners et al., 2004; Rooke & Torbert, 2005; Rossiter, 1999). For example, Eid et al. (2008) found that high stress training exercises improved the leadership capacity of military cadets. Joseph and Linley (2004, 2005) found that traumatic experiences associated with high levels of stress have caused developmental growth and positive changes to a person's psychological well-being. These researchers

also found that greater the amount of stress from the experience, the greater the possibility for developmental growth (Joseph & Linley, 2004).

In this study, participants perceived trigger events to be important life stages and were accompanied with emotional stress. The concept of emotional stress differed in this study from previous research however, insofar that even though trigger events were thought to be positive experiences (e. g., university and romantic relationships) and generated positive emotions (e.g., happiness and excitement), they were also accompanied by negative emotions (e.g., stress and anxiety). In this study, emotional stress was found to be an important part of the development process, but it did not necessarily cause leadership development.

The Learning Process

For new leadership behaviours to become permanent, participants may have practiced communicating new assumptions with family, friends, and co-workers. Kolb (1984) explains that learning is a social process and development is shaped by cultural and social interactions. Participants' trigger events always involved the influences of their social network to helped shape their leadership. The theme, the *learning process* integrates subthemes of reflection, feedback and support, and gaining responsibilities, all of which were impacted by participants' social network. The learning process explains how participants' social network helped participants' leadership development.

Reflection as Part of Development

Previous research has found that reflection is important when gaining self awareness and increasing one's leadership (Rogers, 2001; Rooke & Torbert, 2005). In this study, participants sought to understand themselves and their future during their

trigger events. Rogers (2001) explains "reflection provides a vehicle to shape and refine primary experiences into meaningful learning" (p. 52). Rooke & Torbert (2005) explain that a person must first come to understand their current action logic behaviours before taking steps to change to later action logic behaviours. In this study, some participants found that their trigger events were a time when they sought to understand themselves further and what they wanted to do with their future while learning. Thus, trigger events may have caused participants to experience an increase in their self-awareness, resulting in a greater ability to lead.

Receiving Support and Feedback as Part of Development

Previous research has found that feedback and support from one's social network can help leaders improve upon their leadership abilities (Beck & Cowan, 1996; Edwards & Ewen, 1996; Hooijberg et al., 1997; Kaplan, 1993; Walker & Smither, 1999). Beck and Cowan (1996) also suggest that support and feedback may allow for new understanding and perspective changes with any possible confusion brought on by the trigger event. In this study, participants explained that they regularly went to friends, coworkers, and family members who helped them understand different perspectives.

Specifically, participants found that feedback helped them understand more about themselves, while support helped them deal with the challenges they were experiencing from trigger events. Similarly, Manners and Durkin (2000) explain that trigger events are interpersonal in nature and must involve one's consideration for the needs and emotions of others. Similarly, Beck and Cowan (1996) also explain that a person requires support and feedback while developing, since he or she may experience long periods of confusion

and uncertainty. Support and feedback from one's social group (e.g., friends, family, coworkers) may help deal with any changes and confusion.

Without support and feedback, one's development may be impermanent (Beck & Cowan, 1996). Thus, providing support and feedback is one way for a person to understand their behaviours and make changes. Participants in this study used support and feedback as a method of dealing with the challenges they faced when experiencing their trigger events, while they learned alternative perspectives to gain a greater understanding of their experiences. Although previous research recognizes support and feedback as essential aspects of development (Beck & Cowan, 1996; Edwards & Ewen, 1996; Hooijberg et al., 1997; Kaplan, 1993; Walker & Smither, 1999), this study empirically supports the interrelatedness of support and feedback when viewed in the context of one's leadership development. Also, participants may have found strategies to develop when receiving support from their social network.

Gaining Responsibility as Part of Development

Another way in which participants could have experienced leadership development is by gaining a wider range of responsibilities (Rooke & Torbert, 2005). Researchers have found that people develop to later action logics when they are promoted to a higher managerial position or when they assume a new job that requires them to enhance their range of awareness and capabilities (Rooke & Torbert, 2005; Torbert et al., 2004). In this study, participants revealed they had assumed more responsibly towards themselves, university, work, family, and relationships as a result of their trigger events. From such responsibility, participants consequently felt their behaviours had a greater impact on those around them. For example, a few participants working at smaller sport

organizations felt that their performance had a direct impact on the employees because of the overall organizational size. Participants' perceptions of gaining responsibility may have meant that they needed to enhance their awareness and capabilities.

In this study, participants expressed that they felt greater responsibility towards university, work, family, relationships, and themselves. This feeling of responsibility may be linked to Wilber's (2006) explanation that when individuals' perspectives shift from an egocentric (self-perspective) to an ethnocentric (group perspective) to a worldcentric (global perspective), their perspective commensurately shifts to assume greater levels of responsibility. In this study, participants may be thus shifting and developing from an egocentric to a more ethnocentric perspective. When participants shift to later actions logics, they gain a wider, more ethnocentric perspective.

Furthermore, Rooke and Torbert (2005) explain that many managers develop to later action logics when they are exposed to the greater complexity inherent within new management positions and commensurate responsibilities. This may have been occurring for participants who had to learn to balance new responsibilities to take care of themselves, work, and families when assuming their first full-time job and the complexities that accompany such jobs. These findings contribute to the sport management and leadership literature, insofar the responsibilities and complexities experienced in all parts of life (e.g., university, work, family, and romantic relationships) can impact participants' perspectives and leadership development.

Leadership development may occur when participants receive *feedback and support, gain self-awareness,* and assume *a wider range of responsibilities.* The themes of *necessary developmental conditions* to occur and the learning process may help trigger

events to cause leadership development. This is because a person must be willing and open to making changes in their behaviour, actions, and perceptions of the world and then take steps to experience the world through different and more expansive perspectives. When *necessary developmental conditions* are present, participants may be open to making changes to their perceptions through necessity or choice. Participants may have been stimulated through the learning process to learn new leadership behaviours, thereby reshaping their perspectives by gaining self-awareness and providing strategies and knowledge to make the necessary changes.

Section III: Leadership Development Outcomes

It has been recognized that trigger events can improve a person's potential to lead by the impact they have in transforming their perspective and worldview (Avolio, 2005; Luthans & Avolio, 2003; Gardner, Avolio, Luthans, May, & Walumbwa, 2005; Rooke & Torbert, 2005). By experiencing trigger events, one may experience a transformation in perspective and meaning making into more expansive perspectives, allowing one to enact more effective leadership behaviours (Cook-Greuter, 2004). Participants explained that by experiencing their trigger events, they gained new perspectives, became more accepting, confident, and independent, which also assisted in their leadership development. As a person a develops to later action logics, they become increasingly open and accepting to different experiences, ideas, and people, which allows them to integrate a wider range of skills and perspectives to problem solving, which ultimately helps improve their ability to lead (Cook-Greuter, 2004; Rooke & Torbert, 2005; Torbert et al., 2004). Similarly, Fisher, Merron, & Torbert (1987) explain that development to later action logics requires a person to reshape their perspectives; the person must

integrate a new set of ideas and perspectives into his or her life which leads to increased leadership development by allowing them to integrate a wider range of ideas and behaviours.

Gains Acceptance of People and Ideas

In this study, participants found that they became more accepting of ideas and people as a result of their trigger events. Specifically, university appeared to be a time when participants met people from different cultures and backgrounds and learned from their different ideas and perspectives. Researchers' have found that while language, cultural, and gender differences can cause group problems and decreased cohesion, when groups overcome such differences, diversity can result in more effective solutions and a richness of ideas to solving problems (Gabriel & Griffith, 2008; Kouzes & Posner, 2002; Yukl, 2005). As people develop to later action logics they become able to integrate a wider range of ideas and perspectives and this may allow them to overcome such language, cultural and gender differences (Torbert et al., 2004). Participants may be better leaders as a result of accepting a greater diversity of people and ideas.

The concept of gaining acceptance is contributory to the sport management literature because it suggests that important development occurs during social processes when individuals are exposed to a diversity of ideas and knowledge. Researchers should examine the effectiveness of work teams with diverse backgrounds (e.g., socio-economic, religious, cultural) in large sport management organizations. Specifically, researchers could examine the effectiveness and leadership of diverse (e.g., cultural, socioeconomic, gender) work groups' in sport management organizations versus groups with people from

similar backgrounds using the WUSCT to measure their leadership. This could help determine is diverse groups is related to leadership development.

Gains Confidence and Independence

In this study, participants believed that they gained confidence and independence from their trigger events, which helped them enact greater leadership responsibilities. This may be important to the development of young adults because many participants explained that they had become confident to fulfill their responsibilities at work. Greater confidence and independence may have allowed participants to effectively perform their responsibilities within sport organizations. If young adults do not gain confidence and independence they may be less likely to practice effective leadership behaviours.

Researchers have established a relationship between confidence and leadership performance (Hollenbeck & Hall, 2004; Howell & Shamir, 2005; Kouzes & Posner, 2002, Luthans & Avolio, 2003). Specifically, leaders with more self-confidence exert more energy into completing a task (Hollenbeck & Hall, 2004; Howell & Shamir, 2005). Also, Kouzes and Posner (2002) explain, "without sufficient self-confidence, people lack the conviction for taking on tough challenges" (p. 339). In this study, participants' increasing levels of self-confidence may have helped them overcome the challenges associated with their trigger events. This could imply that building confidence is important when seeking to develop young adults through university or work experiences. Further research should examine the relationship of confidence building and leadership development in young adults. Specifically, researchers should examine how the confidence of young adults entering sport management organizations from university is related to their leadership abilities and roles.

While Mezirow (2000) explains that building confidence is important to the transformational learning process. Also, while Rooke and Torbert (2005) did not specifically examine confidence, they found that as a person's leadership develops, they have less concern about failing and are more willing to take on challenges. This may indicate that as a person develops to later action logics they gain confidence however, further research on the relationship between one's confidence, action logics, and leadership effectiveness is necessary. In this study, gaining confidence was important because it allowed participants to take on leadership roles. For example, in this study, two participants who needed to gain confidence around their work explained that in so doing, it was critical and helpful to effectively approach clients and makes sales.

Researchers should examine the relationship between confidence and action logic development to see if, as a person develops to later action logics, their confidence levels increase. Self-confidence may be a predictor of development and needed to transition from one action logic to another. Researchers should examine how job transitions to more complex managerial positions affects a person's self confidence using the WUSCT to track their leadership development and in depth interviews to examine their changes in self confidence. This would provide important information to whether confidence is related to leadership development or comfort level in accomplishing job tasks.

CHAPTER VI

CONCLUSIONS

The purpose of this study was to inductively examine trigger events and develop a conceptual model to explain how such trigger events are related to leadership development using a grounded theory approach (Charmaz, 2000, 2006; Corbin & Strauss, 1990; Glaser, 2000; Kihl, Richardson, & Campisi, 2008). Although previous literature has found that trigger events contribute to leadership development, this is the first empirical project to examine the relationship between trigger events and leadership development process (Avolio, 2005; Luthans & Avolio, 2003; Gardner, Avolio, Luthans, May, & Walumbwa, 2005; Rooke & Torbert, 2005).

The primary research question that guided this study was: what concepts emerge, through an inductive process, which explain trigger events and their relationship to leadership development? In answering the research question, the researcher developed a conceptual model to trigger events and relationship to leadership development in recent sport management graduates. It was found that both participants' planned and unplanned trigger events resulted in them enacting more effective leadership behaviours. In this study, 14 of 15 participants believed their trigger events had a positive impact on their leadership development. Trigger events were described by the participants as being important developmental periods, during which time they grew as a person and became more capable leaders.

Implications to Sport Management

The conceptual model developed in this study has important implications to both sport management practitioners and researchers. After a trigger event, people may be

motivated to make dramatic changes to their lives and their leadership. Participants believed they made radical changes to their leadership when they experienced a trigger event—more so than previous time periods—with the support from their family, friends, and coworkers. These findings are contributory to both sport management researchers and practitioners. Specifically, they may be helpful for sport management researchers in empirically understanding the role that trigger events play in managers and leaders' development and they may be helpful for practitioners when trying to develop the leadership capabilities of young adults entering the workforce.

Leadership development may be more likely to occur when individuals transition into a new job or during a promotion (Rooke & Torbert, 2005) because this time is characterized as being a new and unique experience, and is often accompanied by periods of heightened emotional stress and acquiring positive perspectives. Sport management practitioners should consider helping develop young adults' leadership capabilities as they enter the workforce. Also, as unplanned trigger events cannot be controlled (i.e., death, illness, and romantic relationships) it is not possible to rely on these events to cause development. Thus, it may be more effective for leadership training to occur during planned trigger events (e.g. first year of full time employment). If practitioners can effectively utilize planned trigger events as a time period to help young people develop, the chances of leadership development occurring may be greater compared to other time periods when emotional stress may not be as high.

It is unlikely that trigger events characterized as new and unique experiences, emotionally stressful, and that leave a person with a positive perspective would cause leadership development without the learning process. Findings from this study suggest

that support and feedback from family, friends, and coworkers is very important during one's experience with a trigger event to assist in causing leadership development. Previous research has found that social interactions are important to transformative learning (Kolb, 1984). Also, support from individuals developmentally located at later action logics may help to expose one to later action logic reasoning and help to pace them in their leadership development (Manners et al., 2004).

Thus, it is important that support and feedback occurs during this a trigger event. It may be that when a person does not receive positive support they do not develop further or they experience a regression (decrease in a person's ability to lead). However, regression in leadership caused by trigger events needs to be further analyzed. In this study, three participants had a decrease or regression in their TPR scores between T2 and T3. Currently there is little research examining leadership regression. Researchers could use in-depth interviews to examine the circumstances that cause regression in leaders' effectiveness. This would help to further the understanding of both trigger events and leadership development.

Also, Cohn (1998) found that development generally stabilizes in early adulthood. This suggests that leadership development from trigger events is less likely to occur as a person ages. Further research could examine why trigger events are more likely to occur in young adult populations and under what conditions trigger events occur in a more mature sample. Leadership development may stabilize because most of the population is located at the Expert and Achiever action logics.

Participants believed that gaining confidence and independence was important to their leadership development. It may be that when a person enters the workforce from

university they have the capacity to enact effective leadership abilities but lack a level of confidence that prevents them from taking action and leading. Independence may also be important in causing leadership development. For example, when young adults are not given independence or when they seek freedom to make mistakes and take in challenges. Although confidence has been examined and found to be an important aspect in leadership (Hollenbeck & Hall, 2004; Howell & Shamir, 2005; Kouzes & Posner, 2002) more research is needed to further develop the relationships between confidence, independence, and one's action logic. Researchers could examine how a leader's level of confidence and independence contributes to the leadership development of young adults throughout university and when entering the workforce, using the LDF and WUSCT.

This study contributes to the understanding of trigger events and their relationship to leadership development in young adults. While trigger events have been examined before (Avolio, 2005; Luthans & Avolio, 2003; Gardner, Avolio et al., 2005; Rooke & Torbert, 2005), this study represents the first attempt to develop a conceptual model of trigger events that more thoroughly explains the leadership development process. Thus, this study contributes to the sport management and management literatures in three ways. First, the study contributes by utilizing a "cutting edge" leadership theory that has had little use in the sport context (Cook-Greuter, 2004, Spence & McDonald, 2008). As there has been a lack of research utilizing different leadership frameworks in sport management, utilizing the LDF contributes to a further understanding of leadership in this literature. Second, as most leadership researchers in sport management have traditionally studied leadership from an a quantitative research design (Doherty & Danylchuck, 1996; Doherty, 1997; Kent & Chelladurai, 2001; Soucie, 1994; Wallace &

Weese, 1995, Weese, 1995, 1996), studying leadership with grounded theory and qualitative research methods helps to further understand leadership from participants' subjective experience, thereby contributing to the field. Third, this study contributes to the management literature insofar as the findings provide a greater understanding of the impact of trigger events on the leadership development process.

<div align="center">Delimitations and Limitations</div>

This study was delimited to a group of sport management graduates who attended university from September, 2002 until April, 2006. At the time of graduation (June, 2006), these participants ranged in age from 22 to 24 years. Data collection and analyses for this study occurred from June, 2007 to July, 2008. Five major limitations were present in this study. First, although participants identified certain trigger events as precipitating transformation, it is impossible to know if such trigger events actually resulted in leadership transformation because the majority of trigger events occurred in the participants past and their TPR had not been measured over those specific time periods.

Second, the majority of participants knew the researcher as a past classmate who thereby constituted a part of their wider social network. From such knowledge, participants may not have been comfortable revealing personal information and thus, they may not have been completely forthcoming when interviewed. Third, as the majority of participants were developmentally measured as Experts and Achievers, the emerging themes and subthemes from interview data do not explain development beyond the Achiever action logic. Therefore, the conceptual model development in this project may not explain trigger events relationship to the leadership development of people located at later action logics. More research is needed to examine leadership at later action logics

(i.e., Individualist, Strategist, Magician) to understand leadership development beyond the Achiever action logic.

Fourth, the small sample size ($n = 15$) and the small variance in the TPR mean scores at T3 made it difficult to find major differences in participants' trigger events. Perhaps the sample was too homogenous to elicit major difference in trigger events depending on participants action logics trigger events. A larger and more heterogeneous sample would allow for distinctions to be made between trigger events experience by people at different action logics. Fifth, the researcher was unable to utilize theoretical sampling due to time and financial constraints. Charmaz (2006) explains that theoretical sampling occurs to "develop the properties of your category(ies) until not new properties emerge" (p.96). However, it is recognized that theoretical sampling is not always possible because researchers must take participants when they can get them using the resources available to them (Corbin & Holt, 2005).

Future Research

Findings from this research project provide several possibilities for future research. First, the sport management context may provide researchers with a unique population to further examine trigger events. First, researchers should examine trigger events from the perspective of all LDF action logics to determine if people at different action logics have distinct experiences with trigger events. Also, such findings may help to develop leadership to later action logics. For example, a sample consisting of 10 participants' developmentally located at each of the seven action logics (e.g., 10 Opportunists, 10 Diplomats, 10 Experts, etc.) could be developed to find participants' similarities and differences when experiencing trigger events while developmentally

located at a specific action logic. Participant samples could be developed from previous studies with the permission of researchers (e.g., Dr. Susanne Cook-Greuter, Dr. Bill Torbert) and participants. Researchers retest participants with could use the WUSCT to ensure they have not developed and conduct in-depth interviews to examine trigger events. A research question could be, "what similarities and differences exist when examining participants' trigger events at the same and at different action logics?" Findings from this study may help to further develop the conceptual model central to this study.

Second, the effectiveness of leadership development courses should be examined to determine if they have a greater impact on participants who are at different career stages (e.g., early, mid, and late career stages). For example, a researcher could measure changes in course participants' WUSCT scores and examine if the impact of such a leadership development course differs depending on participants' career stages within the same organization and account for such variables as age and year of experience. A specific research question that could guide this study might be, "what impact does a planned trigger event, such as a leadership development program, have on participants who are located at different stages of their career?" The findings from such a study may allow for practitioners to have a greater impact on participants' leadership development when designing and implementing such programs.

Third, researchers should examine how emotional stress impacts leadership development. Specifically, researchers could develop a longitudinal study to measure sport managers' emotional stress at regular intervals over a 5- to 10-year period to examine the relationship between emotional stress and leadership development. Findings

from such a study would help to build a stronger understanding of the leadership development process and a correlation between these two constructs. This would help to understand if stress is necessary to causing leadership development and have important implications to practitioners and educators wishing to help develop young adults' leadership capacities.

Fifth, future research could be constructed to examine the work experiences of sport managers that may cause leadership development. In this study, two participants believed that their sales experiences in sport management organizations helped promote their leadership development. Future research should examine what kinds of sport management jobs are more likely to cause leadership development than others. The WUSCT and questionnaires could be used to determine what kinds of jobs are most likely to cause leadership development in adults from graduation through their first two years of employment. This may help to determine what experiences and types of jobs develop the most capable leaders.

Fifth, athletes, coaches, and sport managers involved in elite competition (e.g., national championships, world championships, and Olympic) contexts have opportunities to travel globally and be exposed to experiences of failure and success as well as a variety of world cultures. Studying the impact of such experiences and any resulting trigger events on individuals' leadership development may reveal a greater understanding of trigger events as they specifically relate to the sport management context.

For example, researchers should examine athletes who have competed and worked in international competitions such as the 2008 Beijing Olympics. Athletes who have been exposed to different cultures and who have experienced the high levels of

emotional stress that can be a part of international competition may reveal important information through in-depth interviews about their leadership development. A specific research question like "how did your experience as an international athlete and manager at the Beijing Olympics contribute to your leadership development?" could be asked to reveal the nature of this specific trigger event. A purposive sample could be used to select participants who believed their competing at the Beijing Olympics was a trigger event. Such a study may result in a greater understanding of the specific nature of trigger events and may assist researchers in understanding how sport can assist in leadership development.

The purpose of this study was to inductively examine trigger events, using a grounded theory approach. The primary research question that guided this study was: what concepts emerge, through an inductive process, which explain trigger events and their relationship to leadership development? The researcher developed a conceptual model to explain how participants' experiences with trigger events caused leadership development in to fulfill the study's purpose and research question. This research project represents a first attempt to explain the relationship between trigger events and leadership development. Although this project helped to understand the leadership development process, many questions still remain unanswered.

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APPENDICES

Appendix A: Longitudinal Study

This study is part of a larger longitudinal study being conducted by Dr. Kirsty

Spence, Dr. Beth Jowdy, and Dr. Mark MacDonald, who are empirically exploring the

short-term and long-term impact of experiential learning, in the form of student

internship experiences, on students' personal development. The longitudinal study is

comprised from a population of approximately 80 senior level (4th year) undergraduate

students from a Canadian sport management program. From the original population, 43

students were selected to participate and comprise three groups (i.e., experimental,

comparison, and control groups). All 43 students have since graduated from this selected

Canadian sport management program. During this longitudinal study, participants

completed the Washington University Sentence Completion Test (WUSCT) to measure

their action logic at Time One (T1) in September, 2005 and again at Time Two (T2) in

April, 2006.

Appendix B: Pilot study data collection methodology

To initiate this cross section, Dr. Spence randomly selected six participants from the 43 students making up the original study. These six students were electronically mailed, a letter of introduction to update them about the researcher's intent and the purpose of the current study, accompanied by a letter of informed consent. If any of the participants declined participation in this cross section, more names were selected until six people consented to participate. The PI was not be informed of those who declined to participate and did not know the names of those who are not participating in this study.

See how I have done this above – you need to changed the total of the methodology to reflect the past, as it was done in the past.

Once the six participants have agreed to participate the PI will be given their contact information and will confirm their participation and schedule an interview. This study will utilize in-depth interviews as the primary qualitative methodology tool. Through conducting these interviews, the investigator will seek to gather insights about each participant's experience with trigger events. All interview times and locations will be determined through e-mail and telephone correspondence. Each interview will take place at the most mutually convenient location for both the researcher and the participant, as all participants may be dispersed over a large geographical area.

The interviews will be conducted using a schedule of open-ended questions . Four questions were developed in order to guide the first round of interviews including: 1) what are the trigger events that were indicated by the participants?; 2) how did the participants experience the trigger event?; 3) how did the trigger event affect the participant's development if at all; and, 4) did the original learning experience in SPMA 4F02/4P92 aid in the participant's development and if so how? These questions were developed to act as a guide when developing the interview questions.

The interview schedule was produced to act as a guide to the interview process, but will not dictate the overall direction of the interviews. Rather, the PI will act as a facilitator of discussion. At the start of each interview, the investigator will ask permission from the participants to record the conversation. The investigator will assure each participant that all tapes will be destroyed at the study's completion. Thus, the interviews will be audio recorded, with participants' permission. All interviews will start with a general discussion about details regarding the participant's current job and life status, to detail what they have done since completing university in April, 2006. This initial conversation will also help the investigator to further follow up with other questions about life and career changes that may yield important information about trigger events. All audio tapes will be transcribed verbatim for analysis after each interview.

Each interview will last approximately 45 to 60 minutes in duration. A short debriefing will take place at the end of each interview and the participant will be allowed to ask any questions of the investigator. This is a way for each participant to follow up with any further comments they may have about the project and to remark on any concerns they

may have with the project. Moreover, all participants will have access to the researcher's e-mail address to contact him later, should they have questions or concerns.

At the completion of the interviews, each participant's name will be replaced by pseudonyms on the transcripts. A master list of the participant's names with the corresponding pseudonym will be kept at a secure separate location from the transcripts to which the investigator and the investigators' supervisor have sole access. After completion of the study, all tapes will be destroyed. Transcripts will be kept by the researcher's supervisor for further use in later research projects, which will be aligned with the longitudinal study. However, the transcripts will not be used in further projects with written consent from the participant.

In-depth interviews were selected as a data collection strategy because of the large amount of potentially rich information yielded in a short period of time (Marshal & Rossman, 1989). An open-ended approach was selected so participants could express personal feelings and experiences associated with their developmental changes. According to Marshal and Rossman (1989), in-depth interviews explore general topics and the participant is free to frame and respond in any way. Participants will be encouraged to share their experiences and perceptions of different trigger events that they may have experienced.

Moreover, the in-depth interview methodology was selected as a data collection strategy in order to gain entry to another person's perspective to observe past feelings, thoughts, and experiences (Patton, 2002). Through the interview, it was assumed that the participant can express his/her views and opinions about trigger events and their impact on development (Creswell, 2003). The participants will be allowed to interpret, explore, and answer the questions freely without interruption. Although there are questions to guide the research, the participants will be able to address the issues in any way without being stopped or interrupted at any point (Kvale, 1996).

Appendix C: Pilot Study Interview Schedule

General Discussion/Opening Questions

1. Where are you currently employed?

2. What is your current position in this job?

3. What type of activities have you been doing outside of work?

Interview Questions/Possible Follow-up Questions

1. Can you explain to me any major life-changing event that you have experienced since April 2006 or in life?
    a. How did this event change your life?
    b. Did it change the way you experienced life and if so how?

2. Have there been any major positive events in your life? Could you explain them in detail?
    a. Where there people involved in this experience that helped make it beneficial?
    b. How if at all has it affected your perceptions? Could you explain the change?
    c. How if at all has it affected the way you deal with conflict?

3. Could you explain to me a challenging or negative experience that has had an impact on your life?
    a. Would you feel comfortable discussing them?
    b. How if at all has it affected your perceptions?
    c. Could you explain the change?

4. Has your job been challenging to you?
    a. Could you explain these challenges?
    b. How have you dealt with them?

5. Have there been any new relationships in your life?
    a. If so has there been anything challenging about it?
    b. Has this relationship influenced your perceptions and if so how?

6. How, if at all, has the experience in SPMA 4F02/4P92 helped you in your job?

7. Could you explain any benefits that you received from being a part of that class?

8. Do you feel that you have developed as a person in the last two years and if so how?

Appendix D: Pilot Study Findings

Life Transition

Life transition takes place on numerous occasions in a person's life. It can be a difficult time with new challenges and responsibilities. Life transition occurs when there is a major change in a person's life including moving, changing jobs, promotion and finishing university. This often can require a person to change their focus on everyday life. Life transitions may cause leadership development in cases when it requires him or her to significantly change their focus and priorities. Life transition seems to be taking place as each of participant moves from school to their career.

Although the transition is easier for some seems to be a lot of emphasis on their careers and now having to worry about work and new financial expectations. Although not all participants expressed they felt anxiety about building their careers this may be because their transition has not occurred or has been less of a struggle. For example, one participant felt that he was still in a transition period and was not worried about his career yet, he is holding three part time jobs that are seen as temporary and that he did not yet wish to start his career.

Others seemed more comfortable because they went to work for the same organization that they had spent their summers working at while attending university but had taken on more responsibility. A participant explained that she had spent numerous years at the same organization but had taken over as the office manager which now required her to make more decisions, buy inventory and hire office staff. However, the transition may have been less difficult and the opportunity for leadership development was limited.

Since this group just graduated approximately a year ago the transition from school to work was dominant in their minds. Another instance that may be considered a life transition is moving, a participant explained that she had moved many times throughout here childhood and expressed that she had gained a lot of experience and opportunity to meet people from diverse backgrounds and cultures.

Life transition may create a unique opportunity for development because individuals can be exposed new ideas and challenges. Social groups with a variety of different interests may be at conflict with previous social ideals. Moreover groups situated at different developmental stages may be at conflict with his or her current developmental stage. For example if an Expert enters a work environment filled with Individualists, the Expert idea of how to operate a business may be at conflict with the Individualist. The Expert may have difficulties working with an Individualist because Individualists can be unpredictability and put a great deal of importance on working together and hearing each others ideas, while the Expert is has a greater emphasis on individual contribution and can regard other people's ideas as being less significant and/or important as their own. In this scenario the Expert would either have to develop to higher stages of development or change jobs.

Exposure

Exposure refers to experiencing an event outside an individual's regular perceptions on life. It may be that throughout a person's life they are exposed to different events that are at conflict with their pre-existing ideas. When this happens a person may have revaluate their perspective and understanding of life. This kind of experience may occur many different times in an individual's life but usually would not account for large developmental changes. I believe that large developmental changes would occur when seeing a traumatic event, something far out of an individual's ideas and jolts a large change.

Repeatedly participants recounted events that "opened their eyes" and this experience seemed to happen often while traveling. Some of the participants expressed that being exposed to different experiences such as seeing a different way of living while traveling have given them a greater perspective of the world and/or a better appreciation for life. For example one participant was able to travel to Africa shortly after graduating from university and expressed his surprise at seeing how people in a third world country lived. He said that this experience had given him a greater appreciation for the opportunities that Canadians have and made him more accepting of other people. Another participant expressed a similar situation when traveling to northern British Columbia and was shocked that the people in this area lived a very isolated life (compared to his own) and knew very little about the rest of the world. Although there probably was not much if any developmental change he still suggested that it made him more aware of the differences in people across the world.

Travel does not seem to be the only exposure event; A participant suggested that being exposed to racist remarks made him more accepting of different people and had made him reach out to people that did not fit in. Another participant mentioned a moment when she realized how her behaviour had hurt someone else and later in life she was treated in a similar way made her have more sympathy for people.

It seems that exposure to events and experience outside a person's frame of reference can have a long lasting impact on their development. I would suspect that this is more influential at earlier stages of development (pre Achiever) when an individual has a smaller frame of reference.

Authority Figure

An authority figure (e.g., teacher and boss) may have more power in influencing development. When an authority figure gives advice about attitude and behaviour it may be more influential in causing developmental change than someone not holding authority. Although it may not account for any immediate developmental change it could have directed the individual receiving the advice in a direction or course of action that does result in change.

It appears that at some point an authority figure, other than a parent, can have major influence on young adults. With this group it appeared to be either a teacher, coach, or boss usually had some influence in their early adulthood. It appeared that by late teenage years the participants' parents were less influential. Although many of the participants mentioned that there parents were import to their development it seemed more to recognize their involvement in their youth.

It seems that when an authority figure takes a particular interest in person and then gives some advice it can alter behaviour. The changes may not be immediate but sets a person in a quest of self discovery. The participants explained that when teachers and coaches took an interested in them and directed them to understand and pursue their own interests resulted in them attending university and selecting sport management as a discipline.

A participant explained that a teacher recognized that he was not trying his hardest at school and was doing the minimum to get through school it encouraged him to think about what he wanted to do after high school. This led him to be more focused at school and eventually getting into university. He thought that without this intervention that he would not have attended university and would have continued to do the minimum amount of work to get through school. Another participant experienced a similar event with a teacher who encouraged him to pursue is own interests, he believes that he would not have gone into sport management it not for this teacher.

Although it is difficult to determine if there was any developmental change, I would suggest that if any change did occur it was minimal. I would suggest that the experience was a catalyst for later development. Participants were able to make choices about their future and were happier with that choice which could have made it easier for development to happen. This type of relationship is different from a mentor because the amount of interaction that occurs between the two and the length of the relationship. Although they may have worked together for sometime there is not an ongoing relationship.

Mimicking

Mimicking occurs when an individual copies the behaviour of others in order to take on a desired characteristics and behaviours. Mimicking occurs when a person identifies a behaviour in another that is seen as being useful and/or necessary and can include simple to complex behaviour patterns.

Mimicking could cause leadership development in instances that require a person to make change in thinking in order to take in the desired behaviour. For example, a manager sees the success of another manager that is kind and considerate, he or she may have to develop to be able treat employees with respect and kindness when if he or she is used to treating employees poorly by bullying. It is more likely to happen when a person recognizes their success as being attributed to that behaviour.

However, only two of the six participants recognized mimicking as an important aspect of their development. This behaviour may not occur to all people or the other participants may not be aware that they are mimicking. Further examination of this behaviour is needed to understand its impact, if other participants experience it and if not why do some see it as an effective way to develop and others do not.

Two participants identified that they saw different aspects of their boss's behaviour that they saw useful. One participant identified that his boss was great at socializing and could, "turn it on" when in front of a television camera. He explained that some people could view this behaviour as fake but believed that is was an asset and could see the impact of that behaviour. A second participant explained that his boss was great at creating and keeping a large network which allowed him to do business with a lot of different people and could result in good business partnerships. He explained that this was something that he was trying to do and was one of his major focuses at work.

It is difficult to determine how much these participants actually are involved with mimicking their boss's behaviour. I believe that this change is more substantial when it reflects a valued behaviour within a social group. This could be viewed as assimilation but when the behaviour is associated with a certain developmental stage it could result in leadership development.

Confirming

Confirming can happen in two ways; confirming feeling and confirming behaviour. Confirming feeling's may serve as a support system when people are experiencing developmental transformation and serve as a way for people to share their problems with others in order to understand that other people are experiencing the similar feeling of frustration and fear. This process could make the development process easier as a person can understand that others are experiencing similar feelings and that such feeling of fear and resistance are alright and/or natural.

Confirmation could also happen when and individuals receives feedback about behaviour by asking if others believe their behaviour is acceptable, it could also further engrain a developmental stage if behaviour is continually accepted and/or praised by others. It is important to note that his probably isn't the cause of transformation but a support system that helps development to occur.

A participant explained that after a quarrel with a business associate he asked his two bosses if he had behaved in an acceptable manner. They confirmed that he had acted appropriately and handled the situation well. This offered support for his current way of behaving.

Although people often receive advice about their behaviour it does not result in transformation. When sought advice is sought and conscious efforts are made it can results in leadership transformation. I believe that the behaviour has to be a much different way behaving that requires the individual to rethink how they approach a

situation. Asking for feedback may serve as a way to understand his or her action logic. Transformation occurs in these situations in which an individual is making efforts to understand his/her behaviour and taking a continuing effort to change them.

A participant suggested that he often would speak to coworkers and friends about work and discovered that his coworkers and friends were experiencing similar difficulties. For him this helped to reassure that his feelings of uneasiness were alright because others were having similar feels. Moreover some participants suggested that they enjoyed the class component of the internship class because they could hear what other students were experiencing and it would help them understand that others were having similar problems. By understanding that the feeling is natural from others it may make the frustration easier to accept.

Rising Up

Rising up to face a challenge is probably the most common experience associated with trigger events, although it is probably very rare. It occurs when someone is forced into a situation in which they must rise up to and experience a break through in order to make it through the experience. In order to rise up a person must experience an event that causes a very large amount of stress and fear, far beyond that of normal life. In these situations a person may have to rise up in order to protect themselves or others (real and/or perceived).

Only one of the six participants has experience this kind of experience so generalizations are difficult to make. He xplained that during a five day retreat in which she was in charge of a group of high school children she experienced great feelings of despair and loneliness. During the first three nights of the trip she explained that she cried her self to sleep and did not think that she was going to be able to make it through the full five days of the trip. However on the fourth day she came to the realization that she had to change in order to make it through and was able to successfully complete the trip

Rising up requires that the person reshape their perception of the event in order to survive (real or perceived). However, it appears that rising up is often mistaken for when an individual is victorious in a situation in which odds are against them. This situation is not the same as when a person has to work through a situation that they think they ca not achieve, such as when an athlete has to over come odds to win. In most cases a person has to deal with disappointment and sadness but does not perceive to be in any immediate danger.

Appendix E: Letter of Introduction

Title of Study: Exploring the Relationship between Trigger Events and Leadership
                                             Development in Early Adulthood

Principal Investigator: Kirsty K. Spence, Assistant Professor
                                             Department of Sport Management, Brock University

Principal Student Investigator: Daniel Hess
                                             Department of Sport Management, Brock University

Daniel Hess and I would like to invite you to participate in a study entitled "Exploring the Relationship between Trigger Events and Leadership Development in Early Adulthood." This project represents Daniel's Master Thesis and may serve as a pilot to a larger study. The purpose of this project is to explore trigger events with consideration to their relationship to developmental theory. At this point, Daniel is unaware that you are being asked to participate and he will not be informed that you have been asked to participate unless you give consent.

For this study, you are required to participate in two interviews lasting 45-60 minutes which will occur between July 15th and December 31st, 2007. Also you are being asked to complete the Washington University Sentence Completion Test (SCT) by August 1st, 2007. Your decision to participate or to withdraw from the research project will in no way have any bearing on your participation in the longitudinal study. Data from this project will be used to for Daniel's Master's thesis and may be used to develop a manuscript for publication. You may withdraw from this project at any point before the first submission of the project.

There are several potential direct benefits to you, as a participant in this research project. First, as the emphasis of this project is on self-awareness, reflection, and experimentation you may experience individual benefits such as heightened awareness of meaning making and critical thinking skills, which may transfer to your future work settings. Second, you may also gain insight into trigger events that have helped stimulate personal development.

While all attempts will be made to disassociate your name with any of the data presented, details regarding your age and gender will be disclosed, thus presenting a slight risk that your identity may be uncovered. Also, as this project will be aligned with later studies, all interview data and SCTs will be kept and may be further analyzed at later stages of the longitudinal study. Other projects will be designed that follow the participant's development over the next 10 years and how their development related to their experience in SPMA 4P92/4F02.

If you have any pertinent questions about your rights as a research participant, please contact the Brock University Research Ethics Officer in the Office of Research Services at 905-688-5550, ext. 3035 or by e-mail at reb@brocku.ca. If you have any questions, please also feel free to contact me at 905-688-5550, ext. 5027 or by email at kirsty.spence@brocku.ca.

Please email me indicating if you are willing to participate in this study. If you indicate that you wish to participant your name and contact information will be given to Daniel Hess and he will follow up with you to schedule an interview.

Thank you in advance for considering participation in Daniel's Master's thesis.

Dr. Kirsty Spence, PhD

This study has been reviewed and received ethics clearance through Brock University's Research Ethics Board (06-365 - SPENCE)

Appendix F: Letter of Informed Consent

Date: July 24, 2007
Project Title: Exploring the Relationship between Trigger Events and Leadership Development in Early
                   Adulthood

Principal Investigator:
Dr. Kirsty K. Spence, Assistant Professor
Department of Sport Management
Brock University
(905) 688 5550 ext: 5027
kirsty.spence@brocku.ca

Student Investigator:
Daniel Hess, MA Candidate
Department of Sport Management
Brock University
(905) 650 0657
daniel.hess@brocku.ca

INVITATION
You are invited to participate in a study whose purpose is to empirically examine trigger events and their relationship to leadership development in early adulthood.

WHAT'S INVOLVED
As a participant, you will be asked to complete the Washington University Sentence Completion Test (SCT) on Microsoft Word, which must be completed in no more than 40 minutes and will be used to measure your developmental stage. Also you will be asked to complete two in-person tape recorded interviews, which may be 45-60 minutes in duration. The expected period of participation in this study is from August 1st 2007 to December 31st 2007.

POTENTIAL BENEFITS AND RISKS
As a participant, you may benefit from discussing and reflecting upon different trigger events. It is the investigators' hope that by discussing and reflecting on different triggers events, you may benefit from a change in leadership development which will transfer to future work settings. There also may be risks associated with participation, since we are discussing issues of development; specifically, you may experience a slight risk when discussing sensitive topics.

CONFIDENTIALITY
All data collected will be kept in confidence and attempts to hide participants' identity will be taken by using a pseudonym when presenting an analysis of data in further academic work (i.e., academic presentations and journal articles). However, with your permission, anonymous quotations may be used and information such as employment duties, the institution attended (Brock University), and the time of the study.. Data collected during this study will be stored securely within a locked office and cabinet. Data will be kept at the completion of the study by Dr. Spence to be analysed in other project pertaining to the longitudinal study. Your transcripts and SCT data will be kept for further phases of the longitudinal study that will follow your personal development over the next 10 years and how your development is related to your experience in SPMA 4P92/4F02. All audio tapes will be destroyed at the completion of this study. When the longitudinal study is completed, all transcripts and SCTs will be shredded and disposed of in the garbage. Access to the interview data will be restricted to Dr. Spence and Daniel. Dr. Beth Jowdy will assist in scoring the SCTs. Dr. Jowdy is a third party who is helping score the SCT and will not be aware of your identity.

VOLUNTARY PARTICIPATION
Participation in this study is voluntary. If you wish, you may decline to answer any questions or participate in any component of the study. Further, you may decide to withdraw from this study at any time before December 31st, 2007 when the first draft of the research project will be submitted. Withdrawal from this project will not result in any penalty or loss of benefits to which you are entitled.

PUBLICATION OF RESULTS
Results of this study may be published in professional journals and presented at conferences. Feedback about this study will be available from Daniel, who you may contact by email at daniel.hess@brocku.ca following completion of the study in April, 2008.

CONTACT INFORMATION AND ETHICS CLEARANCE
If you have any questions about this study or require further information, please contact the Principal Investigator or the Faculty Supervisor (where applicable) using the contact information provided above. This study has been reviewed and received ethics clearance through the Research Ethics Board at Brock University 06-365-SPENCE. If you have any comments or concerns about your rights as a research participant, please contact the Research Ethics Office at (905) 688-5550 Ext. 3035, reb@brocku.ca.

Thank you for your assistance in this project. Please keep a copy of this form for your records.

CONSENT FORM

I agree to participate in this study described above. I have made this decision based on the information I have read in the Information-Consent Letter. I have had the opportunity to receive any additional details I wanted about the study and understand that I may ask questions in the future. I understand that I may withdraw this consent at any time.

Name: _____

Signature: _____   Date: _____

Appendix G: Washington University Sentence Completion Test
Professional Sentence Completion Form
36-item SCTi Research Version

Project   **ID#**   **H#3**

Gender   **Age**   **Profession**

Education   **Native language**

Instructions:

This form contains 36 incomplete sentences. Allow yourself no more than 40 minutes to complete each sentence in the space provided to the best of your understanding.

If you fill in the form on the computer (preferred), use the tab key to advance to the next field. If you fill it in by hand, please use black ink and write clearly.

---

1   Raising a family

2   When I'm criticized

3   When a child will not join in group activities

4   A man's job

5   Being with other people

6   The thing I like about myself is

7   If my mother

8   What gets me into trouble is

9   Education

                                                    ID   H3

10   When people are helpless

11 Women are lucky because

12 A good boss

13 A girl has a right to

14 When they talked about sex, I

15 Change is

16 I feel sorry

17 When they avoided me

18 Rules are

19 Crime and delinquency could be halted if

20 Men are lucky because

21 I just can't stand people who

22 At times s/he worried about   "S/he" should be read as "she" by women, "he" by men

23 I am

ID   *H3*

24 If I had more money

25 My main problem is

26 When I get mad (UK: angry)

27 People who step out of line at work

28 My mother and I

29 If I were in charge

30 Usually s/he felt that sex   "S/he" should be read as "she" by women, "he" by men.

31 My father

32 If I can't get what I want

33 When I am nervous

34 For a woman a career is

35 My conscience bothers me if

36 Sometimes s/he wished that *"S/he" should be read as "she" by women, "he" by men.*

Appendix H: Iterative Interview Guides
September 13th, 2007

Introduction

I would like to start by asking your permission to tape record this interview, as I will need a transcription for further analysis. No one will have access to the tape besides myself and Dr. Kirsty Spence. If you do not wish to have the interview tape recorded then you may indicate that you wish for the tape recorder to be turned off. May we begin?

The purpose of this interview is to gain understanding of trigger events and their relationship to personal development. As someone who is part of Dr. Spence's longitudinal study your personal perspective on trigger events will be used to create a conceptual model in order to gain a greater understanding of leadership development. Trigger events are life instances that case personal transformation. I will be asking you to refer to different situations in your life that may have cause you to change the way you behave. That's essentially what the interview is about: your experience with trigger events and how they have contributed to your personal development.

The data from the 15 people that I will interview will be combined for my thesis report. Also, data will be used by Dr. Spence to expand on the findings from my master's thesis. You will not be identified in any writing and any identifiers such as your job title and organization will be removed. As we go through the interview, if you have any questions please feel free to ask me at anytime. If there is anything that you do not wish to talk about please indicate to me that you wish to move on. If at anytime you wish to stop the interview we can stop at anytime. The purpose of this interview is to gain insights about your experience with trigger events and how they relate to you personal development.

Interview Schedule One
DATE?

Warm-up/Personal Information

1. What have you been doing since graduating last year?
2. Where are you currently working?
3. How long have you been working for that organization?
4. What is your position there?
5. Have you been up to anything else since graduating?

Trigger Events

1. Could you describe your behaviour in a group using three adjectives?
2. How would you describe your behaviour when in a group?
   a. Do you act that way consistently?
3. Are there any key moments that have caused you to behave that way?
   a. What happened?
   b. Was that key moment a difficult experience?
   c. Could you explain why?
4. Have you experienced any major events that have changed your life?

      a. Did these experiences change you in anyway?
      b. How?
      c. Why did you talk about these specific events and not others?

5. Have you experienced something that you thought was negative at the time but later turned to be a positive?
      a. Could you explain what happened and how your perception turned from a negative to a positive?

6. Do you engage in any activities for personal development?
      a. What are those activities?
      b. How long have you been doing them?
      c. What sort of changes have you experienced?

7. Have you ever had a challenging job?
      a. Could you explain these challenges?
      b. How did you deal with these challenges?
      c. Have these challenges changed you in anyway?
      d. Could you explain those changes?

8. Have you had any impact full relationships, romantic or not?
      a. Why were those relationships impact full?
      b. Could you explain how those relationships changed you?

9. Is there anyone that you admire and try to emulate?
      a. What are some of the behaviours you try to emulate?
      b. Why that person in particular?

10. Who are the people that you talk with about changes in your life?
      a. How does talking with them help you when dealing with those changes?

11. Have you ever witnessed something you could not comprehend at time but you later could comprehend and understand?
      a. How did that realization come to you?
      b. Did coming to that realization cause you to change at all?

12. Do you believe that you have developed as a person since entering university?
      a. Could you specifically explain how?

SPMA 4P92/4F02

1. How, if at all, has the experience in SPMA 4F02/4P92 helped you in your Job?
2. Could you explain any benefits that you received from being a part of that class?

<div align="center">

Interview Schedule Two
October 12th, 2007

</div>

Warm-up/Personal Information

1. What have you been doing since graduating last year?
2. Where are you currently working?
3. How long have you been working for that organization?
4. What is your position there?
5. Have you been up to anything else since graduating?

Trigger Events

13. How would you describe your behaviour when in a group?
    a. Do you act that way consistently?
14. Do you engage in any activities for personal development?
    a. What are those activities?
    b. For how long have you been involved in these activities?
    c. From these activities what changes have you experienced?
15. Have you ever had a challenging job?
    a. Could you explain these challenges?
    b. How did you deal with these challenges?
    c. Have these challenges changed you in anyway?
    d. Could you explain these changes?
16. Have you had any impact full relationships, romantic or not?
    a. Why were those relationships impact full?
    b. Could you explain how these relationships changed you?
17. Are there times when you see attributes in others you wish to emulate?
    a. Is there anyone in particular ?
    b. What are some of the behaviours you try to emulate?
    c. Why that person or people in particular?
18. Who are the people that you talk with about changes in your life?
    a. How does talking with them help you when dealing with these changes?
19. Do you believe that you have developed as a person since entering university?
    a. Could you specifically explain how?
20. Tell me about the three events that you reflected on in advance of the interview.
    a. Could you explain the event in detail?
    b. What emotions did you experience while going through this experience?
    c. How did this experience change you?
    d. Was the change immediate?
    e. Why did you select this event over others?
    f. Was the change permanent? Could you explain why or why not?

Interview Schedule Three
March 3rd, 2008

1. Are you the type of person that is deeply affected by the events that happen around you?
    a. Could you explain why or why not?
2. Do you remember the time period before your trigger event?
    a. Was there something else that occurring in your life contributed to the impact of your trigger events?
3. Are you open to making changes in your life?
    a. How do you deal with change?
    b. Was the way you deal with change affected by any of your trigger events?
    c. Could you explain how?
4. What challenges did you experience with your trigger events?
    a. Can you explain how you handled the challenge?

b. Did your trigger events affect the way that you approach challenge?
c. Did you handle the challenges that occurred from your trigger events differently than previous challenges?

5. Are you open to receiving feedback?
   a. Did you seek feedback from your friends or family after your trigger event?
   b. Did any of your trigger events change the way that you received feedback?

6. After any of your trigger events, did you experience a time that you no longer wanted to act or behave in the same way?
   a. Can you explain why you wanted to act differently?
   b. Was it a direct result of the experience?
   c. Were there other influences to explain your behaviour?

7. Can you explain how your social group contributed to your behaviour before you experienced your trigger event?

8. Can you explain how your social group contributed to your behaviour after you experienced your trigger event?

9. Did you change to a new social group after your any of your trigger events?
   a. If you did, why did you?

10. How specifically did your behaviour change within your social group after any of your trigger events?

11. How specifically did any of your other relationships change after your trigger events

12. At any time, have you experienced a period where you were "soul searching"?
    a. Is this soul searching period related to you experiencing a trigger event?

Interview Schedule Four
Friday, May 23, 2008

1. re you open to making changes in your life?
   a. How do you deal with change?
   b. Could you explain how your trigger events have affected the way you deal with change?

2. What was the most challenging aspect of your trigger event?
   a. Did any of your trigger events affect how you approach challenges?

3. Were your trigger events new or unique experiences?
   a. How were your trigger events either new or unique experiences to you?
   b. What made them different from other experiences that you have had?

4. Did your trigger events change an aspect of your life?
   a. Can you explain how the trigger event changed an aspect of your life?
   b. Did it change all aspects of your life or only a small part of your life?

5. Was there anything that added to the impact of your trigger events?
   a. If so, what were those other factors that contributed to the impact of your trigger events?

6. Was there a lot of emotional stress associated with your trigger events?
   a. If so, could you explain how such emotional stress contributed to the impact of your trigger events?

7. Did you become more accepting of people and ideas as a result of any of your trigger events?
    a. If so, could you explain why you became more accepting of people and ideas?
8. Did you gain a new perspective from any of your trigger events?
    a. If so, why did you gain a new perspective from your trigger events?
9. Was the trigger event a *catalyst* for the change in your behaviour and perspective(s) or was the trigger event the *cause* of the change?
    a. Could you explain why it was either the catalyst/cause of the change in your behavior and perspective(s)?
10. Did your social group impact how you behaved after your trigger event?
    a. If so, how did your social group help you to change your behaviors?
    b. Could you explain how your social group helped you change your behaviour? or why they didn't help?
    c. What sort of advice and feedback did you receive from your social group?
11. Did your responsibilities within your family group, social group, or work colleagues change as a result of your trigger events?
    a. If so, could you explain how your responsibilities changed?
       How have your trigger events contributed to your leadership?

Appendix I: Memos

Memo One

There appears to be a great deal of confusion about question three in the first interview schedule. I think that it is too difficult for most of the participants to explain how different events have impacted their behaviour in this part of the interview. This could be because many have either never thought about trigger events or that the behaviours that they are explaining were not link to specific events but built up over time.

Also people tend to think that major personality characteristics are linked to their early development and are not things that they have learnt later in life from trigger events. Therefore the next line of questioning will have to look at the event and ask questions about what they learned from it. The first interview schedule examined major personality traits and then asks the participants to link traits to their trigger events and has been ineffective question. I was hoping then that these major traits could be linked to their developmental stage. For example if a participant said that they were opinionated and they measured at the Expert stage maybe they became opinionated because of an experience (trigger event).

Participants may also be influenced by their superiors at work. It seems that when others are working hard and contributing it forces or inspires the participant to work harder. It seems some participants' values bosses (leaders) that are hard working and listen to their coworkers. I think this could lead to development if there are situations when those opinions and ideas are outside that of the participants' perception.

Memo Two

Seeing traits in others may be a way to confirm the importance of the behaviour or help a person realize the need to transform. Being able to see others display the traits or behaviours that are of value to the participant may enforce different behaviours . Although a participant person may not want to be exactly like that person (e.g., boss) they may see certain traits in others that they wish to emulate.

This could act as a trigger event in the case that the person he or she wishes to emulate behaviour in way that is not supported in their current action logic (e.g., being open to ideas). For example if an expert sees a person taking in advice and using their input instead of dominating a discussion and rejecting others' ideas it could lead to them developing to the Achiever action logic although this is not clear from the data.

It seems that independence is a major event for this group. Although at this point it is difficult to measure its impact on each participant. Leaving home seems to be difficult for this group and that finishing school or entering university marked a place when certain emotional support is severed or dismissed. While participants used to be able to look for family and friends for help and support entering university or moving out and working

marked a time when they no longer had the support they used to and the possibility for failure increases.

Memo Three

It seems a person's social group has some sort of importance to their current action logic by either confirming their current behaviour or causing some kind of revelation that they need to transform their current behaviours to become more effective leaders and group members. Although I'm not exactly sure how it fits into trigger events at this point. Meaning that if a person has a boss or coworker that is displaying behaviours that prove to be more effective while at work or within a social setting then they will be more willing to emulate those behaviours and transform to later action logics.

For example, a participant mentioned that his boss could turn it on and be very charismatic in front of the groups of people and that he say how that behaviour would be helpful for him so he wished to be more charismatic when with groups of people. If the participant was located at the diplomat action logic this kind of behaviour might be impossible in front of bosses if they feared they may upset someone by taking the spot light.

Also, I think that there may be some differences amongst the type of events that cause development depending on what stage that the individual is located but will have to determine that when the SCTs have been scored. That is why for the second interview schedule I ask participants to identify multiple trigger events and how they have impacted them. Also, I have been asking questions specifically about university and work (assuming that these were trigger events). I think that being able to divide the trigger events later may help to determine what kind of educational activities would be best fitted for different action logics.

Death and Illness

Death and Illness may be an important trigger event because it can cause a drastic change in the way that a family behaves together (after the death or when taking care of a ill family member). Meaning that when a family or friend dies the dynamics within a family structure or social structure can be greatly altered and roles within those groups change dramatically.

For young people it seems that when a family member gets sick or dies a parent or sibling may rely on each other more because of the loss. For example, when a parent dies the remaining parent and children now must help each other through the emotional time as well restructure how the family relies on each other for help, support and advice. When this happens it may mean that more responsibility is placed on that person. Also this may mean that a person has more responsibility within the family or social group. Meaning that when a person dies or can no longer fulfill their role in a family or social group, the role they occupied must be filled.

For example one participant lost her mother in an accident who was extremely important to her family structure by organizing all family events and functions. She then had to rely on her brother for support (who also changed). She explained that she didn't feel as much like an older sister any more and that they had to help each other instead of relying on her mother who had been the most dominant figure in her life before.

Another participant also explained that when his mother got sick the dynamics in his family changed and he had to alter the way that he spent his time and had to focus more on his family. He explained that his mother and father changed because of her illness and that he had to be there to help support the family emotionally. He said that the illness had helped him deal with people and he never tries to leave a situation being negative and has helped him appreciate things in life a little more. He also explained that he thinks he is better at giving advice and resolving conflict.

University

University may have a big impact because people are separated from home, family, friends, and their previous means of emotional support. Even the break in routine can be difficult for many people. Specifically it seems like the time that most people are away from home, have to take care of themselves, and lose a great deal of support emotional. This seems to be particularly difficult because for the first time they are now responsible for themselves and do not have a parent constantly looking after them.

The participants explained that leaving for university is filled with negative feeling of fear and anxiety, while at the same time experiencing positive feelings of anticipation and excitement. Although all of them were looking forward to the experience they still felt fear around failure and creating new social bonds perhaps because of the separation from old bonds. Many of the participants explain that they formed new social groups and had fun on top of their school work where they learned how to study and be critical.

I think that university is particularly important because leaving home for the first time and being self reliant is a big change and people need to create new social bonds. These bonds may have an impact when they differ from previous social groups. For example if a person comes into university as a diplomat and their social group is full of experts it may cause them to transcend to the expert stage.

Also, one participant mentioned that graduate school didn't have as great an impact because this was strictly for school and studying. This may also be why some people may not receive as great an impact from school. If they don't focus on making new friends and connections then university would not provide a new social group to accomplish that. This supports the idea that the new social bonds are important to development and that the separation from home for the first time acts to destabilize a person from their current action logic.

This also would fit with the reason why there are few events that cause a person to transcend to a later action logic. Although a person may experience an event that

destabilizes them from their current action logic the support from their social groups and people within those groups may not change. This also supports Tanner (2006) explanation that university is a unique experience that supports development because individuals are exposed to a greater amount of ideas, knowledge, support, and people.

Transition

Trigger events seem to be a catalyst for change and not the cause of the change itself. Meaning that they trigger events simple provide a person with the opportunity to change. A trigger event maybe something that destabilizes him or her from their current action logic and allows for a person to encapsulate new (or lose) behaviours.

This seems to fit well with all the trigger events that people have been talking about so far. For example university and death may cause a person to lose a certain amount of emotional support and causing him or her to become more independent or take on more responsibility in within their social networks. This means that that after a trigger event occurs it is extremely important that people receive the necessary support and are surrounded by people that can assist them through developmental change. If the person is surrounded by individuals that are of the same developmental stage as they are then transformation to a higher stage may be less likely.

Also, it seems that none of the events caused an immediate change and that the change occurred over a period of time. If the events were the only cause in the behavioural change then it would reason that the behaviours would change immediately after the event. This does not mean that the event does not impact future behaviour in fact it may have dramatic impact on how the person behaves but what behaviours become ingrained and which are permanent may be dependent on the support and behaviours of the people around them.

This would also help explain why few people transcend action logics later in adult life. First few people put themselves into situations that can cause them to destabilize from their current action logic (Rooke & Torbert, 2005). Second even if they are destabilized then their environment, responsibilities and social network may not change dramatically. Also people often explained that they picked the trigger event because it had an impact on a certain aspect of their life from family, social, relationship and work. It seems that these events are linked to taking on more responsibility in all aspects of life and not just a specific area.

Uneasiness/Readiness

Something that caught my attention earlier that I had not spoken about what one of the interviewees suggested that she picked her university because she wanted to get away from her social network at school. Although she remained friends with a select group of people she wanted to get away from her high school network. She explained that people thought they knew who she was and that she wasn't comfortable being in that role. University was a place that she could explore who she was and behave anyway that she

wanted. She explains that although she made some mistakes during that time period she did experience some growth especially in gaining confidence and independence. She stated, "I stopped caring what people think about me. I mean obviously to some extent people care what people think but when I got there no one knew me and I could be whoever I wanted to be and nobody could tell me otherwise." During this time period she was able to explore her personality and who she wanted to be.

Why this resonated with me is because I had that similar feeling when choosing university. I was not comfortable with my place or role in my current social group. Although I this has not been mentioned by other participants I wish to explore if other participants have experienced a time of self discover when going to university or at different points in their life and if that time period has any relationship to their trigger events.

For my interview guide I would like to examine if other participants had this sort of feeling around the time of their trigger events. This may help to explain why some people are ready to change or be represented after a trigger event when they have been destabilized. A feeling of uneasiness within their social roles or with how they go about their life may contribute to a person's willingness to change. I am curious if trigger events represents a time in a person life when they are more interested in self discover and reflection. If trigger events create a period when people are more interested in self discover it may help explain why they are more likely to develop.

In order to examine if other participants have gone through a period of reflection and self discovery, I will be asking participants if they have experienced a time of soul searching after any of their trigger events and if that period of self discovery was related to that time period. It maybe that participant's actively look to change as a result of their trigger events in order to discover more about themselves resulting in an increase of awareness and personal development.

Another example of this a participant explained that with the death of his aunt it made him explore himself, "step back and you are faced with as sad and traumatic and it really makes you step back and contemplate life and contemplate what you your doing with life and how good of a person you are and where you ultimately may end up after this life and stuff like that"

Romantic Relationships

Romantic relationships do not seem to fit with the other trigger events is the idea of the finding love. One participant explained that one of her trigger events was meeting and entering a relationship. It does not seem to fit with a build up of emotional stress. She explained, "I feel confident and content with my life and where I'm going, less anxious and stressed about the challenges and conflict that come up in life and what is going to happen and will I have money. I worry less about what is going to happen in the next two years I just kind of know that it's going to work out and I can start dreaming about things as well because I have someone to do it with."

Although there is not the emotional stress associated with meeting her partner there was some change associated with the event that does not fit with the other findings. One of the participants reported that his girlfriend offered a different perspective than his own. He explained that he didn't understand religion before dating her by saying, "before meeting her I didn't understand why people were religious or why they needed religion in their life and maybe I thought there was a little silly believing in fairy tales. Obviously dating her has changed the way I think about that and seeing what it does for her, I still don't believe that, I can still accept why people go towards religion."

Another participant who also explained his as relationship with his girlfriends as being a trigger event explained, "I might get mad at something and then I just talked to her and she says what are you getting so mad for you just have to look at this way, because you only have one point of view so it's always good to have that other point of view and advice." He explains that she is always very positive and that positive attitude is very good for him.

Although these participant's did not associate emotional stress with these cases it each participants explained that they received a new perspective from their relationships. In this situation what is it about a romantic relationship that opens a person up to a different perspective that they were previously closed to and does it mark a point in development is unclear. I believe that in some rare cases happiness can open a person up. In order to fulfill other needs a person must become open to alternative perspectives in order to continue those feelings

Perspectives Change

One major change that participants have identified is the idea of becoming more accepting of people and ideas as a result of their trigger events. Many of the trigger events seem to be a new experience for the participants and are exposed to different ideas and people that they weren't exposed to before. University seems to one such place that this occurs by exposing participants to a lot of different people and ideas. One participant explained, "I think I am more accepting and understanding. In high school I would always say this is my opinion on something so that is probably the way it is kind of thing and now I know that everyone has multiple points of view." By going through university and going to seminars the participant was able to be exposed to different perspectives.

Another example was during university many people live on their own for the first time and have to live with different people that live by different standards and schedules. This change also occurred in relationships when exposed to something one has never encountered before. A participant explained that she entered a relationship with someone that suffered from depression. By being exposed to depression she was able to gain an understanding and acceptance of the problem. She explained, "not just be more understanding but try to understand it besides saying I've never dealt with it before ... I really should take bigger understanding of that stuff because it does affect people." By being exposed to this problem she was able to seek an understanding of it and not ignore it.

Another participant also explained that she became more accepting or people in her work situation. Her job exposed her to different people from different backgrounds and made her realize that not everyone has the same opportunities. By being exposed to people from different backgrounds she explains, "I am not so quick to judge people and I can see people not stereotypically any more or how I think people should be. I think that I am just more open to it."

Confidence and Independence

Another major change that participants reported was the idea of an increase of confidence as a result of their trigger events. Participants explained that being exposed to different triggers they gained a confidence in themselves and their abilities as well felt more independent. For many of the participants they have recently moved out for the first time when going to university or when getting their first full-time job. One participant explained that she was a very dependent person when she entered university and had problems doing everyday situations such as ordering a pizza by going to university she explains that going to university forced her to gain independence and do more for herself.

Another example is the end of a romantic relationship. One participant explained that she was very dependent on her boyfriend and when that ended she had to be more dependent on herself. She explained, "I think they have made me stronger, more confident and I am far more independent" When the relationships ended she was forced to do make decisions for herself.

This also seems to occur when people enter the work force for the first time. One participant explained that during university he was able to do his work with many of his friends and look to them for help. He explained, "I probably became a little more independent. A lot of times when you are doing school work and things like that you're in groups so it keeps you going when you need to get an idea ironed out because you have some people to help you finish that idea." When he left school he no longer had that support system and had to work on his own forcing him to become more independent.

Also this occurred when a participant had a mother die. Her mother was a strong influence on the family and was responsible for organizing all the family events. By losing her mother she had to step into that role and take over. She explained, "I think that I am a better person and I think that I am better off on my own then when my mom was here and I think that I am able to look at positive things that I loved in my mom and put them into action in my own life." By losing her mom she empowered herself to take more action and be more independent.

Emotional Stress

I believe that a trigger event occurs as a result of a build of emotional stress and in order for the mind to deal with the stress we develop new ways of thinking. It seems that this can occur either through the gradual build up of stress through events like going to university. This is because it happens over a very long period of time. People prepare for

the change and the participants expressed the anxiety around leaving for university and although they were excited to be going they were also worried that they would not be successful and not make friends. One participant explained she was extremely dependent on other people when entering university and in order to cope with the change she had gained independence and this was an extremely emotional time. She explained that she felt, "fear big time, I was scared of everything. I don't know, there were a lot of things that I was proud, happiness once it was done with...it was great. Stress, stress to the max, guilt I felt guilty about not going to class..." ·

Participants also explained that the post job search is a very uncertain time period. This can be a difficult time period because it maybe accompanied by a lot failure when applying for jobs. Some of the participants had been through many job interviews and still had some problems finding work. After a short term contract a participant went through several interviews with different companies and nothing was working out. He explained, "everyone knew I was pretty disappointed originally but I had to pick myself up because I knew that if I didn't I was going to hurt myself where I was. I had no idea that I was getting a job, long term but I just knew that if nothing else those were great references and I have to at least leave a good impression with them.... I just tried to put on a face, even though it probably was a face initially because I was pretty frustrated and disappointed but I forced myself to put on that face, you know you have to keep moving ahead because like I said the safety nets are gone now so I have to look out for myself and nobody is going to feel sorry for you"

These type of events seem to have a slow build up of stress but certain events put people into sudden high levels of stress and like the build up a person must develop in order to cope. For example one participant lost her mother, "I do try to be very positive and I have worked at things but there is still sadness and loss about losing your mom and I don't know if that will ever go away or if its something that I will always have with me." Although there is a great deal of loss around her mother she explains that the tries to focus on the positive aspects of her life. It maybe that in order to deal with the loss the mind focuses on positive things.