

Minimizing change fatigue amongst directors and managers
through introducing an authentic leadership style at a small university in the southwest
United States

Thesis submitted in accordance with the
requirements of the
University of Liverpool
for the degree of Doctor of Education

By
Laura Nunnelly

June 2016

Acknowledgments

This journey would not have been possible without the unconditional support from my husband Ron and my daughter Aneisha, who made significant sacrifices so I could pursue this degree and I am forever grateful for their encouragement and patience.

I would like to express my sincere gratitude to my friend and colleague Christine, who went on this journey with me and was always readily available to give me much needed support and encouragement.

My sincere thanks to my supervisor Morag Gray for her unwavering support and mentorship and for pushing and motivating me to finish this journey. Her insightful comments and encouragement kept me going during these past four years. Along with my supervisor, I would like to extend my appreciation to Anne Qualter for her thoughtful comments and suggestions during the final stages of this journey that extended my research perspective and got me to this final destination.

A special thanks to my colleagues who participated and gave their time for my research and continued to extend their encouragement during this process.

And finally, thanks to my extended family and friends who offered encouragement and support throughout this doctoral journey.

The culmination of all the support and encouragement I received from these individuals was invaluable and I will be forever grateful that they were present for me throughout this journey.

Abstract

This study was conducted to examine the effects of continuous change on managers and directors in a small art and design university in the United States by introducing a leadership style that may be more effective for them to guide their teams through organizational change initiatives. Specifically, this study explored the introduction of Authentic Leadership (AL) concepts to a group of seven employees at a director or manager level who lead functional area teams. The aim was to identify the impact that authentic leadership might have in overcoming change fatigue. Data were collected over a three-month period through 1) a questionnaire, relating to their level of change fatigue, 2) an Authentic Leadership workshop, introducing authentic leadership concepts, 3) a participant reflective journal, recording incidents of where the director or manager used authentic leadership concepts, 4) a follow-up questionnaire, establishing whether a change in perception of their own change fatigue had occurred and 5) a focus group, gauging participants' thoughts on authentic leadership and change fatigue. The analysis occurred by uncovering themes that emerged from the qualitative data and categorizing them to understand the participants' experiences. The results indicate that participants' views resonated with the authentic leadership concepts of self-awareness and positive behaviors and their subsequent actions show the beginnings of incorporating authentic leadership into their daily practice. Additionally, the identification with change fatigue behaviors was apparent and a connection was made between identifying these behaviors from an introduction of authentic leadership. The findings shaped an emerging conceptual framework of the impact of self-awareness on the participants and how self-awareness can influence positive behaviors and unmask change fatigue identification. Recommendations for practice and further research are discussed.

Table of Contents

Acknowledgments	2
Abstract	3
List of Diagrams	6
List of Tables	7
Chapter One	8
Introduction	8
1.0 Background	9
1.1 Purpose of Study	10
1.2 Thesis structure	11
1.2.1 Research questions.....	11
1.2.2 Thesis structure.....	11
1.3 Terminology	13
1.4 Rationale for study	13
1.5 Researcher Positioning and Assumptions	15
Chapter Two	17
Literature Review	17
2.0 Introduction	17
2.1 Historical evolution of leadership	18
2.2 Background to Authentic Leadership and Change Fatigue	23
2.3 Approach to reviewing the literature	31
2.3.1 Organizing the literature review.....	31
2.3.2 Searching and assessing the literature	33
2.4 Reviewing the literature	34
2.4.1 Theme 1: Leadership development in changing environments	35
2.4.2 Theme 2: Emergence of Authentic Leadership.....	41
Theme 2.4.2a: Authentic Leadership theory and perspectives	42
Theme 2.4.2b: Impact of authentic leadership in organizations	48
Theme 2.4.2c: Self-awareness and effective leadership	51
Theme 2.4.2d: Authentic leadership and follower behavior	56
Theme 2.4.2e: Measurement and validation of Authentic Leadership	59
2.4.3 Theme 3: The emergence of Change Fatigue	64
2.4.3.a: The concept of Change Fatigue in organizations	64
2.4.3.b: The measurement of change fatigue and its impact on organizations	66
2.5 Summary and synthesis of literature review	69
2.6 Gap in knowledge	73
Chapter Three	75
Methodology and Methods	75
3.0 Introduction and overview	75
3.1 Research Aim and Questions	76
3.2 Epistemology	77
3.3 Theoretical Perspective	78
3.4 Methods	82
3.4.1 Participant Selection	84

3.4.2 Access to Participants.....	85
3.4.3 Ethical Considerations	85
3.4.4 Data Collection.....	86
3.4.5 Data Analysis.....	93
3.5 Summary.....	98
Chapter Four.....	99
Findings & Discussion.....	99
4.0 Introduction	99
4.1 Quantitative data analysis	101
4.1.1 Analysis of pre-workshop questionnaire	101
4.1.2 Analysis of pre-focus group questionnaire.....	103
4.1.3 Comparison of findings: Pre-workshop and Pre-focus group questionnaire.....	104
4.2 Qualitative data analysis.....	107
4.2.1 Authentic Leadership Workshop.....	107
4.2.1a: Preparing the qualitative data.....	107
4.2.1b: Analysis of Authentic Leadership workshop	108
4.2.1c: Summary of findings in Authentic Leadership workshop	117
4.2.2 Reflective journals.....	117
4.2.2a: Analysis of reflective journals.....	118
4.2.2b: Summary of findings in reflective journals.....	121
4.2.3 Focus group.....	122
4.2.3a: Analysis of focus group.....	124
4.2.3b: Summary of findings in focus group.....	127
4.3 Integration and Discussion of findings	129
4.3.1: Theme 1: Change Fatigue.....	129
4.3.2 Theme 2: Authentic Leadership	133
4.3.3 Summary of all findings	143
Chapter Five	146
Conclusions, Limitations, and Implications for Practice.....	146
5.0 Introduction	146
5.1 Answering the research question	146
5.1.1 Main research question	147
5.1.2 Sub-research questions	150
5.2 New Knowledge	153
5.3 Limitations to study	155
5.4 Recommendations for practice.....	156
5.5 Recommendations for future research.....	160
5.6 Concluding remarks.....	161
References.....	165
APPENDIX 1: Quantitative questionnaire.....	174
APPENDIX 2: Participant Information sheet.....	176
APPENDIX 3: Authorization letter.....	177
APPENDIX 4: Authentic Leadership Workshop.....	178
APPENDIX 5: Qualitative data collection and coding	184
APPENDIX 6: Reflective journal prompts	202

APPENDIX 7: Identification of authentic leadership concepts and change fatigue behaviors: Qualitative data collection 203

List of Diagrams

Diagram 2.0: Mumford et al.'s 2007 Strataplex Model	36
Diagram 2.1: Reichard & Johnson's 2014 Multilevel model of leader self-development	40
Diagram 2.2: Framework linking authentic leadership to followers' attitudes and behaviors (Avolio et al., 2004)	49
Diagram 3.1: Overview of the sequential nature of data collection	83
Diagram 3.2: Overview of the sequential order of data collection phases	86
Diagram 4.0: Concepts associated with authentic leadership and change fatigue behaviors	123
Diagram 4.1: Authentic Leadership Theme sub-categories: self-awareness and positive behaviors	134
Diagram 4.2: Framework linking authentic leadership to followers' attitudes and behaviors (Avolio et al., 2004)	140
Diagram 4.3: Recognition process of change fatigue behaviors	143
Diagram 4.4: Framework of impact of authentic leadership	144
Diagram 5.0: Framework illustrating the potential impact of self-awareness	Error!
Bookmark not defined.	
Diagram 5.1: Three pillars of authentic leadership (Beddoes-Jones & Swailes, 2015)	149

List of Tables

Table 3.0: Pre-workshop questions used in online survey	87
Table 3.1: Reflective journal prompts shared with participants	90
Table 3. 2: Focus group questions	92
Table 3.3: Example of significant statements from Authentic Leadership Workshop	95
Table 4.0: Demographic details of participants	100
Table 4.1: Pre-workshop questionnaire results	101
Table 4.2: Pre-focus group questionnaire results	103
Table 4.3: Questionnaire comparison data	105
Table 4.4: Participants' current leadership style	109

Chapter One

Introduction

Organizations, including institutions of higher education, face a number of external stressors, including technological advances, globalization, economic shifts, and increased competition, which cause leaders to initiate change within the organization to meet these change dynamics (Dool, 2009). When change becomes continuous or frequent enough to seem continuous, the impact on employees reaches a point that begins to affect job performance and produces job stress, creating change fatigue (Dool, 2009). This continuous change can have an effect on employees, resulting in a lack of commitment and motivation to maintain focus on change initiatives, causing change initiatives to stall (Beaudan, 2006). In order to address change fatigue, leaders must first be aware that it exists, how it manifests, and what the symptoms are. Due to the passive behaviors that are associated with change fatigue, it can go unnoticed, creating an organizational environment that does not consider the well-being of staff (McMillian & Perron, 2013). Change fatigue can pose problems within an organization, specifically impacting employee commitment and job satisfaction. Change is inevitable, so the challenge for leaders is in determining how to manage employees through change, so they remain motivated and committed to the organization.

This study aims to suggest a leadership style for managers and directors that could be effective in minimizing the emergence of change fatigue behaviors. The development of authentic leadership encompasses an approach that is based on the authenticity of the leader, which brings an interesting dynamic to leadership. Research studying these two concepts potentially could provide leaders with an approach that will be advantageous in changing institutional environments.

1.0 Background

The development of an authentic leadership construct is relatively new and research on authentic leadership theory and authentic leadership development is ongoing.

Researchers Avolio, Gardner, Walumbwa, Luthans and May (2004) have produced seminal research in the area of authentic leadership as these authors are most often quoted by others. For them, authentic leadership is generating an increased interest among leaders, possibly due to “the unique stressors facing organizations” which calls for a leadership approach that addresses organizational issues and “is aimed at restoring basic confidence, hope, optimism, resiliency, and meaningfulness” (p. 802). This emerging leadership style calls for more than just honesty in a leader but calls for authenticity; someone who knows themselves and is aware of their actions and is aware of how others act, interact, and operate (Avolio et al., 2004). Research and theory development surrounding authentic leadership is proving to have facets that can change the idea and shape of leadership constructs. Authentic leadership has been studied from a leadership perspective (Avolio & Gardner, 2005) and from a follower perspective (Avolio et al., 2004; Walumbwa, Avolio, Gardner, Wernsing & Peterson, 2008). Ultimately, organizations need a commitment from their employees to maintain not only stability but sustainability and this is particularly true during times of change. From my perspective, authentic leadership seems to be a leadership style that is different from other leadership styles as a way to facilitate a change in how leaders manage themselves and their teams through change.

Change fatigue has been recognized as resulting in behaviors associated with a continuous change in organizations (Bernerth, Walker & Harris, 2011; McMillan & Perron, 2013). Change in organizations can be experienced by employees in a manner that “may come at the expense of other important organizational factors such as commitment or satisfaction” (Bernerth et al., p. 321). The presence of change fatigue can stall change initiatives and impact employee commitment if not addressed (Beaudan, 2006). Associated with organizational change, change fatigue emerges from an employees’ reaction to change and the subsequent inability to work through the frequency of change without experiencing levels of stress and exhaustion.

Bernerth, Walker and Harris (2011) point to exhaustion as being the key attribute that drives employees reactions and behavioral intentions, such as less commitment and emotional exhaustion, during continuous change. The emergence of change fatigue as a concept came from an exploration of organizational change and the impending success or failure (McMillan & Perron, 2013). Once discovered as a possible contributing factor in explaining change failure, research into this concept unfolded in connection with organizational change and the impact of these stressors on employees. Since change fatigue can have a negative impact on organizational culture, research has continued to address the impact of change fatigue on employee well-being and commitment (Bernerth et al., 2011). The rapidity of change, without being managed properly, can negatively influence important organizational outcomes, which can deter the organizations objectives (Bernerth et al., 2011; McMillan & Perron, 2013).

1.1 Purpose of Study

The primary purpose of this study was to understand the effects of change fatigue within the university and propose a solution to assist managers and directors in dealing with continuous change at the university through a change and/or an addition to their leadership approach. As institutions of higher education evolve to remain relevant, change in business practices becomes the norm and not the exception with the introduction of change initiatives to progress the university forward. Leaders in institutions of higher education need to consider how to effectively manage their teams through change. Leading and managing through change effectively could potentially contribute to a culture that is committed to the university objectives. This study investigated change fatigue and how it manifested within directors and managers and introduced authentic leadership concepts in the hope that the implementation of authentic leadership into their daily practice would assist in minimizing any change fatigue experienced by the participants. Through introducing an authentic leadership approach, the study attempted to demonstrate how the results of an authentic leadership approach could change the work behaviors and attitudes, creating an institutional culture that can, not only embrace change but lead teams through change without having a negative impact.

1.2 Thesis structure

1.2.1 Research questions

This study examined the level of change fatigue among directors and managers and introduced authentic leadership concepts to see if this style of leadership assisted in minimizing change fatigue. The specific questions addressed in this study included:

Main research question

- *Does developing an authentic leadership style within directors and managers provide the opportunity to minimize their change fatigue?*

Sub-research questions

- *What leadership style do managers currently adopt?*
- *Are managers currently experiencing change fatigue and how is it manifested?*
- *How does authentic leadership [if at all] change individual perceived change fatigue?*
- *How does change fatigue effect [if at all] directors and managers' approach to leading their teams?*
- *How do managers feel about incorporating an authentic leadership style within their leadership approach?*

The questions were structured to gather the appropriate data that would assist in answering the main research question and address any gap in knowledge identified in the literature review.

1.2.2 Thesis structure

The thesis is organized sequentially in order for the study to evolve toward answering the research question. Chapter 2 brings forth the research literature on authentic leadership concepts and the concept of change fatigue and change fatigue behaviors. It explores the current research on leadership development and the historical evolution of leadership progressing to the emergence of authentic leadership.

The chapter reviews authentic leadership measurement, theory development and the impact on the organization, offering a review of the literature in this area. The literature review on change fatigue begins with how the concept has emerged in the literature. The review of change fatigue comprises the existence of change fatigue within organizations, the impact or affective behaviors that emerge as change fatigue and the measurement of change fatigue. The literature review ends with the identification of gaps in knowledge.

Chapter 3 articulates the theoretical perspective and methodology choices made for this study. The chapter justifies the application of mixed method approach to the study through a positivist and interpretivist theoretical perspective and continues with a social constructionist perspective and social cognitive theory to understand the interpretation of change fatigue and authentic leadership through constructing the meaning and relationship between individuals. The progression of methodology—quan-QUAL—is presented and explains the connection with each method towards investigating the research questions. The data analysis method and ethical considerations are also presented.

Chapter 4 shares the findings from each component of the data collection methods and discusses the results independently. A synthesis between the findings and the literature is then made and interwoven into the discussion.

Chapter 5 provides a final summary of the findings, synthesizing the results, delivering conclusions for each research question as well as a final drawn conclusion of the study. This chapter also considers the limitations of the study and draws recommendations for practice and future research.

1.3 Terminology

It is important to present the operational definitions of terms used in my study to gain an understanding of what is being investigated. Including the operational definitions provides meaning to and clarity of the concepts in the research (Gray, 2014); as such, the operational definitions of change fatigue and authentic leadership are offered below.

Change fatigue. Change fatigue is defined by McMillan and Perron (2013) as: "...the overwhelming feelings of stress, exhaustion and burnout associated with rapid and continuous change in the workplace" (p. 26).

Authentic leadership. Authentic leadership is defined by Walumbwa, Avolio, Gardner, Wernsing and Peterson (2008) as: "a pattern of leader behavior that draws upon and promotes both positive psychological capacities and a positive ethical climate, to foster greater self-awareness, and internalized moral perspective, balanced processing of information, and relational transparency on the part of leaders working with followers, fostering positive self development" (p. 94).

1.4 Rationale for study

During this study, I was a member of the executive leadership team at a small university in the southwest United States that had been acquired five years ago by a large corporation. The university had to re-establish itself in the marketplace, which required many new initiatives and changes. Currently, the university is still experiencing continuous change as leadership tries to define the university's brand within the marketplace and grow enrollment, creating an environment that is in continual motion with employees working diligently to meet the change demands while staying focused on the goal. As a result of this continuous change, many employees, including myself, were showing signs of decreased motivation and commitment to the university. Anecdotal information from directors and managers suggested that feelings of exhaustion and lost motivation were emerging and stated that it was becoming more difficult to remain committed to their work and the objectives of the university.

The university climate began to show signs of discontent, from recent redundancies and the continual change initiatives and the signs of discontentment were not actively being addressed by members of the executive leadership team. After a couple of years of attempting to lead my team from a positive perspective, I found it increasingly more difficult to maintain my own motivation and commitment and I was consistently feeling exhausted. I knew I needed to do some personal work to try and discover why this emotional exhaustion was occurring, so I began my own self-awareness journey. During my personal self-awareness journey, I discovered the value and importance of being aware of my thoughts and feelings and how I reacted to situations that previously would have resulted in creating personal stress. From engaging in personal self-reflection, an awareness of myself emerged allowing me to embrace situations from a different perspective and initiate responses that were positive and honest. I gained an appreciation of self-awareness and how it could positively change my behavior and reactions. From my personal journey and the current university climate, the idea to conduct a study on the effects of change and leadership style emerged. Through researching the literature surrounding this topic, I became aware of change fatigue and authentic leadership and determined that these two concepts were reflective of what I experienced because of continuous change and what I learned on my personal self-awareness journey. Due to the frequent changes facing the university and the anecdotal information presented to me from colleagues and my own experiences with change, I felt that understanding the concept of change fatigue, how it manifests and the potential negative employee outcomes was relevant to explore within the university climate. When I became aware of authentic leadership and the components of authentic leadership, particularly self-awareness and the potential to build positive psychological capacity, I recognized how this type of leadership could be beneficial for leaders, so they could understand how they are managing themselves during change and how embracing authentic leadership could affect their teams. I wanted to understand if authentic leadership could make an impact on the directors and managers at the university and reverse any potential negative outcomes resulting from continuous change. From my personal journey and the climate at the university, the motivation for my study evolved.

As a member of the leadership team, I found the differences in leadership styles towards leading teams through change problematic, since the implementation of change initiatives typically would affect multiple teams simultaneously. Managers and directors seem to have an uncertainty of how to lead their teams in order to minimize the effects of this continuous change and at times, this uncertainty resulted in frustration with their colleagues and leadership. If the university does not address this issue, maintaining change momentum could become more challenging. The premise of this study is to identify the breadth of change fatigue within directors and managers at the university and introduce an authentic leadership approach to see if an authentic leadership style would bring a better understanding of how to manage through change and minimize change fatigue. This leadership development should hopefully provide the opportunity for the university to begin to work through change together.

As can be seen in the next chapter, in the literature review, the majority of the research conducted on authentic leadership and change fatigue has been completed within in organizations outside of institutions of higher education. The limited number of studies conducted in institutions of higher education suggests a gap in knowledge and research in this area. My study attempts to address this gap and seeks to contribute to the research on authentic leadership and change fatigue by exploring a pathway towards developing authentic leaders who have the enhanced capability of leading through change.

1.5 Researcher Positioning and Assumptions

During my personal deliberations on the topic for my research, I knew I wanted to conduct my research within my university, so I could gain an understanding of what I determined was a troubling issue as I could see negative behavioral changes within myself and colleagues resulting from our work environment. Choosing to conduct my study within the university positioned me as an insider researcher, who had full knowledge of the university and the challenges it was facing. Being an insider researcher has both advantages and disadvantages, beginning with the researcher positioned in close proximity to the participants.

Hanson (2013) contends that conducting research within the organization where the researcher works can provide richer data due to the researcher's ability to ask questions that would dive into the hidden areas of an organization. Since I was in a position of trust at the university, I could create a relaxed atmosphere for the participants so a better conversational flow could occur, which is considered an advantage of insider research (Hanson, 2013). Since I shared the participants' experiences, I was aware of my position within the research and the potential effect I could have on the participants. Berger (2015) contends that a researcher should be cautious towards projecting their own experiences and using it as a means to understand the participants' experiences. Being an insider researcher could also affect the participants' responses, filtering their answers to include what the researcher may want to hear, creating a more formal atmosphere (Hanson, 2013). My position as an insider researcher is important in relation to my personal experiences, any biases, and assumptions I bring to the research. As an insider researcher, I made the following assumptions on the participants' interactions and personal exchanges during the study. Establishing these assumptions was important for reflexivity in the study because of the potential for my experiences having an effect on the participants' insights and experiences. Therefore, I assumed:

1. The participants were not previously familiar with the concept of change fatigue or authentic leadership.
2. The participants will answer truthfully and accurately regarding their personal experiences; and
3. The participants will provide honest expressions of their experiences to the best of their ability.

Through recognizing my position as an insider researcher and making the above assumptions, I hope this research will provide a more in-depth understanding and produce greater insights into my research topic.

Chapter Two

Literature Review

2.0 Introduction

This chapter presents a review of the literature that formed the development of the research question and gave support towards the analysis of the findings. This chapter begins by providing a historical background of leadership styles and the progression towards authentic leadership and then discusses the background information for the literature review. Authentic leadership and its development within the context of organizations and the defining characteristics that comprise an authentic leadership approach are addressed. The literature on authentic leadership is explored through authentic leadership development theory, the impact authentic leadership has within organizations, proposed authentic leadership frameworks, self-awareness and effective leadership, and the development of authentic leadership measurement tools. In addition, the literature on change fatigue is reviewed in relation to organizational change and the impact of change on employees. The literature in the area of change fatigue is specific to organizations and how organizational change can impact employees and is explored through the concept of change fatigue, the potential impact of change fatigue on employees and the introduction of change fatigue measurement tools.

The chapter concludes with a summary of the literature review, synthesizing the information in relation to addressing my research questions. The gap in the literature is highlighted, focusing on the limited exploration of authentic leadership and change fatigue within institutions of higher education, the type of methodology approaches used to measure both authentic leadership and change fatigue, and research on the connection between authentic leadership and the impact of change fatigue. These areas present a gap in knowledge where new research could make a contribution.

2.1 Historical evolution of leadership

The discussion and research on leadership remains an active field, yet there has been a shift from a focus on developing an understanding of the nature of leadership to more advances in scholarly research on leadership development (Day, Fleenor, Atwater, Strum & McKee, 2014). The move has changed from leadership research towards a more comprehensive understanding of the leadership development process, focusing on the development of the individual and their relationships with others (Day et al., 2014). The shift has turned towards considering how leadership development emerges within organizations and the process of building effective leaders. The need to develop leadership skills through training is evidenced in industry history (Russell & Kuhnert, 1992) and types of leadership styles have evolved as organizations attempt to become more effective. Theoretical approaches and scholarly research on leadership styles have changed through the years as the need to understand what makes an effective leader and the assessment of what constitutes a leadership role continues to remain a question for scholars (McCaffery, 2010).

Within the twentieth century, leadership theories have evolved from trait theories, which contended that leadership is an innate ability towards new leadership theories that build upon connecting leadership to organizational building and transformation (McCaffery, 2010). Trait theorists identified trait theory as leadership that is based on the traits and personality of the leader, although, this theory was criticized because there was a belief that both the personal and the situational should be considered in developing leadership styles (Landis, Hill, & Harvey, 2014). Until the 1940s, leadership focused on the personal traits of the leader, determining the ability of leaders based on their innate personal qualities. The late 1940s until the 1960s brought a change in leadership research shifting the focus from identifying leadership innate traits to a focused approach to what leaders do and how they do it through their actions and behaviors, so leadership became associated with behavior and style and studied through the lens of behavioral theories.

The delineation in behavioral styles developed two leadership positions; the task-oriented behaviors, which encompasses a leader's need to present clear instruction and direction and relationship-oriented behaviors, which constitutes a leader's need to provide support and encouragement (McCaffery, 2010).

A shift in the 1960s brought a new perspective to leadership focused on leaders doing the right thing at the right time in given situations, emphasizing the significance of leaders responding to situations and where leadership was influenced by context and situations, which lead to a situational leadership model (McCaffery, 2010). Situational leadership was based on the notion that situations determine the leadership qualities and from specific situations, great leaders emerged as a result (Landis et al., 2014). Situational leadership theory emerged from the discussions on task-oriented and relation-oriented behaviors in relation to leadership styles, classifying leader behavior as either task-focused or behavior focused (McCleskey, 2014). Task-oriented leaders must be explicit with followers by clearly defining their role, give specific direction and communicate through formal channels, differentiating from relation-oriented leaders who focus on reducing conflicts to create positive relationships and equal participation (McCleskey, 2014). Situational leadership effectiveness is contingent on the followers' job and psychological maturity level, so leaders must relate their style to fit the follower's needs and matching the leader to the situation and the corresponding leadership orientation (task or relation) (McCleskey, 2014). The challenges with situational leadership extended to knowing the type of leader behavior that should be applied in a given situation, which created issues with consistency and conformity with this leadership style.

From the late 1960s to the present, leadership theory focused on the intended role of the leader and the subsequent follower relationship, beginning with leadership associated with the use of power and influence on followers and progressing in the 1970s and 1980s to a leadership style that brought meaning to leading.

Smircich & Morgan (1982) studied leadership from a social organizational perspective using a case study approach, where leaders emerged from managing with meaning through framing experiences by presenting images and meanings that will mobilize individuals to action. In this perspective of leadership, it is a social process that involves a dependent relationship with followers by defining the reality and leading from the shared organizational values and meanings (Smircich & Morgan, 1982). From the 1990s to the present, leadership is linked to building and transforming organizations by recognizing the complexities within organizations and the importance of individuals in the workplace and during this time frame, the distributive leadership phenomenon emerged (McCaffery, 2010). The concept of distributive leadership relates to how work manifests among people within the context of a complex organization and the leaders ability to collaborate or distribute functions through developing working relationships (Bolden, Petrov, & Gosling, 2009).

For this study, further context on transactional and transformational leadership is discussed due to the similarities and the inter-relational aspect with authentic leadership. Transactional leadership focuses on the individual behavioral aspects of the followers, communicating clear expectations of what the follower can expect in return for their performance (Hamstra, Van Yperen, Wisse & Sassenberg, 2014). While considered as a means to only achieve marginal improvements because the leadership results is an exchange process, transactional leadership calls for the leader to recognize individual needs and clarify how they will be rewarded if a level of effort is completed (Bass, 1985). The transactional leader reinforces positive behavior through rewards based on performance, controlling the output of their followers through supporting their efforts, allowing the leader to achieve their objectives (Applebaum, Degbe, MacDonald, & Nguyen-Quang, 2015; McCleskey, 2014). Interactions between transactional leaders and their followers focus on fulfilling the followers' self-interests through motivation by completing direct objectives and emphasizing rewards, which lead to organizational stability and improved organizational efficiency (McCleskey, 2014).

When presented with change initiatives, the transactional leader, with the emphasis on role assignment and specific objectives, can be successful; however, transactional leadership is primarily efficient towards maintaining stability in an organization (Applebaum et al., 2015).

Transformational leadership emerged from the need for organizations to have leaders who are able to respond effectively to continuous change (Bass & Avolio, 2007). Bass and Avolio (2007) contended that organizations should move away from transactional approaches to leadership and move toward the development of transformational leaders. Transformational leadership builds on broadening the leaders role in performance (Bass & Avolio, 2007). While transactional leadership focuses on a model of reinforcement for performance, transformational leadership aspires to motivate employees to reach the highest levels of their potential (Russell & Kuhnert, 1992). A transformational leader provides a vision and inspiration through communication, personal attention, gaining respect and instilling pride in employees toward the vision and mission of the organization (Bass & Avolio, 2007). The acquisition of transformational leadership skills impacts upon organizations and according to Bass & Avolio (2007), research has shown that transformational leaders are more effective in times of change than a transactional leader. The values and beliefs of a transformational leader have an influence on their interaction with others (Russell & Kuhnert, 1992). Building on the emotions of both the leader and follower, transformational leaders aspire others to exceed beyond their expectations by igniting enthusiasm and support from followers (McCaffery, 2010; Applebaum et al., 2015). Bass (1990) contends that the transformational leader engages effectively with followers when they generate self-awareness and understanding towards the purpose and mission of the organization and motivate them to move beyond their self-interests for the good of the organization. Transformational leadership can potentially change the organizational climate through the building confidence in followers' producing an elevated performance and intensified motivation to achieve assigned outcomes (Bass, 1985). Transformational leaders display positive behaviors that followers wish to emulate and this leader behavior can be inspirational, boosting confidence in followers (McCleskey, 2014).

Transformational leaders may have the ability to transform others through communicating a powerful vision and inspiring others to have the same values and purpose; however, an authentic leader may accomplish the same purpose but through being a role model for followers (Avolio & Gardner, 2005).

The challenging environment faced by today's leaders changed the focus of leadership towards reestablishing a sense of hope and confidence through building self-awareness and creating genuine relationships and from this need, authentic leadership development emerged (Avolio & Gardner, 2005). Authentic leadership can incorporate other forms of positive leadership, like transformational leadership, through building relationships and leading with purpose; however, the key differentiator between transformational leadership and authentic leadership is the authentic leaders' sense of self which guides how they represent themselves to others through their words and behavior (Avolio & Gardner, 2005). The authentic leaders' positive behaviors stem from their sense of self and followers identify with these positive interactions (Avolio & Gardner, 2005). The purpose of authentic leadership is to build effective organizations by creating an environment where followers can find meaning and connections with work through self-awareness, building confidence, hope, and optimism (Avolio & Gardner, 2005). Authentic leadership embodies some attributes of other positive forms of leadership, yet distinguishes itself from the others through focusing on the leaders and followers' self-awareness and positive modeling as a moderating factor in a positive organizational climate (Avolio & Gardner, 2005).

The evolution of our understanding of leadership styles and the identification of authentic leadership as a style that is differentiated from other styles by self-awareness is what prompted the interest for this study.

2.2 Background to Authentic Leadership and Change Fatigue

Authentic Leadership

Authentic leadership is leader behavior that is focused on positive psychological behaviors and promotes a positive climate based on greater self-awareness, moral perspective, balanced processing and relational transparency when working with followers to create positive self-development (Walumbwa et al., 2008).

Most of the research on authentic leadership discusses leadership development opportunities within organizations; however, Opatokum, Hasim, and Hassan's (2013) research on authentic leadership within an institution of higher education in Malaysia demonstrated that authentic leadership within higher education had begun to be studied. Seminal authors in the area of authentic leadership, Avolio and Luthans (2006), Avolio and Gardner (2005) and Avolio, Gardner, Walumbwa, Luthans and May (2004), were instrumental in defining the characteristics of authentic leaders and the relationship towards the impact on employees within organizations. Authentic leadership's foundation evolves from the concept of authenticity, 'to thine own self be true,' and focuses attention on the self-actualized individual (Avolio & Gardner, 2005). Avolio & Gardner (2005) use the term authenticity as owning one's personal experiences, such as emotions, needs and wants and acting accordingly through consistently expressing the true self. The self-actualized individual is in touch with who they are and accurately understands themselves and their lives (Avolio & Gardner, 2005). Authenticity not only requires individuals to be true to themselves, it also requires relating or relational development through the self-exposure of sharing actual feelings with others so they can experience the real individual (Taylor, 2013). Avolio, Gardner, Walumbwa, Luthans, & May (2004) posit that a leader must first achieve authenticity through self-awareness and authentic actions and relationships to advance authentic leadership and be an authentic leaders.

According to Avolio et al. (2004), two of the components of authentic leadership focus on individual self-awareness and self-development, which was identified through the literature and it is through self-awareness and positive behaviors that authentic leaders can foster the development of authenticity within teams, contributing to their well-being and positive organizational climate. The development of authentic leadership is connected with positive organizational behaviors focused on positive psychological capacities such as hope, optimism, well-being/happiness, and confidence, which are increased through self-awareness and self-regulating behaviors (Luthans, 2002; Walumbwa et al., 2008).

Other factors such as authentic dialogue (Mazutis and Slawinski, 2008), authentic self-expression (Yagil & Medler-Liraz, 2014) and behavior integrity (Leroy, Palanski, & Simons, 2012) contribute to authentic leadership development through strengthening follower relationships and improving organizational commitment. Mazutis & Slawinski (2008) relate authentic leadership development with fostering authentic dialogue as a strategy to shape organizational climate. Authentic dialogue exists through open and honest communication that encourages others to be reflective and self-aware (Mazutis & Slawinski, 2008). Encouraging authentic dialogue offers the opportunity to create new understandings and can potentially change the organizational climate (Mazutis & Slawinski, 2008). In conjunction with authentic dialogue, authentic self-expression, which is the ability to openly display emotions and ones' genuine self, can facilitate positive organizational change (Yagil & Medler-Liraz, 2014). Authentic leaders encourage an openness to emotional expression in others, through their genuine self, which can potentially strengthen the relationship between positive emotions and authentic self-expression (Yagil & Medler-Liraz, 2014).

The authentic leadership process builds relationships and connections with followers through self-awareness and self-regulation in an intrapersonal and interpersonal way, shifting the leadership paradigm towards leadership development and positive organizational behaviors (Avolio & Gardner, 2005).

It is posited that the development of an authentic leadership style can resist external stressors by creating positive organizational environments through building trust and positive relationships (Avolio & Gardner, 2005). Developing and empowering the leader-follower relationship through authentic leadership can lead to improved employee work behaviors, such as job satisfaction and retention (Wong & Laschinger, 2013). The authentic leadership behavior of self-awareness is important to facilitate the empowerment of followers and how authentic leaders increase the perception of empowerment, which improves performance and job satisfaction (Wong & Laschinger, 2013). Developing a leadership style among employees that can function in a flexible organizational culture needs to be a style that would have a positive impact on employees and Azanaza, Moriano, & Molero (2013) suggest that authentic leadership connects with this organizational development.

The relationship between authentic leaders and their followers can produce the perception of behavior integrity, which affects follower affective organizational commitment (Leroy et al., 2012). Behavioral integrity is demonstrated through authentic leaders' ability to align their words and actions, which allows for followers to trust their leader and identify with them (Leroy et al., 2012). The identification with the leader creates a stronger identification with the organization and steers the follower towards adapting change for the good of the organization. Leroy et al. (2012) associate this identification to improve follower affective organizational commitment. Allen and Meyer (1990) refer to affective organizational commitment as "the employees emotional attachment to, identification with, and involvement in, the organization" (p. 1). Overtly demonstrated affective organizational commitment and behavioral integrity emerge from the connection with authentic leadership in that authentic leadership is focused on presenting behaviors that internally and externally produces a representation of ones' true self.

The growing interest in an authentic leadership construct is a result of an increase in organizational challenges and a need for a more positive leadership approach (Cooper, Scandura, and Schriesheim, 2005). Organizational culture is a shared understanding of values and norms within an organization and has been linked to job satisfaction and employee retention (Azanza et al., 2013). Authentic leadership encompasses the organizational culture by flowing from leaders to their followers, positively impacting an organization. Authentic leadership is relatively new to the leadership literature and has generated much research, bringing attention to this new paradigm (Ladkin & Taylor, 2010). Livingston and Lusin (2009) point towards Avolio and Gardner (2005) and their development of authentic leadership as the type of leadership that can resist external stressors by creating positive organizational environments through building trust and positive relationships. Avolio and Gardner (2005) suggest that authentic leadership development is the root of all positive forms of leadership development. The premise of authentic leadership and research conducted by Avolio and Gardner (2005) suggests that through an increase in self-awareness, self-regulation, and positive modeling, authentic leaders create authenticity in their followers, contributing to a more sustainable performance and a more positive well-being.

Authentic leadership has shifted the paradigm of leadership towards leadership development, with the aim of developing positive organizational behaviors. Positive organizational behaviors focus on positive psychological capacities such as hope, optimism, resilience and confidence, specifically defined by Luthans (2002), as the “application of positively oriented human resource strengths and psychological capacities that can be measured, developed, and effectively managed for performance improvement” (p. 698). Positive psychological capital has a significant role in authentic leadership development and consists of investing in the self to achieve the possible self, through building psychological capital and becoming hopeful, confident, resilient, and optimistic (Avolio & Luthans, 2006).

Hope refers to a positive emotional state that motivate individuals to succeed at task (goal-directed energy); optimism refers to individuals positive expectations toward outcomes; resilience is the ability to regroup after adversity or setbacks and confidence is individuals' ability to know they have the resources and motivation to perform at high levels (Newman, Ucbasaran, Zhu, & Hirst, 2014; Youssef-Morgan, & Luthans, 2015) and each component is important to the development of psychological capital.

Psychological capital represents individuals' positive internal resources that they can pull from to succeed and individuals with high levels of psychological capital have a stronger belief in their ability and outcomes (Newman et al., 2014; Thompson, Lemmon, & Walter, 2015). Research on psychological capital has shown that these psychological capacities can improve employees' work quality, improve individual well-being, influence employee creative and innovative performance, influence employee commitment and attitudes, and job satisfaction (Thompson et al., 2015, Youssef-Morgan & Luthans, 2015). Authentic leadership development practices extend not just to the leaders but it also involves the development of authentic relationships between leaders and followers (Avolio & Gardner, 2005). This development process for leaders includes a social and human capital development or positive psychological capital. These positive psychological capacities are increased through self-awareness and self-regulating behaviors as part of the positive behavior development (Avolio & Gardner, 2005).

In authentic leadership development, self-awareness is developed through an emerging sense of self, gaining an understanding of emotions, actions and purpose and self-regulating behavior is developed through the process of understanding actions and intentions and aligning with values (Avolio & Gardner, 2005). Through self-awareness development, leaders develop "open, transparent, trusting and genuine relationships" and through self-regulation, leaders focus on positive modeling, demonstrating transparency in decision-making, optimism, hope, and resilience by being consistent with their words and actions (Day et al., 2014, p. 69; Avolio & Gardner, 2005). Bandura's (1999) social cognitive theory suggests that individuals learn from their actions, forming ideas on what led to their actions and determine the results of those actions and it is these actions and motivations that are regulated through forethought.

According to Tekleab, Sims, Yun, Tesluk, & Cox (2008), self-awareness is related to individuals' self-evaluation of themselves and Morin (2011) refers to self-awareness as the ability to become self-aware through reflection on experiences. The practice of self-reflection occurs when individuals become curious and intrigued to learn more about their emotions, attitudes or thoughts (Morin, 2011). Self-awareness, then, is the compilation of an individual's ability to be aware of their existence and aware of their strengths, sense of purpose and capabilities (Avolio & Gardner, 2005).

According to Avolio and Gardner (2005), self-awareness is the underlying component of positive forms of leadership. The authentic leadership process builds relationships and connections with followers through self-awareness and self-regulation in an intrapersonal and interpersonal way, thus increasing the psychological capacities of leaders. The development of relationships is a core component of authentic leadership development and authentic leaders work towards building the respect and trust of their followers by developing collaborative relationships (Avolio et al., 2004). Authentic leaders should be able to identify followers' strengths and focus on building them in alignment with a "common purpose or mission" (Avolio et al., 2004, p. 806). Dirks and Ferrin (2002) note that research has evidenced that trust in leadership has been related to positive organizational outcomes and is connected to follower attitudes of job satisfaction and organizational commitment.

Change Fatigue

Research in the area of change fatigue is specific to organizations and how it impacts employees during organizational change. Change resistance has been the dominant discourse when discussing change failure until recently, when the concept of change fatigue emerged offering a different path towards explaining change failure (McMillan & Perron, 2013). Change resistance is the resulting behaviors of individuals' reactions to change within an organization and can manifest through emotions such as frustration and anxiety, a negative interpretation to change and behavioral reactions to change (Garcia-Cabrera & Garcia-Barba Hernandez, 2014).

Individual thoughts and behaviors on a particular issue are connected in the mind and when in conflict, dissonance may exist, causing employees to complete change tasks while concealing negative thoughts (Garcia-Cabrera & Garcia-Barba Hernandez, 2014). Dissonance in organizational change can meet with resistance if the change is out of line with individuals' attitudes, their values and practices (Burnes, 2015). The potential dissonance and the negative and disruptive behaviors associated with change resistance can contribute to change failure (McMillan & Perron, 2013).

The concept of change fatigue was identified through scholars and researchers as a new way to explore organizational change and its subsequent failures, exploring change fatigue as a concept that can offer a differing insight beyond just change resistance (McMillan & Perron, 2013). The society stressors (globalization, and technological advances and increasing competition) that leaders face today suggest that organizations must make adjustments to meet the demands and remain relevant in a competitive marketplace, compelling leaders to create change initiatives, sometimes simultaneously, to compete (Dool, 2009). Researchers Bernerth et al. (2011), McMillan and Perron (2013) and Dool (2009) all describe change fatigue as the resulting experience felt by employees and the perception that too much change is occurring within an organization. Change fatigue is the overwhelming feelings of stress, exhaustion and burnout as a result of a continuous change within the work environment and can result in a negative shift in employee job satisfaction (Bernerth et al., 2011; McMillan & Perron, 2013; Dool, 2009).

Change fatigue can manifest through passive acceptance of change brought about by ambivalence and powerlessness towards change implementation (McMillan & Perron, 2013). The resulting behaviors associated with change fatigue can have a negative impact on organizations. Bernerth et al. (2011) contend that numerous change initiatives within organizations can be detrimental to the individual and eventually to the organizations. Bernerth et al. (2011) contend that exhaustion is the key element that initiates change fatigue behaviors such as like less commitment and turnover.

The recognition of and addressing of change fatigue symptoms can avert a stall in change initiatives, and when an organization is in continual flux, employees can struggle to identify and to align their actions and expectations with the organization (Beaudan, 2006; Bernerth et al., 2011). With limited personal resources, continuous change can be enough of a stressor that exhaustion becomes the negative outcome.

The contributions to the study of change fatigue identify how it manifests within my own organization and the recognizable symptoms within employees. The identified change fatigue behaviors of disillusionment, disengagement, disempowerment and low job satisfaction result from employees' experiencing continuous change and can result in negative employee commitment and have a negative impact on an organization (Bernerth et al., 2011; McMillian & Perron, 2013; Dool, 2009; Beaudan, 2006).

The development of authentic leaders is grounded in authenticity, owning one's personal experiences and gaining an understanding of themselves as a leader. Becoming an authentic leader begins with developing self-awareness, which can build positive psychological capital of hope optimism and resilience within leaders and within their teams. The practice of self-awareness and self-development can contribute to effective leadership, creating a strong organizational climate and one that can potentially resist external stressors through creating a positive environment by fostering positive relationships. It is the continual external stressors facing organizations that contribute to the development of change fatigue behaviors. Change fatigue behaviors can be a result of passively accepting change, which results in negative employee behaviors such as disempowerment, disillusionment and lack of commitment. These negative employee outcomes potentially connect with the positive outcomes (job satisfaction, engagement) associated with authentic leadership, suggesting that authentic leadership could alter the effects of change fatigue. The literature review attempts to establish authentic leadership as a positive leadership approach that can impact upon employee outcomes and then demonstrate the possible connection with affecting the negative outcomes of change fatigue.

2.3 Approach to reviewing the literature

2.3.1 Organizing the literature review

The organization of my literature review began with determining the most effective approach that would lend itself towards the best correlation to my proposed research question. Various options for organizing a literature review exist for a researcher and include a chronology, methodology, advancements in research, and thematic approaches. For the purpose of my research study, I selected a thematic approach, since this approach best suited the synthesis of the literature. A thematic approach calls for the creation of distinct themes or categories from the literature, allowing for a cyclical transition between the different subject areas.

According to Cronin, Ryan, and Coughlan (2008), a thematic approach to a literature review allows for an integration of both theoretical and empirical research literature, which correlated to my mixed method approach in my research study. The literature review focused on the search for evidence on the effectiveness of authentic leadership as an approach for leaders, particularly when leading through change, and the evidence of change fatigue within the organization and the effects of change fatigue on an organization's employees.

For this literature review, the themes were determined by the research focus, which looked to understand if authentic leadership concepts would minimize the effects of change fatigue among directors/managers. The literature was selected based on the proposed research question, which was used as a guide for my literature search. Careful analyses of the literature led to the development of the following themes in relation to the proposed research question and were reviewed sequentially.

The themes and sub-themes included in the literature review were:

- Theme 1: Leadership development in changing environments.
 - Effective leadership development in a changing organizational environment
- Theme 2: The emergence of Authentic Leadership
 - Authentic leadership theory and perspectives
 - The impact of Authentic leadership on organizations
 - Self-awareness and effective leadership
 - Authentic leadership and follower behavior
 - Measurement and validation of Authentic leadership
- Theme 3: The emergence of Change Fatigue
 - The concept of change fatigue in organizations
 - The measurement of change fatigue and its impact on organizations and staff

To maintain an organized structure to the literature review, I developed a spreadsheet, organized thematically based on the themes above, that captured all relevant information that would be necessary to appropriately synthesize and discuss the literature. The spreadsheet included the researcher and source information, aim of the research, method of research, sample and size, data collection and analysis, findings and summary information. After the literature was organized by theme, I constructed differentiated categories within each theme and some of the sub-themes, which furthered the evaluation of the literature. Categories, such as research method and findings were used to delineate the literature to assist in a more seamless summary of the literature. Delineating the themes into categories provided a means to be more responsive to the research question and the categories were similarly aligned with the categories created for the data analysis.

2.3.2 Searching and assessing the literature

The search strategy I used to identify the primary literature for this study was based on the three themes and subsequent sub-themes identified above. For each of the themes, key words were extracted and used as search terms within the Boolean search method. To search for the research literature for Theme 1, I used the key words: transformational leadership, leadership development, leadership strategy, organizational change and leadership theory. Theme 2 key search terms focused on authentic leadership and consisted of authenticity, authentic leadership development, organizational behavior, self-awareness, authentic leadership, and authentic leadership theory. To effectively search for research literature within the premise of change fatigue, I conducted a search and used the key terms of change fatigue, change initiatives, change management, organizational change and organizational behavior. I also used a combination of key terms with the term higher education to see if specific research on authentic leadership and change fatigue had been conducted within a higher education setting.

The search was conducted primarily using the electronic database EBSCOhost with additional searches through ScienceDirect, Emerald database and the Leadership Quarterly database with selected dates from 2001 to 2014. Dates searched condensed the articles to reflect the most recent evolution of authentic leadership development and change fatigue. The search and selected literature primarily is comprised of journal articles since journal articles tend to have more current information (Cronin, Ryan, & Coughlan, 2008); however, books were not excluded from the search. Only articles in English were selected for inclusion in the literature review.

For this research study, I initially selected 57 articles that I felt met my inclusion criteria during the initial review of each article. These articles were then placed in the spreadsheet according to the described themes. Cronin, Ryan, and Coughlan (2008) suggest a more thorough appraisal of each article is necessary to determine the strengths toward the research studies.

To further appraise each article, I read each article and noted the purpose of the paper, the quality and type of research being conducted and reviewed the claims and summaries being proposed and determined how they would be included and assistive towards my research question. The information was extracted and compiled in the spreadsheet to complete the initial assessment of the literature. From the 63 articles, sixteen articles were excluded from the review because they primarily focused on transformational leadership development and did not make the connection with the evolution of authentic leadership development. Six of the articles were dated prior to the search criteria, presenting data and information that was not current enough for this study. Of the remaining twelve articles, four presented leadership perspectives from alternative leadership styles, such as, participative leadership, embedded leadership and appreciative leader theory and the remaining eight did not possess relevant information for this study. This process led to 29 articles that were included in the literature review. The search criteria and the subsequent literature review and assessment framework for combining and interpreting the literature allowed for an organized approach to the literature review.

2.4 Reviewing the literature

After assessing, compiling, and categorizing the selected literature, I began the synthesis of the literature, following a thematic order to demonstrate the progression of ideas within the literature. From my review, three themes were developed with the aim of identifying the gap in knowledge and informing the development of my research question. The themes are presented sequentially to demonstrate the progression of the thought process that led to the development of my research study. Theme one discusses the complexity of leadership development, theme two discusses authentic leadership and the components that inform its theory, self-awareness, and follower behaviors and theme three discusses the concept of change fatigue and the effects on employees.

The synthesis of the literature review is presented in the summary, synthesizing findings of potential follower outcomes of authentic leadership with the potential employee outcomes of change fatigue and how studying the concepts together could impact organizational commitment. The synthesis identifies the gaps in knowledge and demonstrates how the literature informed my study.

2.4.1 Theme 1: Leadership development in changing environments

Building on from the historical background context in this chapter, there were five articles from the literature search that formed the basis of this theme of leadership development in changing environments.

In 2007, Mumford, Campion, and Morgeson conducted a survey with the purpose to propose a leadership model demonstrating that, from their perspective, that leadership skill requirements are layered and segmented demonstrating the complexity of leadership skills in relation to an individual's level or position within an organization. Mumford et al. (2007) collected data from individuals at various levels of their career path within a United States international government agency in 156 different countries, including the United States to study leadership skill acquirement as individuals' progress within the hierarchy of an organization. The participants were selected from five different career paths and included administrative, public relations, economic analyst, political analyst, and multifunctioning positions.

The Occupational Information Network (O*NET) scales were used to measure each component of leadership skills (cognitive, interpersonal, business and strategic), focusing on assessing each leadership requirement. The valid and reliable survey was completed by 1023 individuals, which the researchers indicated was their sample size. The results revealed that leadership skills could be empirically grouped into what Mumford et al. called a Strataplex Model (Diagram 2.0).

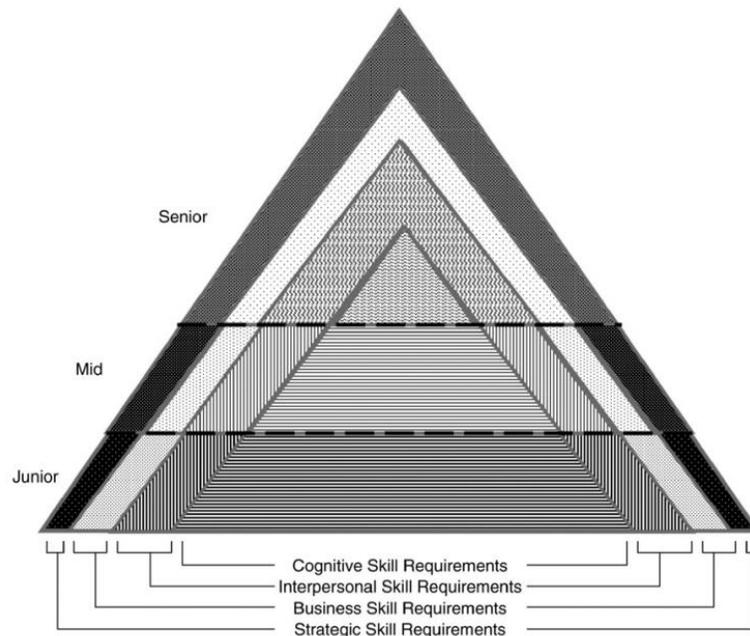


Diagram 2.0: Mumford et al.'s 2007 Strataplex Model

As can be seen in Diagram 2.0, Mumford et al. (2007) argued that there were four categories of leadership skills; cognitive, interpersonal, business and strategic. Leadership skills, they continued to argue, were related to the job role at the organizational level. They believed that leadership skills would need to be developed according to each individual's career path. The researchers further determined that interpersonal skills were required to a greater degree than business and strategic skills, particularly at the junior level in the organization and as individuals progressed on their career track, business, and strategic skills became as important. The demonstration of interpersonal skills as a leadership skill requirement involved building social capacity, which is the ability to relate well when interacting with others (Mumford et al., 2007). Their Strataplex model demonstrates leadership skill acquirement and the integrative nature of leadership. The development of interpersonal skills focuses on the ability to be aware of others' reactions and respond accordingly to why they react in a particular way. The intersection of interpersonal skills and self-awareness links to my research study through the need to develop self-awareness as part of authentic leadership development.

Mumford et al.'s (2007) findings were limited to the public-sector of an international US Government Agency where the study took place, limiting the generalization of the findings to this sector. However, the strength was in conducting the study world-wide and thus capturing any associated cultural differences.

In 2008, Boleman conducted a literature review of effective leadership in a changing world, focusing on leadership characteristics and the definition of what it means to be a leader. The review indicated that leaders do not become leaders from an appointment from their senior leaders, but instead, an individual becomes a leader when perceived and accepted by his/her followers. Boleman (2008) described the two behaviors—task-oriented behavior and relationship behavior—and how they, in turn, determine the foundation for effective leadership. The connections between the two behaviors were further related to transactional leadership (task-oriented behavior) and transformational leadership (relationship behavior), suggesting that a leader can inhabit both styles of leadership depending on their own preference. While the literature review was limited in discussing leadership by only comparing transformational and transactional leadership styles, the introduction of the characteristics of task-oriented behaviors and relationship-oriented behaviors demonstrated a contrast in leadership behaviors, which provided an opportunity for further exploration into the effectiveness of relationship-oriented behaviors.

Battilana, Gilmartin, Sengul, Pache, and Alexander (2010) conducted a survey to explore the relationship between leadership competencies and the probability they will impact the initiatives planned in organizational change. Like Boleman's (2008) literature review on task-oriented and relationship-oriented behaviors, the researchers investigated task-oriented behaviors, which focused on establishing structure, design, and control in order to achieve organizational goals and person-oriented behaviors, which promoted collaboration and a supportive climate to achieve organizational change (Battilana et al., 2010). The direction of the study was to examine these behavioral activities and their effectiveness during a period of planned change.

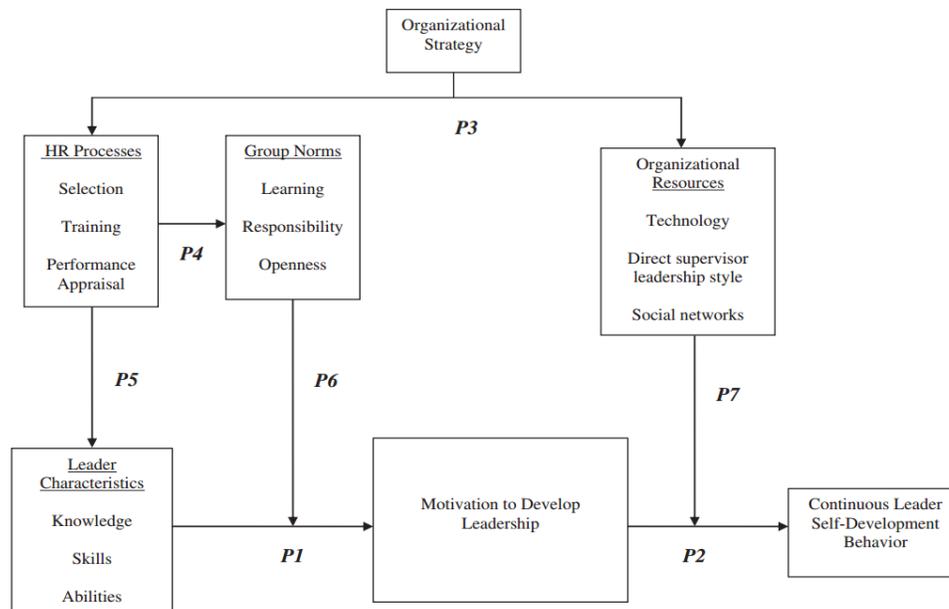
The researchers contend that implementing organizational change is challenging for most leaders due to the complexity of change initiatives, so there is a need to focus on effective leadership during change initiatives.

Participants self-selected into the study and represented 89 clinical managers in the United Kingdom from 77 different organizations within the United Kingdom National Health Service (NHS) who implemented change projects between 2003 and 2004. The participants were part of a change implementation project and data were collected three months prior to the beginning of the project. At the same time, participants were required to submit a project plan of a change they intended to implement. Three months into the change implementation, the participants were asked to submit any modifications they had made to their plan.

Twelve months after the project implementation, a telephone survey was administered to gather information on how the participants had implemented their projects. The timing of the survey allowed for completion of the participants planned change initiative, providing them with a full scope of information on how the change implementation was conducted. Survey data were collected on three activities--communicating, mobilizing and evaluating which were activities associated with change implementation identified through their literature review. The findings suggested task-oriented leader behaviors focused on organizing and evaluating the activities associated with change, emphasizing change implementation while person-oriented leader behaviors focused on communicating the need for change and the activities associated with change. The researchers concluded that leadership competencies are multi-dimensional and the role of the leader may vary depending on the change initiative.

Even though the study was considered valid and reliable, the findings should be cautiously considered because of the small non-random participant group, which limits the generalizability of the results to the United Kingdom's NHS (National Health Service).

Reichard & Johnson (2011) conducted a literature review to investigate the construct of leader self-development serving as a leadership development strategy within organizations, contending that within the ever-changing environment, organizations must be prepared to change and adapt and organizations should develop leadership development programs to assist in meeting these challenges. Leader self-development provides the leader with the opportunity to control their leadership development through learning and creating their own leadership capacities and leadership behaviors by being an active participant in the process (Reichard & Johnson, 2011). Key self-development behaviors include accepting leadership challenges, self-reflection, self-awareness and learning from others, allowing leaders to learn from their experiences, understand their strengths and weaknesses, and learn from observation and interaction with others, increasing their self-awareness, which is important to self-development (Reichard & Johnson, 2011). Reichard & Johnson (2011) presented a multilevel model of leader self-development (Diagram 2.1) that places leadership development as an organizational strategy, implementing processes that build individual human capital and the social capital of the collective organization. Insights from the researchers demonstrated the importance of building an organizational culture where leader self-development strategy is incorporated into the organizational strategy in order to develop effective leaders that have the ability to react quickly to change. Both Mumford et al. (2007) and Reichard & Johnson's (2011) multilevel leadership models reflect the complexity and integrative nature of leadership development and indicate the strategic necessity for developing leadership skills.



Note. P refers to Proposition.

Multilevel model of leader self-development. Note. P refers to proposition.

Diagram 2.1: Reichard & Johnson's 2014 Multilevel model of leader self-development

Day, Fleenor, Atwater, Sturm and McKee (2014) reviewed literature published in *The Leadership Quarterly*, on leadership development to identify advances in the approach to leadership development. Day et al. (2014) determined that organizations care about leadership but it is not leadership theory that drives the discussion about leadership but instead leadership development and how to develop leaders as effectively and efficiently as possible. Their examination of the literature included definitions, context, process, and evaluation concepts pertaining to leaders and leadership development, including examining interpersonal and intrapersonal relationships, feedback process, longitudinal studies, and methodologies related to effective leadership development. One concept identified by the reviewers as important to leadership development was self-awareness. This led the researchers to discuss authentic leadership since self-awareness was a key feature. The findings from the review concluded that despite the advances in understanding leadership development, leadership development is still relatively immature; however, the review also revealed the importance of leadership development to organizations while demonstrating the need to continue to build on research and theory to produce leaders that are ready to lead in various environments.

The authors presented in this theme provided suggestions for further research in the area of leadership development, including examining a broader range of leadership competencies and leadership competencies during change (Mumford et al., 2007, Battilana et al., 2010); exploring the relationship between leader behaviors and change (Battilana et al., 2010); creating a cross-sectional design studying the breadth of leadership competencies (Mumford et al., 2007); exploring self-awareness and 360-degree feedback (Day et al., 2014); and expanding the leadership model to include outcomes of leader self-development (Reichard & Johnson, 2011).

Changing the discussion from developing leadership theory to discussing leadership development (Day et al., 2014) emphasizes the need for organizations to develop effective leaders. As mentioned above, important components of leadership development strategies include interpersonal skills (Mumford et al., 2007), leadership self-development and self-reflection (Reichard & Johnson, 2011), and relationship-oriented behaviors (Boseman, 2008), which correspond with the dimensions of authentic leadership. Authentic leadership development places interpersonal skills, self-awareness, and positive interactions with others as important to the development strategy. This connection with effective leadership development strategies potentially demonstrates that authentic leadership could possibly develop effective leaders.

2.4.2 Theme 2: Emergence of Authentic Leadership

This theme has four sub-themes as indicated below and will be discussed in turn

- Authentic leadership theory and perspectives
- The impact of Authentic leadership on organizations
- Self-awareness and effective leadership
- Authentic leadership and follower behavior
- Measurement and validation of Authentic leadership

The selected literature pertaining to authentic leadership focused on the theory of authentic leadership, the impact of authentic leadership in organizations and the measurement of authentic leadership. Based on the information presented in the historical context section of this chapter, 20 articles were selected from the literature search based on the determined themes.

Theme 2.4.2a: Authentic Leadership theory and perspectives

In 2005, Avolio and Gardner conducted a literature review with the aim to discuss the emergence of authentic leadership, suggesting that authentic leadership development is the root of all positive forms of leadership development. Through their review, the researchers provided an overview of the components of authentic leadership and authentic leadership definitions, the theoretical and methodological perspectives, the foundations of authentic leadership and a comparison to other forms of leadership. The analysis of authentic leadership resulted from a review of 80 articles that discussed diverse, innovative and original perspectives on building authentic leadership theory that were presented at the Gallup Leadership Institute Summit in 2004. Each article was reviewed and analyzed by five categories: a) special issue discussion; b) conceptual foundations and definitions; c) differentiation of authentic leadership from other leadership theories; d) the components of authentic leadership and e) authentic leadership theory, and from this analysis, seven articles were selected for the literature review and included: Luthans & Avolio, 2003; Gardner, Avolio, Luthans, May, & Walumbwa, 2005; Ilies, Morgeson & Nahrgang, 2005; Cooper, Scandura, and Schriesheim, 2005; Shamir & Eilam, 2005; Sparrowe, 2005; Michie & Gooty, 2005.

Avolio and Gardner's (2005) findings from the review established the overall concept of authentic leadership and the psychology behind the development of authentic leadership. They argued that a component of authentic leadership development is the relationship with positive psychological capital, which are the personal resources of confidence, hope, optimism, and resiliency of the authentic leader. Avolio & Gardner (2005) posit that having these positive psychological resources increases self-awareness and self-regulatory behaviors in the authentic leader as part of the process of self-development and through an increase in self-awareness, self-regulation, and positive modeling, authentic leadership contributes to follower authenticity and improved well-being.

Cooper, Scandura, and Schriesheim (2005) explored the literature on authentic leadership development with the aim to draw attention to the issues in authentic leadership development in the hope that further research on authentic leadership could be conducted thoroughly and systematically prior to leader development. The researchers acknowledged the growing interest in authentic leadership as a new leadership construct and believe this new construct is necessary with the recent unethical behaviors of corporate leaders.

However, before designing interventions for leaders, the authors contended that there is a need to address a set of core concerns prior to any authentic leadership development training and they identified the core concerns as, the need to further define, measure and research the authentic leadership construct, determine the validity of the construct and relevant outcomes and establish if authentic leadership can be taught. Their exploration of the literature concluded that authentic leadership was still in its infancy and work was still needed to be accomplished in terms of theory building before authentic leadership training is developed and dedicated research should continue.

In 2014, Duignan presented a personal reflection on his own journey with authentic leadership with the purpose to investigate the evolution of authentic leadership through personal, historical, analytical and interpretive perspective. From his personal commitment to leadership research and previous research submissions, he was asked to submit a paper on authenticity in educational leadership for submission to the Journal of Educational Administration. He conducted an analysis on the contributions of researchers, theorists, and writers of authenticity, positive psychology and authentic leadership in the 20th century, including researchers like Avolio, Gardner, Luthans and Walumba (2005, 2008). His review focused on bringing forth the major components of authentic leadership development and infusing this dialogue with his own personal reflections, particularly focusing on authentic leadership in educational administration. Based on his own literature review, Duignan (2014) concluded that there is strong indication that positive and authentic leaders motivate better performance across organizations and this emerged from authentic leadership behaviors.

Duignan (2014) acknowledged that authentic leaders could facilitate the necessary improvements to learning environments through generating a collective vision and moral perspective. From this platform, Duignan (2014) suggested that there is a need for authentic leaders who act with integrity, moral ethics and moral purpose in educational administration in secondary schools.

The researcher further concluded that a trend has started with a focus on self-awareness in leaders; however cautioned that while there is an increased breadth of research of the impact of authentic leadership and authentic leaders, it is still relatively minimal in comparison to other leadership styles, such as transactional and transformational.

In comparison, Algera and Lips-Wiersma (2012) explored the literature on authentic leadership with the aim to address what they perceived as shortcomings in the current theory and to suggest an expanded focus of study in authentic leadership. The researchers argued that the current authentic leadership theory may not reach the anticipated objectives specifically, due to the concept that inauthenticity naturally exists in organizations and by failing to acknowledge this the authentic leader can have unrealistic expectations of others. The researchers focused on four authenticity themes: a) authenticity is inevitable; b) authenticity requires creating one's own meaning; c) authenticity does not imply goal and value congruence; and d) authenticity is not intrinsically ethical to understand the implications upon current authentic leadership theory nor the future development of authentic leadership theory. They ascertain that authentic leadership is important but the acknowledgment of inauthenticity as a natural component of organizational culture should be considered in the theory development because authentic leadership could contribute to inauthenticity in leaders, since leaders could hide their true selves in order to appear to be authentic. According to Algera & Lips-Wiersma (2012), inauthenticity exists in reality and leaders cannot be self-aware and authentic continually because of their existence in this space and the temptation to conform to norms and expectations.

The researchers contended that individuals cannot be continually authentic, so inauthenticity should be accepted as unavoidable and be considered as an element that needs to be addressed as part of authentic leadership theory.

Their exploration concluded that authentic leadership is complex and authenticity as a concept is connected with individual responsibility but should also be connected to the responsibility of the organization and in order for authentic leadership to be theorized, organizations need to ask pertinent questions of individuals and the organization as a whole on how it/they will stay present to their purpose during times that challenge authenticity, like change.

In addition to the perspective of Algra & Lips-Wiersma (2012), Alvesson & Sveningsson (2013) expressed concerns with authentic leadership, taking the position that authentic leadership draws on humanistic principles and idealism that could present problems for leaders. In their critique paper, Alvesson & Sveningsson (2013) discuss what they discern as the six problems with authentic leadership based on the concept that authentic leadership is a form of positive leadership and is a solution for the challenges leaders face within organizations and in society. The researchers question the ability of authentic leaders to consistently know and express their positivity and capabilities and question the idealism associated with authentic leadership. According to Alvesson & Sveningsson (2013), the problems with authentic leadership include 1) re-emphasizing the role of the individual leader as a hero, idealized as being the solution to successful organizations; 2) through their ability to restore hope and optimism, authentic leaders are characterized as saints; therefore, encouraging a more hierarchically system and dependent relationships stemmed from the potential of positive role-modeling creating “copycats” and “wannabes”; 3) the notion that authentic leadership is good because it is authentic but there is no true characterization of what it means to be good and authentic and who determines these criteria; 4) the idea that leaders can remain authentic despite the possible contradictions of organizational expectations and societal demands may be problematic for authentic leaders; 5) the discourse on authentic leaders’ self-awareness or developing their true self is questionable and can produce the language of truth and power and portrayed as being

superior to others; and 6) the exhibition of authentic behavior to develop follower authenticity is speculative and difficult to assess due to attempting to understand individuals' true motives.

The researchers concluded that authentic leadership is leader-centric through the elevated role of the leader and expressing and studying the true self is problematic due to inconsistencies arising from workplace demands and real-life imperfections, resulting in an unrealistic response towards developing leaders.

Ladkin & Spiller (2013) discuss similar concerns with authentic leadership in the book they edited *Authentic Leadership: clashes, convergences, and coalescences*, where they highlight challenges to authentic leadership theory. Based on the essays in the book, the authors posit that the concept of the true self cannot be autonomous from other influences present in organizational life and difficulties may arise when leaders attempt to be authentic and instead, become in self-absorbed. Additionally, the authors question the ability of leaders to consistently express their true emotions within a leadership role and within certain contexts, as a leader, if their true emotions should even be expressed. This concurs with the critique that authentic leadership presents standards that are too high to be successfully achieved. Along with presenting authentic leadership challenges, the authors discuss the opportunities to build upon the current theory through the relationship between leaders and followers, understanding the power and potential status of authentic leaders and understanding how to develop one's true self.

The researchers in the above selected studies provided suggestions for further research in authentic leadership development, including understanding the relationship between authentic leadership and the levels of self-awareness in leader and follower behavior (Avolio & Gardner, 2005); assessing the effect of the leader's positive psychology (hope, resiliency and optimism) on followers and the effects towards the follower's sustained performance and whether a positive organizational context has an effect of followers (Avolio & Gardner, 2005).

Further research on the development of the authentic leadership construct was suggested, focusing on reviewing the aspects of the authentic leadership construct, such as distinguishing authentic leadership from other leadership constructs, measuring authentic leadership through qualitative methods, establishing a nomological network and replicating and understanding trigger events (Cooper et al., 2005); and exploring the potential barriers and enablers of authenticity to open opportunities for authentic leadership in order to meet the intended objectives (Alegera & Lips-Wiersoma, 2012). Suggested further research on the impact of authentic leaders towards secondary school performance, professionalism and performance, and school performance towards minimizing the educational gap were offered by Duignan (2014).

While Alvesson & Sveningsson (2013) and Ladkin & Spiller (2013) did not present suggestions for further research, their opposing views of authentic leadership question the notion of leaders' ability to become authentic leaders and research could be conducted on how to achieve one's true self and identifying those characteristics that should be studied. In addition, research on authentic leaders relationship with followers should continue to be studied from the perspective of leaders perceived status and if this relationship becomes leader-centric.

The emergence of authentic leadership development as the root of all positive forms of positive leadership development (Avolio & Gardner, 2005) elicits the need for further exploration of this leadership style. Some of the above literature points to inconsistencies that challenge authentic leadership development. As an individual who used personal self-awareness work, it is easy to see how some individuals would find developing their true-self difficult. To further authentic leadership development, the challenges of becoming an authentic leader should be addressed as part of the development process, beginning with the concept of authenticity. Algeera and Lips-Wiersma (2012) contend that inauthenticity naturally exists and is a component of organizational culture and should be acknowledged in research. To gain an understanding of authenticity and its relationship with authentic leadership, it could be discussed as a component of authentic leadership development.

Along with the existence of inauthenticity, researchers (Alvesson & Sveningsson, 2013; Ladkin & Spiller, 2013) determined that authentic leadership is problematic due to leaders' inability to remain consistent within an organizational setting. Stating that one's true self cannot be autonomous from other organizational influences and being authentic despite the contradictions between self and organizational expectations could derail any authentic leadership development attempts are relevant concerns; however, they should not be a deterrent to authentic leadership. The value of self-awareness and authenticity, as demonstrated in the literature and from my personal experience, can create a positive approach to leadership.

Theme 2.4.2b: Impact of authentic leadership in organizations

This theme explores authentic leadership in organizations through examining authentic leaders influence on follower behaviors and authentic dialogue and the resulting impact in organizations.

Avolio, Gardner, Walumbwa, Luthans and May (2004) conducted a literature review to provide the foundation for a broader look at the theoretical framework on how authentic leaders influence follower attitudes, behaviors, and performance. To accomplish this objective, the researchers developed a framework (Diagram 2.2) for guiding research on the components that will allow authentic leaders to exert their influence of followers. Their proposed framework links together authentic leadership with existing theories of positive psychology (hope, trust, and positive emotions) and follower attitudes and behaviors (commitment, job satisfaction, withdrawal behaviors).

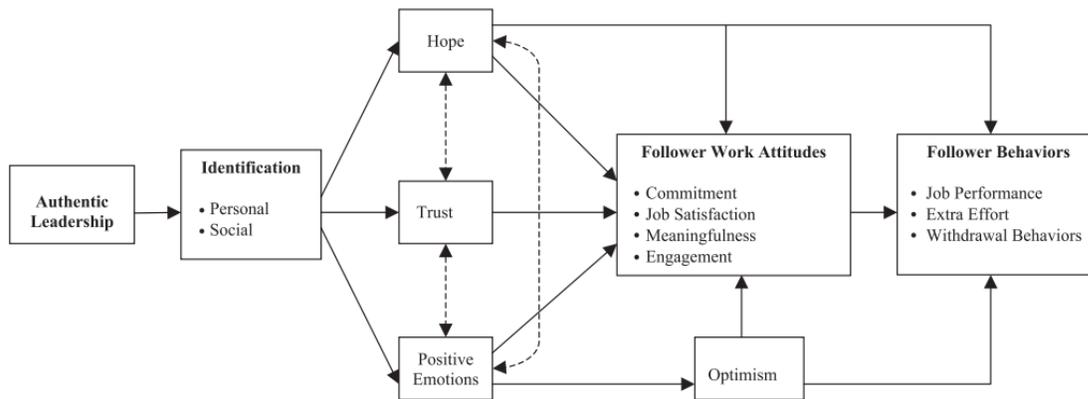


Diagram 2.2: Framework linking authentic leadership to followers' attitudes and behaviors (Avolio et al., 2004)

The framework contributes to the understanding of the processes through which authentic leaders operate by highlighting how leaders influence followers' attitudes and behaviors. Avolio et al., (2004) recognized the important role that positive emotions and trust played in the authentic leadership development process. The authors discussed how authentic leadership contributes to the personal and social identification of followers, which in turn influences positive emotions, hope and trust and can shape followers' attitudes and behaviors. The authors posit that authentic leaders exhibit high levels of commitment and encourage transparent communication and inquiry, which increase followers' level of hope and trust and authentic leaders are more likely to create positive emotions among their followers through their ability to identify with them and the purpose of the organization (Avolio et al., 2004). Their framework suggests the linkage between authentic leadership and positive follower outcomes, identified in positive attitudes and behaviors towards their work. The authors suggested a continued exploration of how authentic leadership develops and evolves, including the authentic leader-follower relationship and the differences in authentic leadership and authentic organizational cultures.

In 2008, Mazutis and Slawinski explored the literature on how authentic leadership could build organizational learning through authentic dialogue. Organizational learning is the process of creating and transferring knowledge within an organization with the organization gaining experience over time (Mazutis & Slawinski, 2008). Their review examined the ability of top managers who exhibit the authentic leadership components of self-awareness, balanced processing and relational transparency that can shape organizational culture. Mazutis and Slawinski (2008) contended that the components of authentic leadership (self-awareness, balanced processing, self-regulation and relational transparency) could generate authentic dialogue in organizations. Using Crossan, Lane and White's (1999) multi-level organizational learning framework, the researchers explored the link between authentic leadership and organizational learning through determining the mechanisms on how strategic leadership impacts organizational learning. A key component in their review was the inclusion of authentic dialogue in organizational learning, and they determined that authentic dialogue is generated through the ability of authentic leaders to foster open, transparent and honest communications, which creates learning across levels within an organization, bringing together authentic leadership and organizational learning.

The researchers' findings demonstrated that authentic leadership capabilities can lead to positive outcomes at the individual level within organizations and further nurturing of these capabilities can have an impact on shaping organizational culture. The authors mention the potential barriers to authentic dialogue that may prevent a leader from being authentic as well as cultural factors that may impede authentic dialogue. Potential barriers include tensions that may arise within organizations that would prevent an authentic leader from being relationally transparent due to organizational strategy or communicating confidential information, navigating the status quo to embrace change, and cultural contexts in multinational organizations can potentially affect authentic leaders ability to develop authentic leadership concepts.

The researchers in the literature reviews in this section provided suggestions for further research, including exploring the differentiation of authentic leadership from existing leadership theories, gaining a better understanding of differing contextual factors within leaders and jointly studying authentic leadership and the integration of other variables (Avolio et al., 2004); conducting empirical studies on authentic leadership and conducting case studies to improve the reliability and validity of authentic leadership (Mazutis & Slawinski, 2008).

As discussed above, authentic leadership has the potential to produce positive employee outcomes such as job satisfaction and commitment. Through authentic dialogue (Mazutis & Slawinski, 2008) and the authentic leadership component of self-awareness, leaders can foster honest and open communications. Avolio et al.'s (2004) framework highlights the process of how authentic leadership contributes to influencing employee behaviors, suggesting that a positive identification with an authentic leader builds positive emotions creating positive outcomes. This potential positive outcome stemming from authentic leadership connects with the context of my research and creates the opportunity to further expand upon the authentic leadership framework.

Theme 2.4.2c: Self-awareness and effective leadership

Taylor (2010) explores what is considered as the second component of self-awareness, which is the ability to understand and gain awareness of the view of others. The premise of his review was to expand the current discussion on self-awareness beyond an individual's awareness of self and include in the discussion individuals' ability to increase their self-awareness to include an awareness of their impact on others. Taylor (2010) contends that most of the literature on self-awareness has been focused on the process for leaders to develop an understanding of their own self-resources (who they are, their strengths and weaknesses) and the leaders' developing an understanding of how they may influence others has been neglected.

Referring to objective self-awareness theory of Duval & Wicklund (1972) the additional component of self-awareness includes leaders becoming aware of their influence on others through additional self-focus, Taylor (2010) suggests that a in-depth understanding of leader self-awareness is critical towards reading the emotions of others and how others experience their leadership.

Taylor (2010) developed a conceptual framework for the second component of leader self-awareness that includes: 1) the initiation of self focus, which is the ability to consciously focus on their influence on others through deepened self reflection; 2) self-evaluation against extrinsic standards, which is evaluating others' perception against the authentic responses from followers; and 3) insight into leader influence on others by understanding the potential discrepancy between leader self-perception and the actual perception of followers. Taylor's (2010) discussion established the second component of leader self-awareness beyond individual self-awareness as a critical component to effective leadership.

Taylor, Wang & Zhan (2012) conducted a two-phased study using a survey to collect data from 251 leaders who were alumni from a United States Midwestern university's master's and executive doctorate program in management to examine leader self-awareness through prediction-other rating comparison to measure the ability of leaders to anticipate how they are viewed by others s (Taylor et al., 2012). The leaders were invited to participate through a letter as part of a management development opportunity and then they were given a set of instructions for selecting their participant raters. The survey instrument used was the Emotional Competence Inventory (ECI) to assess the interpersonal competencies of self-awareness, empathy, and communication and the researchers deemed this measurement instrument to be valid and reliable. In phase I, leaders rated their behaviors using the ECI and then asked two or more of their direct reports to rate them. The survey was administered to 251 leaders, resulting in a good response rate (n=248; 98%). The 114 participating leaders then completed the ECI again in Phase II to attempt to predict how their direct reports rated them, getting an 85% response rate (n=97).

To prevent rater fatigue, the researchers only asked a portion of the leaders to predict the ratings of their direct reports, which clarifies the reduction in sample size.

The findings suggested that leaders are more effective when they are aware of how they are perceived by others, showing the importance of the second component of self-awareness in leaders. The researchers concluded that the second component of self-awareness is a stronger predictor of self-awareness within leaders and the prediction-rating may be a measure of self-awareness viable in organizations. While the response rate was positive, the findings are limited due to the variances in sample size, possibly altering the findings.

In 2014, Showry & Manasa presented a paper with the purpose to explore the two key components self-awareness and how they contribute to leader self-actualization and effectiveness. Using the findings from Stanford Graduate School survey, where self-awareness was rated as a competency that leaders should develop and results from Harvard Business School and other Business schools that concur that self-awareness is an important component in leadership development, the researchers discuss self-awareness' contribution to leader effectiveness. Showry & Manasa (2014) contend that individual reflection, or self-awareness, at work can develop the following leadership characteristics: 1) awareness of self and experiences; 2) understanding values and motivations; 3) understand own develop needs; and 4) a determination to shape oneself and build a team based on comprehending the above behaviors. A leader who becomes aware of these behaviors will subsequently make an effective leader (Showry & Manasa (2014).

The researchers bring attention to internal self-awareness, which is the individual's ability to understand one's behavior in situations and be honest and open about their strengths and weaknesses and social self-awareness, which is individuals ability to recognize the impact they have on others and how others perceive them as the two components of self-awareness needed for leader effectiveness. The researchers also point to the obstacles of self-awareness that can be detrimental to personal well-being and organizational effectiveness.

The inability to understand self, the inability to accept the truth about oneself, creating a false self-presentation to give a positive impression, being defensive towards feedback or distort feedback and narcissist behavior can deter self-awareness and ultimately effective leadership. Showry & Manasa (2014) concluded that low self-awareness can potentially impede organizational performance and an effective leader begins with developing self-awareness through understanding self and understanding the relationship with others.

To assess self-awareness in practice, Vitello-Cicciu, Weatherford, & Genne (2014) conducted a qualitative study to understand the changes in leadership behavior after participation in a leadership development program among a group of nursing leaders. Thirty-four nursing leaders from two New England states in the United States who attended the Leadership Development program (LDP) were invited to participate and 13 (38% response rate) completed the study. The LDP was initiated by the Organization of Nurse Leaders of Massachusetts and Rhode Island (ONL) as part of their mission to develop nursing leaders. The LDP focused on the self as leader with the premise that through self-awareness and self-reflection, the participants would identify their own leadership characteristics and apply them to their practice. The data were collected via a focus group and online responses (from those that could not be present) from responses to eight questions regarding their response to the knowledge they gained about self through the LDP.

The findings suggested leadership behavioral changes emerged through: 1) articulating self-awareness through self-reflection; 2) using self-regulation to manage emotions; 3) being emotionally aware of others; 4) seeking diverse feedback; 5) engaging in active listening; 6) having crucial conversations, demonstrating an increased leader self-awareness and an incorporation of these demonstrated leader behaviors into their practice (Vitello-Cicciu, et al., (2014). The researchers concluded that an LDP that focuses on the self as leader can have an impact on leadership and organizational outcomes. The findings are limited to the small nursing population that completed a leadership development program; however, I believe the outcomes associated with a self-focused LDP could be relatable to other organizational groups.

Some of the researchers in the literature reviews in this section provided suggestions for further research, including measuring the second component of self-awareness (understanding view of others) as it relates to leadership effectiveness and measuring self-perception as it relates to how leaders are perceived (Taylor, 2010; Taylor et al., 2012) conducting empirical studies on self-awareness and the influence on individual, team and organizational effectiveness (Taylor, 2010) and conducting more evaluation research on the relationship between LDPs and leader behavioral changes (Vitello-Cicciu, et al., 2014).

The above literature establishes the position of self-awareness in effective leadership development, which begins with leaders developing self-awareness. Changes in leader behavior can occur through articulating and practising self-awareness, which is critical to understanding others and others' emotions. Leaders with low self-awareness could hinder organizational progress (Showry & Manasa, 2014). Developing self-awareness can be challenging to some and it takes a strong, personal commitment. The inability to understand oneself or accept the truth about yourself may impede the development of self-awareness; however, developing self-awareness is a continual process, so efforts should continue. The development of authentic leadership begins with self-awareness and the literature shows the effectiveness of self-awareness in leadership development, opening an avenue for connecting the effectiveness of self-awareness with the effectiveness of authentic leadership through the leader's ability to understand behaviors in a given situation and react appropriately (balanced processing) and recognizing the impact they have on others (follower behavior).

Theme 2.4.2d: Authentic leadership and follower behavior

Leroy, Palanski, and Simons (2012) conducted a study using a survey to collect data from 25 small to medium sized service industry organizations to study the premise that authentic leadership behavior was a precursor to the perception of leader behavioral integrity, which may then affect follower commitment and job performance. The survey instruments used were Walumbwa, Avolio, Gardner, Wernsing and Peterson's (2008) 16 item operational Authentic Leadership Questionnaire (ALQ) to measure the components of authentic leadership; Simons and Mclean-Park's (2000) 8 item measure on perceived behavioral integrity for affective organizational commitment, and the Meyer, Allen and Smith (1993) affective organizational commitment scale. Leroy et al., (2012) determined that the measurement tools were valid and reliable. The survey was administered to 345 followers and 49 team leaders, resulting in a good response rate (n=252 73%; n=30, 61% respectively). The findings suggested that authentic leadership was related to behavioral integrity, follower affective organizational commitment was mediated through the perceptions of leader integrity, which, in turn, was related to organizational commitment and work performance and follower trust was gained through leadership integrity. Leroy et al., (2012) concluded that adopting authentic leadership and demonstrating behavioral integrity promoted follower commitment and identification with the organization to adapt to change and improve organizational effectiveness. Their findings are limited to the small and medium-sized organization where the study was conducted, thus limiting their generalizability.

Wong and Laschinger (2013) conducted a study to test their hypothesized model based on the premise that authentic leadership is effective and creates a healthy working environment. Their hypothesized model linked authentic leadership with nurses' perception that their structural empowerment would have positive effects on their performance and job satisfaction. Like Leroy et al., (2012), the researchers used Walumbwa et al.'s (2008) Authentic Leadership Questionnaire (ALQ) to measure authentic leadership, then used the Conditions of Work Effectiveness Questionnaire (Laschinger et al., 2001) to measure components of empowerment; Global Job Satisfaction Survey (Quinn & Shepard, 1974) to measure job satisfaction; and General

Performance scale (Roe et al., 2000) to measure job performance. The researchers determined that the survey measurement tools were valid and reliable. Wong & Laschinger (2013) sent the survey to 600 registered nurses in acute care in Canada, garnering a reasonable response rate (n=280; 48%). The findings suggested that authentic leadership significantly and positively influenced nurses' empowerment, which led to an increase in job satisfaction. In addition, the results indicated that when managers led with authentic leadership concepts, such as self-awareness and transparency, there was an increase in nurses' perception that they were empowered and are satisfied with their work, which in turn resulted in higher performance. Although the response rate was reasonable, the findings were based only on Canadian nurses; however, assumptions to other organizational populations could be made.

Wang and Hsieh (2013) used a survey to explore the effects of authentic leadership on employee engagement and employee trust. Their study was based the continuously changing organizational environment. Again, authentic leadership was measured using the Authentic Leadership Questionnaire (Walumbwa et al., 2008) and employee trust was measured using McAllister's (1995) 11-item scale along with Schufeli's (2002) 17-item scale to measure employee engagement. Each measurement tool was confirmed to be valid and reliable by the researchers. Participants were selected from the top 1000 manufacturing companies and the top 500 service companies in Taiwan and 37 firms agreed to support the study. Nine hundred and fifteen questionnaires were distributed with 386 valid responses (42% response rate).

The findings indicated that a supervisor's authenticity is positively related to employee engagement and it is through the supervisor's authentic leadership that employee trust is built. Although the survey instrument was valid and reliable, the researchers caution the results could be inflated due to the use of self-reported survey data based on employee perceptions and the results should be cautiously generalized outside of Taiwan due to possible cultural employee relational differences.

Like the other studies discussed, Yagil and Medler-Liarz (2014) used a survey to explore authentic leadership and follower behavior. Their study used a two-staged approach. The first stage collected data from 162 Israeli leader-follower relationships from banks, education centers, call centers and communication organizations to explore the authenticity within the leader-follower relationship. The survey measurement tools used were Positive and Negative Affect Schedule developed by Watson, Clark & Tellegen (1988) to measure leader emotions, which included distress, shame, guilt, upset and irritability and to measure follower emotions, Walumbwa et al.'s (2008) Authentic Leadership Questionnaire, to assess authentic leadership and five items from Strutton, Pelton, and Lumpkin's five-item questionnaire (1995) to assess ingratiation. Yagil and Medler-Liarz (2014) determined the survey measurement tools to be valid and reliable. Their findings suggested that authentic leadership positively affected followers' ingratiation with their leader as well as influencing follower behavior to be perceived in a positive way by their leader.

The second stage of the study involved 94 undergraduate students in management courses who worked part-time in service related jobs. With the intention to explore the effect of authentic leadership on followers' authenticity in relationship to the service to the organization, the participants kept a daily diary of their interactions with customers, recording instances of positive emotions and authentic interactions. The findings suggested that leaders, who generate authentic leadership behaviors, increase followers' authenticity with customers. The combined findings from both studies suggested that authentic leadership created an authentic environment for followers, which brings forth authentic self-expression. Authentic self-expression is an extension of authentic leadership where authentic leaders are openly genuine and are open to others displaying their emotional expressions (Yagil & Medler-Liraz, 2013).

This study was not without limitations and the researchers acknowledged that the study consisted of a non-random sample of a younger, educated population, which may have posed some bias. Caution should be given to the findings, since the two studies were not directly linked, causing uncertainty in the connection between leader authenticity and demonstrated authenticity in followers.

The aforementioned studies provided suggestions for further research, including using a larger sample size (Leroy et al., 2012); longitudinal study (Wong & Laschinger, 2013; Wang & Hsieh, 2013); different cultural groups (Leroy et al., 2012); exploring the relationship between authentic leadership and work outcomes (Wong & Laschinger, 2013); investigating authentic leadership, through alternative measurements, on employee attitudes and behaviors and how it will affect employee engagement (Wang & Hsieh, 2013); and evaluating authentic leadership concepts such as self-awareness and openness with colleagues.

The results of authentic leadership can lead to improved organizational effectiveness by creating a positive work environment that promotes follower commitment to the organization. Employee trust, commitment and satisfaction are positive outcomes realized through authentic leadership (Wong & Laschinger, 2013; Wang & Hsieh, 2013). The potential to positively impact upon employee behaviors places authentic leadership in a position to potentially reverse or prevent negative employee outcomes such as low job satisfaction or employee disengagement.

Theme 2.4.2e: Measurement and validation of Authentic Leadership

As demonstrated in the previous literature, authentic leadership is a newer construct of leadership and research to measure the validity of authentic leadership as a leadership style has been conducted. The following four articles discuss the research conducted on the measurement and validation of authentic leadership.

Walumbwa, Avolio, Gardner, Wernsing and Peterson (2008) conducted a study with the aim of testing the validity of authentic leadership by developing and testing the multidimensional Authentic Leadership Questionnaire (ALQ).

The researchers gathered data from the People's Republic of China, Kenya, and the United States with the purpose to develop a validation process for authentic leadership (Study 1), demonstrate the ability to predict relevant outcomes (Study 2) and examine the extent that authentic leadership contributes to follower behaviors of job satisfaction and performance (Study 3).

For the first study, participants were selected from a large high-tech manufacturer organization in the United States and a large state-owned company in Beijing to validate the ALQ model, which included the 16-item questionnaire of the four categories of authentic leadership (self-awareness, relational transparency, internalized moral perspective & balanced processing). Two hundred and twenty-four full-time employees from the United States and 212 full-time employees from China participated in the study.

The findings suggested a connection between the four categories, indicating the plausibility of the ALQ and its validity. The researchers continued to test the validity of the ALQ in Study 2 with the purpose of relating authentic leadership with positive organizational commitment and follower job satisfaction. Surveys were sent to MBA and evening adult students from a large university in the United States who worked full-time and 178 surveys (81% response rate) were obtained for the study. The ALQ was used to measure authentic leadership and Brown et al.'s (2005) 10-item scale to measure ethical leadership and Wayne, Shore, and Liden's (1997) 6-item scale to measure organizational citizenship behavior. The researchers determined all three measurement tools as being valid and reliable. The findings indicated a positive relationship between authentic leadership and ethical leadership, and transformational leadership; yet, a distinction between the leadership constructs was evident. The results also demonstrated the effects of authentic leadership on organizational commitment and job satisfaction through demonstrating the connection between the authentic leadership dimensions. To further the evidence that authentic leadership is related to positive follower behavior, the researchers conducted a survey to explore the relationship between authentic leadership and positive follower behaviors of job satisfaction and performance.

Participants were selected from 11 United States companies operating in Kenya, Africa. Six-hundred and ten questionnaire packets were distributed with the help of the participating organizations human resources department and they received 478 valid responses (83% response rate).

Again, the ALQ was used along with Brafield and Rothe's (1951) 5-item scale to measure job satisfaction and job performance was measured using multiple measurement tools (Bono & Judge, 2003; Stewart, Carson & Cardy, 1996; Welbourne, Johnson, & Erez, 1998). The findings indicated that follower perceptions of a leader's authentic leadership were positively related to job satisfaction and job performance, suggesting the potential relationship between authentic leadership and follower job satisfaction and performance. The findings from the three studies demonstrate support for the ALQ measurement tool, but the researchers caution that validation is the first step and that validation should be considered a continuous process.

Neider and Schriesheim (2011) conducted a survey in the United States to test the validation of their Authentic Leadership Inventory (ALI). The purpose of their study was to develop a more rigorous validation process for an alternative measurement of authentic leadership. The Authentic Leadership Questionnaire (ALQ) was used as a framework to develop the items for the ALI. Their study used a three-staged approach, using different sample groups. Firstly, data were collected from 40 undergraduate students and 32 MBA students who took leadership classes at a medium-sized university in the United States. The participants rated items from the ALQ and the ALI and the results supported the content validity of seven out of eight items on the ALI. The second study involved a sample size of 536 undergraduates taking management classes with 499 valid responses (93% response rate) with the intent of testing the ALI structure and the differentiation of authentic leadership from transformational leadership. The findings showed that authentic leadership inventory (ALI) was structurally sound and well-intentioned; however, they did not support treating authentic leadership or transformational leadership as universally global construct without further testing. The final study attempted to replicate the results from the second study using a different sampling group.

The sampling group was gathered using a snowballing technique, which resulted in 229 respondents with 228 valid responses (99% response rate). A survey using the ALI items was administered to explore the relationship between the participants' current work supervisor.

The findings showed a consistency with the results from the second study, furthering the validation of the ALI. The overall results showed that the ALI as a valid measuring tool for authentic leadership; however, further investigation should occur to increase the confidence in the construct validity. Since the data collection methods were not consistent with age or leadership experience and could cause bias in the findings, they should be viewed cautiously.

Ozkan and Ceylan (2012) explored authentic leadership in Turkey from a multilevel perspective to measure authentic leadership, psychological authentic climate, well-being at work and affective organizational commitment and to determine if authentic leadership deepens employee organizational commitment through supporting an authentic climate and well-being at work. The respondents comprised of 304 male construction engineers with university degrees who were employed in 115 construction firms with 154 immediate supervisors in Turkey. The ALQ was used to measure authentic leadership along with Rego and Cunha's (2008) 21-item dimension to measure psychological authentic climate; Warr's (1990) 12-item scale to measure well-being at work and Allen and Meyer's (1990) scale to measure affective organizational commitment. The findings indicated that authentic leadership supported employee collective efficacy through leader credibility, particularly during times of uncertainty or pressure. In addition, the researchers determined that a positive relationship exists between authentic leadership and affective organizational commitment, which is similar to the findings of Walumbwa et al. (2008) presented four years earlier that demonstrated a positive relationship between authentic leadership and organizational commitment and follower job satisfaction. The findings should be viewed cautiously since the study was limited to male participants and the findings should not be generalized beyond Turkey.

Opatokum et al. (2013) investigated the patterns of authentic leadership with the purpose to test the components of authentic leadership (self-awareness, balanced processing, transparency and moral perspective) as predictors of authentic leadership.

The study was conducted at an Islamic University in Malaysia using the ALQ (Walumbwa et al., 2008) and was sent to 320 administrative staff with 234 valid responses returned, representing a good response rate (n=234; 73.4%). The findings indicated that the four predictors—self-awareness, balanced processing, moral perspective, and transparency—rationally explain authentic leadership and suggested that self-awareness was the key component and a strong predictor in authentic leadership and authentic leadership development, indicating that authentic leaders will potentially put the needs of their organization and their employees/followers above their own. The findings are limited to the one selected university in Malaysia where the research took place. However, their findings are similar in view to the research conducted by Walumbwa et al. (2008) and Avolio & Gardner (2005), which indicate the importance of self-awareness in authentic leadership and the other components—balanced processing, moral perspective and transparency—as part of the authentic leadership construct.

Suggestions for further research were provided in the above studies, including a broader sample group (Ozkan & Ceylan, 2012); additional empirical studies on authentic leadership and contextual influences, integration with other leadership theories and new validity measures (Ozkan & Ceylan, 2012, Walumbwa et al., 2008; Neider & Schriesheim, 2011). Opatokum et al. (2013) suggested further research in authentic leadership patterns in institutions of higher education.

The research conducted measuring authentic leadership has proved valid in respect to demonstrating the improvement in employee organizational commitment and positive outcomes (Walumbwa, 2008). Further measurement results point to self-awareness as a key component of authentic leadership development and a key predictor in authentic leaders (Opatokum et al., 2013). The connection with authentic leadership producing positive outcomes through self-awareness links the literature with the aim of my research and provides the background for my study.

2.4.3 Theme 3: The emergence of Change Fatigue

This theme involves the two sub-themes. The selected literature pertaining to change fatigue addressed the concept of change fatigue in organizations and the measurement of change fatigue and its impact on organizations and employees. Based on the information presented in the historical context section of this chapter, four articles were selected from the literature search based on the following determined themes.

- The concept of change fatigue in organizations
- The measurement of change fatigue and its impact on organizations and staff

2.4.3.a: The concept of Change Fatigue in organizations

Beaudan (2006) conducted a literature review with the purpose of discussing how organizations can get beyond change fatigue through understanding its effect on employees. From his 10 years of research and interviews with leaders who have attempted and/or completed change initiatives, Beaudan (2006) concluded that it was important for leaders to identify change fatigue symptoms during change implementation to avert a stall in change initiatives. His review suggested that change fatigue can potentially stall change and leaders should monitor change through the recognition of change fatigue and avoid change resistance by acting promptly and planning appropriately for change. Beaudan's (2006) review does not address the key components of change fatigue in relation to employee behaviors and his determinations should be considered cautiously since the author's opinion was expressed throughout without the use of data to support his determinations.

In 2013, McMillian and Perron explored the literature on change fatigue with the aim to clarify the concept of change fatigue and compare the differing paradigms of change resistance and change fatigue through associated behaviors, organizational and individual outcomes, and remediation of change resistance and fatigue.

The researchers reviewed the conceptualization of change fatigue in literature and provided insight into change fatigue by moving the discussion beyond change failure and change resistance by including the behavioral effects of change. Their review examined the discourse of change failure through change resistance behaviors and change fatigue behaviors, distinguishing the behaviors by employee reactions to change.

The researchers contend that change resistance behaviors are active and result in blatant reactions towards leadership like questioning or denying the need for change or cynical remarks about change; in contrast, change fatigue behaviors are passive and show no signs of resistance to change but instead emerge as feelings of disempowerment and disillusionment.

McMillian and Perron (2013) broadly define change fatigue as the “overwhelming feelings of stress, exhaustion, and burnout associated with a rapid and continuous change in the workplace” (p. 26). According to McMillan and Perron (2013), the organizational and individual outcomes vary between change resistance and change fatigue in that change resistance results in increased grievances and negative feelings towards the organization from employees and change fatigue results in increased absenteeism and individuals often become withdrawn from the organization during the change. Change fatigue places the onus on the organization and the lack of understanding of the change process where change resistance focuses on the behaviors of the individuals and how they may become disruptive towards change (McMillian & Perron, 2013). The findings from the review demonstrated that change fatigue is likely to be an important factor in explaining change failure and the effects of change fatigue negatively impact employees. However, their review was conducted from the literature on change within health care organizations, specifically, the nursing profession, so they should cautiously be considered outside health organizations.

McMillian and Perron (2013) offered suggestions for further research, including theory development and the measurement of change fatigue in relation to the manifestation of change fatigue and the resulting behaviors, employee recovery from change fatigue, the length of employee disengagement and work-life balance implications, which adds to Dool's (2009) measurement of change fatigue in relation to job satisfaction.

2.4.3b: The measurement of change fatigue and its impact on organizations

Using a survey, Dool (2009) explored the effects of change fatigue on employees' level of job stress and job satisfaction. His study was based on the premise that most organizations will need to continually adjust to change due to societal stressors like globalization and increasing competition and persistent change will negatively impact job satisfaction and increase employee stress, which will manifest as change fatigue. The sampling group consisted of 1,243 individuals from both public and private organizations within the United States, resulting in 484 participants (39% response rate), who worked within the organization for at least one year. To assess the participants experience with change, the researchers asked the participants two questions: 1) had their organization launched a change initiative within the past 12 months and 2) how many change initiatives were launched in the past 12 months. The survey instruments used were Spector's (1994) Job Satisfaction Survey and Speilberger and Vagg's (1999) Job Stress Survey and Dool (2009) determined both measurement tools were valid and reliable. The results revealed that employees in organizations that implement rapid and/or continuous change initiatives had greater job stress, which in turn is related to reduced job satisfaction. In addition, the results presented the connection and validation of change fatigue and its effects on employees. While the measurement tools were considered valid and reliable, the lower response rate limits the generalization of the findings.

Bernerth, Walker, and Harris (2011) conducted a survey with the aim to investigate the impact of multiple changes on employees' well-being and withdrawal, including organizational commitment and turnover intentions. To conduct this study, they developed a measure for change fatigue by empirically examining these implications for employees and conducted the study sequentially in three separate studies. The first phase of the study involved the researchers' development of change fatigue items based from their literature review and relevant change literature. The items were subsequently reviewed by colleagues, who were familiar with change literature, who then identified the items they perceived as aligning with change fatigue.

From this review, 22 items, including the 10 from the initial review were sent to 14 consultants, who were employed by a world-wide strategic consulting firm, and considered subject matter experts with two years of consulting experience in the area of organizational change, organizational behavior and human resource management projects, in order to test for content validity. The consultants identified 8 out of the 10 original items as reflecting change fatigue, so content validity was established for these 8 items.

The aim of phase two was to further test the validity of their measurement tool, so using the 8 items derived from the first phase, the researchers developed a survey and distributed it to 200 individuals from a government agency that had experienced change over a number of years and received 132 valid responses (66% response rate). In line with phase one of the study, the findings indicated their measure of change fatigue demonstrated acceptable criterion-related validity.

In the third phase, Bernerth et al. (2011) used their developed survey to investigate the hypothesis that change fatigue is related to employee turnover and employee exhaustion. The survey was sent to 500 employees in manufacturing organizations in the mid-western United States currently undergoing cost-saving changes, attaining a reasonable 43% response rate (n=214). The findings supported the hypothesis that change fatigue was related to turnover intention, which is influenced by exhaustion.

The study was not without limitations and the researchers acknowledge that a control organization, an organization that is relatively stable, would have been useful to include in the study to make appropriate comparisons. While the researchers tested the validity of their measurement tool, the need to further test is indicated by the response rate and the singular participant focus of employees in manufacturing organizations.

Both studies provided suggestions for further research on change fatigue and the effects on employee behaviors by tracking change fatigue after the change initiative is introduced to clarify the timeline for employee exhaustion and turnover that may trigger change fatigue; investigating other variable that impact how change is experienced (Bernerth et al., 2011) and development of a change management framework that reframes change as a natural, continuous component of an organization (Dool, 2009).

The negative behaviors that can emerge from employees experiencing too much organizational change and manifesting into change fatigue can possibly stall change and negatively affect the organization. Becoming withdrawn from the organization (disengaged) and feeling disempowered are behaviors that negatively impact upon employees. The continual changes in the workplace can lead to low job satisfaction, lack of commitment and turnover, which are all change fatigue behaviors stemming from exhaustion (Bernerth et al., 2011). These change fatigue behaviors (negative employee outcomes) link to the potential positive employee outcomes (job satisfaction, employee commitment) resulting from authentic leadership, creating a possible connection with authentic leadership and change fatigue.

2.5 Summary and synthesis of literature review

Chapter 2 began with a discussion of the evolution of leadership styles and background information on the concepts of authentic leadership and change fatigue that formed the literature review. From the literature review, three themes emerged that informed the development of my research question. The literature in Theme 1 demonstrated the complexity of leadership development within organizations and shows the connection with personal attributes, such as intrapersonal skills, self-awareness, and motivation that contribute to effective leadership development. The studies supported the concept that there is a relationship between leader behavior and leadership style and the combination has the potential to create effective leaders. Quantitative research and literature reviews were presented that provided substantive information to draw the conclusions between leadership style and the effectiveness of leaders. These concepts helped form my research study through examining the relationship between leadership and acquisition of leadership style components with authentic leadership.

The second theme presented authentic leadership theory, framework, organizational impact, follower behavior, self-awareness and validation and measurement. The evidence supports authentic leadership theory development and the progress of authentic leadership frameworks that have been created to support the theory. Led by seminal authors Avolio, Gardner, Luthans and Walumbwa (2005, 2008), the progression of authentic leadership theory and frameworks demonstrated the emergence of authentic leadership and the need for continued research and investigation.

Through the quantitative research studies, a connection between authentic leadership and positive employee behaviors such as improved job satisfaction and employee commitment were revealed and the findings demonstrated the advantages of authentic leaders in organizational settings. The studies showed a connection between authentic leadership behaviors and increased job satisfaction, positive employee engagement and trust (Avolio et al., 2004).

The studies demonstrated the positive impact authentic leadership has in organizations as shown in the quantitative measurement of authentic leadership and organizational learning by researchers Neider & Schriesheim, (2011), who established a link between authentic leadership and positive employee behaviors, which in turn produced positive outcomes for organizations. The organizational impact that comes from adapting an authentic leadership style was evident in the studies focused on leader-follower behavior. The impact authentic leadership has in organizations was explored and shown to build a positive relationship between leaders and followers. The research studies discussed in the area of leader-follower relationships indicate that employees are more likely to respond positively to a leader who demonstrates authentic leadership attributes. This relationship was argued to be important to organizational outcomes and was positively linked with authentic leadership behaviors (Avolio et al., 2004). While additional research between authentic leadership and follower behaviors was suggested, the initial studies indicated that leaders who demonstrated authentic leadership behaviors positively impacted follower behavior.

As a key component of authentic leadership, self-awareness was discussed as a means towards achieving leadership effectiveness. Self-awareness has two components— understanding self-resources (one's self) and understanding the perception of others and Taylor (2010) and Taylor et al., (2012) relayed the importance of leaders to be cognizant of how they are perceived by others as a part of a self-awareness practice and the positive impact that self-awareness can have on leaders and potentially their followers. The research showed a link between self-awareness and changed leadership behavior, indicating a connection to authentic leadership development and authentic leaders through the focus on developing a leader that is not only self-aware but also aware of follower behaviors and perceptions.

These studies demonstrated that effective leadership begins with self-awareness and can potentially improve organizational performance. Additional research on self-awareness was suggested to extend the understanding of the impact on organizational, individual and team effectiveness.

Validation and measurement methods have been developed and provided tentative evidence towards authentic leadership being a valid leadership construct. The potential for authentic leadership as a valid leadership construct was evident and research findings have indicated that adopting an authentic leadership approach could obtain positive results within organizations. While authentic leadership validation and measurement methods have been presented and confirmed as valid and reliable, there are researchers that question authentic leadership and leaders' ability to remain autonomous from other influences that may challenge their authenticity (Ladkin & Spiller, 2013). The discussion on whether leaders can be authentic stems from the challenges of expressing the true self, particularly in work environments due to organizational expectations (Alvesson & Sveningsson, 2013). It was argued that authentic leaders could become self-absorbed and leader-centric because of the focus on them, potentially evoking inauthenticity in their interactions with others. These researchers presented an alternate view of authentic leadership; however, did not present any data that confirms their view, leaving the positive outcomes of authentic leadership research to present a more compelling argument.

The research findings on authentic leadership pointed to a connection between authentic leadership behaviors and increased job satisfaction, positive employee engagement and increased employee trust in the leader and the organization, which led to the formation of my study. The indication that authentic leadership can potentially change the effects of negative follower behaviors led to the idea that authentic leadership could possibly alter the effects of change fatigue and the subsequent negative employee outcomes. The majority of the studies reviewed were quantitative, providing an opportunity to study authentic leadership through qualitative research to gain the personal insights of the participants when introduced to authentic leadership.

Qualitative research depends on the human experience, focusing on the meaning and understanding of particular situations and how they are interpreted by individuals (Merriam, 2009). Conducting research on authentic leadership using a qualitative approach could produce data that demonstrates how participants interpret authentic leadership, how they implement authentic leadership in the workplace, and how authentic leadership has changed their approach to leading; therefore, providing more complex data than that gathered through quantitative data.

Theme 3 supported the concept of change fatigue and the validation and measurement of the effects of change fatigue on employees within organizations. Change fatigue was discussed in relation to change failure and the resulting employee behaviors due to rapid and continual change in the workplace. The study of change fatigue evolved from the external stressors facing organizations, which require them to implement repeated changes. The findings suggested that change fatigue is related to employee behaviors in the work environment, including job stress, job satisfaction, and turnover intentions and these behaviors can potentially have a negative effect on organizations if left unnoticed by leadership. It was evidenced that change fatigue can negatively impact employees and be a conduit for disempowerment and disillusionment in the workplace.

The quantitative studies addressed the relationship between change fatigue and employee behaviors, such as job stress, job satisfaction, exhaustion and turnover intentions (Dool, 2009; Bernerth et al., 2011) and indicated that the effects can potentially produce negative organizational commitment. The measurement and validation of change fatigue were demonstrated by Bernerth et al. (2011) and Dool (2009) by studying the connection between change fatigue and negative employee outcomes and showed that a valid and effective model for measurement was developed; however, further research that would include more variables to understand the impact of change fatigue on employees and additional validity measurements need to be developed.

Qualitative studies are missing from the research on change fatigue and employee outcomes and while the quantitative studies demonstrated the negative effects of change on employees, the addition of qualitative data would provide a deeper understanding of the effects of change fatigue from an in-depth personal perspective, through indicating how change fatigue manifests and how individuals attempt to cope with change.

The literature and research findings connecting change fatigue to change failure and negative employee outcomes assisted in the development of my research study. The potential that too much organizational change can lead to negative job satisfaction was reflected in the employees at the university where my study was conducted, providing an avenue to explore the concept further. The literature and research studies on authentic leadership and change fatigue informed my research question and subsequent study. The positive employee behavioral outcomes associated with authentic leadership (improved job satisfaction, positive organizational commitment) connected with the potential negative employee outcomes associated with change fatigue (low job satisfaction, turnover intention). Studying the two concepts together created the opportunity to understand if authentic leadership could minimize the effects of change fatigue on employees.

2.6 Gap in knowledge

My research topic, investigating the potential to minimize change fatigue through the introduction of authentic leadership concepts to a group of directors and managers in an institution of higher education, was derived from the literature and the perceived gap in knowledge. Primarily, the research in the areas of authentic leadership and change fatigue has been conducted in public and private organizations and not in institutions of higher education. Like, other organizations, higher education experiences change as a result of external stressors, such as student demographics, economic fluctuations and technological advances, which creates a need for universities to assess their position in the marketplace. The reviewed literature does not address this need in higher education, presenting a gap that my research will address.

From the literature review, only quantitative studies have been conducted on authentic leadership and change fatigue, creating an opportunity for qualitative research to be conducted on both concepts. My research study addresses this gap by conducting qualitative research on both authentic leadership and change fatigue to gain insight into the participants' experiences with both concepts. The connection between authentic leadership and change fatigue has not been studied together, presenting an opportunity to determine if authentic leadership concepts can be assistive to employees in minimizing the effects of change fatigue, not only in institutions of higher education but also within organizations. Addressing the gap will contribute to the thinking in the area of authentic leadership and change fatigue as well as provide avenues for further research.

Chapter Three

Methodology and Methods

3.0 Introduction and overview

The objective of my research was to understand whether the introduction of authentic leadership concepts to directors/managers within my university setting would minimize the effects of change fatigue. In order to appropriately answer this research question, a mixed method approach was utilized. A mixed method approach, quantitative and qualitative (quan-QUAL), was selected to gather data that would bring together the concepts of change fatigue and authentic leadership and capture the participants' in their natural setting thus gaining insights into their actual daily experiences and real-time reactions to change fatigue within their professional role at the university. A mixed method research approach provides the researcher with a deeper understanding of the phenomenon that may not have been evident from using one approach (Shannon-Baker, 2015). Mixed method approach uses words or narrative to add meaning to the data and can potentially present a more in-depth conclusion through greater insight (Caruth, 2013).

Quantitative research provides an objective approach to measuring the current reality of the respondents. As the literature review demonstrated, there is a case for arguing that leaders do, in times of significant change, experience change fatigue. However, it is unclear how extensive this is in directors/managers within Higher Education. To discover if change fatigue was present, an online survey was used and the resulting quantitative data served as a baseline of understanding of where the participants were consciously in the moment in respect to change fatigue. The data from this survey further served as a baseline prior to conducting the qualitative phase of the research.

Through the qualitative data collection—Authentic Leadership workshop, reflective journals and focus group--the research brought together patterns and themes to interpret the participants' relationship with the university, their leadership style, and how they lead through challenging changes.

This qualitative data served to further understand the effects of change fatigue and authentic leadership within directors/managers through a more in-depth approach. The resulting data provided a more personal account of how change fatigues manifests and how directors/managers lead through change, connecting the data with the quantitative results to establish a relationship between experiencing change fatigue and a concept (authentic leadership) to assist in minimizing the effects of change fatigue.

In the remainder of this chapter, the aim of the research is presented in conjunction with the epistemology, theoretical perspective, methods and a general summary of the research process, which includes data collection, data analysis, participant selection and ethical considerations.

3.1 Research Aim and Questions

The purpose of this research study was to address change fatigue within my institution of higher education by introducing an authentic leadership style to a group of internal managers and directors and then analyze whether an authentic leadership approach would assist them in overcoming their change fatigue.

The specific questions addressed in this study included:

Main research question:

- Does developing an authentic leadership style within managers and/or directors provide the opportunity to minimize their change fatigue?

Sub-research questions:

- Are managers currently experiencing change fatigue and how is it manifested?
- What leadership style do managers currently adopt?
- How does authentic leadership change individual perceived change fatigue [if at all]?
- How does change fatigue affect managers' approach to leading their teams [if at all]?
- How do managers feel about incorporating an authentic leadership style within their leadership approach?

3.2 Epistemology

Fitting with a mixed methods approach, a combination of objectivist and constructivist epistemological approaches were used for this research study. This epistemological approach provides the knowledge base for the study, which incorporates both quantitative and qualitative data collection.

Objectivism focuses on the reality of a given situation or concept, existing independent of the researcher (Gray, 2014). The participants in this study brought their own unique construction of their work and experiences of how they lead and manage through change. Adopting an objectivist position through a quantitative study, where the reality of the situation is articulated by the participants, provided me the opportunity to discover how the participants were managing through change and experiencing change and how it affected their experience as a director/manager.

In order to understand the participants' responses to change, it was important to provide participants with the opportunity to discuss and explore their ideas, feelings and responses to change, thus, a social constructivist epistemology was adopted. Social constructivism creates the opportunity for dialogue, initiating conversations with multiple voices providing an opportunity where individuals can be connected (Camargo-Borges & Rasera, 2013) and places emphasis on daily interactions with people (Andrews, 2012,). Through a social constructionist epistemological approach, the researcher has the opportunity to understand the meaning, with the meaning being constructed and not discovered (Merriam, 2009). This view suggests that knowledge is constructed through social interaction about similar concerns and issues (Merriam, Caffarella, Baumgartner, 2007). Through shared concerns and issues, a common dialogue emerged from the participants, through expressing alternative points of view. New knowledge was created and shared, providing the participants with a different perspective around the same shared concerns.

This engagement, through the research study, of participants developing a new approach to engaging with their teams and understanding their own space within the team, brings a new approach to leading through change by first interpreting how they make sense of their environment then through exploration of the construction of their interpretations by opening spaces for dialogue to occur.

3.3 Theoretical Perspective

For this research study, I chose a positivist and interpretivist theoretical perspective, which encompasses the methodological approach of quan-QUAL and provides the appropriate framework for analysis. The study incorporates both an objective and constructive analysis of data, creating the need to approach the analysis for complementary perspectives.

Gray (2014) links positivism with an objectivism epistemology, which argues, “reality exists external to the researcher” and should be investigated through scientific inquiry (p. 20). The positivist paradigm places the researcher as an independent observer, focuses on the facts, uses deductive reasoning and utilizes quantitative methods (Gray, 2014). As a theoretical perspective positivism contends that observations are viewed independently from the researcher, positioning the observations as neutral (Bryman, 1988). The positivist perspective grasps the existence of scientific observation in order to gather facts observable and discoverable through data; the observable reality to a positivist is what the senses can discern, like what can be seen, heard or touched (Bryman, 1988; Gray, 2014)

The progression of this research study began with the determination of the level of change fatigue experienced by the participants. To appropriately determine this information, a quantitative data collection method (online questionnaire) was administered to the participants prior to their engagement in the qualitative aspects of the research. This approach positioned me, as the researcher, independent from the participants’ thoughts and individual observations, allowing factual data to emerge.

The collection of the participants' thoughts on change fatigue gathered from the quantitative questionnaire created the opportunity to measure the level of change fatigue through the formulation of deductive reasoning. The data presented a baseline for introducing authentic leadership concepts to the participants, which began the second phase of the research study.

According to Merriam (2009), a qualitative research study is in its basic form, interpretative. Interpretive research focuses on placing emphasis on the individual constructing his/her personal reality (Willis, 2007). The core belief of interpretive research is that reality is socially constructed (Willis, 2007). The interpretivist researcher looks for understanding the context through the format of how the research is conducted, which is a critical component to the interpretation of the data (Willis, 2007). The core of the interpretive paradigm is the study of human consciousness and self-awareness (Wojnar & Swanson, 2007). The interpretivist paradigm creates the philosophical basis for interpretive research. The key concepts of interpretive research are based on the philosophy of Heidegger, who believed that humans are interpretive and are capable of finding significance and meaning in their own lives (Wojnar & Swanson, 2007). Heidegger's perspective is based on the understanding that individuals cannot exist in isolation of their social context (Wojnar & Swanson, 2007). This interpretive approach focuses on how individuals conceptualize their experiences within a social context, where their experiences are recognized by their relationship to each other and the world. Individuals are shaped by their experiences and interactions and through interpreting these interactions and gaining an understanding of themselves and their position in a societal context.

Since the aim of this research study was to understand if introducing authentic leadership concepts could minimize the effects of change fatigue, the reflective experiences, and self-awareness of the participants play an important role in understanding the context of the data. The interpretive approach makes the assumption that individuals view themselves as self-interpretive or self-reflective (Wojnar & Swanson, 2007). Self-reflection is a key component towards being self-aware, which in itself is a concept within authentic leadership.

The interpretive approach seeks to understand how individuals make sense of their experiences, so the researcher is interested in “(1) how people interpret their experiences, (2) how they construct their worlds, and (3) what meaning they attribute to their experiences” (Merriam, 2009, p. 23). This approach creates the understanding that meaning is created; therefore, the interpretations are meaningful.

The social constructionist perspective is sensitive to change and is a useful approach to addressing rapid transformation and changes in context (Camargo-Borges & Rasera, 2013). As part of the research study, understanding the effects of change fatigue on the participants, who are working for an institution of higher education that is experiencing rapid change, opens the need to examine the interpretation of change fatigue within the work environment and how to conceptualize this concept within the participants’ personal space. The research provided the means to construct the meaning and relationship between individuals and their responses to change fatigue within their work environment.

In addition to a social constructionist perspective, Bandura’s (1999) social cognitive theory provides the perspective that individuals are self-organizing, proactive, self-reflecting and self-regulative beings that have the capacity to make choices. This theory posits that learning can occur through actions and individuals perform actions through observing the positive and negative outcomes in given situations (Bandura, 1999). Individuals learn to evaluate their behavior based on how others react, developing their self-concept based on positive and negative behaviors (Bandura, 1971). Social cognitive theory presents the core belief that personal efficacy is the foundation for well-being, satisfaction and motivation and influences ones’ emotional life and in addition, individuals contribute to life instead of being a product of life (Bandura, 2011). Cognitive capabilities suggest that individuals learn from experiences and ideas are formed regarding what leads to what, how to act on them and judge the results through their thoughts and possibly change them if necessary (Bandura, 1999). The research study included the introduction of authentic leadership, which includes self-awareness, self-regulation and balanced processing, which encompasses the ability to gain insight into behaviors through reflection on actions.

Social cognitive theory provides a baseline towards understanding the personal learning and cognitive capabilities that shape human experience and, in turn, shape the process of self-awareness and self-regulation.

The purpose of this study was to address the research question through investigating the effects of authentic leadership development on a group of internal directors or managers to understand if incorporating authentic leadership components into their existing leadership style would minimize the effects of change fatigue and be assistive towards moving their teams through organizational change. The methodology used was informed by the discussion in the literature review, focusing on the two core components: change fatigue and authentic leadership development. Authentic leadership addresses self-awareness and positive behaviors within leaders that will foster authenticity within teams (Avolio & Gardner, 2005). Change fatigue manifests as the result of employees' reaction to continuous change within organizations and employees reaction to change (Bernerth et al., 2011). Understanding the role of managers' or directors' reaction to change and how to lead through change was investigated in this research. These were discussed in Chapter 2 but the concepts are presented here to provide a methodological context.

The combined components—authentic leadership and change fatigue—are theoretical concepts, which when addressed, provide a framework to discover managers' level of change fatigue and how introducing authenticity to their leadership approach may encourage them to lead their teams from a different perspective. Addressing these concepts through a positivist and interpretivist theoretical perspective covers both an objective and constructionist viewpoint to capture the aim of the research.

3.4 Methods

As the purpose of the research was to investigate the effect of continuous change on leaders within the university, the selection of method was dependent on the questions asked within the appropriate context. By introducing an authentic leadership approach, the study aimed to determine if such an approach would assist managers in minimizing change fatigue within themselves and then with the hope of potentially leading their teams from a new perspective. The data collection method was designed to bring together information that may illustrate a relationship between an authentic leadership approach and a reduction in change fatigue as well as address the gap in qualitative research conducted on authentic leadership.

To address the research questions, a mixed method approach was used to collect data. Mixed method research evolved from the perceived limitations of quantitative and qualitative research and the integration of these two approaches can inform the methods of data collection, analysis, and discussion of research questions (Caruth, 2013; Shannon-Baker, 2015). This strategy allows the researcher the opportunity to connect, where appropriate, the quantitative data findings with the analysis of the qualitative findings (Creswell, 1994). One of the purposes of mixed method research is developmental and the purpose of developmental mixed method research is to “build questions from one method that materialize from the implications of a prior method” (Caruth, 2013). The intention of the quantitative data collection in my study was to use the findings as a baseline for the qualitative data collection or the development of the qualitative data collection. A mixed method approach can inform or shape the qualitative research from the results of the quantitative data (Ivankova, 2014). The sequential explanatory strategy captures quantitative data first then qualitative data to enhance the findings (Caruth, 2013). This strategy can potentially lead to more developed inferences from the data (Ivankova, 2014). The flow of the research design is captured below (Diagram 3.0), showing the pathway from data collection to analyzing the data.

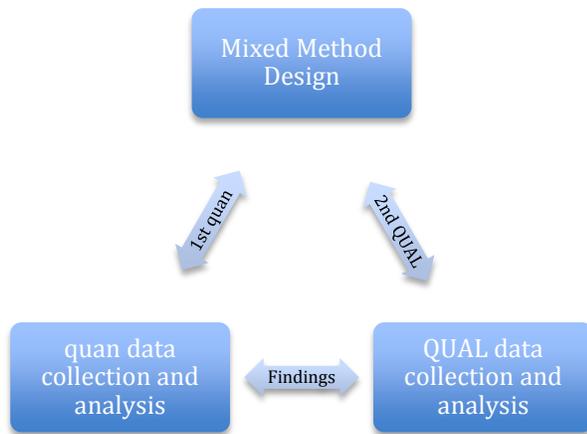


Diagram 3.0: Pathway from data collection to analysis

The flow of data collection worked in a sequential manner as can be seen in Diagram 3.1.

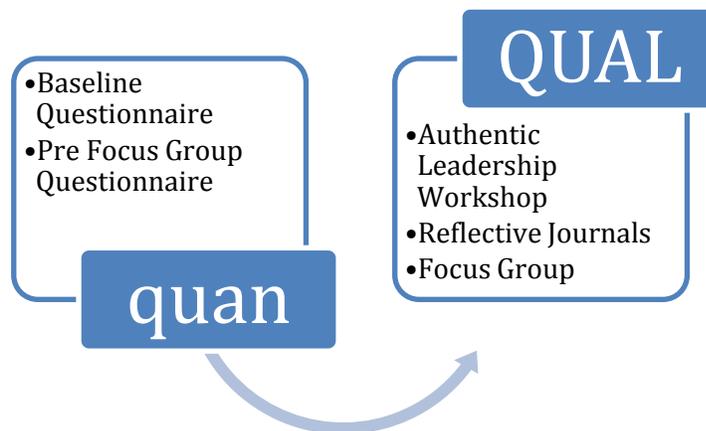


Diagram 3.1: Overview of the sequential nature of data collection

The sequential order of the data collection, described below, progressively gathered data to reach the analysis stage of the research. An online quantitative questionnaire (Appendix 1) was administrated at the beginning of the study. The rationale for its use was to provide a baseline measurement of the participants' perceived level of change fatigue and use this data to inform and educate the participants during the Authentic Leadership Workshop. The questions used were informed by Bernerth et al.'s (2011) work on change fatigue (as discussed in Chapter 2) with the aim of identifying the level, if any, of change fatigue within the selected participants.

3.4.1 Participant Selection

The participants in this study were selected using purposive sampling since there was a specific need for certain participants to be selected in order to address the research questions (Gray, 2014; Merriam 2009). The participants were selected based on their role within the university and their ability to implement and influence change initiatives. Six of the ten selected participants served as members of the executive leadership team and were instrumental in delivering change strategies to their teams.

Inclusion Criteria

The inclusion criterion for participants consisted of employment at a manager or director level within the university representing the following functional areas within the university: enrollment, marketing, academic advising, financial aid, student services, facility management, public relations and student operations. These functional areas need to collaborate together on university initiatives and must work cohesively as teams in order for change initiatives to begin and finish implementation successfully.

Fourteen employees met the inclusion criteria; however, two employees were my direct reports (and therefore excluded to avoid unintended coercion) and two employees left the university during my selection process. The final purposive sample consisted of ten participants.

Recruitment Method

In line with ethical approval, the selected participants were contacted through email with details surrounding this research study and asked if they would like to volunteer to participate and they were given five days to consider accepting this request. Along with this communication, each participant was sent a Participant Information sheet (Appendix 2), and a copy of the president's authorization letter. Over the following five days, participants were asked to consider the information and ask questions if they wished. After receiving their intent to participate, an informed consent form was sent to each participant to sign, confirming their understanding of the research, the process, use of the data and their written agreement to participate.

In addition, it was emphasized to the participants that their participation in the study was entirely voluntary and that the contribution to the data collected would be held in the strictest confidence.

3.4.2 Access to Participants

The university president, where the research took place, provided a letter of authorization granting permission for the selected participants to use work-time to participate in the research study (Appendix 3).

3.4.3 Ethical Considerations

Expedited ethical approval was obtained from the University of Liverpool (Appendix 4). The four main ethical considerations of privacy, confidentiality, anonymity and autonomy were adhered to throughout the study. Privacy was assured through the use of fit for purpose rooms within the university to conduct the Authentic Leadership workshop and focus group whereby participants would not be heard or seen by others. To maintain confidentiality and anonymity, each participant was assigned a pseudonym for the qualitative data collection and no distinguishing characteristics were asked on the online questionnaire to preserve anonymity for the quantitative data collection. Participants were given complete autonomy to participate in the research outlined in the Participant Information Sheet (Appendix 2), where the rationale for the study, risks associated with the study and the time commitment was presented, so the participants could make an informed decision. They were also given the opportunity withdrawn at any time without explanation or penalty.

3.4.4 Data Collection

Data collection was conducted over a three-month period. The data were gathered through four different means: a questionnaire, an Authentic Leadership workshop, a reflective journal and a focus group. Data were collected in five sequential phases as illustrated in Diagram 3.2 below.

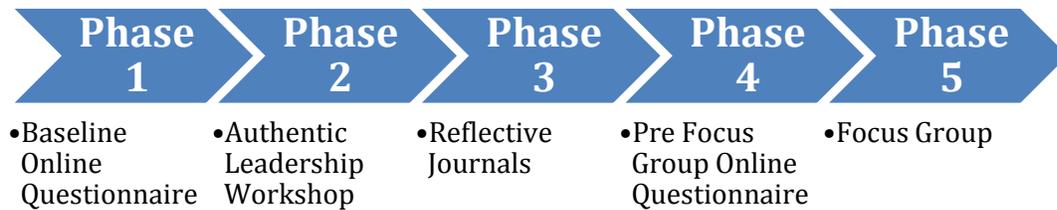


Diagram 3.2: Overview of the sequential order of data collection phases

Phase 1: Baseline Online Questionnaire

Phase 1 of the study was designed to address the following research question: *Are managers currently experiencing change fatigue and how is it manifested?*

The baseline questionnaire involved the administration and completion of the online pre-workshop questionnaire (Appendix 1), which participants completed one week prior to the Authentic Leadership workshop. The questions were based on research findings from Bernerth et al.'s study (2011) (discussed in Chapter 2). This questionnaire presented questions aimed to determine if the participants were experiencing change fatigue. There were 10 questions posed using a four-point response scale and are presented in Table 3.0.

1. The amount of change initiatives that take place at the university is overwhelming
2. I would like to see a period of stability before we change anything else.
3. The changes in my job and within the university cause me to feel drained at the end of the day.
4. Too many change initiatives are introduced at the university
5. My work environment is changing in an unpredictable manner.
6. The people who are responsible for making improvements/change do not know enough about what they are doing
7. I am tired of all the changes at the university
8. It feels like we are always asked to change something-product or process-at the university.
9. It is difficult to adjust to all the changes that take place in this organization.
10. It is difficult to remain motivated and committed to the university with so much change occurring.

Table 3.0: Pre-workshop questions used in online questionnaire

Phase 2: Authentic Leadership Workshop

Phase two involved participation in a six-hour Authentic Leadership workshop, which was designed to expose participants to authentic leadership and the concept of change fatigue (Appendix 4). I was conscious of the limited time the participants had to participate in my study, so I limited the workshop to one day, focusing on the aspects of authentic leadership that I felt represented the key components of authentic leadership development and introducing the concept of change fatigue through identification of common change fatigue behaviors. The Authentic Leadership workshop provided an opportunity to expose participants to authentic leadership concepts as a way to discover a different approach to leading their teams through change. Data were collected from the participants on their identification with a leadership style. Participants recorded their selection of leadership styles (Table 4.4) and data were collected and tabulated.

From my experience, I proposed that this would have the potential to be assistive towards overcoming change fatigue through applying authentic leadership to their daily practice in leading their teams.

The framework for the workshop was based on Avolio and Luthan's (2006) text ' The High Impact Leader' and information gathered from the literature review. While the Authentic Leadership Questionnaire (ALQ) (Walumbwa et al., 2008) and the Authentic Leadership Inventory (ALI) (Neider & Schriesheim, 2011) were determined by the researchers to be valid measurement tools for authentic leadership development, I wanted to address the gap in literature through qualitative data collection. So, I designed and led the workshop, making deliberate observations at key points of data collection.

The workshop was designed to address the following questions:

- *How is change fatigue manifested?*
- *What leadership style do participants currently adopt?*
- *What trigger moments manifest a negative response to initiatives?*
- *What authentic leadership concepts are present in participants?*

The workshop was held during a working day and at a time to suit the participants; however, one had to withdraw due to work commitments. The workshop introduced the idea of change fatigue beginning with the definition and followed by the presentation of change fatigue behaviors; how change fatigue can manifest and how change fatigue may be present in their work environment. The workshop also introduced the participants to authentic leadership concepts, specifically self-awareness and positive behaviors, as components in authentic leadership development. The introduction of these components provided the participants with the opportunity to engage in authentic leadership development, demonstrating strategies of how to apply authentic leadership to their daily practice.

During the workshop, participants completed both individual and group activities to further the discussion on authentic leadership concepts. Both the morning and afternoon sessions involved an individual and a group activity. For the individual and group activities (morning and afternoon sessions), data were gathered through activity sheets, researcher notes, and with the participants' permission, the workshop was digitally recorded.

The morning individual activity asked the participants to answer four questions, assessing their level of personal self-awareness, since self-awareness is a key component to authentic leadership development. The morning group activity required the participants to get in groups and to reflect upon how they are currently leading and discuss as a group how they could build their general motivation to lead.

The afternoon individual activity asked the participants to reflect upon both positive and negative trigger moments that had the potential to affect their leadership ability. These activities addressed the authentic leadership development components of self-regulation, which is the process in which leaders through self-awareness, learn to regulate their behavior by exerting self-control in order to achieve their goals and balanced processing, which involves leaders objective, transparent decision making and leading by example (Avolio & Gardner, 2005). The activities also provided detail on how change fatigue manifests in their daily interactions. For the group activity, participants remained in the same groups as before and were asked to create a list of moments that had the most impact on their leadership and also had a positive outcome on them and/or their teams. The outcomes of positive moments can potentially generate positive emotions such as hope and optimism in followers (Avolio et al., 2004) and is an important component in authentic leadership development.

Phase 3: Reflective Journals

The aim of phase 3 data collection was to address the following research questions:

- *How far do managers feel that they are adopting authentic leadership and has it affected their teams?*
- *How does change fatigue affect managers' approach to leading their teams [if at all]?*

The third phase involved follow-up data collection through reflective journaling. For three months, the participants kept a reflective journal, capturing moments where they engaged in applying authentic leadership concepts during their daily work environment.

This method of data collection was used to provide information on how the directors and managers reacted to authentic leadership and the application of these concepts with their teams. Immediately after the Authentic Leadership workshop, the participants were asked to make weekly logs into a journal, reflecting on incidents or moments where they used an aspect of authentic leadership. The participants recorded actions or comments they received from their teams in response to changes they made in their leadership approach.

The participants were provided with a journal and journaling prompts. The prompts were there to provide directional guidance; however, the participants could write about any aspect of leadership or leadership moments that reflected moments of using an authentic leadership concept. The journaling prompts touched on aspects of authentic leadership concepts as detailed in Table 3.1 below.

- | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• Positive/negative comment ratio• Self-awareness: how did I conduct myself differently today?• What did I learn from my team today?• How has my team reacted to my change in leadership?• Trigger moments? What was it?• Creating a moment that matters• I used an element of authentic leadership today... |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Table 3.1: Reflective journal prompts shared with participants

Each participant's journal was collected by the researcher on a monthly basis in order to continually analyze the data.

Phase 4: Pre Focus Group Questionnaire

Phase four consisted of re-administering the same online questionnaire used pre-workshop (Appendix 1) five days before holding the focus group. After three months, the participants completed the pre-focus group questionnaire (this was exactly the same survey that was administered before the authentic leadership workshop). The rationale for a follow-up questionnaire was to compare the participants' responses to change fatigue before and after exposure to authentic leadership practices. The results of the questionnaire were used to inform the questions posed in the final phase of data collection - the participation in an hour-long focus group.

Phase 5: Focus Group

The data gathered from this final phase of data collection addressed the following research questions:

- *How does authentic leadership change individual perceived change fatigue [if at all]?*
- *How far do managers feel that they are adopting authentic leadership and has it affected their teams?*

The final phase of data collection occurred three months following the Authentic Leadership workshop by way of a focus group. A focus group was chosen to allow for a variety of views to emerge from the participants so as to create a group dynamic where different and new perspectives could be shared. With the participants' permission, the focus group was digitally recorded. The focus group was employed to discern how (or if) the participants embraced the concepts of authentic leadership and how or if they had had an effect on their practice as a leader. The focus group discussion centered on how or if participants introduced authentic leadership concepts into their daily environment and if, from this introduction, did they see a difference in how they lead their teams.

The focus group was semi-structured using specific open-ended questions (Table 3.2) designed to create an open dialogue and to capture additional data on the participant's reaction to an authentic leadership style and to see if it had been helpful towards minimizing or identifying change fatigue within themselves; and to see if they believed that their staff were more open, motivated and resilient to change.

After each question was presented, each participant was given the opportunity to respond, creating the opportunity for other participants to contribute comments and generating a flow of discussion.

1.	What are your thoughts on the authentic leadership concepts that you were introduced to in the workshop?
2.	Have you adopted any of these concepts into your current leadership style? If yes, how have you done things differently?
3.	How has the introduction of authentic leadership concepts affected your approach with your staff regarding change initiatives? Which concepts? Have they informed your workplace practice?
4.	What elements of authentic leadership style resonate most with you and why?
5.	Have you found any changes in the way you work with others?
6.	Have you noticed that you and/or your staff approach their tasks differently?
7.	Have you noticed a change in your motivation and your staff's motivation to perform change initiatives?
8	Have you anything more to add?

Table 3. 2: Focus group questions

3.4.5 Data Analysis

The data analysis was based on data gathered from the five phases of the research design. Since the research method involved both quantitative and qualitative data collection (mixed method), different strategies were used for the data analysis. The quantitative data were used to understand the participants' level of change fatigue prior to the authentic leadership workshop and then re-administered after the authentic leadership workshop. An online questionnaire was administered to the participants.

The participants were not familiar with the concept of change fatigue, so their responses provided me with objective data on their personal reality of their experiences. Data from the questionnaires were subjected to the use of descriptive statistics. Descriptive statistics are often used to describe the basic feature of a study and attempt to show what the data is, differing from inferential statistics which attempts to draw conclusions (Gray, 2014). Through graphical analysis, descriptive statistics shows data in a meaningful way so patterns may emerge (Gray, 2014). Data from the questionnaires were analyzed comparing the results of participants' level of change fatigue and identify if there were any changes during the time span between completion of questionnaire 1 and questionnaire 2. Using a descriptive focus with the quantitative data gathered from the questionnaires provided a summary picture of the participants' understanding and experiences with change fatigue. Data were extracted from the pre-workshop questionnaire and from the pre-focus group questionnaire to formulate comparison data to discern if the participants had a change in their experiences with change fatigue after the introduction of authentic leadership concepts.

The qualitative data were used to bring together the concepts of change fatigue and authentic leadership in order to analyze and interpret emerging themes that addressed the main research question. The data were collected through a structured authentic leadership workshop, semi-structured reflective journaling, and a semi-structured focus group.

As the researcher, I structured the authentic leadership workshop to present specific concepts of authentic leadership to the participants and through specifically designed individual and group activities, I gathered pertinent data that was assistive towards answering the research questions. For the reflective journal and focus group, I designed specific questions around the participants' experiences with the previously introduced authentic leadership concepts. The participants were encouraged to write and speak freely about their experiences. To make sense of the data, I engaged with Heidegger's concept of phenomenological inquiry.

Phenomenological research does not result in theory but provides insight into individual reality by asking questions like; what is the experience like? (Shosha, 2012).

Heidegger's interpretive research approach comprises of searching for meaning "embedded in common life practice" creating the relationship between an individual and his/her world (Shosha, 2012). To effectively analyze the data, I utilized the Colaizzi (1978) strategy for phenomenological data analysis. As a novice researcher, I felt this structured approach provided the necessary framework and assisted in data analysis.

The key elements of the Colaizzi strategy consists of a) reading the data multiple times to understand the whole content; b) extract significant statements related to the research aim; c) formulate meanings from these statements; d) sort the meanings into categories and themes; and e) findings should be integrated into a description of the research study (Shosha, 2012). To begin the qualitative analysis, I carefully read through the collected data from phases 2, 3 & 5 to get a complete sense of the responses and color coded key words and emerging themes. From coding the key words and emerging themes, I extracted pertinent statements pertaining to the main research question and the sub-research questions in order to position the data appropriately. The pertinent statements were segmented in a separate table under the pertinent research question. Table 3.3 provides an example of pertinent statements that were gathered during the Authentic Leadership Workshop and identified from the data analysis. The key components were color-coded and the pertinent statements were analyzed then color-coded to correspond to the appropriate key component. A complete table is available in Appendix 5.

Research Question: What trigger moments manifest a negative response to initiatives?	
Negative trigger moments	Participant responses
<p>Moments like a conversation with a colleague, making negative comments or giving or receiving criticism that trigger a negative response that affects leadership ability</p> <ul style="list-style-type: none"> ● Disengagement ● Apathetic ● Ambivalent ● Disempowered ● Disillusioned ● Low job satisfaction ● Lack of commitment 	<ul style="list-style-type: none"> ● Participant #2: My inability to resolve all matters in a timely manner ● Participant #5: I dislike when co-workers are not honest with you ● Participant #5: Lack of follow-through from others makes me pause ● Participant #3: When someone assumes they know my job better than I do, I get upset ● Participant #3: I dislike being told what to do by colleagues rather than asked ● Participant #3: Lack of response from colleagues is a sign of disrespect ● Participant #4: I do not like being criticized by leadership in front of peer group ● Participant #4: Getting questions in an accusatory way makes me angry ● Participant #4: Leaderships lack of planning is extremely frustrating and I have difficulty committing ● Participant #4: I feel disrespected when someone uses a demeaning tone ● Participant #5: Unreliable peers is disappointing on many levels ● Participant #3: I do not like leadership making assumptions about my ability ● Participant #2: I dislike when change happens without completion ● Participant #6: Dishonesty from leadership makes me shut down ● Participant #7: When I ask others for help and get rejected ● Participant #5: Lack of confidence in ability from others decreases my motivation

Table 3.3: Example of significant statements from Authentic Leadership Workshop

The participants' reflective journals and the responses from the focus group were analyzed using the same method: color coding key words and emerging themes and then extracting significant statements and segmenting the statements within the table.

From the pertinent statements extracted from the qualitative data collection in phases 2, 3 & 5, meanings were formulated that corresponded to the research questions and categorized within specific themes. Using three methods of qualitative data collection (Authentic Leadership workshop, reflective journals, and a focus group) provided a triangulation of data, creating the opportunity for cross-checking data in relation to the aim of the research. The triangulation of the data also provided a means of comparing the data from each method, furthering the development of the emergent themes. These emergent themes were clustered to reflect the structure of the research and the resultant aim of the research. After all emergent themes were extracted and organized, I conducted a thorough interpretive analysis of the data, connecting the data to the research question being studied.

Comparable techniques were built into the research study to ensure the credibility of the study and the data collected. These techniques included triangulation, adequate engagement in data collection and reflexivity. Triangulation compared the data points during three methods of qualitative data collection, providing strength in the findings. Triangulation is one of the objectives of qualitative research and allows a corroborative approach to supporting the results of the findings (Bentahar, 2015). The analysis of each qualitative data point was compared and integrated as part of the triangulation strategy, improving the validity and reliability of the results. Engagement in the data collection provides the opportunity for the researcher to remain close to the participants' understanding of the phenomenon (Merriam, 2009). As the data were collected, I saw a consistency in the data emerging, hearing the same things over and over again. This strategy provided a sense of credibility in the method of data collection and the resulting findings. In addition, during data collection process after each method, I reflected on the method to see if the data collected through these various methods was on track with the aim of the research study.

Qualitative research includes the researcher as an active participant throughout the study, including the design stage, data collection and data analysis (Band,-Winterstein, Doron, & Naim, 2014). Through an interpretivist perspective, qualitative researchers focus on interactions between others and the experiences that emerge from a reality representative of lived experiences (Shaw, 2010). Through the relationship between researcher and participant, meaning is constructed and the qualitative research becomes a product of this relationship (Band-Winterstein et al., 2014). The qualitative researcher should be self-aware and reflective and from adopting a reflexive stance, researchers can critically reflect upon their influence on the research process (Gray, 2014). This reflective process is known as reflexivity and is the inclusion of the researcher's own actions and feelings within the data (Gray, 2014).

Reflexivity is the acknowledgment by the researcher that he/she is an active part of the research through the relationships and interpretations (Probst & Berenson, 2014). The researcher must be aware of her/her engagement in the experience, understanding their biases, emotional reactions, motivation, and participant-researcher relationship (Probst & Berenson, 2014). A qualitative researcher should understand that the research is a result of the relationship between the researcher and the participants, constructing experiences in a meaningful way by allowing their story to reveal itself unencumbered (Shaw, 2010). As part of the qualitative research process, reflexivity can bring new perspectives and questions to the research study, elevating the research to a new level (Band-Winterstein, et al., 2014). Through engaging in reflexivity, the researcher must be active in self-reflection at the start of the research process in order to engage in open dialogue with the participants, free from any pre-understanding of the research study (Shaw, 2010). As a member of the leadership team at the university, I understood my involvement in the research process and how my own personal experiences could have an effect on the data collection and analysis. As an insider researcher, I had an understanding of the work environment and entered the research process without preconceptions by allowing the participants' experiences to unfold. Through reflexivity, I was aware of the expectations of the research and allowed the participants to engage in dialogue freely in order to share experiences and construct their own meaning with the research content.

Jootun, McGhee, & Marland (2009) contend that the researcher's role should be to extract the participants' experiences through prompting and probing to encourage their own views and I incorporated this perspective during the qualitative data collection. The reflexivity process was ongoing throughout the research and included the researchers' personal reactions and feelings, my relationship with the participants and the research topic and was important throughout the research process (Band-Winterstein et al., 2014; Shaw, 2010). The participants' engagement in the process became the means for the researchers' interpretation of the data (Jootun et al., 2009). The credibility of research improves through understanding how personal values and views may influence the research findings (Jootun et al., 2009).

The complete analysis, research findings, and synthesis of the research are discussed Chapter 4 and Chapter 5.

3.5 Summary

This chapter discussed the epistemology, theoretical perspective, methodology and data analysis used for this research study as well addressing how participants were selected and ethical considerations. Both the epistemology and theoretical perspective for this research study were determined by the aim of the research. I considered all methodology approaches (quantitative, qualitative and mixed methods) and determined that a mixed method approach to this research study best suited the aim of the research by providing both an objective and interpretive approach to the data and addressed a gap in knowledge presented in the literature review. The mixed method approach to this research study brought together the idea of change fatigue and the concept of authentic leadership through the interpretations of the participants in an institution of higher education. The various data collection methods gave credibility to the research study through triangulation, reflexivity and adequate engagement in data collection made through the methods of data collection and analysis. The following chapters will address the findings and discuss the results in relation to the implications for the practitioner and further research.

Chapter Four

Findings & Discussion

4.0 Introduction

This chapter focuses on the quantitative and qualitative data gathered from each component of the study, addressing each type of data sequentially. The analysis and findings are based on data gathered from the five components of the research design: pre-workshop and pre-focus group questionnaire, Authentic Leadership workshop, reflective journals and the focus group. Within each component of the study, I will address the process of preparing, analyzing and exploring the data gathered and present the findings separately. The quantitative data were gathered through descriptive questionnaires, which measure the occurrence and/or the features of the population being studied (Gray 2014). This data measurement was used to examine the participants' views of the organization relating to change fatigue. Using descriptive analysis, data are presented through text, diagrams, and tables using frequency distribution and central tendency.

The qualitative data were extracted from the Authentic Leadership workshop, reflective journals and focus group, based on the concepts of Authentic Leadership and change fatigue behaviors that were explored in the literature review. Data were organized, coded and categorized thematically and two emergent themes identified. This triangulation of the data provided a means of comparing the data from each method, confirming the relational development of the emerging themes. The resulting data are presented through text and tables, through an interpretive analysis. The demographics of the participants are presented below in Table 4.0. Since the study was conducted at a small university, the number of employees within each functional area was limited, typically, employing a director/manager and one or more staff members, so to maintain confidentiality of the director/managers who participated, I generalized the leadership role of the participants.

Building from the concepts explored in the literature review, my approaches to data collection have produced data, both quantitative and qualitative, that connect with the aim of the research and the analysis will be further explored, integrated and interpreted in Chapter five.

Participant	Pseudonym	Leadership Role	Years of Leadership experience at the university
1.	Paul	Head of Services 1	3 - 5 years
2.	Cam	Head of Services 2	2 or less years
3.	Robin	Head of Services 3	3 -5 years
4.	Barb	Head of Services 4	5 or more years
5.	Lisa	Head of Services 5	3 – 5 years
6.	Amy	Head of Services 6	5 or more years
7.	Connie	Head of Services 7	5 or more years
8.	Left the study prior to workshop		

Table 4.0: Demographic details of participants

4.1 Quantitative data analysis

4.1.1 Analysis of pre-workshop questionnaire

Eight participants completed the questionnaire, presenting a 100% response rate. During the Authentic Leadership workshop, the participants indicated that they were unaware of the concept change fatigue, so I assumed the participants completed the questionnaire without having any prior knowledge of change fatigue. Table 4.1 presents the distribution of data by each question.

Question	Strongly Disagree	Disagree	Agree	Strongly Agree
	N	N	N	N
1. The amount of change initiatives that take place at the university is overwhelming.	0	4	3	1
2. I would like to see a period of stability before we change anything else.	0	3	3	2
3. The changes in my job and within the university cause me to feel drained at the end of the day.	0	6	1	1
4. Too many change initiatives are introduced at the university.	1	2	5	0
5. My work environment is changing in an unpredictable manner.	1	5	2	0
6. I am tired of all the changes at the university.	1	5	2	0
7. It feels like we are always asked to change something-product or process-at the university.	0	1	7	0
8. It is difficult to adjust to all the changes that take place in this organization.	0	5	3	0
9. It is difficult to remain motivated and committed to the university with so much change occurring.	2	2	4	2
10. Change at the university occurs so frequently that I lose sight of the overall objective.	1	4	2	1

Table 4.1: Pre-workshop questionnaire results

The first question gauged the participants' perception of how the amount of change initiatives at the university had affected them personally. Four (n=4) of the respondents disagreed that the amount of changes at the university were overwhelming while the other four (n=4) either agreed or strongly agreed that the changes at the university were overwhelming. The second question found that five (n=5) of the respondents would like to see a period of stability before more change occurs while three (n=3) disagreed that a period of stability was necessary. In the third question, the majority of the respondents (n=6) disagreed that the current changes in the university left them drained at the end of the day; however, two respondents (n=2) do feel drained at the end of the day.

When asked in the fourth question if too many changes were introduced at the university, five respondents (n=5) agreed, whilst three (n=3) disagreed. The majority of the respondents (n=6) disagreed or strongly disagreed that their work environment was changing in an unpredictable manner while two (n=2) agreed. Six (n=6) of the respondents disagreed or strongly disagreed that they were tired of all the changes at the university while only two (n=2) agreed. The seventh question directed the respondents to react to the changes at the university. The majority of the participants agreed (n=7) that they are always asked to change something and only one (n=1) disagreed. For question eight, the majority of the respondents (n=5) disagreed that it is difficult to adjust to all the changes within the organization with three (n=3) agreeing that it is difficult to adjust to all the changes. The last two questions focused on the respondents' motivation and their commitment to the university objectives. Four respondents (n=4) agreed that it is difficult to remain motivated during all the change while the other four (n=4) disagreed or strongly disagreed. On the final question, the five (n=5) of the respondents strongly disagreed or disagreed that they lose sight of the overall objective due to changes within the university and three (n=3) agree or strongly agree that they do lose sight of the objective.

4.1.2 Analysis of pre-focus group questionnaire

Seven participants completed the pre-focus group questionnaire presenting an 87.5% response. After the completion of the Pre-workshop questionnaire, one participant left the research study due to work commitments. Table 4.2 presents the data by question. The same questionnaire as previously used was administered to the participants prior to the focus group to gauge the reaction to change fatigue after the Authentic Leadership workshop and their application of authentic leadership concepts in their daily work environment. The rationale was to understand if the introduction of authentic leadership concepts, particularly self-awareness, had altered their experience with change fatigue.

Question	Strongly Disagree	Disagree	Agree	Strongly Agree
	N	N	N	N
1. The amount of change initiatives that take place at the university is overwhelming.	0	3	4	0
2. I would like to see a period of stability before we change anything else.	0	0	6	1
3. The changes in my job and within the university cause me to feel drained at the end of the day.	1	3	2	1
4. Too many change initiatives are introduced at the university.	0	1	5	1
5. My work environment is changing in an unpredictable manner.	0	5	2	0
6. I am tired of all the changes at the university.	0	4	2	1
7. It feels like we are always asked to change something-product or process at the university.	0	1	5	1
8. It is difficult to adjust to all the changes that take place in this organization.	0	4	3	0
9. It is difficult to remain motivated and committed to the university with so much change occurring.	1	2	2	2
10. Change at the university occurs so frequently that I lose sight of the overall objective.	1	3	1	1

Table 4.2: Pre-focus group questionnaire results

The first question asked the participants to gauge their feelings on the amount of change initiatives at the university. Three respondents (n=3) disagreed that the amount of change initiatives were overwhelming, while four (n=4) had a sense of being overwhelmed. In question two, all participants responded that they want to see a period of stability before experiencing more change (n=7). Four (n=4) of the respondents disagreed or strongly disagreed that the changes at the university left them drained at the end of the day while three (n=3) agreed or strongly agreed they had feelings of feeling drained. When asked if the university introduced too many change initiatives, only one respondent (n=1) disagreed, while six (n=6) agreed or strongly agreed that too many change initiatives were occurring.

The majority of the respondents (n=5) disagreed that their work environment is changing in an unpredictable way, whilst two (n=2) agreed. Four respondents (n=4) disagreed that they were tired of all the changes at the university while three (n=3) agreed. Question seven addressed the respondents' perception of how often they are asked to change something at the university. One respondent (n=1) disagreed that they are always asked to change something at the university while 6 (n=6) agreed or strongly agreed that something is always changing. The next question addressed the respondents' ability to adjust to changes at the university and four (n=4) disagreed that it was difficult to adjust to all the changes while three (n=3) agreed that it could be difficult to adjust to change. The last two questions addressed the respondents' motivation and commitment to the university. The majority of the respondents (n=4) agreed or strongly agreed that is difficult to remain motivated during so much change; yet, the majority (n=4) of the respondents disagreed or strongly disagreed that the change at the university causes them to lose sight of the overall objective.

4.1.3 Comparison of findings: Pre-workshop and Pre-focus group questionnaire

The data collected from the two questionnaires were compared to discern if the participants had experienced a change in their level of change fatigue after their participation in the Authentic Leadership workshop. Table 4.3 presents the comparison data by question.

Question		Strongly Disagree	Disagree	Agree	Strongly Agree
		N	N	N	N
1. The amount of change initiatives that take place at the university is overwhelming.	Pre-Workshop data	0	4	3	1
	Pre-Focus group data	0	3	4	0
2. I would like to see a period of stability before we change anything else.	Pre-Workshop data	0	3	3	2
	Pre-Focus group data	0	0	6	1
3. The changes in my job and within the university cause me to feel drained at the end of the day.	Pre-Workshop data	0	6	1	1
	Pre-Focus group data	1	3	2	1
4. Too many change initiatives are introduced at the University	Pre-Workshop data	1	2	5	0
	Pre-Focus group data	0	1	5	1
5. My work environment is changing in an unpredictable manner.	Pre-Workshop data	1	5	2	0
	Pre-Focus group data	0	5	2	0
6. I am tired of all the changes at the university.	Pre-Workshop data	1	5	2	0
	Pre-Focus group data	0	4	2	1
7. It feels like we are always asked to change something-product or process-at the university.	Pre-Workshop data	0	1	7	0
	Pre-Focus group data	0	1	5	1
8. It is difficult to adjust to all the changes that take place in this organization.	Pre-Workshop data	0	5	3	0
	Pre-Focus group data	0	4	3	0
9. It is difficult to remain motivated and committed to the university with so much change occurring.	Pre-Workshop data	2	2	4	0
	Pre-Focus group data	1	2	2	2
10. Change at the university occurs so frequently that I lose sight of the overall objective.	Pre-Workshop data	1	4	3	1
	Pre-Focus group data	1	3	1	1

Table 4.3: Questionnaire comparison data

The comparison data were compiled to determine if there were any differences in responses between the pre-workshop questionnaire and the pre-focus group questionnaire. In question one, one (n=1) more respondent felt the amount of changes at the university was overwhelming when compared to the pre-workshop questionnaire. All seven of the respondents agreed or strongly agreed that they would like to see some stability before more changes occurred, which was a positive change from the three (n=3) in the pre-workshop questionnaire, who felt more stability was not needed. Fewer respondents (n=4) disagreed that they felt drained at the end of the day due to changes in their job, which was a shift of two individuals from the pre-workshop questionnaire, suggesting the respondents had begun to be more aware of how they were experiencing change and learning how to manage their accompanying feelings. Six (n=6) more of the participants felt like there were too many change initiatives at the university in the pre-focus group questionnaire compared to five (n=5) from the pre-workshop questionnaire.

No change occurred between the pre-workshop and the pre-focus group questionnaire when the respondents were asked about the unpredictable manner of change. Two (n=2) fewer respondents disagreed that they were tired of all the changes at the university, shifting to agreeing that they were tired of all the changes. Very little change in the responses between the pre-workshop and pre-focus group occurred when the respondents were asked if they were always asked to change something at the university. When addressing the ability to adjust to change at the university, one more respondent from the pre-workshop questionnaire agreed it was difficult to adjust to changes. The final two questions addressed the respondents' motivation and commitment and one (n=1) more agreed that it was difficult to remain motivated and one (n=1) more from the pre-workshop questionnaire agreed that losing sight of the overall university objective was impacted by change. The most change occurred from the participants' responses between the pre-workshop questionnaire and the pre-focus group questionnaire when they responded to the need for stability (question 1), the feeling of being drained by the end of the day (question 3) and being tired of all the changes at the university (question 6).

Due to the small sample size, the shift in perspective was minimal (1-2 participants) but the shift demonstrates the possibility of more self-reflection from the participants on how change has begun to affect them as individuals.

4.2 Qualitative data analysis

4.2.1 Authentic Leadership Workshop

4.2.1a: Preparing the qualitative data

The Authentic Leadership (AL) workshop was designed to determine the type of leadership style the participants gravitate to and then introduce authentic leadership concepts to see if this approach could better minimize the effects of change fatigue within themselves and then within their teams. The AL workshop also brought together the concepts of change fatigue, the associated change fatigue behaviors and authentic leadership concepts to bring awareness of change fatigue to the participants and introduce components of authentic leadership as a beginning of authentic leadership development to consider it as a potential leadership style that would assist them in leading their teams through change and minimize any change fatigue behaviors.

The qualitative data involved a transcription of the taped workshop, notes taken during the workshop, and those taken from the responses during morning and afternoon activities, which were recorded on worksheets. Using the Colaizzi strategy, the coding process was manual and influenced by the key concepts of authentic leadership and change fatigue behaviors (Avolio & Gardner, 2005; Bernerth et al., 2011). After multiple readings and evaluations of the data, pertinent statements were thematically categorized based on the following authentic leadership components:

1. Self-awareness
2. Positive behavior

Self-awareness and positive behaviors are key components of authentic leadership and emerged during the evaluation of the data. Positive behaviors can be associated with self-regulation and balanced processing, both components of authentic leadership (Walumbwa et al., 2008) and can potentially create positive emotions from leaders and followers.

The coding for change fatigue was based on the following change fatigue behaviors presented in the literature review (McMillan & Perron, 2013; Bernerth et al., 2011; Dool, 2009):

1. Disengagement
2. Apathetic
3. Ambivalent
4. Disempowered
5. Disillusioned
6. Low job satisfaction
7. Lack of commitment

Data were reviewed based on these concepts, which involved reading the transcription of the workshop, the notes taken during the workshop and the responses from the workshop activities, then the initial ideas emerging from the data were color-coded based on the above concepts. Using this process, a reduction in the text derived from the data was segmented, grouping the concepts together based on the research questions, which refined the data and reduced repetition. Once reviewed and coded, a table was created to provide a systematic approach to analyzing the data (Appendix 5).

4.2.1b: Analysis of Authentic Leadership workshop

From the eight-member participant group, seven participated in the Authentic Leadership workshop, producing an 87.5% response rate. As stated above, one participant left the study due to work commitments. To begin the discussion of authentic leadership, it was important to understand the type of leadership style the participants mostly identified with and had adapted. The participants were given a list of leadership styles (*charismatic, participative, laissez-faire, servant, transactional or transformational*) and were asked to select the leadership style with which they most identified. An authentic leadership style was omitted from the leadership selection; however, during the discussion during the Authentic Leadership workshop, participants indicated they were not familiar with authentic leadership.

Some of the participants stated they were familiar with the different leadership styles but had not received any official leadership development training from the university, so during the workshop, the characteristics of each aforementioned leadership style were presented to the participants, so they could reflect on how they lead their teams. The participants were asked to write down their response and the data was collected and the results were tabulated. Table 4.4 presents what the participants identified as their current leadership style.

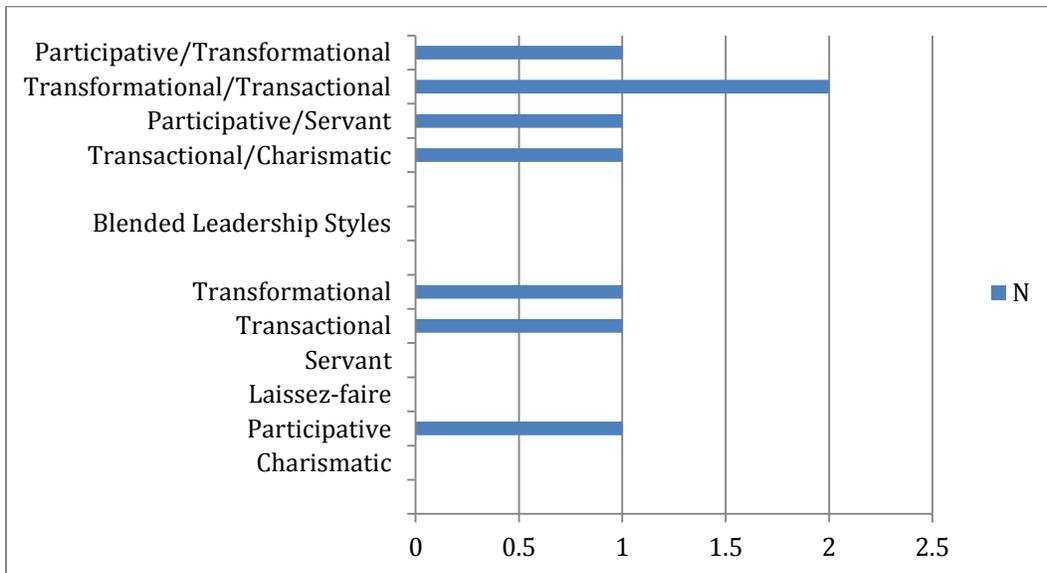


Table 4.4: Participants' current leadership style

The data demonstrated that there was a variety of leadership styles currently used rather than one consistent style. Interestingly, five (n=5) of the participants identified a connection with more than one leadership style. As the participants reflected on their leadership approach, they stated that inconsistency arises in their leadership approach within the following situations:

- They lead differently during change;
- They lead differently during high-pressured moments;
- They lead differently depending on the change initiative;
- They lead differently when working with other teams and other team members within the university;
- They adjust their leadership style to match employee needs.

The participants indicated that their leadership style varied depending on the situation and whom they were leading. To their knowledge, none of the participants had used an authentic leadership style before and indeed none were familiar with authentic leadership, so this concept was new to the participants.

During the Authentic Leadership workshop, authentic leadership concepts, and change fatigue behaviors were introduced to the participants. Change fatigue was defined and change fatigue behaviors (McMillan & Perron, 2013) were introduced to the participants. For the purpose of this research, change fatigue is defined as “the overwhelming feelings of stress, exhaustion, and burnout associated with a rapid and continuous change in the workplace” (McMillan & Perron, 2013, p.26). The participants were unfamiliar with the concept of change fatigue but were familiar with change fatigue behaviors individually in relation to their own personal experiences. For instance, the participants were familiar with feelings of being less committed to their job but did not associate this behavior with change fatigue. As part of the AL workshop, participants discussed how they were feeling at this particular time at work. This discussion brought insights into how they work with colleagues, how they felt about the direction of the university, and about their status at the university. Their responses were coded against identified key behaviors related to how change fatigue manifests (Appendix 7).

The participants mostly identified with symptoms associated with change fatigue behaviors of disempowerment, and low job satisfaction, which are negatively related to organizational commitment (McMillan & Perron, 2013; Bernerth et al., 2011). These symptoms were further illuminated by remarks from the participants. In respect to feelings of disempowerment, their remarks reflected a lack of control, confidence and not being valued.

“I dislike when there was an accusation of not working for a goal” (Barb),
“When I ask others for help and get rejected” (Connie),
“When leadership has a lack of confidence in me, I lose my confidence”
(Lisa),

*“When I get criticized in front of others, I shut down” (Barb), and
“I dislike when there is lack of disclosure on information” (Amy)*

The participants spoke passionately about the lack of transparency and respect for functional expertise from leadership and statements like *“I feel negated where there is a barrier to expressing opinions” (Barb)* and *“I am told what to do and not asked, which equals disrespect to me” (Robin)*, suggests a lack of open communication between the participants and leadership, causing these feelings of disempowerment. From observing the participants’ reactions during this segment of the workshop, it was apparent that these feelings of disempowerment were fairly consistent among the participants and it was leading towards feelings of disrespect for the leadership, which can contribute to a lack of commitment towards the university.

The next most common indicator of change fatigue was low job satisfaction. It is noticeable that there was some overlap with disempowerment in terms of not feeling valued. However as can be seen, from the comments below these were much more person-focused compared to disempowerment, which were more external focused from their working environment.

*“I have too much on my plate” (Robin),
“I dislike having to let employees go due to budget constraints” (Paul)
“I feel not appreciated” (Amy,)
There is a lack of appreciation for work done” (Robin)
“I take on too much thus become stressed and overwhelmed” (Lisa), and
“I dislike when others speak to me in a condescending tone of voice”
(Amy)*

The participants recognized that their increased workloads were negatively affecting them and creating stress, potentially creating feelings of exhaustion due to their depleted personal resources (Bernerth et al., 2011).

The amount of change and how change is communicated was a contentious issue with the participants as reflected in statements like *“constant change makes me despondent”* (Robin); *“last minute requests produce feelings of being overwhelmed”* (Barb); and *“rapidity of new priorities without planning is ridiculous”* (Barb). The participants’ feelings of stress and being under-appreciated for managing their large workloads suggest dissatisfaction with how the senior leadership was not recognizing the shift in employee commitment and satisfaction. The participants’ responses suggest that change fatigue primarily manifests through lack of positive leadership, where it appears that negative comments occur more frequently than positive comments, and consistent change in their workloads, producing potential exhaustion and burn-out.

After an introduction to change fatigue behaviors, the participants progressed to authentic leadership concepts through discussion, individual and group activities. Authentic leadership concepts of self-awareness and positive behaviors were introduced and related data were extracted from the discussion and the activity worksheets. While the participants understood the concept of self-awareness, they stated that they had not knowingly applied this concept to their daily work process. Participants disclosed their reflections on self-awareness without any previous knowledge on authentic leadership concepts. Elements of self-awareness include insights into your attitude, behaviors, and values, focusing on the nature of your interactions with others and paying attention to that which transpires. Self-awareness in a leader is important to success within organizations (Showry & Manasa, 2014).

Along with self-awareness, another concept of authentic leadership is creating and demonstrating positive behaviors. Demonstrating positive behaviors through creating moments that matter and exhibiting positive behaviors were presented during the workshop through discussion and individual and group activities. According to the literature (Avolio & Luthans, 2006; Avolio & Gardner, 2005), positive behavior concepts emerge from positive role modeling, which can set conditions for trust and have a positive influence on others.

The participants' comments identified with the authentic leadership concepts of self-awareness and positive behaviors, with self-awareness slightly more than positive behaviors (Appendix 7). To begin, self-awareness was captured through the participants' insights into their attitudes and behaviors. This is evident in their comments where they reflect upon their strengths and their weaknesses.

"I am detail oriented" (Cam),

"I believe I am a supportive and caring person" (Paul),

"At times, I get anxious" (Robin)

"I pride myself on being a teacher" (Amy), and

"Validation of my work is important to me" (Amy)

Despite participants stating that they had not been previously aware of authentic leadership concepts, their responses related to self-awareness. Becoming self-aware is the central premise in the development of authentic leadership (Avolio & Gardner, 2005), leading to a better understanding of an individual's personal attributes (Cerne, Dimovski & Maric, 2014).

The concept of self-awareness was communicated to the participants and their personal revelations of their strengths and interactions indicate the possible beginnings of developing a sense of self-reflection of themselves as leaders. As the discussion continued, it was apparent that the participants grasped self-awareness and began to delve deeper and express insights into how they interact with others, and was expressed through comments such as *"I work towards building confidence with others" (Connie)*, *"I am aware of others' perception of me" (Robin)*, and *"I prefer an inclusive management style" (Barb)*. Being aware of themselves and how others perceived them was key to developing a self-awareness practice and creating a better understanding of their leadership abilities in any given situation in order to develop into an effective leader (Showry & Manasa, 2014).

The next identification with authentic leadership concepts was positive behaviors, which were most frequently indicated through creating moments that matter, closely followed by setting the conditions for trust. The participants' comments focused on creating a supportive and inclusive team environment, which can lead to setting the conditions of trust.

"I take the time to recognize employees by spending time with them"

(Paul),

"My team environment is one of solidarity and participatory" (Cam)

"The team participates in mornings around the coffee machine" (Robin),
and

"Focusing on people creates a more positive environment" (Connie)

Building an environment that acknowledges and includes employees is more likely to create feelings that employees are valued and trusted (Cottrill, Lopez, & Hoffman, 2015) and through the positive modeling, leaders have the opportunity to build authentic relationships through creating mutual respect and trust (Avolio et al., 2004). The participants' were cognizant of the need to build a positive work environment to earn the trust and build the confidence of their teams and this was evident through statements like *"I am flexible when dealing with my team and others and change the terminology to personalize objectives when speaking with the team" (Paul)* and *"I recognize small intentions of graciousness" (Barb)*. The participants' recognition of positively engaging with their teams possibly indicates the presence of the importance of understanding and appreciating the development of these relationships and through the development of building positive relationships, the potential to increase employee commitment could be realized.

An element of authentic leadership is to develop an understanding of trigger moments (Avolio & Luthans, 2006). Trigger moments can create a positive or negative response, which has an influence on how the participants might respond as leaders. Positive trigger moments have the potential for leaders to demonstrate positive behaviors, connected to authentic leadership.

During the activities, participants were asked to consider trigger moments that contributed to their leadership ability; moments that 'kick-in' leadership and moments that make them a leader.

The participants identified trigger moments that mostly contributed to their leadership ability such as recognition, valued opinions, and guiding teams through initiatives. Comments like *"I appreciate the recognition of the team's hard work," (Paul); "I feel appreciated when leadership asks for my opinion," (Robin) "I appreciate compliments on my work," (Lisa)* and *"when others offer to help—I feel not alone on an initiative," (Amy)* indicated moments needed to motivate them as leaders. The participants' indicated a need to be collaborative with others to feel connected as indicated through their comments *"I appreciate when someone listens to my concerns and needs" (Lisa); "I like to break barriers to achieve a task" (Paul), "my motivation stems through controlling my functional area" (Connie), "I need individual time with my supervisor" (Robin)*, indicating the need to understand how to successfully work together as teams to accomplish university initiatives. These positive trigger moments suggested opportunities where participants could create positive behaviors that could potentially not only increase their motivation but also the motivation of their teams. The participants mentioned that these trigger moments were moments that they should be aware of to lead effectively.

In juxtaposition to positive triggers, negative triggers are moments that manifest a negative response to actions or behaviors. The participants were asked to consider moments like a conversation with a colleague or giving and/or receiving criticisms that trigger a negative response that affects their leadership ability.

Of the seven behaviors associated with change fatigue, the participants commented most frequently on disengagement and disempowerment as resulting behaviors from moments that created a negative response to change (Appendix 7). Similar to the above findings, the feelings of disempowerment extended from lack of control and lack of respect as indicated in the participants' comments.

“I dislike being told what to do by colleagues rather than being asked and when someone assumes they know my job better than I do, I get upset” (Robin),

*“I dislike when I ask others for help and get rejected” (Connie), and
“I feel disrespected when someone uses a demeaning tone” (Barb)*

The second most frequent indicator of change fatigue was disengagement and like the indications of disempowerment, there is an overlap in the participants' feelings of lack of respect, which seem to stem from their interactions with leadership.

*“I dislike when change happens without completion” (Cam),
“I do not like leadership making assumptions about my ability (Robin)
“Dishonesty from leadership makes me shut down” (Amy), and
“I do not like being criticized by leadership in front of my peer group”
(Barb)*

As the workshop progressed, the participants became more vocal about negative moments that were affecting them as leaders. The negativity experienced by the participants' spanned from negative interaction with colleagues to frustration with leadership. Comments like *“I dislike when co-workers are not honest with you and the lack of follow-through from others makes me pause” (Lisa); “the lack of response from colleagues is a sign of disrespect” (Robin), “unreliable peers is disappointing on many levels and the lack of confidence in my ability from others decreases my motivation” (Lisa),* suggests a lack of positive communications between teams. The frustration with leadership extends from *“I do not like being criticized by leadership in front of my peer group and getting questions in an accusatory way makes me angry” (Barb)* and *“leaderships lack of planning is extremely frustrating and I have difficulty committing” (Barb),* indicating a lack of creating a positive environment to promote employee commitment. The participants indicated that negative triggers had the potential to stymie their leadership ability as well as their ability to lead through change with a more positive approach.

The indication of the presence of change fatigue behaviors can lead to negative organizational outcomes like negative job satisfaction and withdrawal behaviors, which are basic reactions to negative emotions (Dool, 2009 & Keifer 2005).

4.2.1c: Summary of findings in Authentic Leadership workshop

The findings from the Authentic Leadership workshop identified a number of elements, which could potentially impact leadership ability. The introduction of change fatigue behaviors and authentic leadership concepts to the participants were new information to them; however, through the exploration of these concepts with the participants, ' seemed to suggest that the presence of self-awareness and positive behaviors within their current leadership style was present as indicated by the responses in the Authentic Leadership workshop. From these observations and reflective comments, the participants were already displaying some authentic leadership concepts in their leadership style.

Introducing the concept of trigger moments, either positive or negative, indicated the necessity of identifying these moments to understand their impact on the participants' and how they lead their teams. The connection of negative trigger moments with change fatigue behaviors revealed the impact of these moments on the participants' relationship with their job and the university. From the observations and reflective comments, the findings suggest that the participants were experiencing some moments of change fatigue behaviors and, in particular, feelings related to disempowerment and a lack of job satisfaction.

4.2.2 Reflective journals

Immediately following the Authentic Leadership workshop, the participants were asked to make weekly logs into a journal, reflecting on their leadership and how they were implementing (or not) authentic leadership concepts in their daily work environment. The participants were given journal prompts (Appendix 6), which touched on aspects of the authentic leadership concepts that they were introduced to during the Authentic Leadership workshop. The aim of the prompts was to help guide their writing but participants were not restricted to only using the prompts.

The participants were asked to record weekly entries over a three- month period. After the first month, only two participants submitted their journal entries. A follow-up reminder was sent to the participants, encouraging participation in the journaling phase and resetting the expectations for the journals. Despite these efforts, only the same two participants submitted their journal entries.

The coding process was manual and informed by key concepts of authentic leadership and change fatigue (Avolio & Luthans, 2006; McMillan & Perron, 2013). The coding for the reflective journals followed the same format as the Authentic Leadership workshop data. Data collected were reviewed by reading and re-reading the journal entries to search for the identified concepts. The responses emerging from the data were color-coded based on the above concepts. Using this process, the concepts were grouped together based on the research question, which refined the data and reduced repetition.

Once reviewed and coded, a table was created to provide a systematic approach to analyzing the data. An example of the table is presented in Chapter 3 (Table 3.3) and the complete table can be found in Appendix 5.

4.2.2a: Analysis of reflective journals

From the eight participants who began the study, one left the study after the Authentic Leadership workshop with no explanation, leaving six remaining participants and only two participants submitted journal entries, providing a 33% response rate based on the final number of participants. The remaining four participants were contacted via email to request the reasoning for being unable to participant in this portion of the study. Three participants stated that their job commitments did not allow them the time to provide a thorough reflection. One participant began the journal and lost it and then became too overwhelmed at work to begin again. This response is consistent with Patterson's (2015) findings of her study on leaders' experience with reflection in the workplace where she concluded that reflection could be difficult due to busyness, lack of journal planning and lack of frameworks or training.

From the reflective journals collected the entries were segmented by date and revealed personal reflections on their leadership and their interactions with other colleagues based on the identification of authentic leadership concepts and change fatigue behaviors, or what they perceived as feeling the effects of change fatigue. The Authentic Leadership concepts of self-awareness and positive behavior were identified and coded based on the review of the journal entries.

The authentic leadership concept of self-awareness was most frequently reported and reflected in comments center on recognition of their behaviors and interactions with others (Appendix 7). The comments reflect a connection with personal self-awareness and how they are adjusting how they respond in situations and how they present themselves to others.

“Through self-reflection, I came to the realization of how I need recognition from colleagues and peers to boost my confidence and increase reassurance that I am valued and appreciated” (Lisa), and

“By becoming more self-aware, I get the importance of understanding the characteristics and personality traits of my team on a personal level to assist them through their workload” (Barb)

“I am able to change my initial reaction to a more calm and professional reaction due to a concentrated effort of self-awareness” (Barb)

“Self-awareness is part of my daily thought process now, so I can correct my direction –words or actions—that will be more beneficial to the situation and to minimize stress” (Lisa)

The reflective journal responses also revealed a connection with self-awareness that extended beyond understanding their own behavior but also a recognition of their teams emotions and needs with comments like *“I recognize that being self-aware has helped me better form my communications with others to ensure that I am sending a positive message” (Lisa)* and *“due to being more self-aware and understanding team dynamics, my team got on-board with our departmental goal and began working together. Discussing the goal with transparency assisted in minimizing the stress” (Barb).*

After the introduction of self-awareness in the Authentic Leadership workshop, an increase in comments relating to self-awareness was evident, possibly indicating that the participants are becoming more self-aware and are discovering the value in understanding themselves and their teams from practicing self-awareness. However, these findings should be reviewed cautiously, since it is reflective of only two participants' journal submissions. While the participants' reflective journals revealed limited comments relating to positive behaviors, it was interesting to note that one participant's comments also mentioned self-awareness.

“Through self-awareness, I am taking the time to create and foster positive development” (Lisa), and

“Through positive communication, fostered by self-awareness, an open communication was established” (Lisa)

“To create a positive interactions, I established open lines of communication” (Lisa)

These comments bring to attention the possible connection between the creation of positive behaviors from the ability and effort made to be more self-aware.

The review of the reflective journals also produced entries relating to change fatigue behaviors. The most frequently identified change fatigue behavior was disillusionment (Appendix 7) and was highlighted in respect to experiencing negative interaction with leadership or other colleagues.

“The identification of a negative trigger moment came from the lack of transparency and honesty from leadership, which leads to less motivation” (Lisa), and

“I discovered a negative trigger when others do not appreciate the work of others and the presence of favoritism is prevalent and leadership allowing this type of behavior” (Lisa)

“Because I am aware of change fatigue, I experienced another change fatigue moment when unreasonable expectations were given to me when someone else did not communicate effectively (in fact rudely) and did not complete the appropriate follow-up. Frustration leads to fatigue for me” (Lisa)

The identification with disillusionment could stem from an increased awareness of emotions following interactions with leadership and others. These results vary from the frequency of noted change fatigue behaviors presented from the Authentic Leadership workshop, where disempowerment and low job satisfaction were more prevalent. One participant noted in her journal that increased workload and stress were having negative effects as seen in comments like *“I learned from myself that I am experiencing change fatigue through over involvement in the HLC and the lack of transparency from leadership is causing stress and overload” (Lisa)* and *“With change fatigue: overwhelming feelings when everything becomes an urgent task and cannot prioritize—day becomes unruly and stressful. Lack of inclusion has me experiencing disempowerment and disengagement from a situation” (Lisa).*

A result of continuous change within organizations can lead to employees’ inability to align their actions with the direction and vision of leadership within an organization and the results can produce negative organizational outcomes (Bernerth et al., 2011). The perceived presence of disillusionment and other change fatigue behaviors could signal a shift towards a negative outlook towards the university.

4.2.2b: Summary of findings in reflective journals

According to Janesick (1999), journal writing provides participants an opportunity to have an active voice in the project, while allowing an additional data set to assist in the explanation of the project. According to Phelps (2005), journaling can provide key insights and an emergence of new understandings when gathering qualitative data. In addition to gathering data, journals provide the participants with a method of reflecting on ideas, concepts that can prompt change (Phelps, 2005).

The findings from the reflective journals indicate that the two participants who submitted had made a connection with the authentic leadership concepts and the change behavior concepts that were presented in the Authentic Leadership workshop. From their entries, an understanding of these concepts was present and they appeared able to associate their behavior and reactions to situations to the learned concepts and experienced change fatigue behaviors.

The two participants seemed to resonate most frequently with the authentic leadership concept of self-awareness, which made them more cognizant of how they react in situations. They began to notice changes in their leadership through their display of positive behaviors and their practice of self-awareness and how it affects them on a personal and leadership level. One of the benefits of reflective journaling for participants is acting, feeling and relating differently (Patterson, 2015) and these behaviors began to emerge in the participants based on their journal entries. Change fatigue behaviors were being recognized after the participants' introduction to change fatigue in the Authentic Leadership workshop and are primarily being associated with disillusionment from interactions with leadership.

The reflective journal entries revealed an insight into the change fatigue behaviors experienced by the participants and how it personally affected them during their daily work interactions as well their experiences with the authentic leadership concepts of self-awareness and positive behaviors. However, on their own, the poor response rate related to reflective journal entries only reflects two participants' views.

4.2.3 Focus group

The semi-structured focus group discussion was conducted three months following the Authentic Leadership workshop, using specific open-ended questions to determine if the participants had embraced the concepts of authentic leadership and if they had an effect on their leadership practice. The focus group questions were also designed to investigate the possibility that the inclusion of an authentic leadership style had been helpful in minimizing change fatigue within themselves.

The decision to gather data through a focus group instead of individual interviews stemmed from the desire to build synergy between the participants, creating a dynamic for them to explore and share their experiences. The short duration of the study was also a determinant in choosing a focus group, since gathering participants for a focus group shortens the data collection timeframe (Gray, 2014).

The focus group met in the afternoon at a time convenient to the participants. The coding process was manual and based on key concepts of authentic leadership and change fatigue, to match the coding process for the Authentic Leadership workshop and the reflective journals. The coding for focus group was based on using the concepts associated with authentic leadership concepts and change fatigue behaviors as identified in Diagram 4.0.

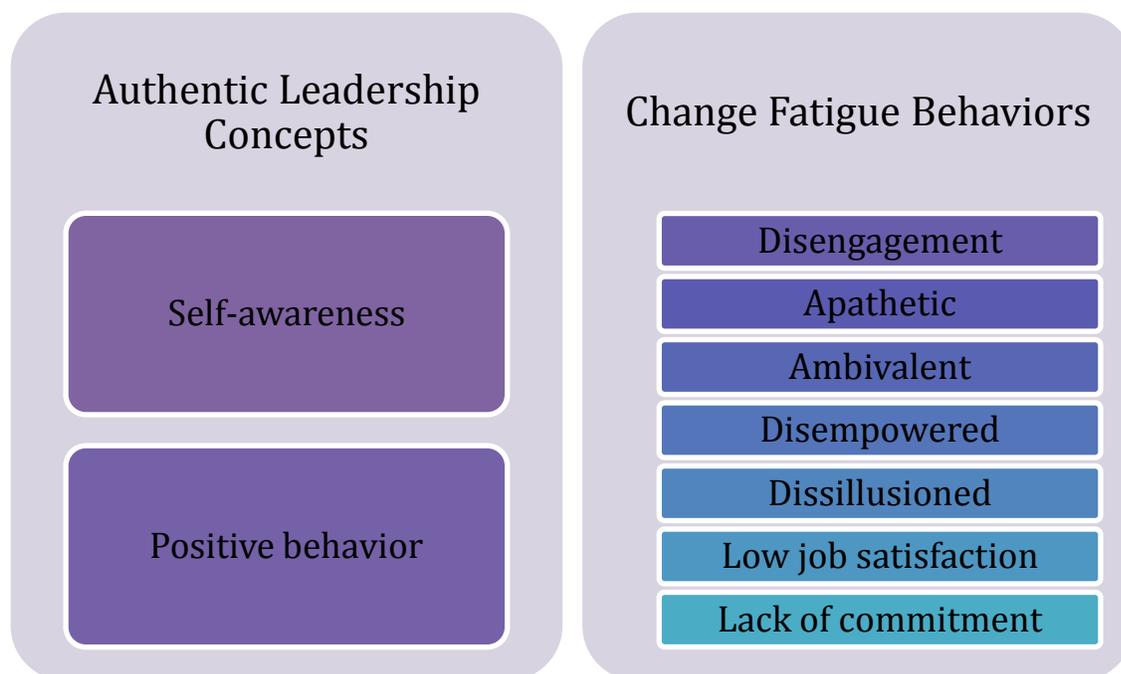


Diagram 4.0: Concepts associated with authentic leadership and change fatigue behaviors

The focus group data were reviewed based on these concepts, which involved reading the transcription of the focus group and the notes taken, the initial ideas emerging from the data were color-coded based on the above concepts. Using this process, the data were segmented, grouping the concepts together based on the research question.

Once reviewed and coded, a table was created to provide a systematic approach to analyzing the data (Appendix 5).

4.2.3a: Analysis of focus group

Of the six remaining participants in the study, all six participated in the focus group. Four participants participated in the focus group session and while work commitments prevented two participants from attending the actual session, they submitted their responses in written form. The focus group questions were sent to the two participants, who could not attend the session, via email similar to a questionnaire and while questionnaires can potentially provide rich data there is also the possibility the responses are narrow, since some individuals find verbal communication easier (Gray, 2014). Without participating in the focus group, the two participants did not receive the benefit of sharing their experiences and view with the other participants (Jayasekara, 2012), potentially minimalizing their experiences, which may have affected the data analysis. The focus group responses were grouped by question and then coded based on either the authentic leadership concept or change fatigue behavior it most identified with.

Similar to the results from the authentic leadership workshop and the reflective journals, self-awareness resonated most frequently with the participants (Appendix 7) during the focus group and their comments reflect a deeper sense of understanding their reactions and awareness of the behaviors of others.

“My reacting instead of reflecting has lessened and I am becoming more self-aware and accountable” (Robin),

“I have noticed tension between team members more and have become more aware of what causes the tension” (Barb),

“I have been working on self-awareness. I am becoming more aware of how I react to situations and how I interact with others” (Amy),

“I have become to approach from a very self-aware place, so I am portraying a positive approach in front of my staff” (Paul)

“I adapted a more self-aware approach and am recognizing trigger moments in others, particularly noticing others moments so I now hoe to navigate and share information” (Lisa), and “I check-in more often with team to see how they are doing—just being aware of them” (Barb)

In addition to gaining a deeper sense of themselves and how to interact with others, the participants are making a conscious effort to practice self-reflection and appreciate the potential benefits of self-awareness as the participants’ noted, *“Self-awareness resonates most and it is difficult but I am attempting to practice and will benefit by continuing down this pathway” (Barb)* and *“Self-awareness has been the most life-changing—it also regulates my behavior” (Amy)*.

Self-awareness can produce behavioral changes in leaders, such as active listening and managing emotions (Vitello et al., 2014) and these changes were beginning to occur in some of the participants as evident in these responses, *“I listen more before I react and notice signs of stress/exhaustion than I did before” (Amy)*, *“I am more aware of how I speak with others, knowing my own trigger moments and learning through trial and error others trigger moments” (Paul)*, *“From the workshop, I am more self-aware and have better constructive discussions even with disagreements” (Robin)* and *“I remind myself to check myself before speaking with team. I make a conscious decision to share news that might be negative, so I re-direct how I share the news—being aware of how it may come across” (Barb)*. Consistently through the collected qualitative data, the participants resonated most with the authentic leadership concept of self-awareness and the frequency of these comments increased as the study progressed. This increase could be a reflection of the participants’ attempts to practice self-awareness. The building of relationships begins with understanding yourself and being authentic and then build an understanding and appreciation for others (Crippen, 2012). The building of self-awareness in the participants could indicate the advancement of understanding themselves, which could lead to further the development of their teams.

In addition to responses associated with self-awareness, the participants made a conscious effort to create a positive environment through demonstration of positive behaviors.

“In regards to change initiatives, I explain the decision to promote positivity, where in the past, conducted short conversations so now everyone has a different level of comfort” (Connie),

“I am more thankful and grateful for the work my staff does” (Amy)

“I am more transparent with my staff about changes so their motivation with increase—communicate better” (Amy), and

“I have always tried to do positive behaviors but I have increased these efforts after the workshop” (Paul)

The participants remarked on the connection with positive behaviors and a demonstrated increase in motivation from their teams with statements such as *“I focus on positive moments by calling them to everyone’s attention” (Connie)*, *“I am more transparent and try to present in a positive light to motivate them to do a job” (Paul)*, *“Presenting to staff in the right way increases motivation. Staff are more motivated when involved in the change” (Barb)*, and *“I involve staff more—changes motivation” (Robin)*. Invoking positive behaviors and transparency can impact upon employee satisfaction and performance (Wong & Laschinger, 2013) and the inclusion of authentic leadership concepts in the participants’ leadership approach seems to be making subtle differences in how they are leading their teams.

Responses during the focus group also demonstrated feelings of change fatigue behaviors. The change fatigue behaviors that the participants most associated with during the focus group were disillusionment and lack of commitment (Appendix 7). Interestingly, the feelings of disillusionment decreased from the responses in the reflective journals, while the feeling of lack of commitment increased; however, this could also be a result of the increased participation in the focus group from the reflective journal submissions. In respect to feelings of disillusionment, the comments seem to reflect exclusion from change as an indicator.

“My reaction depends on the change initiative; however, I am less motivated if not involved in the change discussion” (Barb), and “I am less motivated if not involved in the change” (Lisa)

Similar to the feelings of disillusionment, lack of commitment seems to stem from interactions with leadership and lack of direction or purpose as indicated in the participants’ comments.

“I am unmotivated due to decisions with lack of transparency” (Robin), “Just do it’ mentality no longer has motivation” (Barb), and “A lack of ownership with an initiative equals a lack of motivation for me” (Connie).

The presence of change fatigue behaviors suggests a level of exhaustion, which in turn, can be related to less commitment to the organization (Bernerth et al., 2011). The participants had begun to recognize the existence of some of the identified change fatigue behaviors and while it is not conclusive, these behaviors could develop and manifest into negative organizational outcomes.

The interaction between the participants generated rich data on their experience with authentic leadership and change fatigue as well as their interactions with leadership and their colleagues and team members. According to Jayasekara (2012), active interaction between participants gives them an opportunity to understand others’ views and opinions and this active engagement was present during the focus group.

4.2.3b: Summary of findings in focus group

According to Gray (2014), conducting a focus group allows researchers to explore the feelings, attitudes, and experiences on a subject that emerge more freely through social interaction. Developing a group dynamic around shared experiences can assist participants in expressing and clarifying their views (Jayasekara, 2012).

Through a focus group, the discussion may expand when the participants realize they share common experiences and feel validated and supported within the group, differentiating from individual interviews, where the responses may be limited or isolated and not as detailed or in-depth (Gray, 2014; Sharts-Hopko, 2001). However, as the researcher, I had to appropriately moderate the discussion to ensure that a single participant did not dominate the discussion or that the results did not become skewed due to my relationship with the participants, creating a disadvantage to using a focus group as a method of data collection (Gray, 2014; Jayasekara, 2012). The group dynamic created during the focus group produced findings that suggested that the participants have begun to embrace self-awareness, which in turn generated positive behaviors, which they have begun to incorporate into their leadership practice. Participants noted that they were beginning to change the way they lead, which was creating a positive change in the way they worked and interacted with colleagues. They seemed to primarily identify and adapt the concept of self-awareness, which assisted in how they approached change and how they motivated their staff. It could be suggested that it is their practice of self-awareness that leads them to create and demonstrate more positive behaviors. Change fatigue behaviors seem to be recognized when change initiatives are introduced top-down from leadership and participants are not included in the planning of the change initiative. Change fatigue behaviors of disillusionment and lack of commitment emerged, creating an appearance of a lack of motivation. The small sample size of the focus group means that these findings have to be viewed cautiously but nevertheless, there does seem to be an emerging pattern.

The focus groups responses presented a culmination of the participants' incorporation of authentic leadership concepts into their leadership practice and an identification of change fatigue behaviors that has been assistive towards how they respond to change related situations. This awareness for the participants can further develop their leadership practice by using this knowledge to create a working environment for themselves that will be more accepting of change.

4.3 Integration and Discussion of findings

Through analysis and interpretation of the findings from the quantitative and qualitative data collection, a synthesis of the participants' responses was undertaken to consider how the introduction of authentic leadership concepts has affected (or not affected) their level of change fatigue. A synthesis of the data arising from my research and incorporating the relevant literature will now be presented. Two main themes emerged: Change Fatigue and Authentic Leadership. The change fatigue theme will be presented first and followed by the second theme – authentic leadership, which contains two sub-categories.

4.3.1: Theme 1: Change Fatigue

Change fatigue is categorized as the effects of too many changes occurring within organizations (Bernerth et al., 2011). Referring to their work, change fatigue is associated with employee exhaustion, a sense of being overwhelmed and negative employee commitment. To meet the heightened pressures, organizations are increasing their change efforts, which places employees in the position of having to adapt to new initiatives or situations quickly. Key change fatigue behaviors such as feeling overwhelmed, lack of motivation and exhaustion indicate the presence of change fatigue (Bernerth et al., 2011).

The analysis of the pre-workshop and pre-focus group comparison data demonstrated a change in how the participants understood the effects of change. The impact of change on the participants' motivation was evident from the comparison data. More participants agreed that remaining motivated and committed during change was difficult, which is an increase from their response in the pre-workshop questionnaire.

Question 3 & 6 focused on the participants' feelings of exhaustion (feeling tired and/or drained) and the change in response, as indicated in the comparison data, revealed an increase of feelings of exhaustion as a result of changes at the university prior to the focus group.

Another component of change fatigue is a sense of being overwhelmed, which was indicated by the participants as an area where they were increasingly feeling a sense of being overwhelmed from all the change initiatives. This change between the data from the pre-workshop questionnaire and the pre-focus group questionnaire could be a result of the participants being educated on change fatigue symptoms and behaviors and the result from the participants beginning to practice self-awareness. Feelings of being overwhelmed are associated with a continuous change in the workplace (McMillian & Perron, 2013) and are considered symptoms of exhaustion, which is defined as feelings of “being depleted or overextended beyond one’s capacity to handle workplace demands” (Bernerth et al., 2011, p. 323). A level of exhaustion can lead to burn-out and is a “central mechanism through which change fatigue drives employees’ affective reactions”, like lack of commitment and job satisfaction (Bernerth et al., 2011, p. 323). Burn-out is an emotional response to work-related stress, often characterized as emotional exhaustion (Halbesleben & Buckley, 2004).

The questionnaires also measured the participants’ perception of the amount of changes that were occurring at the university. Comparing their responses to questions 2, 4, and 7, more participants agreed that too many changes were occurring. However, there was minimal change between the participants’ responses in the two questionnaires when asked if they had difficulty adjusting to change. This response perhaps reveals the capacity for change that the participants have developed, but, in this small sample, it does not seem to diminish the impact of change from a personal perspective.

Too many change initiatives create behavioral changes such as exhaustion, lack of motivation and feelings of being overwhelmed, changing the organizational climate for employees (Bernerth et al., 2011). Bernerth et al.’s (2011) empirical study on the development and validation of a change fatigue measurement tool looked to these behaviors of change fatigue creating a negative impact, influencing an undue strain on employees, which in turn could have an impact on organization outcomes.

Their study used a 10-point item measurement tool, identifying change fatigue behaviors and they concluded that change fatigue behaviors negatively impact organizational commitment (Bernerth et al., 2011). Considering the data from the questionnaires in my study, the participants identified with lack of motivation, exhaustion and feeling overwhelmed as emotions they were experiencing in their work environment. A slight increase in identifying with these behaviors occurred after the Authentic Leadership workshop, perhaps suggesting the participants were gaining an understanding of how change affected them from reflecting upon their reactions towards change initiatives. While the changes in their responses between the pre-workshop questionnaire and the pre-focus group questionnaire were not large, there is an implication that change fatigue behaviors were present.

Change fatigue can be present when employees are working in an environment of continuous change and the effects of all these changes will begin to negatively impact employee job satisfaction (Dool, 2009). Change fatigue behaviors that may emerge during continuous change include overwhelming feelings of stress, exhaustion, ambivalence, apathy, disengagement, disempowered, disillusioned, low job satisfaction and lack of commitment (McMillan & Perron, 2013; Dool, 2009). The culmination of change fatigue behaviors identified by the participants during the qualitative segment in my study shows the change fatigue behaviors of disempowered, disengagement, disillusionment and low job satisfaction emerged most frequently (Appendix 8).

McMillan & Perron (2013) suggest that change fatigue behaviors create a passive dissent from the change initiative in response from the employees' exhaustion and these are typically unnoticed by the organization. In my study, the presence of these change fatigue behaviors among the participants illustrated a connection to feelings of exhaustion, lack of motivation and feeling overwhelmed from the change initiatives at the university. These findings link to the quantitative findings, indicating the possible presence of change fatigue behaviors. Bernerth et al. (2011) suggest that employees have a limited number of resources such as time, energy and knowledge and depletion of these resources from continuous change can result in stress.

The depletion of employees' emotional resources creates emotional exhaustion, indicating a lack of emotional resources to dedicate to their job (Halbesleben & Buckley, 2004). In my study, the culmination of responses from the participants showed the majority of feelings present were disengagement and disempowerment and were connected with the senior leaderships' lack of transparency, lack of involvement in change initiatives, and lack of recognition or appreciation of their work.

Berneth et al. (2011) contend that when continuous change is experienced, employees falter in their ability to align their thoughts and actions with the goals of the organization, resulting in negative employee commitment. This disconnect can potentially have a negative effect on the employees' attachment and involvement within an organization (Berneth et al, 2011).

Dool's (2009) research studied the effects of increased job stress on employees and his findings suggested that increased job stress leads to a decrease in job satisfaction. Organizational change can potentially increase stress among employees and can lead to negative outcomes (Dahl, 2011). The participants' responses related to low job satisfaction with statements like *"I take on too much and thus become stressed and overwhelmed"* (Lisa, authentic leadership workshop) and *"I don't feel appreciated"* (Amy, authentic leadership workshop). These responses begin to suggest a connection between job stress and low job satisfaction, which links to experiences of change fatigue. Disillusioned employee behaviors emerge from a perception that honesty, sincerity, and fairness are sacrificed for change (McMillan & Perron, 2013) and collected data responses from the participants like *"I don't like when people go behind your back"* (Paul, authentic leadership workshop), and *"I don't like when co-workers are not honest"* (Lisa, authentic leadership workshop) indicated the presence of disillusionment developing within the participants. Change fatigue behaviors seemed to be present when the participants and/or their staff are not included in the change initiative, which appears to produce a lack of motivation towards the change initiative. The exclusivity of change initiatives from top leadership in my study, suggests minimal input from employees in change decisions and this disconnect is considered a contributing factor to change fatigue (McMillan & Perron, 2013).

Feelings of frustration and disillusionment towards change emerge when a non-participatory environment is created (Brown & Cregan, 2008).

Responses such as *“I am less motivated if not involved in the change discussion”* (Barb, focus group) and *“the lack of transparency and honesty from leadership leads to less motivation”* (Lisa, reflective journal) perhaps indicate the disillusionment the participants feel when it comes to feeling positive about a change initiative. The disillusionment noted by the participants suggest a possible disconnect with the university, which as noted by Bernerth et al. (2011) can lead to negative outcomes such exhaustion and turnover intention.

The identification of change fatigue behaviors from the participants during this study suggests that they began to understand this concept and have some of the associated change fatigue feelings. This identification of change fatigue behaviors perhaps implies that the participants have become aware of change fatigue behaviors and have an understanding of how they are affecting them personally and within their work environment. The findings demonstrate the presence of change fatigue among the participants.

4.3.2 Theme 2: Authentic Leadership

The second theme categorized from the qualitative data gathered from the Authentic Leadership workshop, reflective journals, and the focus group was authentic leadership, which further provided the opportunity to develop the two sub-categories of self-awareness and positive behaviors that led to a synthesis of analysis and associated literature. A visual representation of theme 2 can be found in Diagram 4.1 below:



Diagram 4.1: Authentic Leadership Theme sub-categories: self-awareness and positive behaviors

Thematic sub-category – Self-awareness

From the qualitative analysis, the two subcategories of self-awareness and positive behaviors emerged in relation to authentic leadership and were consistent in the findings from the Authentic Leadership workshop, reflective journals, and the focus group.

Opatokun et al. (2013) contend that self-awareness is a central component in authentic leadership and is identified through leader's behaviors, generating from an awareness of thoughts, feelings, actions, and behaviors. Research has shown that authentic leaders experience a heightened level of self-awareness (Opatokun et al, 2013). Self-awareness is the recognition or awareness of one's own feelings, motives, and thoughts and is an emerging process of individuals coming to understand their capabilities, strengths, emotions, and sense of purpose (Mazutis & Slawinski, 2008; Avolio & Gardner, 2005). Social cognitive theory suggests that self-awareness or self-reflection is part of the human cognitive process that can exert influence (Bandura, 1999). The human mind is proactive and can construct thoughts on actions to adjust to changing situations, evaluate actions to make any necessary changes, and assess the value of actions. Objective self-awareness theory (OSA) focuses attention on the self or self-evaluation and generates self-awareness (Silvia & Duval, 2001).

The research on self-awareness indicates that a heightened self-focus or self-awareness in individuals leads to a recognition and responsibility for positive and negative events (Silvia & Duval, 2001). Objective self-awareness is based on two components of individual self-awareness and encompasses individual perception of self and individual perception of what others think of him/her (Taylor, 2010). Building on OSA, self-awareness in leaders is important towards understanding individual dynamics in order to mitigate change (Higgs & Rowland, 2010). Without an awareness of self and self-resources, it becomes difficult for leaders to know how to self-regulate and to know what needs to be self-regulated (Taylor, 2010). Self-awareness is fundamental to effective leader behavior through producing sound judgments and acquiring the ability to regulate and adjust behavior (Taylor, 2010).

Leaders who are more self-aware are more mindful, inspirational, centered and are reflective on their actions and reactions (Higgs & Rowland, 2010). From my data, self-awareness was demonstrated through the participants' reflection on their actions, attitudes and behaviors, interactions with others and paying attention to what was transpiring around them. During the Authentic Leadership workshop, the participants' expressed an awareness of beginning to understand themselves through personal reflection with comments like *"I believe I am a supportive and caring person"* (Paul), *"I am aware of others' perception of me"* (Connie), and *"at times, I get anxious"*(Robin). The process of self-awareness does not have a final destination but instead, will continue to emerge and grow as individuals continue to develop their own process (Avolio & Gardner, 2005). Self-awareness was the most common thematic sub-category derived from the data gathered from all three elements of the qualitative data collection methods (Appendix 8).

In comparison to the self-awareness comments from the Authentic Leadership workshop, the recognition of the participants' feelings and actions, either personal reactions or their interactions with others', seemed to express a deeper self-awareness with responses like:

“Through self-reflection, realization of how I need recognition from colleagues and peers to boost confidence and increase reassurance that I am valued and appreciated” (Lisa, reflective journal),

“I am aware of the effects of stress on my staff and myself” (Amy, focus group), and

“When I am more self-aware I can appropriately communicate change” (Connie, focus group).

The progressive increase in the participant's self-identified self-awareness moments tentatively suggests that their understanding of what self-awareness is, how to practice self-awareness, and how to incorporate self-awareness in their daily leadership was beginning to develop in a positive way. For the participants, incorporating self-awareness into their practice connected them more clearly to how their behaviors and actions had an effect on their staff and other colleagues as reflected in their responses.

“I am making less assumptions and drawing conclusion without clearly listening—being more present, including others first” (Lisa, focus group),

“I notice tension between team members more and have become more aware of what causes the tension” (Barb, focus group),

“I am more aware of how I speak with others, knowing my own trigger moments and learning through trial and error others' trigger moments” (Paul, focus group)

These comments suggest a greater self-awareness of how they present themselves to others and how they are recognizing the importance of being aware of others' actions and behaviors. A demonstration of increased self-awareness was also evident in the comparison data from the questionnaire where the participants became more aware of how they were reacting to changes occurring at the university and the effects the changes were having on them, resulting in the possible presence of change fatigue behaviors.

The concept of self-awareness, as a component of authentic leadership, is proposed to develop a more effective communication strategy with their staff, supporting authentic climates and staff well-being (Ozken & Ceylan, 2012). The development of an authentic self, emerging through self-awareness relates to the development of employee trust (Wang & Hsieh, 2013), which in turn can create a more authentic working environment. The process of authentic leadership depends on the development of authentic leaders, who are aware of how they think, act and how they are perceived by others (Avolio & Gardner, 2005). Authentic leaders stay true to who they are by what they say and how they act, holding themselves accountable (Men & Stacks, 2014). Authentic leaders express their true thoughts and feelings with the objective to establish positive relationships with their followers (Men & Stacks, 2014). Authentic leaders' authenticity creates a supportive work environment that shows concern for employee well being (Men & Stacks, 2014). The achievement of authenticity develops from the self-awareness and self-regulatory process, which are essential to authentic leadership development (Avolio & Gardner, 2005).

However, it is important to note that the ability to be authentic is questioned by some researchers. Alvesson & Sveningsson (2014) purpose that most leaders would not openly encourage negativity; however, it would be challenging to assess whether a leader is being authentic, considering a person's motive may be hard to identify. Authenticity requires leaders to expose their true self; yet, Taylor (2013) suggests that leader self-exposure could reflect the leaders' choice about what aspect they choose to expose as a leader in any situation.

As part of authentic leadership, the leader should know and express their traits and capabilities (their true-self); yet, it is challenging to investigate authenticity (Alvesson & Sveningsson, 2014), which poses unanswered questions in authentic leadership development.

The demonstrated authentic leadership capability of self-awareness encourages open and honest communication with staff and colleagues, creating a positive environment within the organization and creating authentic dialogue (Mazutis & Slawinski, 2008). Through open and honest exchanges, authentic dialogue fosters self-reflection and self-awareness as a means to be open and honest (Mazutis & Slawinski, 2008). The participants began to be more open and honest in their communication with their staff as indicated through responses such as:

“Before I would just do it without question; now, I ask for transparency and expect responsiveness” (Lisa, focus group) and “I make a conscious decision to share news that might be negative, so I re-direct how I share the news—being aware of how it may come across” (Barb, focus group)

These comments suggest the emergence of a more authentic dialogue in their communications. Authentic dialogue encourages self-awareness through monitoring expressions that produce transparent communication (Mazutis & Slawinski, 2008).

Walumbwa et al. (2008) reference self-awareness as gaining insight into oneself and understanding the impact it may have on others. The findings perhaps indicate the beginning of the participants’ process towards becoming more self-aware and developing an understanding of the impact self-awareness can have on them and others. The identification with self-awareness indicates the possibility that the participants were developing an authentic leadership approach.

Thematic sub-category – Positive Behaviors

The other emerging theme sub-category derived from the qualitative data was the demonstration of positive behaviors from the participants. Positive behaviors are exhibited by authentic leaders through positive role modeling, which focuses on positive emotions, positive social exchanges, and leader-follower well being (Avolio & Gardner, 2005).

Authentic leaders lead by example through demonstrating transparency and positive organizational behaviors (psychological capital) such as confidence, optimism, and hope, which influences followers behavior towards positive organizational behavior (Avolio & Gardner, 2005; Yammarino, Dionne, Schriesheim, & Dansereau, 2008; Luthans, 2002). Avolio and Gardner (2005) contend that the root construct all positive forms of leadership is concentrated in authentic leadership development and modeling positive behaviors is a desirable component that builds leader-follower relationships. From the data collected, positive behaviors were demonstrated through creating moments that matter, setting the conditions of trust, having a positive influence on others, and appreciation for others. Participants' identification with positive behaviors grew as the study progressed, with the exception of in their reflective journals (Appendix 8).

According to Avolio and Gardner (2005) demonstration of positive emotions and/or behaviors, like concern or appreciation of others, plays a fundamental role in the development of authentic leadership. When positive moments are displayed or created, a boost to individuals' psychological capital can occur (Avolio & Luthans, 2006). From their responses, the participants began to project positive emotions to their teams through *“[I] appreciate work/accomplishment of others by being aware of their impact” (Lisa, focus group)* and *“I make an extra effort to acknowledge them” (Paul, focus group)*, creating a positive environment through building and developing positive relationships. Developing relationships is a core component of authentic leadership development (Avolio & Gardner, 2005) and it was evident that the participants had begun to develop these relationships with their teams.

This inclusion of positive behaviors has the potential to influence their staff towards progressing in a more positive direction. Avolio et al.'s (2004) authentic leadership framework links the identification of positive emotions with optimism, which has the potential to affect staff work attitudes, such as commitment, job satisfaction and engagement (Diagram 4.2).

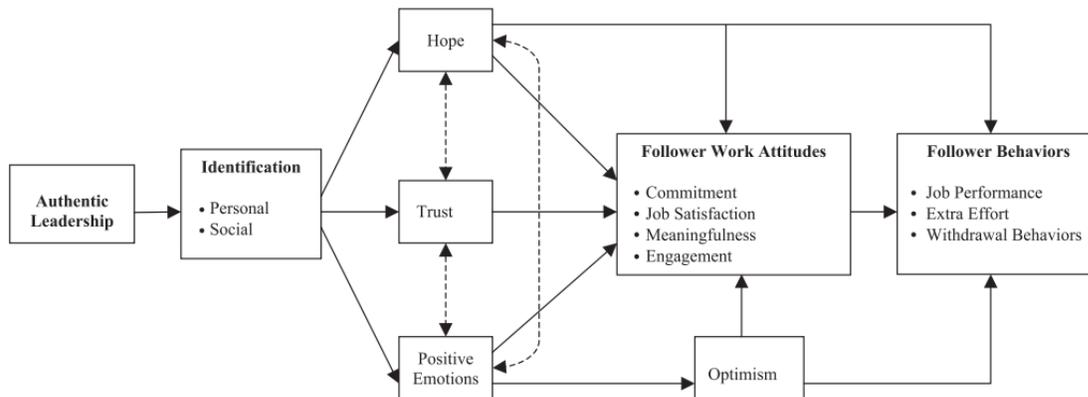


Diagram 4.2: Framework linking authentic leadership to followers' attitudes and behaviors (Avolio et al., 2004)

Developing positive behaviors and/or emotions plays a contributing factor in authentic leadership process (Avolio & Gardner, 2005). As described by Avolio & Gardner (2005), positive psychological capital reveals itself through the identification of confidence, optimism, hope and resiliency within an authentic leader, which can play a critical role in developing teams. Self-efficacy, or confidence, determines individuals' level of motivation, perseverance and effort, and they must have a sense of self-efficacy to sustain what is needed to succeed (Bandura, 1989).

Self-efficacy is relevant to well being and satisfaction because it affects quality of life, developed from how one lives their life (Bandura, 2011). Self-efficacy is knowing, or having the confidence, that your efforts will be successful (Avolio & Luthans, 2006). Optimism generates the possibility of positive outcomes and emits positive energy and effectiveness that can spread through an organization (Avolio & Luthans, 2006).

The optimist is more likely to persevere, set high levels of confidence in their abilities, have a more positive outlook in stressful situations, and have more positive emotions (Avolio & Luthans, 2006; Rego, Sousa, Marques, & Pina e Cunha, 2012). Hope relates to a positive motivational state, resulting in positive thoughts and strategies during pursuit of goals (Rego et al., 2012). Hope can build self-esteem and confidence, navigating pathways towards future goals (Avolio & Luthans, 2006). Building and experiencing positive moments translates to increased hope in individuals (Avolio & Luthans, 2006).

Resilient employees are more adept at overcoming obstacles and negative emotional experiences (Rego et al., 2012). Resiliency is the positive adaption of adversity and individuals exhibit resiliency in how they recover and move forward after a challenging setback (Avolio & Luthans, 2006). In authentic leadership development, psychological capital plays a critical role, allowing the leader to develop these capabilities to develop their true self, which can potentially lead to the development of psychological capital in followers (Avolio & Luthans, 2006). Wang, Sui, Luthans, Wang, and Wu (2014) contend that psychological capital can impact job performance by building these positive resources in followers and can lead to desirable outcomes for organizations. The influence of psychological capital can change leader and employee attitudes and behaviors (Wang et al., 2014). The participants began to consciously demonstrate positive behaviors as evident with responses like:

“I focus on positive moments by calling them to everyone’s attention”

(Connie, focus group)

“I am more thankful and grateful for the work my staff does” (Amy, focus group), and

“better communication to keep the morale up. [I] reward and acknowledge good work daily” (Paul, focus group).

It is plausible that these positive interactions build confidence in their team and along with open communication create a sense of trust. The progressive increase in responses of positive behaviors from the participants (with the exception of the reflective journals) points to the possibility that the participants began to recognize that their positive behaviors could affect the behaviors of their staff. From the data, I could not discern if these positive behaviors were evoking feelings of hope or optimism within themselves or their teams, so the final outcome of building psychological capital (hope, trust, confidence, optimism) as a means to produce positive work outcomes (Diagram 4.2) did not emerge; however, the presence of positive behaviors suggest the beginning of the participants' process of authentic leadership development.

From the data, the responses also revealed that the initiated positive behaviors seemed to emerge from the participants' development of self-awareness. Responses like *“through self-awareness, I began taking the time to create and foster positive development”* (Lisa, reflective journal) and *“through positive communication, fostered by self-awareness, open communication was established”* (Lisa, reflective journal) demonstrates the integration of being self-aware with the emergence of positive behaviors. Self-awareness played a role in the modeling of positive behaviors in some of the participants. Avolio and Gardner (2005) identify one of the elements of self-awareness as recognition of emotions and is a relevant component to the authentic leadership development process.

When leaders lead with as a positive example and shows support for their followers, the response tends to result in positive thinking, which builds self-confidence, creates hope and reflects job satisfaction (Cerne et al., 2014). Avolio and Gardner's (2005) work in authentic leadership includes these two sub-categories—self-awareness and positive behaviors as elements required in authentic leadership development. The emergence of self-awareness and positive behaviors from the participants during this study suggests that they had begun to identify with these components of authentic leadership.

4.3.3 Summary of all findings

The four methods of data collection document the presence of both change fatigue behaviors and the authentic leadership concepts of self-awareness and positive behaviors in the participants. The data highlighted the participants understanding of change fatigue and the resulting behaviors that emerged when immersed in an environment that is in continuous change. After an introduction to the concept of change fatigue, an understanding of these behaviors was evident throughout the study among the participants. The recognition of change fatigue behaviors was triggered through the introduction and practice of self-awareness (Diagram 4.3)



Diagram 4.3: Recognition process of change fatigue behaviors

The identification of change fatigue behaviors can potentially lead to negative outcomes for the university, creating an organizational climate negatively affected by the lack of organizational commitment and turnover (Bernerth et al., 2011). The negative outcomes of low job satisfaction, disengagement, less commitment and employee turnover intentions (Dool, 2009; McMillan & Perron; Bernerth et al., 2011) correspond to some of the potentially positive outcomes of authentic leadership on follower attitudes and behaviors as demonstrated in Diagram 4.2, tentatively linking authentic leadership development with having the ability to address change fatigue behaviors to produce positive outcomes.

The authentic leadership concepts of self-awareness and positive behaviors resonated most with the participants and the data suggests the participants were beginning to implement the two concepts within their daily leadership. Using Avolio et al.'s (2004) framework as a guide, in my study, the introduction and subsequent practice of authentic leadership concepts began to build positive emotions, which created opportunities to demonstrate positive behaviors, influencing follower behavior as shown in Diagram 4.4.

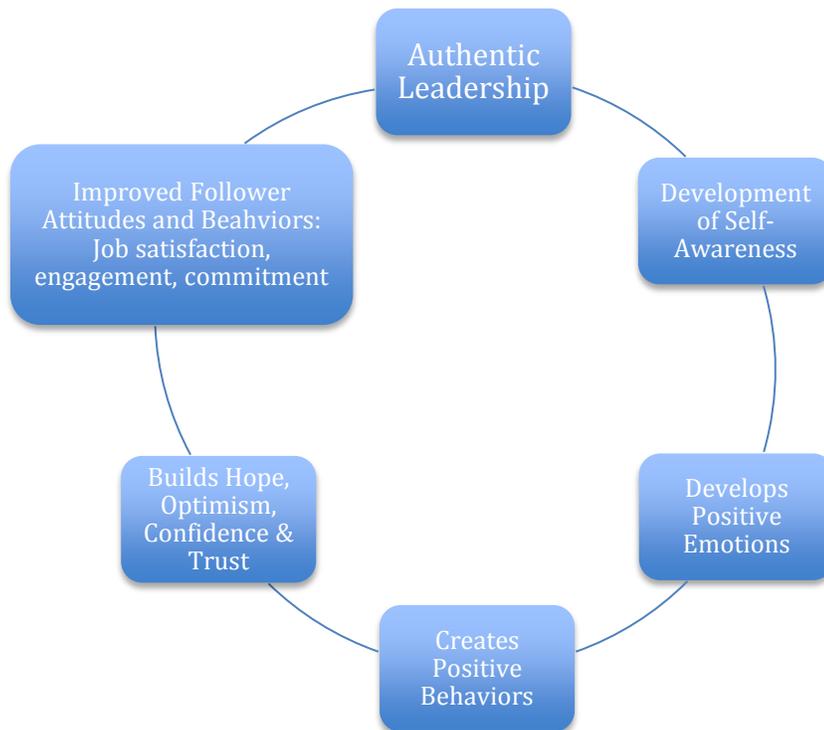


Diagram 4.4: Framework of impact of authentic leadership

My findings suggest that the participants had begun to implement authentic leadership concepts, particularly self-awareness and through self-awareness, positive behaviors, within their work environment. This practice cautiously began to influence the attitudes of confidence and trust in their teams, which has the potential to yield improved work attitudes and behaviors. The positive emotions of hope and optimism did not reveal themselves in the findings, but the connection with the demonstration of positive behaviors, with further studies, could progress this framework.

Since my study did not look at the participants' teams' outcomes from their authentic leadership development, the findings are not conclusive towards showing improved follower attitudes and behaviors. However, the progression of the data demonstrates the possibility of addressing the behaviors of job satisfaction, commitment, and engagement through authentic leadership. Cerne et al. (2014) contend that the perception from followers of an authentic leader can contribute to a higher level of job satisfaction in employees. The potential to positively contribute to job satisfaction, organizational commitment and employee engagement through authentic leadership, seemingly suggests that an authentic leadership approach would address change fatigue behaviors, such as low job satisfaction and low commitment. The practice of self-awareness and demonstrating positive behaviors progressed during the study, suggesting the acceptance of authentic leadership development as an approach worth continuing and receiving additional training and could potentially address change fatigue behaviors.

The findings of my study are supported in the existing literature regarding the occurrence of change fatigue behaviors within organizations that are linked to continuous change. Authentic leadership concepts were introduced to and implemented by the participants during this study and the findings support the existing literature on authentic leadership and how the concepts of self-awareness and positive behaviors can contribute to positive behaviors within leaders and eventually with the leaders' staff. The findings also tentatively support the existence of change fatigue behaviors within the participants and support the existing literature on how change fatigue behaviors manifest and the resulting symptoms. A final summary discussion in relation to the research questions is presented in Chapter Five along with the limitations to the study and recommendations for practice and future research.

Chapter Five

Conclusions, Limitations, and Implications for Practice

5.0 Introduction

This chapter provides a final summary of the findings in this study in conjunction with the research questions. Drawing on the literature presented in this study, further conclusions and contributions to the research will be discussed. In addition, this chapter discusses the limitations to the study and proposes recommendations for practitioners and for future research.

5.1 Answering the research question

The intent of this study was to explore authentic leadership concepts and introduce these concepts to a group of managers/directors in the hope that it would be assistive toward minimizing change fatigue. Researchers Avolio, Gardner, Luthans and Walumbma (2004, 2005, 2008) provided the guiding framework in authentic leadership for this study. Focusing on two segments of the authentic leadership construct (self-awareness and positive behaviors), the concepts were introduced to the participants and then their implementation of these concepts into their daily leadership was monitored and analyzed. Throughout the data collection, self-awareness and positive behaviors resonated most frequently with the participants, suggesting a connection with authentic leadership concepts among the participants.

The idea of change fatigue was presented based on the research of Bernerth et al. (2011), Dool (2009) and McMillan and Perron (2013) as behaviors present as a result of continuous change within the workplace. The participants were not aware of change fatigue prior to the Authentic Leadership workshop and were unaware of how continuous changes within the university were affecting them on a personal and professional level. After they were introduced to change fatigue, the participants became more aware of these behaviors and during the study the recognition of change fatigue became more present.

5.1.1 Main research question

Does developing an authentic leadership style within managers/directors provide the opportunity to minimize their change fatigue?

The findings from my study could not draw the conclusion that authentic leadership would minimize the change fatigue experienced by the participants. However, the findings do indicate that the participants connected the feelings and emotions they were experiencing with change fatigue and this emerged from the introduction of authentic leadership concepts. The participants' identification with the practice of self-awareness and how it shapes their leadership is consistent with authentic leadership research conducted by Opatokum et al. (2013) where the findings showed a high-level of self-awareness exhibited from the participants during the study. In my study, self-awareness became a contributor to how the participants reflected on their attitudes and behaviors and emerged as a process of how self-awareness can potentially change their leadership approach create positive work behaviors for themselves and their teams as shown in Diagram 5.0.

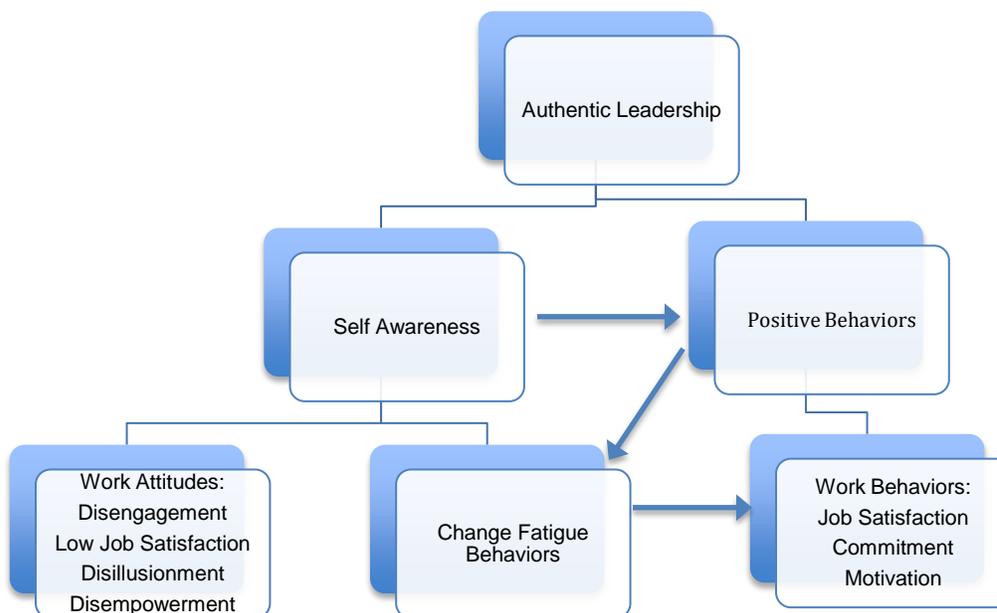


Diagram 5.0: Framework illustrating the potential impact of self-awareness

The participants' self-awareness identified emotions that affect their work attitudes, which were recognized as change fatigue behaviors. This self-awareness created an opportunity for the participants to notice, not only their behaviors but the behaviors and emotions of their teams. From being self-aware, the participants identified opportunities to develop and implement positive behaviors. From my study, self-awareness seemed to drive or influence positive behaviors, which has the potential to lead to possible changes in work behaviors and assist in change fatigue management.

The concept of self-awareness within a work environment provides individuals with the opportunity to reflect on their experiences and assess their own behavior and actions and this reflection can create leadership behaviors (Showry & Manasa, 2014).

Beddoes-Jones and Swailes (2015) point to self-awareness and positive behaviors as areas that need specific attention in authentic leadership development. Research presented by Beddoes-Jones and Swailes (2015) suggest that these concepts become an important part of the authentic leadership development process. Beddoes-Jones & Swailes', (2015) development of the three Pillars of Authentic Leadership model (Diagram 5.1) presents self-awareness as one of the pillars representative as a root construct of authentic leadership. This model shows the relational aspect of authentic leadership and the three components Beddoes-Jones & Swailes (2015) suggest are at the root of authentic leadership development. Built on a foundation of trust, the pillar of self-awareness encompasses attributes of leader self-awareness as well as identifying the attributes that can have an influence on followers.

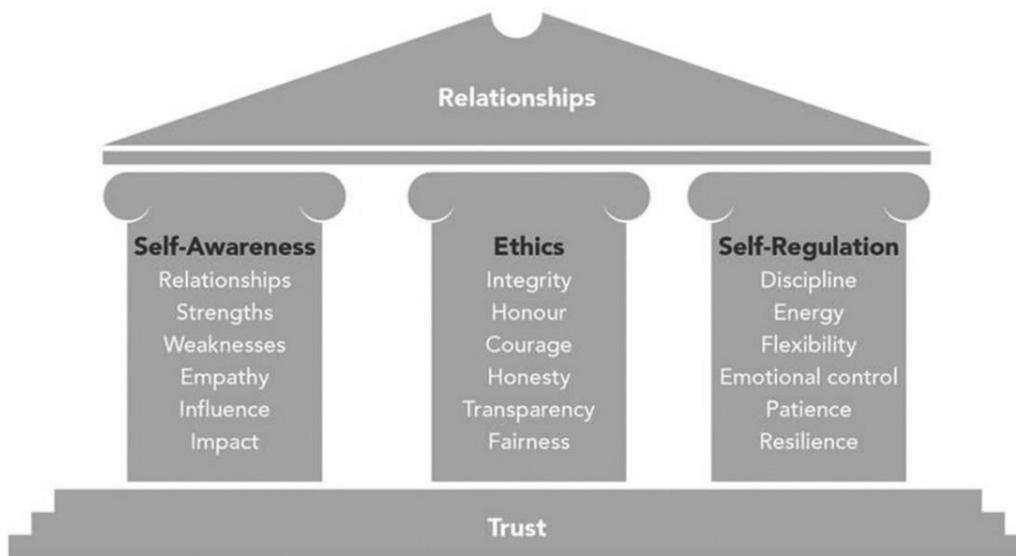


Diagram 5.1: Three pillars of authentic leadership (Beddoes-Jones & Swailes, 2015)

Self-awareness is an important part of leadership and has been identified as a component linked to leadership success (Strum, Taylor, Atwater & Braddy, 2014). So based on the literature and the findings in this study, self-awareness plays a contributing role in leadership development and understanding and practicing this concept of authentic leadership is the beginning developing authentic leaders.

Since authentic leadership research and development is still in its infancy (Baron & Parent, 2015), developing authentic leadership training would be an area that needs attention. Baron & Parent (2015) conducted research on an authentic leadership training context within a business setting, which included self-awareness and identification of new behaviors, which led to understanding the impact of changed behaviors. According to Baron & Parent (2015), the positive impact of changed behavior result in states of well-being which include “increased enjoyment of their work, decreased stress, increased the sense of pride, and increased the feeling of balance” (p. 44). The findings from my study revealed the beginnings of changed behaviors within the participants and while it did not confirm the possibility that authentic leadership could minimize change fatigue, as shown in Diagrams 5.0, the demonstration of positive behaviors can possibly address work attitudes and behaviors.

A more extensive authentic leadership development training program may produce more conclusive findings as well as provide more impact towards work attitudes and behaviors. During the focus group, two of the participants made comments like: “*the concepts are great, however; changing behavior is hard and would need more workshops in this area*” (Barb) and “*I like the concepts but it takes a lot of work to maintain. I would like to see more opportunities to revisit these concepts*” (Amy), indicating the need for more training in order to fully incorporate into their leadership. These findings could be considered as a stepping stone towards further research connecting authentic leadership with the reduction of change fatigue behaviors.

This study’s research sub-questions were also addressed as detailed in the discussion below.

5.1.2 Sub-research questions

What leadership style do managers currently adopt?

In order to appropriately conduct this study, it was important to gain a baseline understanding of the type of leadership style the participants’ perceive themselves conducting. The findings indicated that none of the participants considered themselves authentic leaders and were adapting or using an alternative type of leadership style. These data allowed the study to proceed with the knowledge that all the participants were learning about authentic leadership for the first time.

Are managers currently experiencing change fatigue and how is it manifested?

The participants indicated the presence of change fatigue after their introduction to the concept during the Authentic Leadership workshop. The quantitative findings showed that the participants experienced exhaustion and feelings of being overwhelmed due to changes that are occurring at the university. The participant responses during the Authentic Leadership workshop, reflective journals and the focus group point to the actions of leadership and interaction with others that led to their feelings of change fatigue. From the research findings, it emerged that change fatigue was playing a role in how the participants were interacting and responding to changes at the university.

How does authentic leadership [if at all] change individual perceived change fatigue?

The findings suggest that the participants were drawn to two concepts of authentic leadership—self-awareness and positive behaviors—yet it was through the concept of self-awareness that the participants were able to recognize the attributes and effects of change fatigue. This research brought cognizance of self-awareness to the participants and through this understanding, they began to reflect upon their personal attitudes as well as their leadership abilities. This practice of self-awareness resulted in the participants becoming aware of change fatigue behaviors and they were able to connect these with some of their recent behaviors and feelings. Throughout my study, the participants increasingly identified more with self-awareness, allowing themselves to reflect on how situations affected them and their interactions with their teams. Change fatigue is a concept that the participants were now aware of, through the introduction of authentic leadership, and they had begun to perceive change fatigue as a reaction to change based on comments like “*I experienced another change fatigue moment when unreasonable expectations were given to me. . .*” (Lisa, reflective journal) and “*when I am more self-aware, I can appropriately communicate change*” (Connie, focus group). Based on the results, authentic leadership concepts seem to have facilitated the participants’ perception of change fatigue and the effects on themselves and potentially their teams.

How does change fatigue effect [if at all] manager/director’s approach to leading their teams?

My study did not reveal sufficient data to conclusively state that change fatigue affected how managers/directors lead their teams. However, the participants did make a connection with the authentic leadership concept of positive behaviors as a means to connect more positively with their teams. Avolio and Gardner (2005) identify positive behaviors, which include leadership behaviors, as part of their authentic leadership development framework. The identification with positive modeling, positive social exchanges and supporting self-determination are connected as a leadership component of authentic leadership (Avolio & Gardner, 2005).

Recognizing and developing positive modeling behaviors links to the concept of emotional intelligence, where the participants began to not only recognize their own emotions but are became more aware of the emotions of their teams and developing positive behaviors to address them. Through recognizing positive trigger moments that contributed to their leadership ability, participants began to incorporate more positive behaviors when interacting with their team. Recognition of hard work, positive communication strategies, and awareness of their teams motivational level are approaches the participants had begun to implement in their leadership approach with their teams, which could potentially increase respect and have a positive effect on these relationships. While the study demonstrated the participants' experiences with change fatigue, it did not address if change fatigue was negatively affecting how they lead their teams but more so of how they were personally handling change as a leader. The introduction of authentic leadership seems to have helped the participants to appreciate how to address change fatigue within themselves, which in turn could change their direction of leadership with their teams.

How do managers feel about incorporating an authentic leadership style within their leadership approach?

Authentic leadership was a new leadership style introduced to the participants in my study so it was interesting to observe how they embraced the components during the Authentic Leadership workshop and how they reacted to authentic leadership during the remainder of the study. The participant reflections in their journals tentatively suggest that the concepts of self-awareness and positive behaviors are being adapted into their daily work environment and that they have begun to see results from including these concepts. During the focus group, the participants shared how knowing about authentic leadership had begun to change how they approach leadership and how they approach their teams. Comments such as *"I am more aware of personal trigger moments and trigger moments of other staff"* (Robin) and *"I am more aware of their attitudes"* (Paul) may indicate a connection to authentic leadership and the benefits that may arise as they continue to integrate this style into their work environment and leadership style.

While the participants did not state a direct reaction to authentic leadership with comments like “I like this style” or “I am incorporating this leadership approach,” their actions during my study tentatively indicate an appreciation for the concepts and a willingness to continue to understand and develop this practice.

5.2 New Knowledge

New knowledge is presented in this study through the study being conducted within an institution of higher education. Like business organizations, higher education institutions must adjust to changes in the marketplace, identifying new opportunities and academic programs to attract students, generate increased enrollments and retention. Each new opportunity or academic program will inevitably bring changes to processes, procedures, and student engagement, making it necessary for various teams to adjust their current direction and make changes to accommodate these new initiatives. Accommodating new initiatives does not mean normal day-to-day work stops; typically, new initiatives are added to employees regular activities, causing additional use of resources that may already be depleted. Higher education institutions, like business organizations, must develop the tools and leadership to lead through change in order to remain competitive. Primarily, studies on change fatigue and authentic leadership have been conducted in business organizations, so conducting a study at a university added a new perspective to these two concepts. While businesses and higher education institutions both serve customers (i.e. students), the relational proximity between the student and administrator or faculty member presents a unique variable to research because of the immediacy to serve and satisfy the needs of the students. From my experience and the experience of my colleagues, this can cause an increased urgency to complete change initiatives at a more rapid pace. The research conducted on authentic leadership and change fatigue in business organizations provides a prototype to conduct similar research in higher education institutions to enhance leadership development, producing leaders who can potentially effectively lead through change. Offering an understanding of change fatigue and educating participants on authentic leadership within a university adds to the limited research conducted within institutions of higher education and opens a pathway to conduct further research on how to manage change in higher education.

From the literature, the study of change fatigue and authentic leadership have not been studied together to determine if authentic leadership can affect change fatigue behaviors in employees, so my study has contributed to this knowledge base by researching the two concepts together, attempting to demonstrate a possible link between authentic leadership development and the potential to positively affect change fatigue behaviors. Beginning the connection between change fatigue and authentic leadership as a way to address change fatigue presents a contribution to the research in authentic leadership. In addition, previously, the research conducted on both authentic leadership and change fatigue has used quantitative methods and my research approached the study from a mixed method perspective. The quantitative data was used to inform the qualitative section of the study and by using a qualitative approach, a more in-depth understanding of the effects of change fatigue on the participants unfolded as well as their personal account of incorporating authentic leadership into their daily practice. These personal accounts provide a different perspective from data derived from only quantitative data and led to more developed inferences from the data.

The findings also presented a potential new framework (Diagram 4.7) demonstrating the potential impact of self-awareness and how it could contribute to leaders' approach to creating positive behaviors, which could lead to an improvement in work behaviors and attitudes, addressing potential change fatigue behaviors. While the findings of the study did not confirm the research question, avenues for further research are present and offer opportunities to continue to contribute to the knowledge in authentic leadership and change fatigue.

5.3 Limitations to study

The small sample size, the response rate in the reflective journal and the length of the research study may be considered as limitations. Since the study was conducted at a small university, the participants who met the study criteria were limited and were focused on individuals in a leadership role with supervisory responsibilities. While ten individuals met the research criteria, only eight initially agreed to participate. During the study, two participants dropped out at different times—one after the pre-workshop questionnaire and one after the authentic leadership workshop—which had the potential to affect the findings. The variances in the participant group limited the number of responses in the final analysis, which altered the conclusions in that not all participant reflections contributed to the findings.

As stated in Chapter four, job time commitments prohibited four individuals from completing the reflective journal portion of the research study. Hayman, Wilkes and Jackson (2012) state that while journaling is accepted as a valid method of qualitative data collection, they cite poor participation as a challenge. In Otienoh's (2009) study of reflective practice among teachers, he found the challenge for reflective journaling extends from the lack of time due to heavy workloads. Lack of time was the consistent response from the participants in my study in regards to their lack of journaling. It is also unknown if some participants were not predisposed to reflection, which would have prohibited them from participating in this section of the study.

The study was conducted over a four-month period, with the participants contributing to their reflective journals for three months. The duration of the study could possibly be thought of as a limitation due to the short length of time. Leadership development occurs over time since it involves gaining an understanding of individuals' interactions with others and their own intrapersonal actions, so leadership development should be a longitudinal process (Day et al., 2014). Walumbwa et al., (2008) suggest that future studies in authentic leadership should be longitudinal research, collecting quantitative and qualitative data over a period of time to gain better insights into the subtleties of how authentic leaders influence their followers' behaviors.

Similarly, Bernerth et al. (2011) found using longitudinal data collection for tracking change fatigue from the first change initiative would have helped clarify the impact of change fatigue behaviors like commitment and exhaustion at given points in time. While my study duration was a shorter length of time, the integration of authentic leadership concepts into the participants' daily work environment and the identification of change fatigue behaviors occurred. The participants' identification with authentic leadership was evident in their responses and their admission of desiring further opportunities to explore authentic leadership and to see how it can shape their leadership during change demonstrates their perceived value of the study. While a longer study duration may have provided data that could have contributed to more definitive findings, **the results and the resulting** analysis produced **outcomes** that were fitting with the small sample size. The decision to use a mixed method data collection from a range of approaches served the purpose towards understanding the impact of authentic leadership on this small group. The findings delivered data to produce an integrative analysis and interpretation based on the triangulation of the results, indicating a possible connection between authentic leadership and the potential to minimize change fatigue behaviors.

5.4 Recommendations for practice

The purpose of this study was to investigate how the selected participants managed change fatigue as it arises in the work environment by introducing them to the authentic leadership concepts. The introduction of how change fatigue manifests brought awareness to the participants and introduced a new way to understand change fatigue behaviors and how they affect themselves and how to their teams. The six participants worked in different functional areas within the university and were involved in implementing many of the change initiatives. Due to the continual change the university experienced to meet the strategic objectives, I anticipated the need for research in the area of change fatigue to introduce a pathway to overcome or anticipate the effects of change fatigue and implement a sustainable leadership style. Metcalf and Benn (2013) propose that a key responsibility for leaders is to make an organization aware of and adapt to rapid changes in the industry.

They further contend that leadership for sustainability requires leaders to have the ability to “think through complex problems, engage groups in dynamic adaptive organizational change and manage emotion appropriately” (p. 381). According to Metcalf and Benn (2013), authentic emotional management is essential to the human capacity to deal with complex change and emotional management is just as important for leaders who have to lead others through change. The desirable abilities for leadership sustainability link with an authentic leadership behaviors and the fostering of positive outcomes from followers. The infusion of authentic leadership concepts into how the participants currently lead their teams was a step toward understanding how to lead effectively through change and creating a sustainable leadership approach for the university.

The findings show the potential impact of introducing a new approach in leadership to the six remaining participants that can effect a change in their approach when leading their teams in times of change. Understanding the concepts of change fatigue and authentic leadership stimulated them to be aware of how they lead and how their leadership approach can influence the performance and commitment of their staff. The findings of this study can tentatively help to inform leaders of the potential benefits integrating or adapting an authentic leadership approach can have on their teams. As a result, the findings have very tangible implications for the leadership within the university. The following recommendations for practice are offered as a way to keep leaders engaged in the change process and integrate authentic leadership across all departments to create a culture ready to handle and embrace change:

- Professional development opportunity: to enact a cultural shift, a professional development training program for all leaders could be developed to include the following:
 - Change fatigue awareness: create a training session that discusses how change fatigue manifests, the signs of change fatigue amongst employees, and the potential outcomes of change fatigue on employee commitment and job satisfaction. The training should include strategies that will assist directors and managers in reducing change fatigue in themselves and their employees.

- Authentic Leadership concepts: as part of a professional development series, develop a training program on authentic leadership, which encompasses the key components and how to implement into the employees' daily work environment. Multiple sessions should occur to assist in implementing the components into their leadership approach.
- Emotional intelligence concepts: as part of the authentic leadership training, emotional intelligence should be incorporated, including the elements of Goleman's model of emotional intelligence at work and George's four aspects of emotional intelligence to begin the development of leader effectiveness.
- Baseline measurement and follow-up: to continue with the momentum of professional development training, a process for measuring the progress of how the implementation of authentic leadership development is affecting leader and follower behavior should be established. Review sessions should occur occasionally throughout an employees' tenure with the university, so the concepts are not forgotten and are being utilized effectively.

The findings suggested a willingness from the participants to integrate authentic leadership concepts into their leadership approach, so extending this practice throughout all departmental leaders has the potential to change the culture within the university by creating an environment that embraces change with enthusiasm due to the awareness of how they and their staff respond and lead them accordingly. A professional development training program focused on these elements would be a start to creating this type of change.

- Establish a task force for change initiatives: the findings indicated frustration among the participants when it came to implementing change initiatives and the participants indicated hearing frustration from their staff when they are not included in change discussions. Establishing a cross-departmental task force to review and manage the implementation of change initiatives could create a broader discussion on the initiative as well as establish a stronger inclusive community for the change initiative.
- Develop and integrate an employee commitment questionnaire: as indicated in the research (Bernerth et al., 2011; McMillan & Perron, 2013) and the findings of this study, continuous change can have an adverse effect on employee job satisfaction and commitment. Periodically measuring the atmosphere within the university will allow those in a leadership position to understand what the employees' are experiencing at that given time, ranging from their thoughts on leadership, on impending changes or on the direction of the university. The results would provide leadership with information to develop and implement training sessions, recognition opportunities or implement tasks forces that can address the issues before they begin to have an adverse effect on the university. This information could guide working practices that would assist in planning for, coping with and engaging in the change process.

Implementing these recommendations has the potential to open the dialogue around change initiatives and create opportunities to discuss best leadership practices during change. Integrating an authentic leadership practice through the campus community could possibly change the campus culture, creating synergy among the employees through an aligned purpose and approach.

5.5 Recommendations for future research

The development of leadership theory and which approach resonates most with leaders presents a continued opportunity for further research. This study contributed to the research on authentic leadership while presenting opportunities to further understand the impact of authentic leaders during change within institutions of higher education. From a critical examination of the findings, recommendations for future research are offered:

- To obtain a more in-depth understanding of authentic leadership and its impact on change fatigue in employees, further research could study change fatigue during the introduction of a new change initiative. The research study could be longitudinal in nature and focus on how the initiative is introduced, tracked, conceptualized and implemented and then monitor the functional areas reaction to the change and how the team moves through the change, observing their personal reactions and record their experiences.
- This study was conducted over a three-month period; however, a longitudinal study of the effects of authentic leadership after a complete training and implementation guidelines would be useful to understand the needs of team leaders when it comes to leading through change. Expanding the duration of this study would provide a broader understanding of how leaders respond to authentic leadership concepts and how their continued integration of these concepts into their leadership style affects their leadership ability during change initiatives.
- This study was directed towards managers and directors to understand how they can lead through change. An integral part of an organization is the leaders' employees/team and understanding their teams' commitment, job performance and satisfaction with their job. Understanding these components can provide leaders with information on how best to lead their teams. After an introduction of authentic leadership to leaders, a study focused on the effect on their employees' response to change, commitment, and job satisfaction could provide an insight into the outcome of authentic leadership.

- Continuous change can have an effect on all employees in an organization. My study focused on administration; however, expanding this research to include academics and their response to change initiatives would broaden the scope towards understanding how a change in higher education affects the academic profession.
- Undertake this research with a comparison group of leaders who are not introduced to authentic leadership concepts with leaders who are introduced to authentic leadership concepts. This study could be conducted to understand a) the difference in how leaders respond to change and b) the difference in how their staff responds to change. This type of study could provide insight into the benefits of authentic leadership (or not) on the outcome of the effects of change.
- Undertake research that explores the psychological capital elements of hope, optimism, confidence and trust in authentic leadership and how these elements are acquired and if they can affect change fatigue. This study could develop further on my research and provide the opportunity to establish authentic leadership as a leadership style that could diminish change fatigue.

5.6 Concluding remarks

My motivation to conduct this specific study was driven by my work environment and the noticeable decrease in morale among the executive team. I knew I was interested in researching leadership and determining a style that would be conducive to increase motivation during this period of instability at the university. While doing research, I discovered the concept of change fatigue and found it intriguing and wanted to learn more and determine if this could possibly be something that I was experiencing and if it was occurring with others at the university. Along with researching change fatigue, I discovered research on authentic leadership and was drawn to the attributes that comprise this style, particularly self-awareness and the potential for creating positive outcomes within leaders and their employees. Combining the two ideas together initiated a pathway to investigate whether authentic leadership could assist individuals in working through change initiatives without experiencing change fatigue behaviors. So not only did this study meet the requirement for my Doctor of Education but it also served a practical purpose and learning opportunity for me.

I hoped that my study would make a modest contribution to the current research on change fatigue and authentic leadership, exploring the connection and determining a need for further research in this area. The study was small scale in a small university setting in the southwest United States and attempted to bring focus to the concept of change fatigue and the need to create awareness and an understanding of it in order to map a structure of leadership to assist directors and managers on how to lead through change.

In reaching the conclusions of my study, it was evident that the participants began to gain an understanding of change fatigue and how the effects of change fatigue were emerging at work. This knowledge occurred after the introduction of authentic leadership concepts, which focused on self-awareness and positive behaviors.

As noted in my study, change fatigue behaviors can have a negative impact on the participants' commitment and motivation at work, potentially causing a stall in progress toward institutional goals. A stall in change initiatives could affect the forward progress of the institution, which increases the need to further work on how to manage through change. Leadership within institutions of higher education should be cognizant of change fatigue to understand and assist employees during change.

Leadership styles vary among leaders and this study revealed the various approaches the participants have adopted in leading their teams. However, the participants were open to discovering a new approach and apply the concepts in their daily practice. An understanding of authentic leadership provided a new way to approach leadership and the concepts were embraced by the participants. The inclusion of authentic leadership potentially widens the opportunity to grow as a leader through becoming aware of how leadership can affect motivation and commitment, particularly during difficult times of change within the university. Self-awareness is a key component towards developing authentic leaders, as it guides the process of understanding how to react, how to lead and how to manage relationships.

My study brought a greater understanding of both change fatigue and authentic leadership than previously existed among the participants and myself. The findings demonstrate the beginning of building a relationship between change fatigue and authentic leadership that perhaps could change the dynamics of leading through change. The implications for practice resulting from building this relationship could create a change in culture within the institution. However, this type of relationship development would take time, commitment from the institution and training. Producing effective leaders should not be a secondary strategy but should be a part of the university strategy, so leadership is prepared to embrace change initiatives and have the skills needed to lead their teams effectively. In addition, my study demonstrated participants' willingness to learn about and possibly adopt a new approach to their leadership, which would provide the university with a direction to start leadership training.

As a novice practitioner researcher, conducting this study allowed me to learn and grow as a researcher through facing and then embracing the challenges that emerged during this study. While I knew that I wanted to study leadership in some form, it was a challenge to determine how I wanted to approach the topic and for what purpose. From my experiences at work, I determined I needed to embark upon a personal journey on how to successfully manage these negative experiences at work. As I was working on my own need to practice self-awareness as a means to manage personal stress, I determined that this type of journey might be useful for others who may be having similar experiences at work. While searching and evaluating the literature on leadership **was** an overwhelming task, it was where I gained a new understanding and respect for research through discovering the various directions that research can take a researcher. Although I had determined the focus for my research topic, it was challenging to sift through the research on leadership to devise a clear immersion of information that would work within the parameters of my research topic. The variety of research on authentic leadership demonstrated to me the directional opportunities that further research could take in this area and that might also prove useful in developing leaders who can lead through change.

It was important for me to undertake a research project that would serve a purpose, not only to me but hopefully to others, so my research study became more than a project but became a mission to present information that others may find helpful in their personal leadership journey.

As a result of conducting this research, I have uncovered a passion for expanding my knowledge in leadership development to enhance my own administrative abilities within higher education. Through conducting the qualitative data collection segment of the study, I was able to begin a journey of leadership development through the presentation of my authentic leadership workshop, creating an opportunity to share important information and observing the participants' engagement with the material, demonstrating that I was imparting information that they found interesting and were willing to learn and absorb to potentially improve their leadership abilities. I would expand my professional practice to include conducting leadership workshops and seminars to share with others the importance of effective leadership development. During the data analysis, I discovered interesting links within the data that presented new directions for discovery in leadership development. This revelation impacted upon my appreciation of research and the continual need to expand my knowledge on leadership development. During this research journey, I learned a great deal about myself as a leader and how my leadership can not only affect my personal growth but also can impact team and organizational outcomes. With change frequently occurring within higher education institutions, I recognize that embracing a positive leadership approach will benefit myself as well as my team and based on my learning during this research journey, I believe that I can bring a positive approach to leadership to the work place. As a practitioner researcher, I would stay within the boundaries of leadership and how leadership can have a positive or negative effect on employees, focusing on the individual impact and how to build effectively leaders that produce leaders that will bring positivity to an organization.

References

- Algera, P. M., & Lips-Wiersma, M. (2012). Radical authentic leadership: Co-creating the conditions under which all members of the organization can be authentic. *The Leadership Quarterly*, 23, 118-131.
- Allen, N. J., & Meyer, J. P. (1990). The measurement and antecedents of affective, continuance and normative commitment to the organization. *Journal of Occupational Psychology*, 63, 1-18.
- Alvesson, M. & Sveningsson, S., (2013). Essay: Authentic leadership critically reviewed. In D. Ladkin & C. Spiller (Eds.), *Authentic Leadership: Clashes, convergences and coalescences* (39-54). Cheltenham: Edward Elgar.
- Andrews, T. (2012). What is Social Constructionism? *The Grounded Theory Review*, 11(1), 39-46.
- Appelbaum, S. H., Degbe, M. C., MacDonald, O., & Nguyen-Quang, T. S. (2015). Organizational outcomes of leadership style and resistance to change (Part Two). *Industrial and commercial training*, 47(3), 13-144.
- Avolio, B. J., & Garner, W. L. (2005). Authentic leadership development: Getting to the root of positive forms of leadership. *The Leadership Quarterly*, 16, 315-338.
- Avolio, B. J., Luthans, F. (2006). *The High Impact Leader*. New York: McGraw-Hill.
- Avolio, B. J., Gardner, W. L., Walumbwa, F. O., Luthans, F., May, D. R. (2004). Unlocking the mask: A look at the process by which authentic leaders impact follower attitudes and behaviors. *The Leadership Quarterly*, 15, 801-823.
- Azanza, G., Moriano, J. A., & Molero, F. (2013). Authentic leadership and organizational culture as drivers of employees' job satisfaction. *Journal of Work and Organizational Psychology*, 29, 45-50.
- Band-Winterstein, T., Doron, I., & Naim, S. (2014). 'I take them with me' – reflexivity in sensitive research. *Reflective Practice: International and Multidisciplinary Perspectives*, DOI: 10.1080/14623943.2014.900031.
- Bandura, A. (1971). *Social Learning Theory*. New York: General Learning Press.
- Bandura, A. (1989). Human agency in social cognitive theory. *American Psychologist*, 44(9), 1175-1184.

- Bandura, A. (1999). Social cognitive theory: An agentic perspective. *Asia Journal of Social Psychology*, 2, 21-41.
- Bandura, A. (2011). A social cognitive perspective on positive psychology. *International Journal of Social Psychology*, 26(1), 7-20.
- Baron, L. & Parent, E. (2015). Developing authentic leadership within a training context: Three phenomena supporting the individual development process. *Journal of Leadership & Organizational Studies*, 22(1), 37-53.
- Bass, B. M. (1990). From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics*, 18(3), 19-31.
- Bass, B. M. (1985). Leadership: Good, Better, Best. In B. M. Bass, *Leadership and Performance Beyond Expectations* (26-40). The Free Press.
- Bass, B. M., & Avolio, B. J. (2007). Developing transformational leadership: 1992 and beyond. *Journal of European Industrial Training*, 14(5), 21-27.
- Batool, B. F. (2013). Emotional intelligence and effective leadership. *Journal of Business Studies Quarterly*, 4(3), 84-94.
- Battilana, J., Gilmartin, M., Sengul, M., Pache, A. C., & Alexander, J. A. (2010). Leadership competencies for implementing planned organizational change. *The Leadership Quarterly*, 21, 422-438.
- Beaudan, E. (2006). Making change last: How to get beyond change fatigue. *Ivey Business Journal*, January/February, 1-7.
- Beddoes-Jones, F. & Swailes, S. (2015). Authentic leadership: development of a new three pillar model. *Strategic HR Review*, 14(3), 94-99.
- Bentahar, O. (2015). A sequential and concurrent mixed method research in project management. *Proceedings of the European Conference on e-learning*, 48-54.
- Berger, L. (2015). Now I see it, now I don't: Researcher's position and reflexivity in qualitative research. *Qualitative Research*, 15(2), 219-234).
- Bernerth, J. B., Walker, H. J., & Harris, S. G. (2011). Change fatigue: Development and initial validation of a new measure. *Work & Stress: An International Journal Of Work, Health & Organisations*, 25(4), 321-337.
- Bolden, R., Petrov, G. & Gosling, J. (2009). Distributed Leadership in Higher Education: Rhetoric and Reality. *Educational Management Administration & Leadership*, 37, 257-277.

- Boseman, G. (2008). Effective leadership in a changing world. *Journal of Financial Service Professionals*, May 2008, 36-38.
- Brown, M., & Cregan, C. (2008). Organizational change cynicism: The role of employee involvement. *Human Resource Management*, 47(4), 667-686.
- Bryman, A. (1988). *Quantity and Quality in Social Research*. London: Routledge.
- Bryman, A. (2004). *Social Research Methods*, 2nd ed. Oxford, Oxford university press.
- Burnes, B. (2015). Understanding resistance to change – building on Coch and French. *Journal of Change Management*, 15(2), 92-116.
- Camargo-Borges, C. & Rasera, E. F. (2013). Social Constructionism in the Context of organization development: Dialogue, imagination, and co-creation as resources of change. *SAGE Open*, Apr-June, 1-7.
- Caruth, G. D. (2013). Demystifying mixed methods research design: A review of the literature. *Mevlana International Journal of Education*, 3(2), 112-122.
- Cerne, M., Dimovski, V., & Maric, M. (2014). Congruence of leader self-perceptions and follower perceptions of authentic leadership: Understanding what authentic leadership is and how it enhances employees' job satisfaction. *Australian Journal of Management*, 39(3), 453-471.
- Colaizzi, P. (1978). *Reflections and research in psychology: A phenomenological study of learning*. Dubuque, I.A., Kendal Hunt
- Cooper, C. D., Scandura, T. A., & Schriesheim, C. A. (2005). Looking forward but learning from our past: Potential challenges to developing authentic leadership theory and authentic leaders. *The Leadership Quarterly*, 16, 475-493.
- Cottrill, K., Lopez, D., & Hoffman, C. C. (2014). How authentic leadership and inclusion benefit organizations. *Equity, Diversity and Inclusion: An International Journal*, 33(3), 275-292.
- Creswell, J. W. (1994), *Research Design: Qualitative and Quantitative Approaches*, Thousand Oaks: Sage.
- Crippen, C. (2012). Enhancing authentic leadership-followership: Strengthening school relationships. *Management in Education*, 26(4), 192-198.
- Crossan, M., Lane, H. and White, R. (1999). An organizational learning framework: From intuition to institution. *Academy of Management Review*, 24(3), 522-538.

- Cronin, P., Ryan, F., & Coughlan, M. (2008). Undertaking a literature review: A step-by-step approach. *British Journal of Nursing*, 17(1), 38-43.
- Dahl, M. S. (2011). Organizational change and employee stress. *Management Science*, 57(2), 240-256.
- Day, D. V., Fleenor, J. W., Atwater, L. E., Sturm, R. E., & McKee, R. A. (2014). Advances in leader and leadership development: A review of 25 years of research and theory. *The Leadership Quarterly*, 25, 63-82.
- Dirks, K. T. & Ferrin, D. L. (2002). Trust in leadership: Meta-analytic findings and implications for research and practice. *Journal of Applied Psychology*, 87(4), 611-628.
- Dool, R. (2009). Change fatigue: The impact of enervative change in job satisfaction. *Revue Sciences de Gestion*, 70, 21-40.
- Duignan, P. A. (2014). Authenticity in educational leadership: History, ideal, reality. *Journal of Educational Administration*, 52(2), 152-172.
- Emelander, S. (2013). On the job with emotional intelligence. *Defence AT&L*, March-April, 51-54.
- Garcia-Cabrera, A. M. & Garcia-Barba Hernandez, F. (2014). Differentiating the three components of resistance to change: The moderating effect of organization-based self-esteem on the employee involvement-resistance relation. *Human Resource Development Quarterly*, 25(4), 441-469.
- Gardner, W. L., Avolio, B. J., Luthans, F., May, D. R., & Walumbwa, F. (2005). "Can you see the real me?" A self-based model of authentic leader and follower development. *The Leadership Quarterly*, 16, 343-372.
- Gardner, W. L., Fischer, D., & Hunt, J. G. (2009). Emotional labor and leadership: A threat to authenticity? *The Leadership Quarterly*, 20, 466-482.
- George, J. M. (2000). Emotions and leadership: The role of emotional intelligence. *Human Relations*, 53(8), 1027-1055.
- Goleman, D. (1998). What makes a leader? *Harvard Business Review*, Nov-Dec, 93-102.
- Gray, D.E. (2014). *Doing Research in the Real World*. 3rd ed. London, Sage.
- Greenockle, K. M. (2010). The new face in leadership: Emotional intelligence. *Quest*, 62, 260-267.

- Halbeslen, J. R. B., & Buckley, M. R. (2004). Burnout in organizational life. *Journal of Management*, 20(6), 859-879.
- Hamstra, M. R. W., Van Yperen, N. W., Wisse, B., & Sassenberg, K. (2014). Transformational and transactional leadership and followers' achievement goals. *Journal of Business Psychology*, 29, 413-425.
- Hanson, J. (2013). Educational developers as researchers: The contribution of insider research to enhancing understanding role, identity and practice. *Innovations in Education and Teaching International*, 50(4), 388-398.
- Hayman, B., Wilkes, L., & Jackson, D. (2012). Journaling: Identification of challenges and reflection on strategies. *Nurse Researcher*, 19(3), 27-31.
- Higgs, M. & Rowland, D. (2010). Emperors with clothes on: The role of self-awareness in developing effective change leadership. *Journal of Change Management*, 10(4), 369-385.
- Ivankova, N. V. (2014). Implementing quality criteria in designing and conducting a sequential quan – qual mixed methods study of student engagement with learning applied research methods online. *Journal of Mixed Methods Research*, 8(1), 25-51.
- Janesick, V. J. (1999). A Journal about journal writing as a qualitative research technique: History, issues, and reflections. *Qualitative Inquiry*, 5, 505-524.
- Jayasekara, R. S. (2012). Focus groups in nursing research: Methodological perspectives. *Nursing Outlook*, 60(6), 411-416.
- Jootun, D., McGhee, G., & Marland, G. R. (2009) Reflexivity: promoting rigour in qualitative research. *Nursing Standard*, 23(23), 42-46.
- Kiefer, T. (2005). Feeling bad: Antecedents and consequences of negative emotions in ongoing change. *Journal of Organizational Behavior*, 26, 875-897.
- Killian K.D. (2012). Development and validation of the emotional self-awareness questionnaire: A measure of emotional intelligence. *Journal of Marital & Family Therapy*, 38(3), 402-514.
- Ladkin, D. & Spiller, C. (2013). Introduction: Authentic leadership: Clashes, convergences and coalescences. In D. Ladkin & C. Spiller (Eds.), *Authentic Leadership: Clashes, convergences and coalescences* (1-18). Cheltenham: Edward Elgar.

- Ladkin, D. & Taylor, S. S. (2010). Enacting the 'true self': Towards a theory of embodied authentic leadership. *The Leadership Quarterly*, 21, 64-74.
- Landis, E. A., Hill, D., & Harvey, M. R. (2014). A synthesis of leadership theories and styles. *Journal of Management Policy and Practice*, 15(2), 97-100.
- Leroy, H, Palanski, M. E., & Simons, T. (2012). Authentic leadership and behavioral integrity as drivers of follower commitment and performance. *Journal of Business Ethics*, 107, 255-264.
- Livingston D. & Lusin, J. (2009). A prescriptive hybrid model of leadership: Complexity leadership theory and authentic leadership theory. *Proceedings of the European Conference on Management, Leadership & Governance*, 102-109
- Luthans, F. (2002). The need for and meaning of positive organizational behavior. *Journal of Organizational Behavior*, 23, 695-706.
- Mayer, J. D., Salovey, P., & Caruso, D. R. (2008). Emotional intelligence: New ability or eclectic traits? *American Psychologist*, 63(6), 503-517.
- Mazutis, D. & Slawinski, N. (2008). Leading organizational learning through authentic dialogue. *Management Learning*, 39, 437-456.
- McCaffery, P. (2010). *The higher education manager's handbook: Effective leadership & management in universities & colleges* (2nd ed.). New York: Routledge.
- McCleskey, J. M. (2014). Situational, transformation, and transactional leadership and leadership development. *Journal of Business Studies Quarterly*, 5(4), 117-130.
- McMillan, K. & Perron, A. (2013). Nurses amidst change: The concept of change fatigue offers an alternative perspective on organizational change. *Policy, Politics, & Nursing Practice*, 14(1), 26-32.
- Men, L. R., & Stacks, D. (2014). The effects of authentic leadership on strategic internal communication and employee-organization relationships. *Journal of Public Relations Research*, 26(4), 301-324.
- Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. San Francisco: Jossey-Bass.
- Merriam, S. B., Cafarella, R. S., & Baumgartner, L. M. (2007). *Learning in adulthood: A comprehensive guide*. San Francisco: Jossey-Bass.
- Metcalf, L., & Benn, S. (2013). Leadership for sustainability: an evolution of leadership ability. *Journal of Business Ethics*, 112, 369-384.

- Morin, A. (2011). Self-awareness part 1: Definition, measures, effects, functions, and antecedents. *Social and Personality Psychology Compass*, 5(10), 807-823.
- Mumford, T. V., Campion, M. A., & Morgeson, F. P. (2007). The leadership skills strataplex: Leadership skill requirements across organizational levels. *The Leadership Quarterly*, 18, 154-166.
- Neider, L. L. & Schriesheim, C. A. (2011). The authentic leadership inventory (ALI): Development and empirical tests. *The Leadership Quarterly*, 22, 1146-1164.
- Newman, A., Ucbasaran, D., Zhu, F., & Hirst, G. (2014). Psychological capital: a review and synthesis. *Journal of Organizational Behavior*, 35, S120-S138.
- Opatokum, K. A., Hasim, C. N., & Hassan, S. S. (2013). Authentic leadership in higher learning institution: A case study of international Islamic university Malaysia. *International Journal of Leadership Studies*, 8(1), 49-66.
- Otienoh, R. O. (2009). Reflective practice: The challenge of journal writing. *Reflective Practice*, 10(4), 477-489.
- Ozkan, S., & Ceylan, A. (2012). Multi-level analysis of authentic leadership from a Turkish construction engineers perspective. *South East European Journal of Economics & Business*. 101-114.
- Patterson, E. (2015). What are leaders' experiences of reflection? What leaders and leadership developers need to know from the findings of an exploratory research study. *Reflective Practice*, 16(5), 636-651.
- Phelps, R. (2005). The potential of reflective journals in studying complexity in action. *Complicity: An International Journal of Complexity and Education*, 2(1), 37-54.
- Probst, B. & Berenson, L. (2014). The double arrow: How qualitative social work researchers use reflexivity. *Qualitative Social Work*, 13(6), 813-827.
- Rego, A. Sousa, F., Marques, C., & Pina e Cunha, M. (2012). Authentic leadership promoting employees' psychological capital and creativity. *Journal of Business Research*, 65, 429-437.
- Reichard, R. J. & Johnson, S. K. (2011). Leader self-development as organizational strategy. *The Leadership Quarterly*, 22, 33-42.
- Russell, C. J. & Kuhnert, K. W. (1992). Integrating skill acquisition and perspective taking capacity in the development of leaders. *The Leadership Quarterly*, 3(4), 335-353.

- Shannon-Baker, P. (2015). Making paradigms meaningful in mixed methods research. *Journal of Mixed Methods Research*, 1558689815575861, first published on March 20, 2015, 1-16.
- Shaw, R. L. (2010). Embedding reflexivity within experiential qualitative psychology. *Qualitative Research in Psychology*, 7(3), 233-243.
- Sharts-Hopco, N. C. (2001). Focus group methodology: When and Why? *Journal of the Association of Nurses in Aids Care*, 12(4), 89-91.
- Shosha, G. A. (). Employment of Colaizzi's strategy in descriptive phenomenology: A reflection of a researcher. *European Scientific Journal*, 8(27), 31-43.
- Showry, M., & Manasa, K. V. L. (2014). Self-Awareness – Key to effective leadership. *The IUP Journal of Soft Skills*, 8(1), 15-26.
- Silvia, P. J., & Duval, T. S. (2001). Objective self-awareness theory: Recent progress and enduring problems. *Personality and Social Psychology Review*, 5(3), 230-241.
- Smircich, L. & Morgan, G. (1982). Leadership: The management of meaning. *The Journal of Applied Behavioral Science*, 18(3), 257-273.
- Strum, R. E., Taylor, S. N., Atwater, L. E. & Braddy, P. W. (2014). Leader self-awareness: An examination and implications of women's under-prediction. *Journal of Organizational Behavior*, 35, 657-677.
- Taylor, S. N. (2010). Redefining leader self-awareness by integrating the second component of self-awareness. *Journal of Leadership Studies*, 3(4), 57-68.
- Taylor, S. N., Wang, M., & Zhan, Y. (2012). Going beyond self-other rating comparison to measure leader self-awareness. *Journal of Leadership Studies*, 6(2), 6-31.
- Taylor, S. S. (2013). Essay: Authentic leadership and the status trap. . In D. Ladkin & C. Spiller (Eds.), *Authentic Leadership: Clashes, convergences and coalescences* (176-187). Cheltenham: Edward Elgar.
- Tekleab, A. G., Sims, H. P., Jr., Yun, S., Tesluk, P. E., & Cox, J. (2008). Are we on the same page?: Effects of self-awareness of empowering and transformational leadership. *Journal of Leadership & Organizational Studies*, 14(3), 185-201.
- Thompson, K. R., Lemmon, G., & Walter, T. J. (2015). Employee engagement and positive psychological capital. *Organizational Dynamics*, 44, 185-195.

- Vitello-Cicciu, J. M., Weatherford, B., & Genne, D. (2014). The effectiveness of a leadership development program on self-awareness in practice. *JONA*, 44(3), 170-174.
- Walumbwa, F. O., Avolio, B. J., Gardner, W. L., Wernsing, T. S., & Peterson, S. L. (2008). Authentic leadership: Development and validation of a theory-based measure. *Journal of Management*, 34(1), 89-126.
- Wang, D. & Hsieh, C. (2013). The effect of authentic leadership on employee trust and employee engagement. *Social Behavior and Personality*, 41(4), 613-624.
- Wang, H., Sui, Yang, Luthans, F. Wang, D., & Wu, Y. (2014). Impact of authentic leadership on performance: Role of followers' positive psychological capital and relational process. *Journal of Organizational Behavior*, 35, 5-21.
- Willis, J. W. (2007). History and foundations of interpretivist research. In J. W. Willis, M. Jost & R. Nilakanta (Eds), *Foundations of qualitative research: Interpretive and critical approaches* (p. 95-147). Thousand Oaks: Sage Publications.
- Wojnar, D. M. & Swanson, K. M. (2007). Phenomenology: An exploration. *Journal of Holistic Nursing*, 25, 172-180.
- Wong, C. A. & Laschinger, H. K. S. (2013). Authentic leadership, performance, and job satisfaction: The mediating role of empowerment. *Journal of Advanced Nursing*, 69(4), 947-959.
- Yagil, D. & Medler-Liraz, H. (2014). Feel free, be yourself: Authentic leadership, emotional expression, and employee authenticity. *Journal of Leadership & Organizational Studies*, 21, 59-70.
- Yammarino, F. J., Dionne, S. D., Schriesheim, C. A., & Dansereau, F. (2008). Authentic leadership and positive organizational behavior: A meso, multi-level perspective. *The Leadership Quarterly*, 19, 693-707.
- Youssef-Morgan, C. M. & Luthans, F. (2015). Psychological capital and well-being. *Stress and Health*, 31, 180-188.

APPENDIX 1: Quantitative questionnaire

This survey is part of my doctoral research and is aimed at attempting to measure your level of change fatigue.

***1. The amount of change initiatives that take place at Santa Fe University of Art & Design is overwhelming.**

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

***2. I would like to see a period of stability before we change anything else.**

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

***3. The changes in my job and within the university cause me to feel drained at the end of the day.**

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

***4. Too many change initiatives are introduced at Santa Fe University of Art & Design.**

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

***5. My work environment is changing in an unpredictable manner.**

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

***6. The people who are responsible for making improvements/change do not know enough about what they are doing.**

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

***7. I am tired of all the changes at the university.**

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

***8. It feels like we are always asked to change something--product or process--at the university.**

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

***9. It is difficult to adjust to all the changes that take place in this organization.**

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

***10. It is difficult to remain motivated and committed to the university with so much change occurring.**

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

APPENDIX 2: Participant Information sheet

Participant Information Sheet

Research Project Title:

Minimizing change fatigue amongst managers through developing an authentic leadership.

Invitation

You are being invited to participate in a research study. Before you decide whether to participate, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and feel free to ask us if you would like more information or if there is anything that you do not understand. We would like to stress that you do not have to accept this invitation and should only agree to take part if you want to.

Thank you for reading this.

Purpose

This study will examine the effects of continuous change on managers and consider a leadership style that may be more effective for managers to guide their teams through organizational change. The purpose of this study is to introduce Authentic Leadership (AL) style concepts to a group of 10 employees at a director or manager level who lead functional area teams in order to understand the impact that an authentic leadership may have towards overcoming change fatigue.

This research will be conducted by Laura Nunnally in her role as a doctoral student on the University of Liverpool's Doctoral of Education (Higher Education) programme. This study will be used to fulfil the dissertation requirement of the programme.

Rationale for Your Participation

You have been chosen to take part in the study because you are the manager or director of a functional area at Santa Fe University of Art & Design. It is hoped that there will be a total number of 10 participants. Your participation in this research project is voluntary and you are free to withdraw at anytime without explanation or penalty. If you choose not to participate, data related to you or your work will not be reported.

Participant Participation

If you choose to take part, your participation will include completing two short questionnaires focusing on participants' perception of their degree of change fatigue and how change fatigue is manifested. Your participation in an authentic leadership workshop will also be a required commitment to the research study. The AL workshop will present AL strategies through individual and group activities. The AL workshop will be observed as part of the research data collection. Data will be gathered on your reaction to authentic leadership strategies and your engagement in the process. You will be asked to keep a reflection journal for three months, logging incidents or moments where you used an aspect of authentic leadership. The culmination of the study will conclude with your participation in a focus group, discussing your thoughts on authentic leadership.

Time commitment:

Questionnaire 1: Approximately 10 minutes

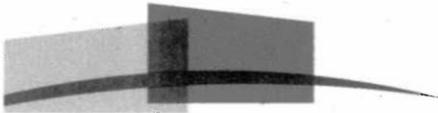
Authentic Leadership Workshop: Eight-hours (during the working week)

Reflective Journal: Weekly entries for three months; approximately 5-10 minutes on a weekly basis.

Questionnaire 2: Approximately 10 minutes followed immediately by the Focus Group

Focus Group: Approximately one hour discussion

APPENDIX 3: Authorization letter



SANTA FE University of Art and Design

1600 Saint Michael's Drive, Santa Fe, NM
santafeunivers

Dear Potential Participant,

Laura Nunnelly, a doctoral candidate at the University of Liverpool, is conducting a study on change fatigue and authentic leadership. I have granted her permission to conduct this study at Santa Fe University of Art & Design.

As a selected participant, you will be asked to complete two short surveys, participate in an authentic leadership development workshop, maintain a reflective journal for three months and participate in a focus group. If you choose to participate, permission is granted for you to utilize your time at work to complete each component of the study. Your total anticipated time commitment is approximately eleven hours for all components of the research study. The authentic leadership development workshop and the focus groups will be held on campus using our facilities. Information will be provided to you regarding the time commitment for this study, so you can make an informed decision.

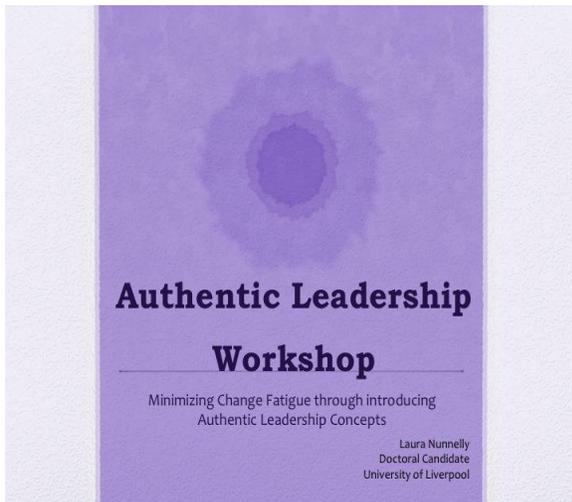
If you have any questions regarding permission to participate in this study, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read "L. Hinz", written over a large, stylized circular flourish.

Larry Hinz
President
Santa Fe University of Art & Design

APPENDIX 4: Authentic Leadership Workshop



Overview

- ❖ Doctoral study, researching change fatigue and authentic leadership
- ❖ Facilitator—role as researcher
- ❖ Open forum—confidentiality; speak freely and openly

Agenda

Morning Session

- ❖ Overview Change Fatigue
 - ❖ What is it?
 - ❖ How does it manifest?
 - ❖ How does it effect you?
- ❖ Authentic Leadership
 - ❖ Authentic Leadership and authentic self
 - ❖ Key concepts of Authentic Leadership
 - ❖ Individual and group activities

Agenda

Afternoon Session

- ❖ Self-development and Positive behaviors
 - ❖ Motivation triggers
 - ❖ Creating moments that matter
- ❖ Creating your plan and connecting the dots
 - ❖ Creating an authentic team
 - ❖ How authentic leadership concepts can assist in minimizing change fatigue

Expectations/Outcomes

Expectations

- ❖ Participate fully, without reservation
- ❖ Open communication

Outcomes

- ❖ Walk away from workshop with new concepts of how to lead—new perspective
- ❖ Understand change fatigue and create an environment that can minimize the effects on staff

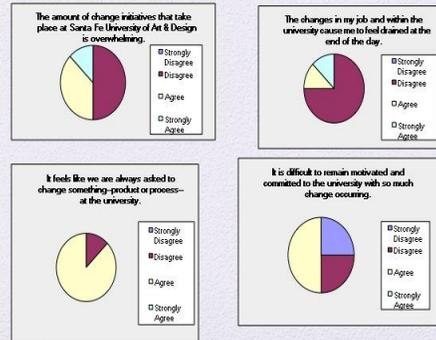
Definition

Overwhelming feeling of stress, exhaustion, and burnout associated with rapid and continuous change in the workplace

How does change fatigue manifest?

- ❖ Duration and uncertainty of change initiative
 - ❖ Is all this effort going to pay off?
 - ❖ What will happen if it doesn't?
- ❖ Continuous state of flux
 - ❖ Uncertainty drives stress
- ❖ Inability to align thoughts and actions with expectations of leaders
- ❖ Saturation—employees can only handle so much
 - ❖ Change overload makes period of stability very attractive

Survey Results



Break

Take 15 minutes!

To become a leader
look within...

Deepak Chopra

Behaviors

Employees may feel:

- ❖ Disengaged
- ❖ Apathetic
- ❖ Ambivalent
- ❖ Disempowered
- ❖ Disillusioned
- ❖ Low job satisfaction
- ❖ Lack of commitment

Change fatigue can:

- ❖ Create passive acceptance change
- ❖ Cause silent dissention
- ❖ Go unnoticed
- ❖ Cause negative shift
- ❖ Cause change failure
- ❖ Become the way to function

Leadership Styles

Charismatic Leadership: leads by infusing energy and eagerness into their teams. Success is attributed to the leader and not the team.

Participative Leadership: leaders listens to team's ideas and studies them, but holds the responsibility to make the final decision. Team contributions towards final decision increases satisfaction.

Laissez-faire Leadership: leader gives no continuous feedback or supervision because employees are highly experienced and need little supervision to obtain expected outcome.

Servant Leadership: leader facilitates goal accomplishment by giving its team members what they need to be productive. Leaders is instrument employees use to reach the goal. Achieves results in a slower time.

Transactional Leadership: leader is given power to perform certain tasks and reward or punish for a team's performance—lead the group and the group agrees to follow.

Transformational Leadership: leader motivates its team to be effective and efficient. They focus on the big picture, needing to be around people who take care of the details.

Self Awareness

Knowing Yourself-- identifying who you are

- ❖ Insights into your: qualities, values, personality, attitude, behavior and actions
- ❖ Looking back at your interactions
- ❖ Activate attention to what is transpiring around you
- ❖ Understanding how to trigger your self-awareness

Authenticity: the quality of being authentic; genuineness.

Authentic Leadership is:

Leader behavior that promotes positive behavior and positive ethical climate, to foster greater self-awareness, relational transparency and fostering positive development

Authentic self is:

Achieving a high level of self-clarity, demonstrated in all aspects of daily activity

Authentic Leadership Development

Key Components:

- ❖ Self-Awareness
- ❖ Self-regulated positive behaviors and self developments

Group Activity

Building your MOTIVATION
to LEAD

Individual Activity

Assess your Self-Awareness

LUNCH

12:00pm – 1:00pm

Trigger Moments

What are Trigger Moments?

- ❖ Positive or negative moments that cause us to stop and think about who we are and what we do
- ❖ Drive the enhancements to your self-awareness

What do these moments mean?

- ❖ Create a heightened self-awareness
 - ❖ Creating the opportunity to change
 - ❖ What you currently do
 - ❖ What you might be able to do
 - ❖ What you must do to have a positive influence on others
- ❖ Opportunity to create positive moments

Moving Toward Self Development

Actual Self to Possible Self

- ❖ Your perception (actual) to possible
 - ❖ Break away from your automatic processing
 - ❖ Create a new self-discipline
 - ❖ Set the conditions for trust

Examples of Trigger Moments

Trigger Moments:

- ❖ Comment from someone you admire
- ❖ Noticing positive or negative conversations you have with others
- ❖ Observing random acts of kindness
- ❖ Comments from others that you should focus on what you are good at and let others support you

Individual Activity

What Are Your Trigger Moments?

Moving your team to self-awareness and authenticity

One of the most desired behaviors of effective leaders is to 'be in the moment' with their team, focusing just on them in the moment

- ❖ Create the conditions in which your team can be open and transparent
- ❖ Leaders must be self-aware and confident enough to create the conditions for authentic input from their teams
- ❖ Create moments that matter through transparency and positive behavior

Break

Take 15 minutes!

Your Team

- ❖ Know them
- ❖ Encourage their own self-reflection
- ❖ Show who you are
- ❖ Encourage feedback

ALD & Change Fatigue

Linking Authentic Leadership with Change Fatigue

- ❖ Self-awareness = recognizing symptoms of change fatigue; anticipation of weariness and resistance
- ❖ Self-reflection = assess what is working
- ❖ Self-development = avoidance of blaming

Group Activity

Self-Development Goals

Moments that matter for a leader

Next Steps

Begin your ALD

- ❖ Reflective Journal
 - ❖ Weekly log for 3 months: reflect on incidents or moments where you used an aspect of authentic leadership
- ❖ February 2015 participate in a Focus group to gauge your thoughts on aspects of authentic leadership and your approach to leading through change. Has it minimized change fatigue?

Building your ALD Plan & Connecting the Dots!

Where do I go from here?

- ❖ Build your self-awareness
 - ❖ Be present: develop a framework to activate conscious attention to what is transpiring around you
 - ❖ Know your positive/negative comment ratio
 - ❖ Bring your team into their own self-awareness
 - ❖ Create your self-awareness triggers

Thank you!

I appreciate your participation!

I hope you take away new knowledge and a new perspective of leadership!

APPENDIX 5: Qualitative data collection and coding

Authentic Leadership Workshop Data Collection and Coding

Research Question: How is change fatigue manifested?	
Change Fatigue Behaviors:	Participant responses:
<ul style="list-style-type: none"> • Disengagement • Apathetic • Ambivalent • Disempowered • Disillusioned • Low job satisfaction • Lack of commitment 	<ul style="list-style-type: none"> • Participant #1: I dislike having to let employees go due to budget • Participant #3: I have too much on my plate • Participant #3: Constant change makes me dispondent • Participant #5: I take on too much and thus become stressed and overwhelmed • Participant #6: I feel not appreciated • Participant #1: I dislike when people go behind your back • Participant #1: When people feel intimidated by their job, I just don't get it • Participant #6: I dislike when there is lack of disclosure of information • Participant #4: I dislike when there was an accusation of not working for goal • Participant #3: There is a lack of appreciation for work done • Participant #4: I feel negated when there is a barrier to expressing opinions • Participant #4: Last minute requests produce feelings of being overwhelmed • Participant #5: When leadership has a lack of confidence in me, I lose my confidence • Participant #6: I dislike when others speak to me in a condescending tone of voice

	<ul style="list-style-type: none"> • Participant #4:Rapidly of new priorities without planning is ridiculous • Participant #3: Told what to do-not asked equals disrespect to me • Participant #4: When I get criticism in from of others, I shut down • Participant #3: I dislike when there is a lack of assumption of expertise
Initial Analysis	
<p>During the AL workshop, participants discussed how they were feeling at this particular time about work, colleagues, direction of the university etc. While the participants are not necessarily experiencing change fatigue, their responses indicate that the participants are experiencing some change fatigue behaviors.</p> <p>From the participant statements, I matched their response to a change fatigue behavior based on an understanding of each element. Some responses, like not appreciated and lack of confidence were common themes amongst the participants.</p> <p>Data indicates the participants are experiencing low job satisfaction and feelings of disempowerment.</p>	

Research Question: What leadership style do participants currently adopt?	
Leadership Styles:	Participant responses:
<ul style="list-style-type: none"> ● Charismatic Leadership ● Participative Leadership ● Laissez-faire Leadership ● Servant Leadership ● Transactional Leadership ● Transformational Leadership 	Participant #1: Transactional/Charismatic Participant #2: Participative/Servant Participant #3: Transformational Participant #4: Transformational/Transactional Participant #5: Participative Participant #6: Participative/Transformational Participant #7: Transactional
Participants stated they: <ul style="list-style-type: none"> ● Adjust leadership style to match employee needs ● Struggle with micro-managing others due to pressures ● Lead differently during change ● Lead differently during high-pressured moments ● Lead differently depending on the change initiative ● Lead differently when working with other team members 	
Initial Analysis	
The participants identified with one or more of the presented leadership style; however, the above statements suggest that none of the participants have a consistent leadership style. Their style varies depend on the situation and who they are leading. This suggests that they are not committed to one style of leadership and are open to introduce new concepts into their leadership style.	

Research Question: What trigger moments manifest a negative response to initiatives?	
<p>Negative trigger moments:</p> <p>Moments like a conversation with a colleague, making negative comments or giving or receiving criticism that trigger a negative response that affects leadership ability</p> <ul style="list-style-type: none"> ● Disengagement ● Apathetic ● Ambivalent ● Disempowered ● Disillusioned ● Low job satisfaction ● Lack of commitment 	<p>Participant responses:</p> <ul style="list-style-type: none"> ● Participant #2: My inability to resolve all matters in a timely manner ● Participant #5: I dislike when co-workers are not honest with you ● Participant #5: Lack of follow-through from others makes me pause ● Participant #3: When someone assumes they know my job better than I do, I get upset ● Participant #3: I dislike being told what to do by colleagues rather than asked ● Participant #3: Lack of response from colleagues is a sign of disrespect ● Participant #4: I do not like being criticized by leadership in front of peer group ● Participant #4: Getting questions in an accusatory way makes me angry ● Participant #4: Leadership's lack of planning is extremely frustrating and I have difficulty committing ● Participant #4: I feel disrespected when someone uses a demeaning tone ● Participant #5: Unreliable peers is disappointing on many levels ● Participant #3: I do not like leadership making assumptions about my ability ● Participant #2: I dislike when change happens without completion ● Participant #6: Dishonesty from leadership makes me shut down

	<ul style="list-style-type: none"> • Participant #7: When I ask others for help and get rejected • Participant #5: Lack of confidence in ability from others decreases my motivation
Initial Analysis	
The negative trigger moments were consistent amongst the participants. These moments for the participants suggest that a negative response that either stymies their leadership or their ability to lead through change.	

Research Question: What authentic leadership concepts are present in participants?	
Self-Awareness Concepts:	Participant responses:
<ul style="list-style-type: none"> • Insights into your attitude, behaviors, values • Looking at your interactions • Attention to what is transpiring 	<ul style="list-style-type: none"> • Participant #2: I am detail oriented • Participant #4: I prefer an inclusive management style • Participant #6: Validation of my work is important to me • Participant #7: I work towards building confidence with others • Participant #1: I believe I am a supportive and caring person • Participant #3: At times, I get anxious • Participant #7: I am aware of others' perception of me • Participant #6: I pride myself on being a teacher •
Positive Behavior concepts:	Participant responses:
<ul style="list-style-type: none"> • Creating moments that matter • Set the conditions for trust • Positive influence on others 	<ul style="list-style-type: none"> • Participant #2: My team environment is one of solidarity-participatory • Participant #4: The team participants in mornings around the Keurig • Participant #1: I am flexible when dealing with my team and others • Participant #7: Focusing on people creates a positive environment

	<ul style="list-style-type: none"> • Participant #1: I change terminology to personalize objectives when speaking with the team • Participant #4: I recognize small intentions of graciousness • Participant #1: I take the time to recognize employees by spending time together
Initial Analysis	
A key element in AL is creating positive behaviors through exhibiting behaviors that create moments that matter or having a positive influence on others. The participants are currently displaying some AL concepts.	

Reflective Journals
Data Collection and Coding

Research Question: How far do managers feel that they are adopting authentic leadership and has it affected their teams?	
Journal Prompts	
Positive/negative comment ratio:	
	Participant responses:
	Neither participant recorded positive/negative comment ratio in their journal entries
Self-awareness: how did I conduct myself today?	
	Participant Responses:
Authentic Leadership concepts: <ul style="list-style-type: none"> • Self-awareness • Self-regulated positive behaviors and self development 	#4: I notice daily self-awareness comments relating to reactions in meetings, with supervisor. I am able to change initial reaction to a more calm and professional reaction due to a concentrated effort of self-awareness.
Change Fatigue Behaviors: <ul style="list-style-type: none"> • Disengaged • Apathetic • Disempowered • Ambivalent • Disillusioned • Low job satisfaction 	#5: Through self-awareness, I am taking the time to create and foster positive development. #5: Through self-reflection, I came to the realization of how I need recognition from colleagues and peers to boost confidence and increase reassurance that I am valued and appreciated.

<ul style="list-style-type: none"> Lack of commitment 	<p>#5: I recognize that being self-aware has helped me better form my communications with others to ensure that I am sending a positive message</p> <p>#5: Because I am aware of change fatigue, I experienced another change fatigue moment when unreasonable expectations were given to me when someone else did not communicate effectively (in fact rudely) and did not complete the appropriate follow-up. Frustration leads to fatigue for me.</p> <p>#5: Change fatigue: overwhelming when everything becomes an urgent task and cannot prioritize—day becomes unruly and stressful. Lack of inclusion has me experiencing disempowerment and disengagement from a situation. CF</p>
<p>Initial Analysis</p>	
<p>Participants seem to resonant with the AL concept of self-awareness. They are more cognizant of how they react to situations. Change fatigue develops when leadership sets unrealistic expectations—disillusioned and disengaged from the moment.</p>	
<p>What did I learn from my team today?</p>	
<p>Change Fatigue Behaviors:</p> <ul style="list-style-type: none"> Disengaged Apathetic Disempowered Ambivalent Disillusioned Low job satisfaction Lack of commitment 	<p>Participant Responses:</p> <p>#4: By becoming more self-aware, I get the importance of understanding the characteristics and personality traits of my team on a personal level to assist them through their work load</p> <p>#5: I learned from myself that I am experiencing change fatigue through over involvement in HLC and the lack of transparency from leadership is causing stress and overload</p>
<p>Initial Analysis</p>	
<p>Change fatigue behaviors are being recognized by participants through interactions with others and workloads. Identified behaviors are disempowerment and dissention</p>	

Research Question: How does change fatigue effect [if at all] managers' approach to leading their teams?	
How has my team reacted to my change in leadership?	Participant responses:
<p>Authentic Leadership concepts:</p> <ul style="list-style-type: none"> • Self-awareness • Self-regulated positive behaviors and self development 	<p>#4: Due to being more self-aware, my team got on-board with our departmental goal and began working together. Discussing the goal with transparency assisted in minimizing the stress.</p> <p>#5: Through positive communication, I fostered by self-awareness and open communication was established</p>
Initial Analysis	
Participants' staff have begun to notice changes in their leadership through the participants display of positive behaviors and the participants self-awareness of how to present information.	

Trigger moments	Participant responses:
<p>Authentic Leadership concepts:</p> <ul style="list-style-type: none"> • Self-awareness • Self-regulated positive behaviors and self development <p>Change Fatigue Behaviors:</p> <ul style="list-style-type: none"> • Disengaged • Apathetic • Disempowered • Ambivalent • Disillusioned • Low job satisfaction • Lack of commitment 	<p>#5: Identification of negative trigger moment: lack of transparency and honesty from leadership leads to less motivation . CF</p> <p>#5: Through self-reflection, realization of how I need recognition from colleagues and peers to boost confidence and increase reassurance that I am valued and appreciated. AL</p> <p>#5 : Receiving appreciative 'thank you's' AL</p> <p>#5: Realization of a negative trigger moment—when people do not follow-through with tasks and commitments. AL</p>

Initial Analysis

Through the participants identification with trigger moments, they are understanding the importance of self-awareness and positive behaviors (how it affects them on a personal/leadership level). Change fatigue behaviors are being recognized through interaction with leadership, where they become disillusioned

I used an element of AL today...	
<p>Authentic Leadership concepts:</p> <ul style="list-style-type: none"> • Self-awareness • Self-regulated positive behaviors and self development <p>Change Fatigue Behaviors:</p> <ul style="list-style-type: none"> • Disengaged • Apathetic • Disempowered • Ambivalent • Disillusioned • Low job satisfaction • Lack of commitment 	<p>Participant responses:</p> <p>#4: I have an understanding team dynamics. AL</p> <p>#5: I discovered a negative trigger: when others do not appreciate the work of others and the presence of favoritism is prevalent with leadership allowing this type of behavior</p> <p>#5: Self-awareness is part of my daily thought process now, so I can correct my direction—words or actions—that will be more beneficial to the situation and to minimize stress. AL</p>

Initial Analysis

Participants seem to be embracing the concepts of AL, particularly by improving their self-awareness and incorporating this concept into their leadership style.

Creating moments that matter	
<p>Authentic Leadership concepts:</p> <ul style="list-style-type: none"> • Self-awareness • Self-regulated positive behaviors and self development 	<p>Participant responses:</p> <p>#5: I am establishing open lines of communication.</p>

Combined Initial Analysis

Participants seem to be most engaged with the AL concept of self-awareness. This concept has assisted in their realization of how they respond to initiatives and how they approach their teams. Change fatigue behaviors are being recognized, since the workshop, and are primarily being associated with how leadership is managing change initiatives: overwhelming workloads and lack of transparency

Focus Group
Data Collection and Coding

Research Question: How does AL change individual perceived change fatigue?	
<p>FGQ3: How has the intro of AL concepts affected your approach with staff regarding change initiatives? Which concepts & what have you done differently and how? Have they informed your workplace practice?</p>	
Participant responses:	
<p>Authentic Leadership concepts:</p> <ul style="list-style-type: none"> • Self-awareness • Self-regulated positive behaviors and self development 	<p>Participant #7: During change initiative: I am defending the decision to promote positivity—explain what is going to happen. In the past, I conducted short conversations, so now everyone has a different level of comfort.</p> <p>Participant #4: Being aware of my individual response to change and being cognizant of how staff is feeling.</p> <p>Participant #5: I have approached how I respond to emails and individuals from understanding them as individuals—getting to know their moments.</p> <p>Participant #3: Change fatigue has become more of a presence in my understanding of how to handle change initiatives for myself and staff</p> <p>Participant #6: I am aware of the need to recognize work. I am more thankful and grateful for the work my staff does.</p> <p>Participant #6: I am aware of the effects of stress on my staff and myself.</p> <p>Participant #1: I am more transparent and try to present in a positive light to motivate them to do a job.</p> <p>Participant #1: I am more aware of their attitudes.</p>

Initial Analysis	
Participants identify with AL concept of self-awareness—being aware of how they handle change, how their staff is feeling. Positive behaviors have begun to take shape within the participants, creating positive environments for their staff.	
FGQ6: Have you noticed that you and/or your staff approach tasks differently?	
	Participant Responses:
<p>Authentic Leadership concepts:</p> <ul style="list-style-type: none"> • Self-awareness • Self-regulated positive behaviors and self development 	<p>Participant #7: I totally approach tasks differently—I have changed.</p> <p>Participant #3: Changing approaches. I approach through self-awareness before I react.</p> <p>Participant #5: Before, I would just do it without question; now, I ask for transparency and expect responsiveness.</p> <p>Participant #6: I have changed approach but I have difficulty maintaining that approach.</p> <p>Participant #1: Yes, but I would anticipate the longer I work on this practice I will become a more self-aware leader.</p>
Initial Analysis	
Through incorporation of AL concepts, the participants have noted that they are changing the way they approach change—through self-awareness and their own empowerment.	

<p>FGQ7: Have you noticed a change in your motivation and your staff's motivation to perform change initiatives?</p>	
	<p>Participant Responses:</p>
<p>Change Fatigue Behaviors:</p> <ul style="list-style-type: none"> • Disengaged • Apathetic • Disempowered • Ambivalent • Disillusioned • Low job satisfaction • Lack of commitment <p>Authentic Leadership concepts:</p> <ul style="list-style-type: none"> • Self-awareness • Self-regulated positive behaviors and self development 	<p>Participant #4: My reaction depends on change initiative; however, I am less motivated if not involved in the change discussion</p> <p>Participant #5: I am less motivated if not involved in the change.</p> <p>Participant #4: Presenting to staff in the right way increases motivation. Staff is more motivated when involved in the change. AL</p> <p>Participant #7: When I am more self-aware, I can appropriately communicate the change. AL</p> <p>Participant #3: I involve staff more—changes motivation. AL</p> <p>Participant #5: Change motivation comes from within. AL</p> <p>Participant # 7: Hit or miss with motivation. Staff meetings with transparency increases motivation. AL</p> <p>Participant #4: 'Just do it' mentality—no longer has motivation. CF</p> <p>Participant #3: I am unmotivated due to decisions with lack of transparency. CF</p> <p>Participant #7: Lack of ownership with initiative = lack of motivation. CF</p> <p>Participant #6: I am more transparent with my staff about change so their motivation will increase. I communicate better. AL</p> <p>Participant #1: I have become to approach from a very self-aware place, so I am portraying a positive approach in front of my staff. AL</p>

Initial Analysis	
<p>Participants describe inconsistency with improving staff motivation from their introduction to AL concepts. They did notice moments which clarify staffs' lack of motivation through the identification of change fatigue behaviors. Change fatigue behaviors appear when staff are not included in the change initiative, so they become passive about the change and lack motivation. Lack of motivation occurs when staff are disempowered—lack of transparency from leadership. The AL concepts of self-awareness and positive behaviors have been beneficial towards increasing staff motivation—involving them more and being transparent. Again, the inconsistency in motivation and the emergence of change fatigue behaviors is related to leadership and his process of initiating change initiatives.</p>	

Research Question: How far do managers feel that they are adopting AL and has it affected their teams?	
FGQ1: What are your thoughts on the AL concepts that you were introduced to in the workshop?	Participant responses:
<p>Authentic Leadership concepts:</p> <ul style="list-style-type: none"> • Self-awareness • Self-regulated positive behaviors and self development 	<p>Participant #4: The concepts are great; however, changing behavior is hard and would need more workshops in this area, incorporating all concepts. Stopping to think—self-aware—is key.</p> <p>Participant #3: My reacting instead of reflecting has lessened and I am becoming more self-aware and accountable</p> <p>Participant #5: I am making less assumptions and drawing conclusions without clearly listening—being more present. Including others first</p> <p>Participant #4: I check-in more often with team to see how they are doing. Being aware of them.</p> <p>Participant #6: I like the concepts but it takes a lot of work to maintain. I would like to see more opportunities to revisit these concepts.</p>

	Participant #1: I liked the concepts but is difficult to maintain without some type of review.
Initial Analysis	
Participants are consistently identifying with self-awareness and are beginning to see the results of incorporating this concept in their leadership. Not all have completely embraced self-awareness and one participant states that it is difficult and will continue to practice.	

FGQ2: Have you adapted any AL concepts into your current leadership style?	
	Participant responses:
<p>Authentic Leadership concepts:</p> <ul style="list-style-type: none"> • Self-awareness • Self-regulated positive behaviors and self development 	<p>Participant #5: I am recognizing trigger moments in others, particularly noticing others moments so know how to navigate and share information. I have adapted a more self-aware approach</p> <p>Participant #3: I am more aware of personal trigger moments and trigger moments of other staff-recognizable moments.</p> <p>Participant #4: I have noticed tension between team members more and have become more aware of what causes the tension.</p> <p>Participant #7: Concepts are working. Team identification of self-awareness by bringing to attention negativity (negativity bucket). Focus on positive moments by calling them to everyone's attention. Concepts like transparency and self-awareness are making a difference.</p>

	<p>Participant #4: I Remind myself to check myself before speaking with team. I make a conscious decision to share news that might be negative, so I re-direct how I share the news—being aware of how it may come across.</p> <p>Participant #6: I have been working on self-awareness. I am becoming more aware of how I react to situations and how I interact with others—learning what triggers my emotions.</p> <p>Participant #1: I have always tried to do positive behaviors but I have increased these efforts after the workshop.</p> <p>Participant #1: My staff is responsible for a lot of things on campus, so when I see the stress start to settle in, I make an extra effort to acknowledge them.</p>
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Initial Analysis	
-------------------------	--

<p>Participants have primarily adapted self-awareness into their leadership style, which potentially can generate positive behaviors. They have become more aware of their personal trigger moments and are learning how to respond in a more positive way. This concept is making a difference to them and they are beginning to see the results with their staff.</p>	
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

<p>FGQ4: What elements of AL style resonate most with you?</p>	
	<p>Participant responses:</p>
<p>Authentic Leadership concepts:</p> <ul style="list-style-type: none"> • Self-awareness • Self-regulated positive behaviors and self development 	<p>Participant #3: Positive behavior roles. I am aware of efforts.</p> <p>Participant #4: Self-awareness resonates most and it is difficult but I am attempting to practice and will benefit by continuing down this pathway.</p> <p>Participant #5: I am supporting positive trigger moments. Need to expand this knowledge to others to know how positive triggers can affect positive outcomes. Self-awareness</p> <p>Participant #3: I need to work on more positive behaviors.</p> <p>Participant #5: I appreciate work/accomplishment of others by being aware of their impact.</p> <p>Participant #6: Self-awareness has been the most life-changing—it also regulates my behavior.</p> <p>Participant #1: Positive behaviors—better communication to keep the morale up. I reward and acknowledge good work daily.</p>
<p>Initial Analysis</p>	
<p>The AL concepts of positive behaviors is resonating the most with them because they understand that this can make an impact on others. However, it is their self-awareness practice that is leading to demonstrating more positive behaviors.</p>	

<p>FGQ5: Have you found any changes in the way you work with others?</p>	
<p>Authentic Leadership concepts:</p> <ul style="list-style-type: none"> • Self-awareness • Self-regulated positive behaviors and self development 	<p>Participant responses:</p> <p>Participant #5: I am more conscious of change fatigue from the workshop. I am more thoughtful about changes before implement—discuss timing. I adjust the way I approach projects.</p> <p>Participant #7: I trust more. Comfort and respect for each other has increased.</p> <p>Participant #3: From workshop: I am more self-aware. Better constructive discussion even with disagreements. Becoming more on the positive side—more on the same page with others.</p> <p>Participant #5: Self-awareness—opinions are heard.</p> <p>Participant #3: Our discussions are more open.</p> <p>Participant #6: I listen more before I react. Notice signs of stress/exhaustion—change fatigue more than I did before.</p> <p>Participant #1: I am more aware of how I speak with others, knowing my own trigger moments and learning through trial and error others trigger moments.</p>
<p>Initial Analysis</p>	
<p>Participants are changing the way they lead which is creating a change with the way the work and interact with colleagues.</p>	

Combined Initial Analysis

Through the AL workshop and the introduction of AL concepts and Change Fatigue behaviors, the participants have begun to embrace the concepts and incorporate them into their leadership practice. Self-awareness and positive behaviors are the two concepts most identified with by the participants and efforts are being made to be cognizant of how they work with others, react to change, and present change to their staff. Change fatigue behaviors are being recognized when change initiatives are introduced from leadership. Due to lack of transparency and communication, participants have experienced disempowerment, disillusionment and passive acceptance of change, which is a cause of lack of motivation for them and their teams.

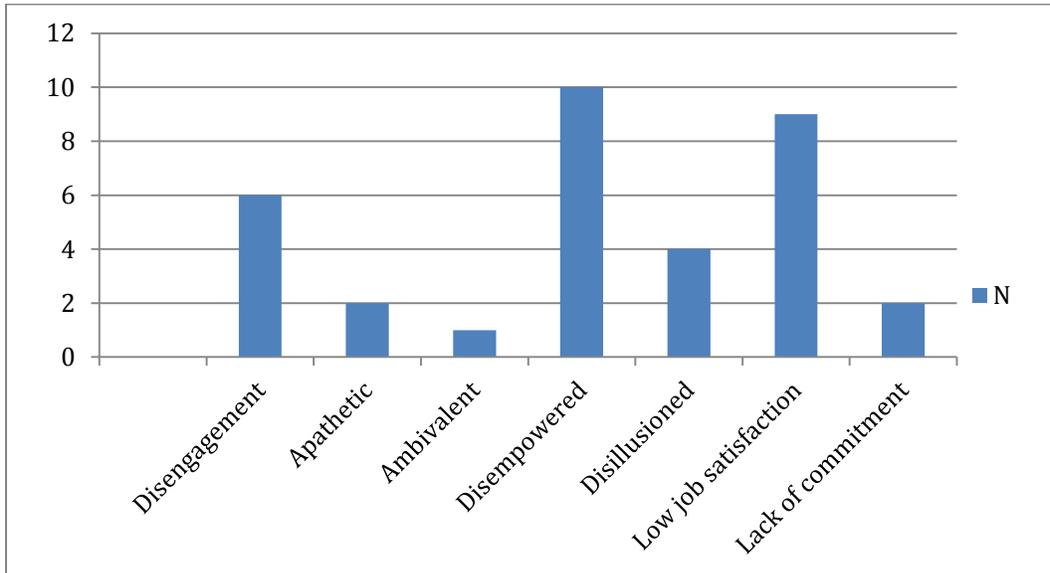
APPENDIX 6: Reflective journal prompts

Journal Prompts

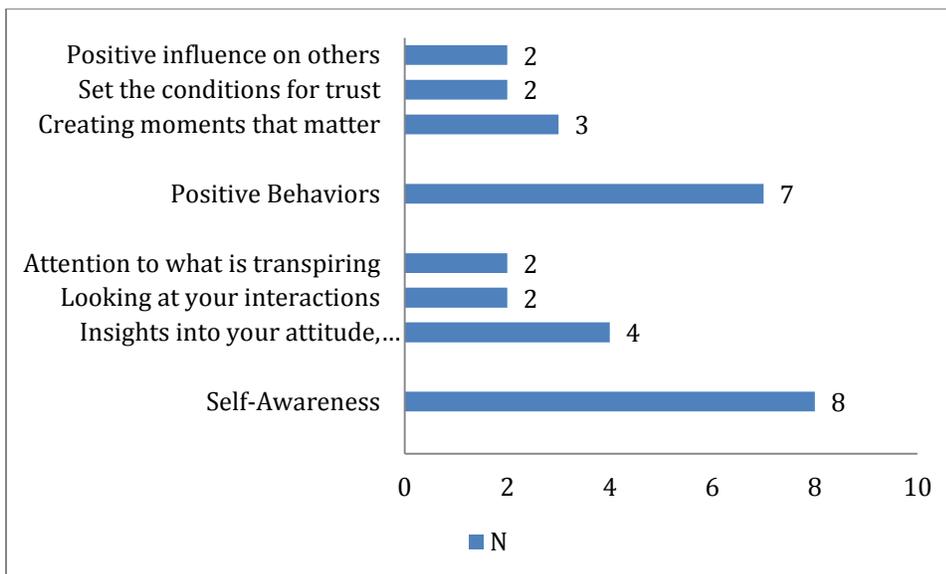
1. Positive / negative comment ratio
2. Self-Awareness: how did I conduct myself differently today?
3. What did I learn from my team today?
4. How has my team reacted to my change in leadership?
5. Trigger moments? What was it?
6. Creating a moment that matters....
7. I used an element of AL today....

APPENDIX 7: Identification of authentic leadership concepts and change fatigue behaviors: Qualitative data collection

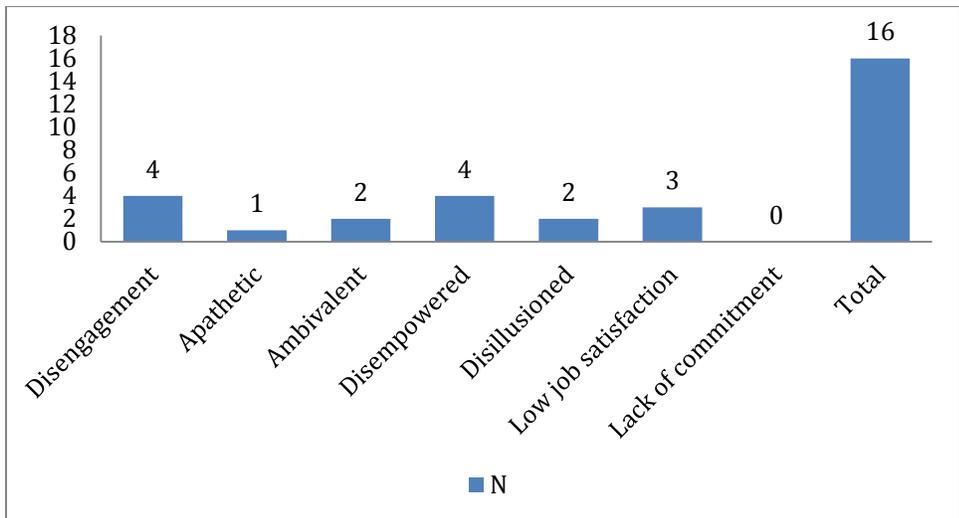
1. Spectrum of change fatigue behaviors identified by participants during Authentic Leadership workshop



2. Participant identification with authentic leadership concepts of self-awareness and positive behaviors during the Authentic Leadership workshop



3. Negative trigger moments connected with change fatigue behaviors during the Authentic Leadership workshop



4. Frequency of common authentic leadership themes extracted from the reflective journals

<i>Authentic Leadership concepts</i>	<i>N</i>
Self-Awareness	10
Positive Behaviors	4
Total	14

5. Frequency of common change fatigue behaviors extracted from the reflective journals

<i>Change Fatigue Behaviors</i>	<i>N</i>
Disengagement	1
Apathetic	0
Ambivalent	0
Disempowered	1
Disillusioned	4
Low job satisfaction	0
Lack of commitment	1
Total	7

6. Frequency of participant identification with authentic leadership concepts during the focus group

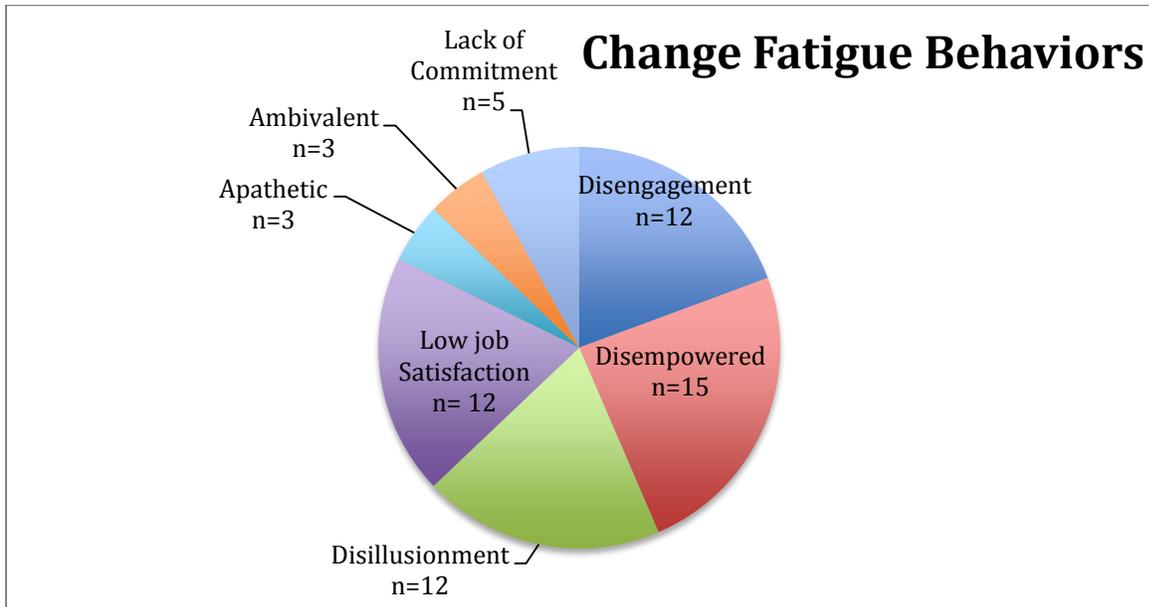
<i>Authentic Leadership concepts</i>	N
Self-Awareness	30
Positive Behaviors	21
Total	51

7. Frequency of participant identification with change fatigue behaviors during the focus group

<i>Change Fatigue Behaviors</i>	N
Disengagement	1
Apathetic	0
Ambivalent	0
Disempowered	0
Disillusioned	2
Low job satisfaction	0
Lack of commitment	2
Total	5

APPENDIX 8: Frequency of cumulative responses throughout qualitative portion of the research study

Change Fatigue behaviors



Authentic leadership concept: Self-Awareness



Authentic Leadership concept: Positive behaviors

Theme: Positive Behaviors

■ Authentic leadership Workshop ■ Reflective Journal ■ Focus Group

