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Walden University

College of Management and Technology

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Mary F. Woods

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Walden University
2018

Abstract

Exploring Collaborative Learning Methods in Leadership Development Programs

by

Mary F. Woods

MA, Oakland City University, 2006

BS, Oakland City University, 2004

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Management

Walden University

May 2018

Abstract

Collaborative learning as it pertained to leadership development was an obscured method of learning. There was little research addressing the attributes contributing to collaborative learning for leadership development in leadership development programs. By completing this manuscript, scholarly learners may have additional information on knowledge-based practicing organizations. The purpose of this qualitative study was to understand how collaborative learning influenced leadership development within leadership development programs within high performing organizations. Data collection included semistructured interview questions and a review of training documentation with a combination of dramaturgical coding and purposive sampling from 20 participants that attended leadership development programs within a high performing organization. The 7-step data analysis process, methodology triangulation, and member checking consisted of structure and credibility of the findings. There were primary and secondary themes that aligned with Hanson's leadership development interface model. The 2 primary themes were categorized as collaborative learning and shared knowledge, while the secondary themes included role models, communication: listening and feedback, problem-solving, knowledgeable: subject matter expert, transparency, and training and teaching. The findings of this study suggest that collaborative learning influenced leadership development programs by practicing group work and by sharing different ideas. These findings have potential implications for positive social change, as the information may add to the body of knowledge for future scholars and valuable information for stakeholders to build a knowledge-based practicing organization.

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Dedication

I dedicate this dissertation to my family and friends for your continuous support. To my family, thank you for excusing me from family events and special occasions as I concentrated on the finale of this journey. My brother, Adrian, eased my conscious by chanting, “The tassel is worth the hassle.” Special thanks to my parents Howard and Marcia, for instilling education in all nine of their children. I am a product of the many conversations regarding education and their incessant support to achieve a doctoral degree. To my best friend and soul mate, *Papi*, thank you for the many roles you have played in the summit of this study. Thank you for being my audience, my cheerleader, and my rock through the tough times. Your pride in me kept me grounded and focused.

Special recognition to my children and grandchildren for sacrificing our quality time. To Marcia Nicks, Tawana Willis, and Vincent Burke as the “*proofreaders*” at various stages of the dissertation; I am indebted to the many days and nights I have solicited your help. One of my favorite quotes is, “Life’s challenges are not supposed to paralyze you; they're supposed to help you discover who you are” (Johnson-Reagan, n.d.). I pray that my work will encourage other family members and friends to hurdle the challenges in life and pursue their dreams. Lastly, to God be the glory for the things He has done and will continue to do in my life. I accept my vocation from God as He uses me as His vessel to serve in the ministries of this world.

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Giving honor to God and His sovereignty over my life. I am grateful for the determination He has bestowed upon me to endure such a prestigious journey. This study was possible through the help of committee members, external mentors, and participants.

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Table of Contents

List of Tables	viii
List of Figures	ix
Chapter 1: Introduction to the Study.....	1
Background of the Study	3
Problem Statement	6
Purpose of the Study	8
Research Questions	9
Conceptual Framework.....	9
Nature of the Study	13
Research Method	14
Research Design.....	15
Definitions.....	16
Assumptions.....	17
Scope and Delimitations	19
Limitations	21
Significance of the Study	22
Significance to Practice.....	24
Significance to Theory	25
Significance to Social Change	26
Summary and Transition.....	27
Chapter 2: Literature Review	30

Literature Search Strategy.....	31
Theoretical Foundation	33
Trait Theory	33
Transformative Learning Theory	34
Methods of Learning.....	35
Conceptual Framework.....	37
Organizational Value Quadrant Model.....	37
IPO Model.....	38
Knowledge Sharing.....	39
Rationale	40
Evolution of Leadership Development	41
Social Constructivist.....	42
Interdisciplinary Body of Knowledge.....	44
Psychology.....	45
Sociology	46
Anthropology	47
Relating Social Constructivism to Leadership.....	48
Understanding the Leader’s Role.....	48
Importance of Followership.....	50
Leadership.....	52
Path-Goal Theory.....	53
Transformative Leadership	56

Leadership Development Programs	59
Feedback	59
Communication.....	60
Approach to the Problem	62
Rationale of the Concept.....	64
Literature Relative to the Research Question	64
Conclusions.....	65
Current State of Leadership	65
Gaps in Leadership	65
Justification of the Research	67
Summary	67
Chapter 3: Research Method.....	69
Research Design and Rationale	69
Role of the Researcher	74
Methodology.....	76
Setting the Stage	77
Choosing a Design	78
Rationale of Methodology	82
Participant Selection Logic.....	83
Instrumentation	86
Expert Validation.....	87
Procedures for Recruitment, Participation, and Data Collection.....	89

Data Analysis Plan	93
Organizing the Data	94
Immersion	95
Themes and Patterns	96
Methodological Triangulation	98
Coding the Data	98
Interpreting the Data	99
Alternative Understanding	100
Data Analysis Summary	101
Issues of Trustworthiness.....	101
Credibility	103
Transferability.....	104
Dependability	104
Confirmability.....	105
Researcher Bias.....	105
Ethical Procedures	107
Trustworthiness Summary	109
Chapter 4: Results	111
Research Setting.....	111
Demographics	112
Data Collection	112
Data Analysis	114

Organizing.....	115
Immersion of the Data	115
Identifying Themes	115
Coding Process.....	116
Alternatives Understanding	116
Final Process	117
Evidence of Trustworthiness.....	117
Credibility	118
Transferability.....	118
Dependability	118
Confirmability.....	119
Study Results	119
Themes Per Question	119
Dramaturgical Coding.....	122
Holistic Coding	124
Theme Collaborative Learning	126
Theme Shared Knowledge	128
Participants' Responses	130
Organizational Quadrant Value Model.....	131
Methodological Triangulation	133
Summary	135
Chapter 5: Discussion, Conclusions, and Recommendations.....	137

Interpretation of Findings	138
Collaborative Learning	138
Shared Knowledge	141
Secondary Themes	142
Limitations of the Study.....	144
Recommendations.....	146
Quantitative Study	147
Qualitative Ethnography Study.....	148
Implications.....	148
Implications for Social Change.....	149
Implications for Theory	149
Implications for Practice	150
Conclusions.....	150
References.....	153
Appendix A: Confidential Letter	177
Appendix B: Interview Questions.....	178
Appendix C: Approved Consent Form	179
Appendix D: Interview Protocol.....	181
Appendix E: Organizational Themes Worksheet	183
Appendix F: Dramaturgical Coding of Participants' Experiences	184
Appendix I: Field Test Consent Form	187
Appendix J: Leadership Development Model	189

Appendix K: Author’s Permission.....	190
Appendix L: Field Notes and Observation Worksheet.....	191
Appendix M: Letter of Cooperation	192
Appendix N: Use of Facility Consent.....	193
Appendix O: A3 Problem Solving Template.....	193

List of Tables

Table 1. Overview of the Literature Review Title Search	32
Table 2. Leadership Styles - Models.....	53
Table 3. Participant Selection Chart	84
Table 4. Organizational Themes Worksheet.....	97
Table 5. Strategies for Trustworthiness	107
Table 6. Participants Demographics and Characteristics N=20.....	112
Table 7. Themes Emerged from the Education Industry	1200
Table 8. Themes Emerged from the Medical Health Industry.....	121
Table 9. Coded Themes	1255

List of Figures

Figure 1. Leadership development model.....	10
Figure 2. Reinforced loop of leadership development.....	13
Figure 3. Pedagogy theory vs. andragogy theory	36
Figure 4. Transformation system of a collaborative approach process model	39

Chapter 1: Introduction to the Study

Knowledge-based cultures are organizations whose leaders place high value on knowledge-based employees and high-performance employees. Lahtinen (2013) suggested that when knowledge-based cultures produce high performance employees, the outcome would increase in productive inter-organizational collaborations. Collaboration happens when two or more people work together to achieve a common goal and learn from each other (Stein et al., 2015). Noh, Kim, and Jang (2014) explained the importance of learning in organizations since it helped develop a reinforced circle of knowledge in the organization and develop future leaders.

Leader development is between effort by those in leadership roles and the interactions with the employees to transfer learning to the followers (Helsing & Howell, 2014). Leadership development refers to the process of enhancing the quality of leadership within individuals. In comparison, there is a process of augmenting individuals to become better leaders. The literature provided artifacts on leadership programs (Moorosi, 2013), building leadership skills (Edwards & Turnball, 2013a), and increasing communication skills of individuals (Tourish, 2014). In contrast to these practical methods of leadership development, there is a need to explore collaboration as a modern approach in knowledge-based organizations,

Jordan et al. (2013) expounded on leaders taking leadership development courses and transferring the information to their followers. The professional development of leaders must add to the traditional methods of training and training exercises. In a pedagogical environment, shared knowledge from leaders to employees creates a

reinforced loop of knowledge, enhances quality performance, and increases job satisfaction (Tourish, 2014). The reinforced loop of knowledge refers to the outline of collaboration learning. As college students learn the attributes of collaboration and shared knowledge, they transfer these practices into the workplace. The need for a modern approach to leadership development through the catalyst of collaborative learning derived from the transition of collaborative learning in colleges to the workplace.

During the years of 1990 to 2010, collaborative learning has progressed in the pedagogical and andragogical environment. The practice of *collaborative learning* evolved in response of the workplace to increase team performance (Kliegl & Weaver, 2014). A common view of education now illustrates nontraditional learning as the method of learning has shifted to a collaborative approach. While collaborative learning is the education approach, by which individuals teach and learn, collaborative approach is the way the individuals work together to accomplish the goal (Stein et al., 2015). In conjunction with collaborative learning, there is a pedagogical trend legitimizing the efforts in collaborative learning through engagement (Meringolo, 2014). While there are college professors who use Bloom's taxonomy method to engage the students into conversation and learning, Taylor and Laros (2014) recommended collaborative learning as pedagogical and andragogical methods of adult learning.

The emphasis of collaborative learning focused on the development of leaders in a shared knowledge environment. Gorvine and Smith (2015) explained collaborative learning as an effective method for peer-based learning. The new generation of leaders are graduating from college and practicing collaborative learning in organizations (Brack,

2012). The relevance of the collaborative learning process in the workplace provides real-world problems and solutions that increase decision-making skills and job performance (Haber-Curran & Tillapaugh, 2015). Kliegl and Weaver (2014) presented the idea of archiving collaborative learning as a leadership development method in the workplace. In this qualitative exploratory case study, the purpose is to understand how does collaborative learning influence leadership development within leadership development programs within high performing organizations (HPO). The contents of this chapter include historic background information of trends and gaps in leadership development, defines collaborative approach and collaborative learning, identifies the problem, and explores the emerging facts of the problem.

Background of the Study

A leadership development structure may have the advantage to facilitate an employee's transition to an organizational leader. The core functions of leadership development in an organization include identifying the candidates appropriate for growth, providing them with the tools to perform, offering constructive feedback, and coaching the candidates into the professional leadership development framework (Markus, 2013). Helsing and Howell (2014) identified complexities, such as skills, knowledge, competencies, and performance of the development stages as gaps in the leadership development process. The historical information dating from the early 1900s to the current archives of leadership development provides empirical data on how these gaps affect leadership development and leadership performance.

In this perspective are conditioned by which formal hierarchical structure may become a postmodern form or organizations, due to nontransitional methods (Bleiklie, 2015). The classical management perspective consisted of administrative management that addressed organizational issues and the scientific management leadership style that allowed leaders to focus on the work and the workers (Morales-Arroyo et al., 2012). In the early 20th century, organizational leaders explored trait theory as a method of displaying leadership development based on skills and expertise (Lopez et al., 2013). In the year of 1990, collaborative approach has been the collegiate method of learning that has transitioned into organizations (Feys & Devos, 2014). Shared knowledge, transformative learning, collaborative learning, and social learning are different methods of collaborative approach. I focused on the influence of collaborative learning in leadership development programs.

Collaborative learning involves team-based strategies that help individuals retain different ideas and concepts (Stein et al., 2015). The individuals learn by leveraging the information and synthesizing the information to their ability. There are several advantages of collaborative learning; individuals improve their teamwork skills, critical thinking skills, and collaborative learning in the workplace contributes to the amount of work accomplished to achieve goals (Rafferty, 2012). When moving towards a profound shift in the way people learn it was important for leaders to understand the complex and adaptive challenges, gaps, and trends in collaborative learning.

Feedback was the leading indicator of the trend in leadership development programs (Braddy et al., 2013, Kennedy et al., 2013). Feedback reiterates knowledge

amongst the employees and enhances job satisfaction. Being receptive to feedback was a process to behavioral changes, significant outcomes, and performance improvement through self-efficacy. Kennedy et al. (2013) reported that beginning the year of 1980, leaders lost focus on subordinate development and focused on the behavioral competencies emerging of complex relations between leaders and their associates.

Through the social construct of performance and outcomes in organizations, collaborative learning transitioned into the workplace. In 2011, a single case study revealed an overwhelming outcome of responses from students' experiencing group work assignments (Rafferty, 2012). The benefits from the single case study demonstrated the learners' persistence, positive attitude, and achievements towards learning. As apposed to individual work, students who worked in groups learned to work collaboratively, improved critical thinking skills, and learned how to elaborate on topics.

Similarly, there was evidence that the group work in the workplace endorses high performance and outcomes (Gorvine & Smith, 2015). These facts allude to the practice of collaborative learning. While employers recommended a blended method of learning including liberal, applied, and collaborative learning, there were 56% of employers who expressed the satisfaction with the results and outcomes of the mixed practices (Hart Research Associates, 2013). This type of performance refers to shared knowledge.

The challenge in researching literature on leadership development and shared knowledge as a unit emerges when examining word association and the environment by which shared knowledge interfaces. There was a plethora of literature on leadership development programs, developing the leader, finding potential candidates for leadership,

and improving skillful leadership for organizations (Waldman, Galvin, & Walumbwa, 2013). In contrast, there is little information on shared knowledge as it pertains to leader and leadership development in a group setting. Shared knowledge associates with knowledge management as a context for organizational practices (Lahtinen, 2013). The process aimed for each term to distinguish other terms; collaborative learning was the development of ideas and learning, while shared knowledge was the practice of learning. To fuse leadership development and shared knowledge was to understand how the collaborative approach occurs and how collaborative learning exists in the workplace.

Millennial college students are entering the workplace with a different approach to learning, managing practices, and leader development. As millennial professionals join the workforce, there was a need to revise learning in the workplace (Brack, 2012). Advance technology and the way individuals learn demanded a new set of work skills causing informal methods of learning to increase as business imperatives. Eddy (2013) expressed how the shift in workers would cause a gap in leadership. Brack (2012) elaborated further that the millennial professionals bring diversity in the workplace bridging the gap between collaborative learning and professional development. The collaborative approach supported the social ties of multiplicity, for; working with diversities generated new ideas.

Problem Statement

Despite the engagement of collaborative peer learning in higher education, there was a lack of collaborative proficiency in the workplace (Kuhn, 2015). As college students enter the workforce, more companies adopt a culture of new styles emerging

from the practices and information learned in colleges. Kuhn (2015) expressed concern if the millennium professionals do not master the skill of collaborative learning; they would disservice themselves as professionals in the workplace. Cardon and Philadelphia (2015) described the characteristics of millennial professionals to be continuous learners, teamwork-oriented, and approach situations differently than previous generations. Brack (2012) explained millennial generation has a different view of the world, and by the year 2020, nearly half (46%) of the United States, organizational leaders will be of the millennial generation. The general problem was an insufficient amount of preparedness in managing collaborative learning in comparison to leadership development (Hsieh & Liou, 2016). The specific problem was the lack of understanding regarding how does collaborative learning influences leadership development within leadership development programs within high performing organizations.

While collaborative learning and the strength of knowledge sharing are replacing the traditional methods of constructing employees, there was a need to induct more research on the influence of collaborative learning in the workplace. The literature review showed a gap in leadership preparedness and the best practices of collaborative learning within leadership development programs. Harward and Taylor (2014) offered best practices for training and development. Harward and Taylor indicated although there was no blueprint for leaders to understand corporate learning; their 2008-2013 study provided evidence that role-playing, practices, and group activities support learning in the organization. I followed the structure of a qualitative exploratory case study to explore how collaborative learning influences leadership development within leadership

development programs within high performing organizations. The qualitative exploratory case study will add to the body of business knowledge for organizational stakeholders and contribute to future scholarly research.

Purpose of the Study

The purpose of this qualitative exploratory case study was to gain an understanding of how does collaborative learning influences leadership development within leadership development programs within high performing organizations. Through the social construct of how individuals learn and the effectiveness of collaborative learning, organizational leaders recognize the demand for collaborative learning to increase job performance (Kliegl & Weaver, 2014). Incongruence with the general problem, the quest was whether organizational leaders are knowledgeable enough and prepared to manage the influences of collaborative learning.

I followed the exploratory case study design, as mentioned by Yin (2012). The information obtained from the interviews of leader and subordinate research participants and field notes provided the units of analysis of the qualitative case study. I conducted a purposive sampling of 20 participants, who have participated in leadership development programs. I sought multiple sources of data, such as interviewing and recorded artifacts, called field notes (Marshall & Rossman, 2016). A strategic technique of obtaining information was the primary method of open-ended semistructured interviewing questions (Rosso, 2014). The secondary method of data collection consisted of participating organizations' public training documents.

Research Questions

The condition of a research question differentiated the type of study and was a key factor to obtaining substance and form (Yin, 2014). Asking a question of a phenomenon beginning with the word, *how* provided a clue that the research was a case study method. There was one central research question (RQ) for this study: How does collaborative learning influence leadership development within leadership development programs within high performing organizations?

Conceptual Framework

The conceptual framework represents a structure for the organizational value quadrant cycle of the leadership development interface model (Hanson, 2013). This organizational value quadrant (OVQ) model defined the value in an intersectional analysis of the collaborative learning methods used in leadership development. The rationale for this approach was to explore the influence of collaborative learning on employees' transition to leadership, as collaborative learning stimulates the involvement and ascertainment of performance in the workplace (Hsieh & Liou, 2016). Using the OVQ framework accentuated the significance of visions and goals, feedback, and collaborative learning, delineating, and practicing collaborative methods, and competencies and development (Figure 1). These practices are influential behaviors that relate to collaborative learning. The OVQ leadership development model contributed to the baseline of an intangible framework, exploring how collaborative learning influenced leadership development programs through an interactive group perspective.

The methodology of the quadrant cycle was a benchmark of how individuals transition to a leader in organizations. Mirroring Hanson's (2013) interface quadrant cycle (Figure 1), all four quadrants are stages of leadership development of individuals aligning themselves with the goals of organizations. Quadrant I consist of the authenticity of the leaders and their visions and goals. Quadrant II focuses on the feedback from coaching and applies the information towards leadership development. Quadrant III incorporates the outlining of collaborative methods to practice group work in leadership development. Quadrant IV includes skills and competencies training for efficient leadership development and carving out an organizational culture based on the influences of collaborative learning. This model was beneficial to this case study as it provided a guide to data collection, coding, measuring, and interpretation of the findings.

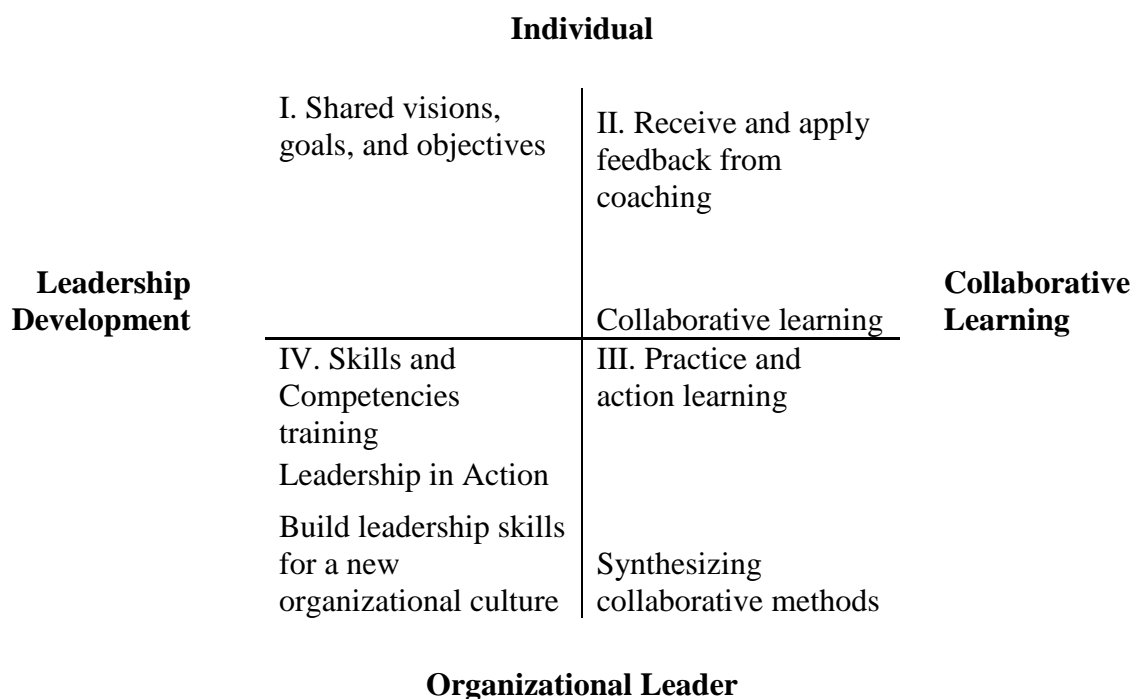


Figure 1. Leadership development model.

Note. Adapted from “The Leadership Development Interface: Aligning Leaders and Organizations Toward More Effective Leaders Learning” by Byron Hanson, 2013, *Advances in Developing Human Resources*, 15(1), p.112. Copyright 2013. Adapted with permission from Byron Hanson and using Walden University’s Sage Premiere Database.

Through normalized judgment, leaders establish character rules to explore the dynamics of identity. Leadership development was a set of processes by which individuals engage and measure their skills (Nicholson & Carroll, 2013). The etymology of the word development derived from the word, *developer*, meaning unfold (Nicholson & Carroll, 2013), suggesting a paradox of leadership development to mean tear down and rebuild the leader. As the leader learns the details of the lessons from leadership programs and understands his or her role as a leader, the individual explored a new identity. The intangible advantage of leadership development augments identity and power through sociological and interactive perspectives with their subordinates (Schyns et al., 2012), ensuring an abstract framework of collaborative learning.

Leadership development has trending complexities causing a reflection on traditional programs, such as the curriculum style to teaching and learning objectives. Hsieh and Liou (2016) discussed collaborative leadership as a theory to improve performance. The scholars based their theory on the leadership behaviors and organizational complexities reflecting the support of traditional organizational leaders. For this study, collaborative learning applied to stakeholders participating in leadership development programs. Traditionally, executive leaders are the decision-making agents in the organization (Palmer, Dunford, & Akin, 2009). Collaborative learning opens the corridor of decision-making to individuals, as well as executive leaders. The former

statement was an example of organizational complexity that may illustrate as a threat to traditional leaders, thus opposing the idea of collaborative learning.

The classical models of leadership development integrated a framework for leaders in organizations, such as resource inputs processed product output (I-P-O; Wales, Gupta, & Mousa, 2011). The IPO model was a classical management tool to explore relationships between organizations' threats and opportunities. The theory of IPO transformed resources into products and circulate the feedback into organizations to create reinforced loops (Meadows, 2008). The IPO model theory applied to this case study as the intrinsic value of the reinforced loop for collaborative learning in leadership development programs (Figure 2). As an example, the pivotal role of leaders to their subordinates was a reinforced loop of building leadership development through collaborative learning as leaders understand behaviors and conceptualize concepts while transforming subordinates into future organizational leaders as the product output. Figure 2 illustrates a systematic cycle of behaviors based on actions, feedback, and regenerated ideas.

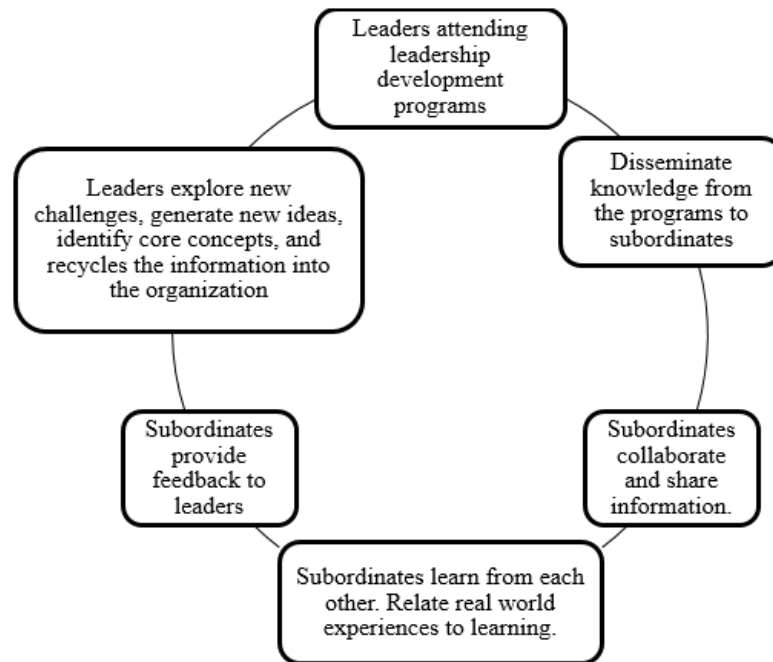


Figure 2. Reinforced loop of leadership development.

Nature of the Study

This study was a qualitative exploratory case study. Morse (2012) related to qualitative research as an inductive approach that seeks to understand the worldview of research participants' perspective, beliefs, actions, and behaviors. In alignment with qualitative research, the design of this case study may have allowed boundaries were structuring the data collection for multiple settings and gather in-depth analysis of the study (Taylor et al., 2013). In this research, the approach of data collection consisted of 20 interviews and a review of training documentation, as I explored and conceptualized the data through the seven-phase analytic perspective. Moorosi (2013) confirmed the importance in identifying the patterns and themes of the data collection to explore the phenomenon of the study.

Research Method

To focus on the flexible structured means of exploring and understanding the significance of the situation, I used a qualitative methodology. There are five qualitative designs: grounded theory, narrative, phenomenological, ethnography, and case study (Thomas-Gregory, 2014). The chosen design included an exploratory case study for reasons of unearthing and deeper understanding of the issue (Mertens, 2015).

The exploratory research design should definitively conclude observable data of the influence of collaborative learning within leadership development programs. Bassot (2012) expounded on how social constructivism method created a pathway to understanding the process, as the researcher collected detail information for the data collection process. As a source of credibility, I conducted research that included collecting data through interviews and public training documents from participating organizations.

In comparison to qualitative research design, a quantitative method, such as metaevaluation, would benefit this study if the research question included a compensatory critique. Rentas (2013) explained the benefit of using meta analysis and meta evaluation in research. Metaevaluation may be useful in observing the relationship between the leader and the subordinate. Instead, the research question in this study posed a naturalistic inquiry of a process between collaborative learning and leadership development. A quantitative methodology study builds protection against bias through testing the hypothesis (Zellers & Ogden, 2013), whereas a qualitative exploratory case study can be used to explore the causal relationships and sufficiently confront issues of

trustworthiness (Yin, 2013). In alignment with Fram's (2014) analogy, using the paradigm of a constructivism method for the process of the research, collecting data, and evaluation would better apply a systematic approach and credibility to the research.

Research Design

In this qualitative study, the exploratory case study was a design that allowed me to focus on an exploration of collaborative methods used in leadership development processes. The objective of the exploratory case study was to observe, document, interpret the meanings, and explain how the results come about (Yin, 2013). As the participants provide information and the development of the field-notes, the structure of the exploratory case study construct limitations for coding causing trustworthiness.

Leadership development was an activity that enhances the quality of leadership skills within individuals (Gentry et al., 2014). The grooming of leadership development may pertain to workers in all departments within major functional organizations. For this exploratory case study, leadership development programs were the focus for the general location. There are several types of case studies, one of which was a descriptive case study. A descriptive case study uses a blended methodology to capture the phenomenon and describe the historical context by which the situation occurred (Phillips, 2013). The purpose of a descriptive case study was to explain the information related to the hypothesized subject (Christopher, Schertzer, & Schertzer, 2013). In comparison, Yin (2014) explained an exploratory case study as research by which the purpose was to identify the research question. An exploratory case study may serve as the prelude to a larger study as the result of the original research may allude to additional implications.

The emphasis of this exploratory case study was to observe and understand the results of nonlinear leadership development instead of a chronological, social action.

A descriptive case study helps a researcher analyze and interpret the data at a higher level and compose the data, to ascertain the information (Yin, 2014). In comparison to the exploratory case study, its features are not ideal for data collection. In this exploratory case study, the participants are workers that have participated in a leadership development program.

Definitions

Andragogy: A theory, method, and practice of adult learning. Collaborative learning was through the practice of pedagogy and andragogy learning, which are methods of adult learning (Taylor & Laros, 2014).

Collaboration: A new method for learning. Collaboration was an orthodox way of sharing knowledge, transferring knowing (transformative learning), and was used to resolve complex problems (Feys & Devos, 2014; Gorvine & Smith, 2014; Meringolo, 2014).

Constructivism: To seek an understanding of a situation and address the processes of interaction. Social constructivism method creates pathways to understanding the process as the researcher collects detail information for the data collection process (Bassot, 2012).

Developer: Unfold or unwrap (Nicholson & Carroll, 2013, p. 1226).

Dramaturgical: A type of coding method used to explore human action and interaction in terms of conventions of characters. (Miles, Huberman, & Saldana, 2014, p. 76).

High performance organization: Over a period of 20 years, the collaborative approach has been instrumental in group-work to produce a high-performance organization (HPO, Gorvine & Smith, 2015).

Metaevaluation: A quantitative method that compares the analysis and results of data. A quantitative method such as metaevaluation would benefit this study if the research question included a compensatory critique (Rentas, 2013).

OVQ: The organizational value quadrant model. This model defined the value in leadership development programs (Moorosi, 2013).

Pedagogy: A method of teaching. Tourish (2014) used the word pedagogy along with theorizing and practice to legitimize the power relations of leadership development in an organization.

Quadrant cycle: An interface model of leadership development abstracting four different perspectives (Hanson, 2013).

Reinforced loop: The reinforced loop was a feedback system used to illustrate the cycle of input and output (Meadows, 2008).

360-degree program: A type of leadership development program.

Assumptions

While there may be critical concepts of leadership development through collaborative learning, there were expectations of the outcome of the study. The

assumptions listed in this section were in accordance to the purpose of this study and reflected on the data collection, findings, and conclusion of the semistructured interviews and public training documents (Miles et al., 2014). Participants may have had different experiences based on his or her environment and their roles in organizations.

While there were six familiar sources for the case study data collection, conducting interviews allowed open-ended conversations with the participants (Yin, 2012). The assumption of this study, as it related to the purpose, research question, and data collection presumed that the participants provided in-depth information of their experiences in leadership development to explore how collaborative learning influenced their leadership development. As I obtained these data, there were presupposed assumption concluded that the participants (a) respond based on the lived experiences of attending leadership development programs, and (b) participants express their experiences of collaborative learning in the leadership development programs.

Upon the recommendation of Mertens (2015), data collection involved 20 interviews within a physical setting, while the second form of data collection included public training documents. The second assumption refers to the participants. There were 20 participants, of which I depended upon for information to complete the study. To include within my role, I provided a natural and comfortable environment for the participants to feel comfortable in giving honest and in-depth responses.

Recognizing the importance of testing leadership theories and collaborative leadership, Hsieh and Liou (2016) suggested a future study of collaborative leadership practices in other areas of the public sector and administrative levels. For this study, the

participants were of an HPO that have operating departments, such as accounting, customer service, and information technology to name a few. From this point of view, the participants may provide various perspectives of the leadership development program due to the diversity of the leadership development members in the program. There was an assumption that the information from the data collection presented scenarios for a quadrant framework, illustrating the different perspectives of leadership development meanings.

The fourth assumption alludes to the structure of the methodology's framework. While Hanson's (2013) quadrant model illustrated the segments of leadership development based on the leaders' vision, practices, perception, and behavior, the assumption was that the intended outcome of the study might have allowed me to explore new concepts of competent leadership development influenced by collaborative learning. A predetermined conclusion from the data collection may have added to scholarly data for future research.

Scope and Delimitations

The intended population included 20 participants, consisting of stakeholders and workers of a HPO. I researched the volume and profitability of the organization to determine its status as an HPO. As a criterion, the associates must have attended or was currently attending a leadership development program. The purposive sampling process captured insight from 20 participants regarding how collaborative learning influences leadership development within leadership development programs within high performing organizations. The purposive sampling process was unique and tailored to the specific

contexts of the research to explore thematic patterns in the data from open-ended interview questions (Miles et al., 2014). Maxwell (2013) expressed that purposive sampling was a strategy that chooses a setting and people to produce information linked to the research question.

The delimitation of the study included the boundaries of the type of organization and if the participants have experienced a leadership development program. Stake (2006) suggested using an environment bounded by the context useful to the case. The population might consist of stakeholders, subordinates, team leads, managers, directors, and vice presidents if they were in a leadership development program.

The research design was delimitation to the study. The purpose of an exploratory case study was to identify and explore specific transitions or situations (Scott, 2013). Although the research design may not always produce the expected results, the approach considered was a valuable method if applied per standard. I collected data in its natural form and by accessing the participating organizations' public training documents. Data collection through interviews establishes trustworthiness, as it was unethical to manipulate or alter the participants' statements (Rossetta, 2014). The public training documents were useful for analyzing the participating organizations' leadership development protocol (Marshall & Rossman, 2016). The research method and design were a guide to explore emerging data, to provide boundaries of the context, and ensure the message was reliable.

The delimitations define the parameters of the study. The advantage of a naturalistic setting provided firsthand experiences of the participants (Patton, 2002).

There were 20 participants; the findings may have skewed sampling and limited the perspective of a worldview. In a qualitative study, 20 research participants can be sufficient to reach saturation or the exhaustion of all means of data collection.

Limitations

In a qualitative study, there may be limitations that skew the findings and or the information may not pertain to the general population. Staller (2014) questioned if limitations were visible to the researcher, as self-abilities and biases may cloud the researcher's judgment. There were considerations of data collection, data analysis, reporting or interpretation, and instruments may have conditions that the researcher may not be able to control.

Data collection involved interviews and public training documentation from the participating locations. Hancock and Algozzine (2011) warned researchers that semistructured questions were worded questions, to which the answers may have provided tentative responses and lead to various limitations. The participants may have provided answers to the interview questions per what they believe I wanted to hear. The participants may have shared information from a biased perspective, accruing limitations on reliability and validity through semistructured interviews. The participants' interpretation of the interview questions may construct a certain response or upon their perception of the question. A review of the public training documents from the participating locations may have mitigated limitations regarding leadership development processes.

Data analysis generated from the data collected from the participants and public training documents. Mertens (2015) identified the advantages and challenges of interviewing as a means of data collection. Focusing on the challenges, interviewing posed limitations, as the data may be a challenge to analyze and compare due to the many participants' perspectives. Abma and Stake (2014) referred to member checks and methodological triangulation to capture the authenticity of interpretation. Once, the findings report was complete; I shared the report with the participant to ensure I have interpreted the information accurately. To enhance trustworthiness, Marshall and Rossman (2016) suggested engaging in reflexivity and developing an audit trail. Triangulating data using multiple sources by cross-referencing the data from the interviews and reviewing the public training documents may increase the trustworthiness of the study.

Significance of the Study

Often, the words *leadership* and *management* were combined when referring to influence in organizations. Leadership involves complex dynamics through practices of influence and production, while management relates to a production-based structure (Endrissat & Arx, 2013). While leaders have a responsibility to provide structure for the organization, all stakeholders benefit from the case study defining by understanding the influence of collaborative learning in leadership development programs. The field of leadership recognizes the need to understand the complexities of recursive leadership development. Leadership development programs were the catalyst for grooming employees to become leaders in the year of 2000 (Edwards & Turnball, 2013b). The

structure of leadership development programs entailed many seminars and practice skills sets to ensure the employees comprehended the concepts and theories of the program.

After reading a host of empirical articles and journals, the results were two-fold. First, the current approach to leadership development remains leadership development programs; such as 360-degree feedback program (Braddy et al., 2013). The 360-degree feedback program was a technique that circulates knowledge within the organization. Second, there was a trend identifying the effectiveness of the approach to leadership development due to the innovative methods of learning through collaboration.

Traditionally, leadership development programs and leadership models were instrumental in developing leaders. Hsieh and Liou (2016) empathized the need for more empirical research on the use of collaboration in leadership and related factors, as different sectors of organizations were incorporating the collaborative approach. For this study, the gap in leadership development through collaborative learning was the preparedness of managing collaborative learning within leadership development and understanding how collaborative learning influences leadership development within leadership development programs.

For this case study, it was important that the researcher identified the characteristics and conditions of the study (Yin, 2014). The potential significance of this case study merged the understanding of leadership development and collaborative learning from participants within the LD programs. Any person striving to improve career development and leadership skills have an intrinsic value in the effectiveness of

leadership development. The governing bodies associated with this potential case study were the organizational associates participating in leadership development programs.

Significance to Practice

Although each leadership position plays a significant role in organizations, each leader should have practices, policies, and principles in place paramount to leadership development. Collaborative learning generally associates with group learning and in educational arenas (Kliegl & Weaver, 2014). In this study, the practice of collaborative learning formalized as an intrinsic value of leadership development. An outcome of this case study may help organizational leaders, stakeholders, and future scholar-practitioners develop improvement processes for leadership development. The potential practical information may delineate the rudiments of individuals aligning themselves with the principles of organizations for successful leadership development.

The exploration of the intrinsic rewards of stakeholders' goals incongruent with organizational goals was also significant to practice. Organizational leaders may expect change, causing the responsibility of stakeholders to align themselves with the framework of organizations. These findings of this study may have the potential to lessen the planned stage of leadership development by introducing the concept of collaborative learning as a valuable means to leadership development.

The rationale for this study may serve as a possible contribution to stakeholders, leaders, and organizations to construct better leaders. In the research of empirical data on leadership development, the literature focused on the demand for leadership programs (Eddy, 2013). Leadership development programs were beneficial for training purpose. In

comparison to the programs was the approach and development of the programs, while the need was to explore the process of the alignment between leaders and the followers as they share knowledge. As a means of supporting professional practices, I proposed methods and recommendations of cultivating frontline leaders, managers, directors, and vice presidents as a responsive committee to their followers. This exploratory case study had the potential to serve as empirical research for future scholars to encapsulate the topics of leadership development.

In congruence to the conceptual framework, the influence of collaborative learning in leadership development programs have several advantages. Hsieh and Liou (2016) explained how the dimensions of collaborating leadership augment organizational performance and improve leadership skills. Kliegl and Weaver (2014) explained that collaborative learning increases effective teamwork. Feys and Devos (2014) believed collaborative learning was an incentive to the organization, as the practice of collaborative learning mitigates fragmentations and resolves complex issues. The design of the conceptual framework may have allowed procured skills and competencies through collaborative learning, enhanced leaders in leadership roles, and augmented performance in the organization.

Significance to Theory

A consideration of the significance of theory within a study was the potential contribution of the research (Marshall & Rossman, 2016). Leadership development was a process of building future leaders through the ability to procure new knowledge, which was an investment in organizations. The influence of collaborative learning was the

method by which future leaders ascertain the rudiments of leadership development. A future scholar who seeks to obtain knowledge on the influence of collaborative learning on leadership development programs may find the study as a substantial contribution. Although there was plenty information on the separate topics of collaborative learning and leadership development, there was little information as it pertains to the influence of collaborative learning on leadership development programs. Perhaps, future scholars may extend the study combining the topics to narrow the gap between collaborative learning and leadership development.

Significance to Social Change

The inductive approach to leadership development was a safeguard for all stakeholders, managers, and leaders to reciprocate knowledge into future leaders, implementing an emerging cycle of leadership development for a positive social change. There were many facets of leadership development bound to affect organizations and society (Lopes et al., 2013). The primary focuses with salutary effects were organizational climate change and developing a knowledge structure to increase job satisfaction and build future leaders (McIntyre & Foti, 2013). As leaders convey information through collaborative learning, they potentially synchronize efforts to influence performance positively and create models for successful leadership development.

In contrast, the lack of a knowledge transferring structure has a direct effect on performance and new models for effective leadership development (McIntyre & Foti, 2013). The trend of new models of leadership development was an element of positive

social change. Defining positive social change to apply new skills, expand networking, and gain knowledge emulates new models that promote awareness and reflect skills. Brack (2012) examined the positive characteristics of the millenniums and how they learn. Brack found that learning through collaboration and group work were fundamental leverages for the millenniums in the workplace. The millenniums possess the ability to multitask and tend to work best in a collaborative environment. As a benefit, understanding how the newer generations learn helps implement strategies towards applying new skills, engaging in networking, and gaining a deeper knowledge of the learning organization.

Additional positive social change alludes to the research findings may increase awareness of collaborative learning in leadership development. The outcome may suggest future implication to organizational leaders to train leaders and associate using collaborative learning in other areas rather than leadership development. The research case study has the potential to produce data in addition to the existing body of literature on leadership development, and the information useful for future scholar research. The results of this research narrowed the gap in exploring how collaborative learning influence leadership development programs.

Summary and Transition

In the evaluation of leadership development, the linear process included different types of training modules to better the individual for a leadership role. Developing programs equivalent to 360-degree programs offered in corporations, and executive coaching techniques were archival documentation that serves as a means of historical

information (Braddy et al., 2013). In comparison to the empirical archives, there was a need to build a substantial foundation for leadership development that includes proliferated feedback into organizations. The reinforced loop perspective of leadership development would explore a new system that reciprocates knowledge within organizations to build better leaders in leadership roles.

In this chapter were problematic areas of leadership development. The focus of this exploratory case study may help the readers, stakeholders, and practitioners to understand how collaborative learning influences leadership development programs. While collaborative learning reflects the central phenomenon of this study; I explored an in-depth understanding of the overarching research findings that were in alignment with the problem statement, purpose statement, and research question.

As the research methodology and design of the study, the holistic structure of this qualitative exploratory case study concentrated on a set of beliefs provided by the participants. Out of these four worldviews, postpositivism, constructivism, advocacy/participatory, and pragmatism, constructivism included typology to organize the general orientation of this research (Shannon-Baker, 2015). The philosophical convention in a qualitative approach based the assumption and the implications of the premise on understanding the worldview through the participants, comparing the historical construction, interpreting the participants' meaning, and synthesizing the generated theories.

The arrangement of this proposal was by way of three chapters. Chapter 1 consists of an introduction presenting problematic situations in leadership development. This

section illustrates the purpose and significance of the study, as well as identifies the research problem. Chapter 2 contains a literature review of theories and frameworks related to leadership development. The background information of these areas explored seminal theorists' perspectives, compare theories, and provide a framework of the pertinent information that supplements the study. Chapter 2 includes a reflection on a philosophical approach of skillfully conceptualizing, synthesizing, and evaluating of all sources to surmise a gap between the existing bodies of knowledge related to leadership development resulting in the ability to share knowledge as it supports how the central research question came to be.

Chapter 2: Literature Review

Chapter 2 included the theoretical foundation of behaviors and processes of leaders who have obtained LDP and provided relevant literature in support of the research problem and purpose. The problem addressed the shift in leaders in organizations. The problem related to the lack of a collaborative approach in developing leaders, as there was a need to create interaction between collaborative learning and leadership development in the workplace (Kliegl & Weaver, 2014). Subordinates lack the necessary feedback from leaders who were successful in professional leader development.

Part of the issue was leaders' lack the skill sets in understanding leadership accountability, development, and knowledge that could enhance organizational culture and develop future leaders (Edwards & Turnball, 2013b). As leaders attend these programs, there was a massive amount of information valuable to organizations, to the employees, and to future leaders. The focal point of this research was to explore how collaborative learning influence leadership development within LDP within high performing organizations.

The literature reviewed was broken into sections conceptualizing the need to explore avenues of developing leaders. Rentas (2013) provided categories that range from understanding the theories and framework of leader and subordinate dyads to understanding what to do with the information obtained from LDP. The literature reviewed includes empirical data that illustrated the gap between traditional leadership development and the need to construct a nonconventional approach to leader

development (Schyns, Tymon, Kiefer, & Kerschreiter, 2013). The following information was extensions of the background, research question, the theoretical foundation, and conceptual framework from Chapter 1 as it pertained to the research problem.

Literature Search Strategy

The information obtained from this literature review originated from peer-reviewed journals, dissertations, and textbooks. For the literature reviews, multiple databases, such as Sage Publications and ProQuest, were the online vehicles of the literature research. The following keywords and key phrases was integral sources to the literature research: *leaders, leadership, leadership development, organizational behavior, leadership theories, collaborative learning, communication, communication-organization, communication channel, trait theory, adult learning, andragogy, pedagogy, transformative learning, generations, knowledge management, behaviors, and social constructivist*. Each of these key terms and phrases were conducive to the development of this research to provide empirical evidence and support of the research question.

There were a few key terms unavailable in the organizational realm that caused in-depth research outside the workplace arena. Research terms such as *trait theory, pedagogy, andragogy, and transformative learning* associated with articles related to education. The research strategy centers on concepts significant to the problem statement, the purpose statement, and the research question. The primary purpose of the dissertations provided a formatted example of the dissertation outline, while the peer-reviewed articles were significant to the study. The following search engines were the databases that housed the empirical artifacts as listed in Table 1.

Table 1

Overview of the Literature Review Title Search

Topics and Key Terms	Peer Reviewed Articles	Dissertations	Book	Online Journal	Current Literature	Historical Literature
Adult and Educational Learning	2		1		2	1
Human Behaviors	5				5	
Collaborative Learning	8		1	1	10	
Communication	3				3	
Communication – Organization	1				1	
Communication Channel						
Data Analysis/Collection	8		1		9	
Generations				3	1	2
Knowledge Management	2				2	
Leaders	5				5	
Leadership	21				21	
Leadership Development	12		1		13	
Leadership Theories	12		2		12	2
Management	5				5	
Methodologies	4	1	1		5	1
Organizational Behavior	5		1		5	1
Organizational Learning	9				9	
Qualitative Inquiries / Methods	21		5		25	1
Research Design	12		7		17	2
Social Constructivist	11		2	1	11	3
Transformative Learning	4				4	
Total Source of Literature	150	1	22	5	165	13

Theoretical Foundation

Trait Theory

The primary purpose of trait theory was to identify sizeable patterns in human behaviors, emotions, and thoughts. As organizations were comprised of groups and individuals, trait theory was a method to conceptualize the behavioral sciences within organizations, as trait theory was a psychopathology approach to determining human personality (Lee, 2014). Before trait theory, successful leaders in organizations were mavericks born with the characteristics to influence others (Lopes et al., 2013). Lopes et al. (2013) further explained trait theory in the early 20th century became an identifiable approach to competent leadership skills that examined and grouped leaders' behavioral patterns into categories.

There was a concert of behaviors in an organization that creates a complex environment that may affect organizational culture, and the ability of the leader to perform. As the environment and the culture of an organization consist of human traits, through social construct, these traits may change over time (Yang et al., 2014). It was imperative for a leader to know and understand their strengths and weaknesses to properly, address their challenges.

A common theme between the theoretical foundation and conceptual framework was emotional intelligence. The structure of trait theory emulates the first element of emotional intelligence (Thory, 2012); the leader must conduct self-evaluation and recognize their leadership discourse before managing others (Nyberg & Sveningsson, 2014). One social cognitive perspective of trait theory was the assessment of behavioral

expressions in the current situation (Yang et al., 2014). This act challenges the leader to depend on a specific trait approach towards groups or individual personality conflicts.

Trait theory was prudent to this research for its meaning was the foundation by which leadership traits and leadership development practices develop. Through the social construct paradigm, leadership theories have advanced to transformational leadership, providing the stakeholders in organizations and the employees with positive images and positive perspectives of wholesome leadership (Nyberg & Sveningsson, 2014). The social construct was a worldview through the lens of societal influence and results (Baptista, 2014). Based on the social interpretations of how leaders were supposed to conduct themselves and influence others in organizations, salient characteristics of leadership development emerged (Nyberg & Sveningsson, 2014).

Transformative Learning Theory

Transformative learning (TL) theory alludes to a robust framework for practices while capturing the learning experiences. As TL theory applies to adult learning, the theoretical progression generalized the results of the framework and concluded that TL theory might apply to various settings (Taylor & Laros, 2014). TL emerged in the late 1970s and substantively materialized in peer-reviewed documents later in the mid-1990s (Taylor & Laros, 2014). Building upon the TL theory, this literature was supportive as to how group learning applies to leaders disseminating information to associates in leadership development programs. The theory includes (a) using trait theory to identify the characteristics of competent leaders in the appropriate setting, (b) applying the best strategy of disseminating knowledge to the subordinates from the leader, and (c) building

a framework for practices conducive to learning members in LDP of high performing organizations.

Methods of Learning

The transcendent perspective of pedagogy compels leaders to not only share information or educate the learner; it was also to enforce the rule of practice. Pedagogy theory was the method of practice and employing the best approach to knowledge (Nadler, 2014). Although the term pedagogy associates with education, Tourish (2014) used pedagogy as a keyword in comparison with instructors disseminating knowledge to the learner and the leader propagating information to subordinates through leadership development. The operative approach to learning was through practice, for practice develops memory patterns that enhance accuracy and performance (Stone, 2013). As Tourish encouraged the leader to find the best way to teach and empower the follower with constant practice, andragogy theory proved a more conducive form of teaching (Taylor & Laros, 2014). These approaches and developments were through the social construct of the teaching and learning environment.

The current educational learning environment consists of young adults and working adults. The adult may be a young adult entering a 4-year college upon high-school graduation or a working adult attending online colleges, night schools, or community colleges; validating the adult attending a higher learning environment does not compare to the adults 15, 10, or 5 years, ago. The paradigm shift of social construct played an integral role in creating a theory associated with organizing knowledge (Baptista, 2014). Fornaciari and Dean (2014) proclaimed that andragogy was a term used

in the education realm strategizing learning theories focusing on adults for, the learning environment consists of blended learning, global learning, and shared learning through collaboration and applying real-world experiences to learning.

Pedagogy and andragogy theories were part of this research to study the techniques of different learning strategies and apply the discipline to the teaching format in organizations. To compare theories, Taylor and Laros (2014) defined pedagogy theory as a one-way learning technique from the teacher to the learner, whereas andragogy was a collaborative effort in learning (Figure 3). As it appears that andragogy approach was the best form of learning in comparison to pedagogy approach, transformative learning theory overshadows pedagogy and andragogy as the center of adult learning. Figure 3 illustrates the comparing techniques between pedagogy and andragogy. The pedagogy approach indicates a one-way approach of learning from the instructor to the student, whereas andragogy offers a collaborative method of learning.

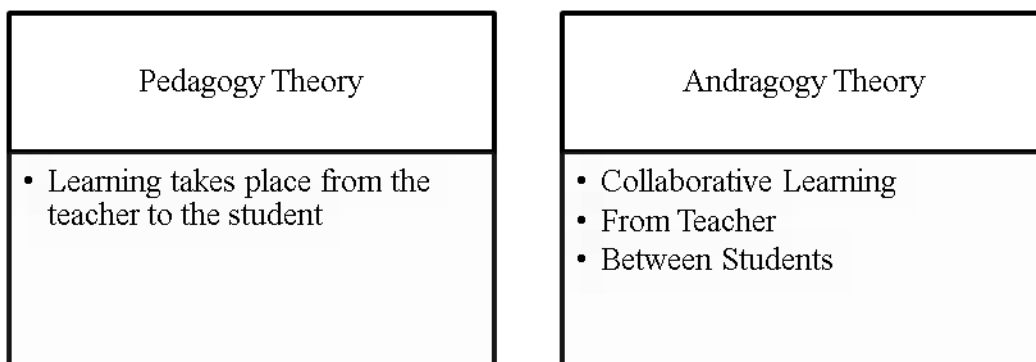


Figure 3. Pedagogy theory vs. andragogy theory.

Conceptual Framework

The practical relevance of a conceptual framework categorizes each component to rationale the similarities and differences. The conceptual framework was a container designed for the quadrant cycle of the leadership development interface model (Hanson, 2013). This framework delineates the process of leadership development with collaborative learning as the learning approach. The rationale for this approach was to explore how collaborative learning influence leadership development.

Organizational Value Quadrant Model

Using an OVQ model (Figure 1) illustrates the conceptual framework by accentuating the competence level, leadership role, and job performance in organizations (Moorosi, 2013). The OVQ model was relevant to leadership development by the influence of the interpersonal experiences of leaders as they interact or instruct their subordinates. Hanson (2013) used the quadrant model to describe the interconnection between the employees, organizations culture and the leader, and leadership development. Similarly, to the elements of self-awareness in emotional intelligence (Thory, 2012), the contents of the first quadrant's frame were the leader's reflection and discovery of oneself. The leader was to evaluate and determine their beliefs, values, personality, and character to understand their challenges (Hanson, 2013). Quadrant II's content was the ability to receive and ascertain feedback. Understanding the feedback helps improve coaching, applying job performance measurements, and increasing job performance.

Quadrant III frames the contents for practice and placement. It was essential to add practical experiences and real-world situations to leadership development practices for better performance results. Quadrant IV's frame consist of competency and behavioral skills learned from leadership development programs (Moorosi, 2013). For this research study, the framework emulated Hanson's (2013) OVQ model concepts of the influence, the connection between each level of participants in leadership roles, and the practical exercises from the subordinates.

IPO Model

The input and output (IPO) model was the catalyst that combined the theories from the theoretical foundation to the models of the conceptual framework as the mediation of the reinforced loop of feedback as demonstrated in Figure 2. Wales et al. (2011) explained IPO as an input and output process model practical in organizations to illustrate the rotation of resources and feedback. The IPO Model was not the structure of the conceptual framework. In comparison to the IPO model, the reinforced loop of leadership development demonstrates the process of the collaborative approach to leadership development (Figure 4). Equivalent to the transformation process of the open systems in organizations (McCollow, Davis, & Copland, 2013), the sequence of input and output of intangible goods about collaborative knowledge, create value within organizations. Meadows (2008) referred to this systematic process as the reinforced loop of feedback. Figure 4 illustrates a Visio flow chart of the transformation system using a collaborative approach. The model indicates two end results of the process; if the process is of a collaborative approach, the end results produce shared knowledge, developed

leaders, and greater productivity. If the process of learning does not include collaborative approach, the results conclude a one-way learning method.

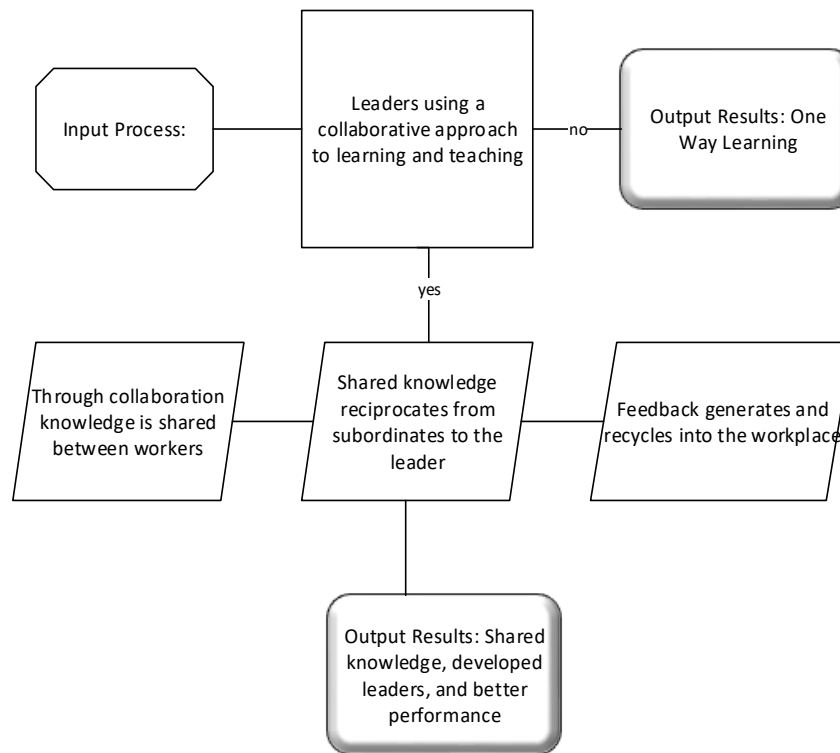


Figure 4. Transformation system of a collaborative approach process model.

Knowledge Sharing

Focusing on one theoretical foundation or a conceptual framework limits the full capacity of the process of leadership development. The significance of the theoretical foundation provided models to strengthen the elements of the research study, and the conceptual framework formed the structure by which interrelated concepts and ideas support the theory (Maxwell, 2013). The combination of trait theory, pedagogy theory, andragogy theory, transformative learning theory, along with organizational value quadrant and the input-output models relate to knowledge management by its definition.

Knowledge management was a multidiscipline approach to organizational objectives such as leadership development. Noh et al. (2014) expounded upon knowledge management as the framework conceptualizing the behaviors, processes, performance, and technological capabilities revealing the emerging themes and complexities in organizations. In this process, the emerging concept of leadership development was through the collaborative approach. Through the lens of Pandey (2014), shared knowledge was a growing facet of organizations as leaders use this approach to collaborate and generate new concepts and ideas.

Rationale

The path of trait theory to the reinforced loop of collaborative learning emulated the IPO theory. Park and Kim (2014) used a linear system of IPO to structure feedback control. The transformation generalized the input process of leaders using the collaborative approach with subordinates and concluded the output results of emerging performance outcomes as subordinates depend on resources and shared knowledge (Figure 4).

As each of these theories and models share similar characteristics for a theoretical foundation and a conceptual framework, this research provided an opportunity for further organizational theories related to knowledge base theories through transformative learning (McCollow, Davis, & Copland, 2013). In reference to the purpose statement, the intent of the study was to explore how collaborative learning influences leadership development within leadership develop programs within high performing organizations. The theoretical foundation provides the basis by which leader development begins. The

trait of a good leader identifies human skills and patterns of behaviors, emotions, and thoughts in self, as well as in others as the leader performs strategies to influence subordinates (Lee, 2014; Lopez et al., 2013). Once leaders gain knowledge from leadership development programs, the information disseminated to subordinates to build future leaders. McCollow et al. (2013) expressed that through the process of collaboration, the cycle of knowledge rotated in organizations creating a positive and productive organizational culture and a systematic process of transformative learning.

Evolution of Leadership Development

There was a leadership development predicament in organizations as leaders of the 20th century, including Baby Boomers (1946-1964), phase out of organizations and the Millennial Generation X (1965-1985) and Generation Y (1978-1990), enter the workplace (Brack, 2012). The characteristics of the new generation foster collaboration and diverse methods of leadership by displaying confidence and the millennial generations were well educated and ready to enter the workforce to make significant impacts (Howe & Strauss, 2009). Baby Boomer leaders manage organizations by initiating a structured behavior that defines subordinate roles and leader roles to establish the proper communication channel, provide direction, and disseminate tasks.

As the millennium generation of leaders and workers, enter organizations, their perspectives of leading and developing were different from their predecessors (Howe & Strauss, 2009). The millennium generation of the 21st century were people on the rise of information and technology and ready to take on leadership roles. Mazzola, Marchisio, and Astrachan (2008) supported the idea of a different strategy geared towards the next

generation of leaders; for, the millennial professionals' style of learning transitioned from paper to dot com (.com), synchronous to asynchronous learning, severe multitasking with advanced technology, and their needs were much different from their precursors.

It was essential to obtain leaders with the right talent who understand the emerging concepts of the new approach to leadership development. As industries grow and new generations occupy organizations, leaders have a challenge adapting to the paradigm shifts. These leaders must consider the behaviors in organizations and understand how the behaviors influence organizational culture (Brazer, Kruse, & Conley, 2014). Hanson (2013) offered a perspective on leadership development that initiated the interest of a different approach to leadership development. Hanson's perspective consisted of exploring contingency theories of leadership development that occurs beyond the leader and follower dyad. The path to developing the leader and follower dual dynamic follows the social construct of leaders, leadership, and leadership development.

Social Constructivist

Through the worldview of social constructivist alluding to organizational leadership, parental concepts have sustainably introduced prominent potentialities and generated new ideas without compromising the origin of the dynamics between a leader and their subordinates. Endrissat and Arx (2013) reviewed organizational structure as a method that provides objective measures that shape organizational culture. In the 19th century, the structure of organizations consisted of the standardized hierarchy defining the lines of subordination. The structure of organizations emulated the military's chain of command, creating a vertical connection between leaders and employees. Later in the

19th century, leaders of organizations adopted Taylor's scientific management theory to produce the way people worked and managed (McKinlay & Wilson, 2012). Through the paradigm shift, the change was two-fold; although organizational leaders embraced the intelligence necessary to change traditional practices in organizations, leaders had to reconstruct organizational culture and the mindset of the employees. Designing an organization culture includes understanding the challenges in the organizational environment.

In the 21st century technology plays an integral part in how we, the people, communicate, mobilize, and learn (Brack, 2012). Growing up as an adolescent in 1970, the instructor would stand in front of the class lecturing and disseminating assignments. The students' job was to answer the questions. Each student was assigned a rental book, and the primary school supply was a Number 2 pencil. Computers incorporated into the classroom in the early 1980s was under the course name called, Keyboarding. When I entered college, research was a mixture of going to the library to use the microfiche disc and to check out books.

In the year of 2017, students' learning experience was by way of a blended approach complemented by technology. College students were learning a collaborative method tailored to group work or group learning. Gorvine and Smith (2015) define collaborative learning as an effective method for peer-based learning. The revolution of technology increased the accessibility of learning by way of the internet. Students may attend colleges online, and businesses decreased the amount of time spent for annual compliance training by providing the workers with an eLearning link.

Literature from scholars reflects on the social construction of knowledge, as well. As events occur, scholars may catalog the elements of the events, conduct research, and induct the information as empirical data. In 1997, Kerka researched and elaborated on the constructivism in the workplace. Kerka noted that people increased their thinking abilities and learning through interactions with others. As organizational researchers view changes in colleges and or in the workplace of how students or employees learn, these researchers may annotate these facts without a clear representation as to how or why these events happened. Through social construction, the shift in the paradigm may offer a new explanation through research that helps the reader and future scholars conceptualize what was taking place (Reynolds, 2007). Since 1997, more scholars have conducted organizational research on the social construction of knowledge in the workplace.

Interdisciplinary Body of Knowledge

The art of achieving proficiency of behavior in organizations was through an influential environment. The environment was the culture of organizations, and an essential ingredient of a successful organization was a prominent leader to control, manage, and transform the culture into the desired climate (Ji & Chuang, 2011). Creating success in an organization requires the leader to understand and identify the behavioral patterns of organizations, as organizational leaders design or improve industrial practices for a quality outcome (Hemmings et al., 2013). As the employees were the rudiments of organizations, it was imperative to learn the dynamics of individual or group behaviors that highlights the interdisciplinary body of knowledge in organizational behavior.

The purpose of the interdisciplinary approach was to analyze the effects of organizational factors and the influence the elements have on individuals and groups in organizations. There were three behavioral science interdisciplinary that constitute organizational cultures; they include psychology (Bartunek, 2014), sociology (Lopez-Costa et al., 2013), and anthropology (Strathern, 2014). These interdisciplinary were exclusive ways of examining human behaviors that led to understanding the employees, developing the employees, and transitioning the employees to future leaders.

Psychology

The study of psychology, as it pertains to the interdisciplinary body of knowledge, was the study of the mind, emotions, and behavior of individuals in organizations. Leaders use psychology to shape better performance in organizations, as leadership was a relevant factor in organizational psychology literature (Gutnick et al., 2012). To better understand the psychological aspects of employee creativity empirical evidence includes theorists like Maslow (2000) who provided the self-actualization hierarchy of needs; Herzberg's theory of job satisfaction was by way of a two-factor theory of motivation (DeKay, 2013), namely motivation and hygiene factors (Bhatia & Purohit, 2014). Gutnick et al. explained that theorist Locke enriched the understanding of motivation and job satisfaction through path-goal theory.

In comparison with the academic scholars and philosophers, motivation was a theory-based factor to job satisfaction, while the contrast of the scholars and theorists was the path by which motivation occurs. Gutnick et al. (2012) provided evidence of motivating creativity as a conceptual framework for organizations. The message to

organizational leaders was to understand the pressure of workloads and complexities in organizations and encourage creativity by shaping the employees to have a balance between flexibility and persistence (Gutnick et al., 2012). Herzberg's two-factor theory was a message to organizational leaders to ensure the hygiene factors were at an appropriate level. The hygiene factors include providing there was a good working relationship between the leader and the employee while supervising the subordinate. Motivation factors include generating intrinsic and extrinsic rewards (Dekay, 2013). These factors meet the criteria of motivational factors that stimulate the intensity of job satisfaction.

Maslow's theory of motivation represents a hierarchical self-actualization ascension. There were five psychological levels of the pyramid representing self-transcendent achievements and a process of motivation reaching a degree of satisfaction (Lomas, 2013). The theory of the self-actualization framework was to compartmentalize needs and satisfaction, not only as one accomplishes each level, but also to identify emerging needs while facing the current problem of each plank (Maslow, 2000). There was an overarching responsibility to organizational leaders to determine their needs level, as well as recognize their subordinates' needs to assimilate operational performance in organizations.

Sociology

The second behavioral science of the study was sociology, the study, and development of human society. Implications of epistemology indicate a relationship of sociology with psychology and economics as human groups perform a stratification

(Gabriel & Kaspersen, 2014). Bringing a sociological approach to organizations emerges compounds of group dynamics, social systems, organizational change, and relationships within the organizational culture. As organizational leaders shape employees, the leaders must comprehend the social structure, functions, actions, and processes that stratify behavior and to accomplish this challenge was to influence employees by developing their egoism (Levit, 2014). Shaping subordinates into an adaptive performance employee was a degree of autonomy (Gabriel & Kaspersen, 2014); providing employees self-governance for performing their duties empowers the employee to deliver at a high level. The autonomous effect broadens the minds of employees as they explore different perspectives of ideas, face rigorous challenges, and develop practices for organizations.

Anthropology

Anthropology was the behavioral science categorized as social science of origin, physical, social, behavior, and cultural development. This behavioral science relates to leader development. Anthropology was associated with social science as it generalizes models that were conducive to the generations of humankind and annotates how human beings react to paradigm shifts in organizations (Strathern, 2014). In an ethnography study, anthropology was an essential component to describe individual cultures (Lumby, 2012). In this exploratory case study, the anthropology perspective provides peripheral evidence of the psychological, behavioral patterns of learning. Blackstone (2014) explained how anthropology applies to knowledge in organizations, an experienced organizational leader understands the complexities of organizations, recognizes the norms

proved successful in teamwork, and contributes to the performance by changing the way people think and stimulating diversity.

Relating Social Constructivism to Leadership

Understanding the importance of leadership development and the perception through the social constructivist worldview of what was and now was the development of leaders. Former scholars provided knowledge on the structure of organizations about the typologies of leadership. In the early 19th century, leadership consisted of a bureaucratic style defining a distinct line between leaders and subordinates (McKinlay & Wilson, 2012). The worldview of a social construct constituted the leadership style conducive to the era. Baptista (2014) provided, after the 19th century, the worldview through social constructivism developed a new standard practice of leadership. Although the expression, TL, was an adage to the leadership approach, the emerging concepts were the practice of transformative leadership theory became more proverbial in the organizational environment (Drago-Severson & Blum-DeStefano, 2014).

Understanding the Leader's Role

There were several leadership roles within organizations that fall under titles or positions within organizations. Determining the actual function of an organizational leader depends on the culture of organizations that leads to critical determinants that distinguish a leader's role from a manager's position. A manager's role solidifies the stability of organizations by managing the workflow through planning, organizing, leading, and control (Srikanth, 2014); whereas the role of a leader was a resourceful process of promoting adaptation, generating a positive result, and creating a responsive

followership (Karssiens et al., 2014). Harding et al. (2013) further denoted the position of a manager in organizations as the undertaker to explore the work identity, meaning, type of work, amount of work, and distribution of work.

Establishing the role of a leader cultivates several meanings when collaborating with multiple people. The many perspectives lead to vocabulary terms such as coach, mentor, guide, and often used interchangeably with management. At the elementary level, the role of a leader was to influence (Waddell & Pio, 2014). A leader can influence an individual or a group of organizational workers as a means of exercising their legitimate powers towards organizational behaviors. Not all managers that obtain legitimate powers in organizations were leaders. Per van Kleef (2014), a leader, no matter the position in organizations, requires the understanding of adapting to other leadership styles, understanding behaviors, and understanding how complexities may influence organizational behaviors.

Ascertaining all aspects of controls within organizations, a leader recognizes and understands the need to separate leaders from non-leaders. A leader conducts self-examination to identify what style was conducive to certain situations, the best approach for organizational subcultures, and how to produce the best performance results (Sadri, 2012). Once the leader determines their behavioral, emotional, and cognitive patterns, the leader appropriates the human patterns per situation. Trait theory and emotional intelligence emerge the different qualities the leader has and plays an integral role in differentiating the leader from the non-leader (Lopes et al., 2013; Thory, 2012). Yang et al. (2014) provided the five traditional traits that endure characteristics in organizations;

these dimensions include a high and low range of agreeableness, openness to experiences, conscientiousness, emotional stability, and extraversion. Conceptualizing the different traits of a leader and learning how to use the features to influence others, outlines the strengths of the leader that was vital when grooming future leaders and building strong followership.

Importance of Followership

A successful leader equally requires the understanding of their weaknesses, as well as, their strengths to orient self-improvement. Having the ability to identify areas of self-improvement stimulates resilience and integrity. These characteristics were conduits to followers as leaders build a platform of trust with the followers (Yagil & Medler-Liraz, 2014). From the subordinates' perspective, trust was essential in creating loyal followership and augmenting motivation. In contrast to stimulating motivation, as Maslow (2000) theorized self-actualization and as Weiner (2013) examined motivation through the trait approach, the theorists and scholar emphasized that the causation of motivation was within the person. Lemmon and Wayne (2014) explained the relevance of the trait approach of a leader was to engage subordinates and benefit organizations by creating a climate of motivated behavior and developing performance and results-based organization.

As leaders were the centralization of organizations, they must consider their behavioral perspective when interacting with subordinates to orchestrate the success of organizations through authenticity. Commandeering the trait of authenticity was valuable in organizations as leaders build a rapport with the subordinates to create a strong

foundation and develop future leaders (Yagil & Medler-Liraz, 2014). Per Cooper (2012) and Weiner (2013), there was a need to stress the design of motivation. Equivalent to self-actualization and the trait approach, the theory of authenticity was not the basis for motivation. A leader cannot transmit motivation to the subordinates (Yagil & Medler-Liraz, 2014); instead, a leader can create an environment that encourages the subordinate to generate new ideas and determine self-motivation.

The interaction between leaders and subordinates was the framework for building future leaders. Yagil and Medler-Liraz (2014) referred the word dyads, to leaders and followers indicating dual authenticity dynamic. Yagil and Medler-Liraz provided a hypothesis that the leader authenticity influenced the subordinates' authenticity allowing subordinates' full autonomy to express feelings. As subordinates have substantial freedom to display positive emotions, they were more apt to share ideas with cohorts and leaders building a vertical and horizontal knowledge base and enhancing performance.

There was an unfavorable skew of literature on the matters of followership. The topic of leadership has endorsed power from a hierarchical position. There was a need for additional researchers who advocate the reinforced loop of communication, decision-making, and knowledge sharing through followership. Tourish (2014) and Karssiens et al. (2014) defined followership as an experiential relationship and supported the idea of subordinates participating in creativity. Tourish best explained followership as a relationship between the leader and the subordinate, as the subordinate plays an integral role in organizations by having the ability to influence the leader and add value to

corporate objectives. Per Karssiens et al. (2014), the importance of followership was an unconventional method of generating measurable results and developing future leaders.

Leadership

While understanding the role of a leader and identifying the importance of followership, the previous information was a description of the necessary traits and actions of an organizational figure, called a leader. Tourish (2014) distinguished between the words leader and leadership. Defining a leader was the corporate actor that occupies a position within the company, while leadership was the actual process of producing leaders, enhancing job performance, and influencing others for the best outcome. Men (2014) explained the making of a good leader was contingent on the concept that the leader understands their leadership style, how the style affects the subordinates, and the leader develops a proper communication process.

The role of leadership was a wide range of actions, processes, and behavioral factors leading into the matter of understanding the demands of the current situation. Narrowing the range into categories, theorists have divided leadership actions into styles, approaches, theories, and models (Table 2). A few standard leadership styles were autocratic, participative, and laissez-faire (Poel et al., 2014). The objective was to simplify the interconnection between the leader and the subordinate in decision-making and transferring knowledge (Noh et al., 2014). In contrast, of these leadership styles, an autocratic leader makes decisions without corroborating with others, while participative leadership includes interaction between leaders and the subordinates (Kim et al., 2014). Usually, if a leader displays autocratic or participative leadership qualities, the leader's

approach derives from their personality trait. Unlike autocratic and participative leadership, laissez-faire was a favorable leadership style in certain organizations due to the idea of the leader's ability to adjust to the environment and use the appropriate actions necessary for the current situation.

Table 2

Leadership Styles - Models

Styles	Approaches	Theories	Models
Autocratic	Leader-Member Exchange	Path Goal Theory	Hersey and Blanchard Situational
Participative	Charismatic Leadership	LPC Theory	Vroom's-Yetton-Jago
Laissez-Faire	Transformational Leadership		

Path-Goal Theory

Although there was no single style or approach apposite for all leaders, these actions were conducive to the situation and the desired outcome. For this study, the path-goal theory and transformational approach related to the research problem of leaders developing future leaders through collaborative learning (Poel et al., 2014). The concept was to understand if leaders were sharing knowledge through a collaborative approach and know what to do with the information they learn from leadership development programs about building future leaders. In a traditional organization, leaders disseminated assignments or give clear instructions to subordinates, and the workers perform their duties without question. As an example, industrial companies, supply chains, and fast food organizations follow the traditional hierarchical model of control, decision-making, and processes.

In an unconventional organization, competent leaders enrich subordinates through empowerment. Enabling workers with the tools needed to complete their jobs and allowing full autonomy to exercise innovative behavior through decision-making, communication, and feedback develops a robust pipeline in leadership development (Singh & Sarkar, 2013). The leadership development pipeline was the passage by which leaders take to groom future leaders. In contrast to traditional leadership development, the leadership pipeline was the channel by which the leader identifies self-reported measures that examine, prepares, and conducts oneself to manage subordinates (Braddy et al., 2013). As behavior was an interdisciplinary of organizations, a leader conducts behavioral self-examination by following the typologies of emotional intelligence (Sadri, 2012). In preparation to manage others, the leader identifies the best approach to transforming employee performance into positive results.

The path-goal framework was a direct correlation to Hanson's (2013) approach to leadership development, by building alignment between the subordinates, the leader, and organizations. In the comparison of a path-goal framework, the leaders' actions were contingent on the characteristics of the environment and of the subordinate (Weber & Moore, 2014). The path-goal theory of leadership encompasses a combination of leadership styles, such as supportive, participative, and directive, to manage subordinates' paths to their goals (Kim, Egan, & Moon, 2014). The leader's responsibility was to make rewards available in the workplace and provide the tools necessary for the subordinates to attain the rewards (Rousseau & Aube, 2014). Organizational leaders groomed

subordinates according to the environmental characteristics and taught the types of behaviors that led to accomplishing their goals and the rewards.

The path-goal framework helps leaders shape the environment by adjusting and adapting to behavioral styles best suited for the situation. As the environmental characteristics were the situations or tasks that structure organizations, the structure may consist of a rewards and recognition program that encourages positive reinforcement of the subordinates' ability to achieve a certain task (Rousseau & Aube, 2014). The process of the path-goal framework allows leaders to guide subordinates through tasks and performances to achieve ideal goals (Kim et al., 2014). As subordinates learn new tasks, the leader uses directive behavior leadership to instruct and guide the group; once the subordinates have practiced the task, they were ready to perform the duties on their own. Equivalent to the norming stage in team development, the leader manages the group through supportive leader behavior to coagulate team-working relationships (Pugalis & Bentley, 2013). Participative leader behavior includes the leader working closely with the group to enforce the proper procedures and to seek any feedback (Peol et al., 2014). Lastly, the leader challenges the workers to produce their best work and rewards the highest achievers.

The path-goal example illustrates the adaptation of leaders' behavior and demonstrates how situational contingencies influence the approach. Path-goal theory was significant in leadership development as leaders perform as liaisons between developing future leaders and managing the environmental characteristic factors outside the control of the subordinate (Weber & Moore, 2014). It was imperative to have flexible approaches

when developing leaders due to the different types of behaviors from the subordinates. Path-goal theory has an emphasis on situational approaches for subordinates. In comparison, the Hersey and Blanchard situational leadership model illustrates the maturity level of the subordinate contingent on the situation (Rousseau & Aube, 2014). The contrast of path-goal theory and the Hersey and Blanchard situational leadership model was the range of willingness of the subordinate. The type of leadership behavior was contingent on the highs and lows of the subordinates' willingness, ability, and confidence in achieving the task.

In the literature review on path-goal theory, the theoretical framework underlines situational leadership models and approaches best suited for leaders' behavior towards the subordinates' behaviors in different situations. Weber and Moore (2014) opposed the Fiedler's contingent and House path-goal situational leadership theories solely on situational variables. Weber and Moore attested that these theories and models lacked the perspective of certain individuals in certain roles. Webber and Moore suggested adding more literature to include roles with the leader, follower, and the situation. Kim, Egan, and Moon (2014), and Rousseau and Aube (2014) identified the leaders' role in path-goal theory as a management position. The path-goal theory appears to be the best theoretical framework for developing future leaders as path-goal offers more flexibility.

Transformative Leadership

Transformative leadership (TL) was the chosen framework for this study to augment the approach for leadership development. As TL was the behavioral approach a leader practices, transformative learning was the interaction between the teacher and the

student. Vettraino, Linds, and Goulet (2013) described transformative learning as a creative process of learning from a pedagogy perspective. Nicolaides and McCallum (2013) referenced transformative learning to andragogy learning, as adults were apt to be skillful in a complex environment. A combination of the process and competency was the development of the transformative learning framework. As transformative learning equivocates to pedagogy and andragogy learning environment, transformative learning was a method by which leaders should transcend informational learning into organizations (Nicolaides & McCallum, 2013), as TL was the innovative approach to allowing subordinates to generate new ideas and an antidote for creating a self-directed approach.

As organizations continue to grow and adapt to the changing society, there were conditions and practices that cultivate the culture into a learning environment. Transformative learning was essential when developing future leaders; for, transformative learning was the conceptual framework that promotes development and growth in organizations (Nicolaides & McCallum, 2013). Through the conceptual framework, paradigms of leadership development offer organizational leaders innovative ways to develop future leaders. Equivalent to the learning intent of pedagogy and andragogy, leadership development constructs future leaders through collaborative learning. The shared knowledge was information from leadership development programs, real-world experiences, and through a collaborative effort that circulates within organizations (Vettraino et al., 2013). Opposite of the traditional down spiral of

influence, feedback, information, and influence cascades to the subordinates from leaders and from the subordinates to leaders.

Leadership development approach changed through the social construct of disciplinarian perspectives between a leader and its subordinates. In the nineteenth century, the style of leadership epitomized a military structure by clearly defining the lines between leaders and subordinates (Morales-Arroyo et al., 2012). Through the growth of diversity in organizations, the leadership structure began to change. Social factors such as education, technology, age, gender, sexual orientation, and ethnic groups played an integral role in the paradigm shift in leadership (Qian, 2013). As the stakeholders of organizations adopt these diverse factors, the concepts of new practices and new behavioral approaches emerge within organizations.

In comparison to contemporary TL and transformative leadership, both styles demonstrate a substantial and collaborative effort in leadership development. Turkel (2014) provided literature on modern transformational leadership integrated within a nursing environment. The scholar's focus was on an authentic leadership style that illuminates the concept of caring science into the practice of leadership. The purpose of caring science was to build valuable relationships between leaders and subordinates to achieve the best outcomes and results (Turkel, 2014). In contrast, transformative leadership was the framework for generating knowledge through learning (Noh et al., 2014). Developing future leaders through collaborative learning emerges a high demand for leadership styles changes, as members of organizations conceptualize the leadership paradigm provides a framework for developing future leaders.

Leadership Development Programs

One of the essential purposes of LDP was to educate individuals on how to be successful leaders in organizations. Organizational educators traditionally choose or design an LDP conducive to the organizational culture that interconnects leadership and organizational culture. Hanson's (2013) theoretical approach to leadership development truncates upon the alignment between the leader and organizational culture. The idea behind this theory was to develop relationships with the leader-follower dyad to develop an effective, useful method of leadership development (Rentas, 2013). In comparison to Hanson's theory, Edwards and Turnball (2013a) agreed that there was a link between leadership and organizations. In contrast, Edwards and Turnball disagreed that the relationship must be parallel to the current situation, as there was a shift in leadership and a fundamental change in organizations.

For the development of future leaders to be effective, the leadership development programs must view leadership development through the social constructivist perspective (Edwards & Turnball, 2013a). Braddy et al. (2013) and Moorosi (2014) explained the paradigm shift through the social constructivist worldview concerning leadership development. The comment was that leadership development programs should consist of self-awareness, self-identity, learning, communication, and feedback when focusing on building future leaders through collaborative learning.

Feedback

Feedback was essential to learning, leadership development, and progress of organizations. An LDP called 360-degree LDP encompasses a full circle of learning,

communicating, and providing feedback (Braddy et al., 2013). The characteristic of the 360-degree LDP was valuable to employee performance and included qualitative information from colleagues, supervisors, and subordinates (Mishra, 2014). According to the 360-degree concept, managers receive feedback from the subordinates as the subordinates learn information from the 360-degree LDP. The design of the framework provides individuals with information needed to improve performance from a personal perspective, as well as a horizontal and vertical outlook (Mishra, 2014).

Knowledge sharing was conducive to building future leaders that include conceptualizing the complexities in organizations and how the mind thinks toward evaluated leadership development programs. As the 360-degree LDP closely relates to the transformative theory of self-examination of behavioral traits, knowledge sharing, and improving organizational practices, there was a gap in exploring leadership development models that evaluate leaders' approach, competencies, and behaviors (Kennedy et al., 2013). Kennedy et al. addressed the need to include the capacity of the mind into leadership development as organizations have a variety of complex factors that may influence performance and task-oriented outcomes. Lopes et al. (2013) provided literature on practical games to condition individuals as leaders; as feedback was essential, the act of practice was equally essential to improve performance in organizations and develop individuals.

Communication

Whether leaders were grooming subordinates for leadership or merely managing the employees, there were differences in behaviors and differences in role expectations

that require adequate communication to bridge the differences for a better outcome.

Communication was a linear process streamlined to augment performance and matriculates through a cycle called the communication process (Jian et al., 2014). As leaders need the ability to articulate messages to stakeholders and the members of organizations, the communication process was inherently important in organizations to provide direction and received feedback (McCarthy, 2014). I reviewed the emerging concepts of communication variables needed for leaders to influence subordinates to be future leaders.

Leaders need to be able to communicate well and must understand key variables to be an empathic leader. Some variables consist of conceptualizing the topic, knowing the audience, and active listening (Aritz & Walker, 2014). In grooming future leaders, it was imperative for leaders to understand the behavior and need of the subordinates as the communicative behavior improves over the period for which the subordinates were developed (Bharadwaj, 2014). The more the subordinates begin to interact and communicate, the more they revealed similarities and differences of real-world experiences, which help everyone, learn through collaboration.

In communication, there were systems and channels by which messages were coded and decoded. On a single level, a two-way system consists of the sender and receiver, and from a plural perspective; there was a group communication network (Men, 2014). Knowing the audience helps the leader understand how to approach the individual or group and what practices to disseminate to build cohesiveness and trust for the subordinates to begin collaborating amongst each other.

As leaders behave appropriately, they act and understand the response needed for situational occurrences. Active listening ensures an important response as a competent communicator. The act of an active listener includes not only listening but also positive body language that implies concern for the individual's matter and positive reinforcement (Aritz & Walker, 2014). Most importantly, through the communication channel, feedback was essential to comprehend, coding, and decoding the message. Feedback was critical when developing future leaders as the leader transfers information to the individual. The leaders should ensure the subordinates understand the message and can regurgitate the message (Men, 2014). Communication was an important asset to leadership development, as communication helps manage ambiguity and help both leaders and subordinates maintain objectivity.

Approach to the Problem

While the need for organizations moved beyond development programs alone, collaborative approach and shared knowledge became the prevalent choice for development (Gorvine & Smith, 2015). The research question was a quest to explore how collaborative learning influence leadership development within LDP within high performing organizations. The general problem was the shift in styles and approaches to learning, practices, and leadership development in the workplace. Conceptualizing the problem and compose inductive literature on the topic of leadership development, the path-goal theory served as the framework that strategically assigns specific leadership styles per situation (Weber & Moore, 2014).

As the leaders engage with subordinates, the leader learns the subordinates' behaviors and abilities. Kim et al. (2013) explained the path-goal framework has four behavioral stages of ensuring performance outcomes as a directive, supportive, participative, and achievement leadership behaviors. During the journey of the path-goal framework, the leader compensates the subordinates through the stages of development. These stages of developing were metaphorically comparable to a parent teaching a child to walk. The child's mobile system begins with rolling and movement on a flat surface and develops stronger mobility with time, persistence, and assistance from the parent until the child can walk on their own. In comparison, leaders may micromanage and apply a directive behavioral approach in the early stages of the task or learning; as the subordinate develops, leaders manage with little supervision and apply the achievement behavioral approach.

In a review of the literature, several scholars addressed leadership development, leader development, and leadership development programs. Tourish (2014) provided substantial evidence of leadership development that initiated the idea to research material outside of the traditional method of leadership development. As leadership was a concept that consists of behaviors, leadership development was the catalyst that generates new ideas. Through the paradigm shift of the social constructivist worldview (Yang et al., 2014), there was a demand for innovative teaching and learning that was comparable to real-world experiences. In the historical review of leadership, Taylorism developed the foundation for the leadership structure of the 19th century (Morales-Arroyo et al., 2012). As the environmental pressures changed, so did the need to build new leaders.

Rationale of the Concept

Within the environment, there were perceptions that influenced behavior and structure the interpretation of information. Due to perception, reality to each person was subjective that determines how individuals learn. The rationale for the transformational approach was the style of learning mirrored to the pedagogy and andragogy environment as a central model that views leadership as a group effort. As the collaborative process through adult learning proposes a retrospective method of sharing information, communication becomes a network of information. The concept posits a framework of leaders disseminating information, subordinates sharing information, and subordinates providing feedback to leaders. This process creates a reinforced loop of knowledge sharing in organizations. In support of the transformative approach, Nicolaidis and McCallum (2013) and Vettraino et al. (2013) promoted new styles of learning as opposed to the traditional learning.

Literature Relative to the Research Question

The driving force in organizations consists of a dynamic harmony of comparative advantages and a productive culture. These forces become essential tools in sustaining competition. By adopting these innovative methods, the leader-follower dyad develops a self-motivated relationship and cultivates a thriving organizational culture beyond the traditional environment (Martinez et al., 2012). For this research, the literature reviewed relates to the research question by understanding the coordination of leadership development, the theories, and concepts associated with the behaviors in organizations, and collaborative learning conducive to leadership development programs. Martinez et al.

(2012) provided an empirical contribution to the leader and follower combination. In comparison, Hanson (2013) contributed the idea of leadership development to organizational value quadrant model that itemizes the steps of incorporating collaborative learning to leadership development within leadership development programs.

Conclusions

Current State of Leadership

The complex challenges in organizations emerge new abilities and capabilities from leaders in organizations. Hazy and Uhl-Bien (2015) expounded on the current trends of complexities consist of volatility and ambiguous environment causing workers to be overwhelmed with challenges. Organizations were still using traditional methods and practices unequivocal to the current trends. A rising trend in organizations was collaboration. The generations occupying the workplace can learn through collaboration and knowledge sharing (Lahtinen, 2013). Traditional competencies and skills dissipate as the millennial generation emerges in the workplace and usher in creativity in their methods of learning and ability to generate new ideas. As scholars provide empirical research of the boundaries leaders were facing in organizations dealing with complexities (Wang et al., 2014), the need was to illustrate the future trend requires leaders that can deal with the complexities in organizations and provide the subordinates with full autonomy to be creative.

Gaps in Leadership

The concept of this research was to explore how collaborative learning influence leadership development within LDP within high performing organizations. Leadership

development and leadership development programs have been around organizations for many years. Although Tourish (2014) expressed concerns about the gap in leadership development, previous researchers failed to explore the need to change the approach of leadership development due to the change in organizations. Edwards and Turnball (2013b) expressed the need to tailor leadership develops programs to the cultural environments. Over a period, the approach for leadership development moved from the academy training to a more innovative way of learning through knowledge sharing (Lahtinen, 2013). The social constructivist worldview plays an integral role in the need for a new approach of leadership development (Nyberg & Sveningsson, 2014), as the foundation of developing leaders cultivated from generations of models and programs (O'Reilly et al., 2014).

The literature review indicates a small trend of leadership development through emotional intelligence to transformational learning and maintains the perspective towards leadership development programs, instead of changing the method of teaching and constructing future leaders. There was a need for further research on how to develop organizational cultures, leaders, and practices through innovative learning referred to as shared knowledge (Lahtinen, 2013). A variety of authors have written about leadership and leadership development, protruding topics such as (a) authentic leadership (Ford & Harding, 2011), (b) Hershey-Blanchard situational leadership (O'Reilly et al., 2014), (c) transformative leadership (Sharma & Kirkman, 2015), and (d) knowledge management (Noh et al., 2014). These different aspects of leadership and leadership development

illustrate the trends by which leadership evolves; creating an avenue for scholar-practitioner to further research and discuss.

Justification of the Research

An efficient means to justify the research couples with criteria alluding to beneficial outcomes, such as scientific credibility, variability, refutable hypotheses, or understanding a phenomenon. For this case study, the research question poses a means to explore the variability of the influence collaborative learning has on leadership development. As stakeholders, may face complexities in organizations, the leaders of organizations might benefit from the innovative methods of leadership development (Hazy & Uhl-Bien, 2015). Although leadership development programs were valuable tools for improving performance outcomes (Moorosi, 2014), I propose objectives geared for unconventional organizations with a desire to advance the culture and the employees. The response to transformative learning as a strategic method to developing leaders facilitates a futuristic outlook for future leaders (Nicolaidis & McCallum, 2013). Within this response, knowledge circulates organizations and generates new ideas, solutions, and actions.

Summary

The consideration of this study was the review of literature about the influence of collaborative learning within leadership development programs. Through the literature review, I identified the implications of behaviors in organizations, the significance of the leadership approaches, and the emergent factors inductive to the research of developing future leaders. I shared how innovative learning applied to today's learning environment,

whether the environment was pedagogy, andragogy, or a working establishment. The same method applies due to the amount adults advancing for the in organizations.

I also identified the theoretical foundations, that of Weber and Moore (2014), which illustrates the model for path-goal theory. Vettraino et al. (2013) and Nicolaides and McCallum (2013) expounded on the transformational approach. As the review of leadership development literature serves to understand all aspects of leadership development, the research addresses the importance of self-examination through the ability of emotional intelligence (Sandri, 2012), understanding, and managing others' behaviors, the psychological ramifications of dealing with behaviors in organizations, and the role of knowledge management (Pandey, 2015). Although collaborative learning was new in the workplace, the social construction of the knowledge-based workplace environment was effective and growing in organizations. While collaborative learning was a group effort of learning, Kerka (1997) explained how the interaction of workers generate new skills, new knowledge, and new abilities, of which was used to solve problems in the organization. The next chapter builds on the theoretical foundation and the conceptual framework to explain the research methodology and design used for this research. Chapter 3 was an explanation of the methodology, the research design, and the type of data for data collection.

Chapter 3: Research Method

The purpose of this study was to gain an understanding of how does collaborative learning influence leadership development within leadership development programs within high performing organizations. There appear to be an inconsistency means of communication and knowledge sharing between leaders' levels and subordinates (Jordan et al., 2013). This chapter was an outline of the research method and design conducive to the concepts of collaborative learning in leadership development. In the following sections were sequences of information that formulates Chapter 3; these segments described the study's design, research rationale, the role of the researcher, methodology, trustworthiness, Institutional Review Board (IRB) or University Review Board (URB) compliance assessments, and summary.

Research Design and Rationale

In developing the research plan, the theme concentrates on the research question as stated in Chapter 1. The central research question of the study was:

How does collaborative learning influence leadership development within leadership development programs within high performing organizations?

The central concept relates to the process of collaborative learning in leadership programs, whether the stakeholders were of the vertical hierarchy (leaders to subordinates) or horizontal hierarchy (members to members). There were numerous studies on leadership development in variations of training and attending programs (Eddy, 2013). This research was not to extract from the existing class of leadership development studies; instead, I might have added inductive research to leadership

development as new paradigms of the collaborative approach emerge into the process of leadership development.

I used a qualitative exploratory case study as the research design. The artifacts explored in this study support the criteria of a qualitative case study as the research questions seek to answer questions beginning with what and how (Yin, 2012). Qualitative researchers seek to understand the phenomena from the participants' perspective (Fakis et al., 2014) and explore if there were causal conditions, whereas case study researchers using qualitative comparative analysis, explore the similarities and differences of the case patterns to generate knowledge (Schwandt, 2015). Case studies were used to emphasize the boundaries of events, actions, or processes over time (Yin, 2013), noting that the data was implicitly sufficient. Using the concepts of scientific methods and frameworks help identify these rudiments, create a research design to generalize the case study findings, and interpret the results to provide a robust understanding of how collaborative learning influence leadership development.

Leadership development was a trending theme in management. Grandy and Holton (2013) theorized multiple concepts to improve leadership development over time such as, developing a learning system, and evaluating effectiveness. Leadership development through knowledge transfer was an emerging concept (Noh et al., 2014) and channels through the paradigm of social constructivist as the culture of organizations' changes. A case study for this research was the operative research design to explore the observable data on the influence of leaders' position in organizations.

Malagon-Maldonado (2014) indicated that the approach of a case study provides two types of focus: a narrow focus and a broad focus, framing the data into a quadrant analysis. In this exploratory case study, the narrow focus was the influence of collaborative learning on leadership development and the broad focus pertains to the leadership development programs within a high performing organization. Hsieh and Liou (2016) examined collaborative leadership as an emerging concept with future implications to explore in many other organizational sectors. LDP was a subsidiary of organizational training departments that may include several associates from different departments. Thomas-Gregory (2014) explained the approach of a case study differentiates from other qualitative research designs by the method to focus on complex phenomena.

Qualitative and quantitative research methodologies were like the systematic methods of research that were limited to structure and designs. Fakis et al. (2014) explained quantitative as objective, deductive, and supported by hypothesis. Quantitative data collection provides a numeric description of trends, while the structured instruments were mechanisms to control any factors that may influence the outcome (Zellers & Ogden, 2013). Qualitative research was unstructured and subjective (Fakis et al., 2014) as the research method was less controlled. Yom (2015) expressed the importance of transparency of inductive iteration, as there were unexpected discoveries generated from emerging data. In qualitative research, the researcher must be able to posit an explanation of the emerging data and articulate how they gathered their findings.

Quantitative and qualitative methods each have strengths and weaknesses that differentiate the methods' strategy from alternative approaches. These contrasting approaches provide substantial criteria allowing a researcher to choose the best methodology for the research inquiry. Quantitative was a research methodology term that expresses measurements and numeric data (Zellers & Ogden, 2013). The methodology includes experimental and non-experimental strategies to conclude the hypothesis. Frankfort-Nachmias and Nachmias (2008) provided an example of a quantitative quasi-experimental design called contrasted group design. The quantitative contrasted group designs allow individuals to identify with categorical groups and compare between the contrasted groups.

Data collection was from participants having attended LDP within high performing organizations, such as insurance agencies, health and medical, and electronic and technology. The facts from the contrasted group designs, such as intact comparisons groups, categorical grouping, and comparative statistical analysis (Frankfort-Nachmias & Nachmias, 2008) appeared to fit the framework needed for this research. The reason the quantitative contrasted group design is not sufficient for this study was the structure by which I collected the data. The research participants be a group of individuals who were leaders of different echelons of organizations; the individuals do not have randomly assigned cases to other groups. After much consideration and reading regarding the contrasted group's designs, I determined that the quantitative method would be less responsive in obtaining a robust understating of the influence leaders have on subordinates.

A qualitative inquiry approach and design were broad terms aimed to understand the meanings, processes, events, and human action constructed by a worldview. There are five main approaches to the qualitative research design: ethnography, grounded theory, case study, phenomenological, and narrative (Thomas-Gregory, 2014). Ethnography is a research design focused on the process and product of cultural behavior. Maanen (2015) contended that ethnography methodology was improvisational storytelling from the native's point of view of the social practices and cultural learning. I did not seek an understanding rooted in cultural practices and customs (Hesse-Biber & Leavy, 2011); instead, I explored emerging data from a group of participants to understand the influence of collaborative learning in leadership development.

Grounded theory has specific procedures for analyzing data and a significant approach for a researcher to abstract theories of a process or action through the lenses of the participants (Walsh et al., 2015). Grounded theory is different from the other qualitative approaches by the multiple stages of collecting data. Similarly, the characteristics of a grounded theory consist of a process, action, or event comparison analysis, which was comparable to a case study. I narrowed the approach to a case study, as the goal of a grounded theory strategy draws theories from the data rather than provide comprehensive data (Barnsley, 2016). The intended aim of the case study was to explore an in-depth understanding of the phenomenon pair of collaborative learning and leadership based on the participants' experiences.

Phenomenological refers to a complicated philosophy characterized by a college of philosophers. In the purest form, the phenomenological methodology is a descriptive

interpretation of a lifetime phenomenon as the participants have experienced it (Mayoh & Onwuegbuzie, 2015). The phenomenological research strategy would relate to understanding the participants lived experiences, as I collected data from participants obtained from interviews. In this process of gathering data from multiple participating locations and of members who have attended or was currently attending LDP, the proper qualitative strategy was the multiple case studies to explore the rich data and provide meaningful interpretation based on the themes and patterns.

The qualitative narrative approach presents a genre of data collection and communication in the form of a story as it describes a sequence of events in temporal order (Morse, 2015). From a research perspective, the narrative approach refers to a discourse format to form an argument of defense. Yom (2015) stated that the researcher should be able to explain the outcome and findings of the data thoroughly. The goal of this case study was not to tell a story, instead explore a sound understanding of leadership development through collaborative learning. As each of these qualitative approaches was appropriate for lived experienced phenomenon, the best approach for this research was the case study. The case study was used to create meaning further and to understand how collaborative learning influences leadership development.

Role of the Researcher

The role of the researcher included conducting interviews with individuals in two HPOs. As an Information Technology (IT) business analyst in a Fortune 500 company, I mitigated bias by excluding employers and previous employers as participating organizations that may tamper with internal causal inferences (Stone, 2014). Instead, a

random selection of organizations of Indianapolis, Indiana included a range of healthcare to law enforcement companies. I e-mailed letters to 11 companies requesting their participation in this study in the hope that three (2.72 %) of the companies would oblige. As participants answered the solicitation, I followed up with a telephone call describing the study and schedule interviews with the members.

The data collection plan was to conduct face-to-face interviews with open-ended questions. I conducted interviews within 60 minutes or less with each participant. While a case study design does not require saturation of themes and patterns, rather the interpretation of the case-based themes; I asked the participants if I may reserve the right for a follow-up interview as a precautionary (Boblin et al., 2013). A second interview was not required for this study. I continued with data collection by proceeding with the following: I coordinated time and dates to schedule a meeting with the participants (Rosso, 2014), conduct face-to-face interviews, sent thank you letters, and \$15 value gift cards to organizations and the participants.

I was familiar with the protocols and busy schedules that conflict with leadership development within high performing organizations. Although I have a vast knowledge base of the rudiments within the IT department of an HPO, as an IT business analyst, the research question was objective towards any department or any organization. Mitigating compromise of the data collection, sampling, and interpretation, the information was on the influence of behavior rather than IT or HPO knowledge. Frankfort-Nachmias and Nachmias (2008) explained the advantages and disadvantages of a personal interview with the participants. Focusing on the disadvantages of lack of anonymity and

interviewer bias, for it may construe the responses of the participants, I plan to ensure the participants of their confidentiality and safety. In the confidentiality letter (Appendix A), I explained the control of ethics managed by Walden University's IRB and the personal code of ethics.

The framing of this research was a social constructivist worldview. Essential to a constructivist's paradigm, the research included the experiences from the participants' perspective (Jacobsen & Wright, 2014). The unique experiences emerged through the components of a semistructured interview, posing the same open-ended interview questions to all participants (Rosso, 2014). In the interview protocol, there were nine open-ended interview questions paralleled with narratives explaining the purpose of the interview questions.

The length of time for the question and answer period was 60 minutes or less (Jacobsen & Wright, 2014). The intent of asking the participants the same question was to exhaust as much data as possible in conjunction with the research question. My role as the researcher was to plan for follow up interviews if it were vital to obtaining additional information. While the data was in-depth, I did not seek second interviews with the participants.

Methodology

A qualitative methodology and case study design were the chosen system to gain an understanding how collaborative learning influence leadership development within leadership development programs within high performing organizations. A case study was a holistic methodology used to explore the phenomenon for an in-depth

understanding of a situation (Hancock & Algozzine, 2011). Schwandt (2015) explained the rudiments of a case study by first defining the term, case. For this case study, I reviewed the exploring concepts of collaborative learning and the influence thereof on leadership development from a multiple case perspective and cross-reference each case to explore the broader phenomenon for each case. This case study included gathering information through interviews for data collection as Aydin (2013) indicated that patterns and themes emerge from the data collection and the analysis process begins after the first interview. If data collection required a second interview, I would have scheduled phone interviews to proceed with a second phase of the data collection process.

Setting the Stage

To provide a better understanding of the fundamental issue of the research problem, I followed an organized framework. Hancock and Algozzine (2011) expressed how frameworks were essential to organizing tasks, issues, events, and processes. The first framework classified as qualitative research to produce rich data that included seeking in-depth information from a natural setting (Nordstrom, 2015). This qualitative research approach provided an understanding of the factors that influence leadership development from a collaborative learning perspective. To draw from the idea of Cyr (2015), one of the procedures of a qualitative approach requires one or more or a combination of interviews, field notes, and or focus groups for data collection. I used the technique of face-to-face interviews and field notes with participants. While the second source of data collection regarding public training documents.

The second framework of the research was selecting a design within the qualitative methodology. The chosen design was a case study, as the purpose of the study was to gain an understanding how collaborative learning influences leadership development within LDP within high performing organization. Case studies were useful when the conditions were complex and required in-depth research to explore the boundaries between the situation and the real-life context (Dasgupta, 2015). For this case study, I hope to provide future researchers and stakeholders with adequate information to build inductive researches and or to improve organizational processes.

Conducting this case study included empirical investigations of leaders in the information technology department. Yin (2003) explained how the empirical research served as multiple sources of evidence and provided a broader category of analysis. Nordstrom (2015) spoke of the natural setting; this case study allowed for a natural context by focusing on organizational stakeholders, who have attended LDP to explore the influences collaborative learning have on leadership development. The third framework was the type of case study that narrowed the borders for conducting the research case study.

Choosing a Design

The case study approach followed a design based on the orientation of the situation. Hancock and Algozzine (2011) explained how the design of the case study binds a researcher; the protocol of the design explored how in-depth I might explore. The quality, complexity, and dimension of the information were essential to the case study to address the unique nature of the research (Hoon, 2013). The outcome of the intense

research maximized the knowledge of the issue during the period available for the study.

The third framework consisted of a design that encompassed the depth of the investigation and the exploration of the information.

Selecting a design within the case study realm pertains to the type of research question and the problem or problems associated with understanding and examining the fundamentals. There were three major types of case studies, Yin (2012) identified case studies as descriptive, explanatory, and exploratory, and three additional designs classified as case studies, intrinsic, instrumental, and collective. A research question inquiring what or was happening in a situation would follow a descriptive procedure (Stake, 2006). The formula for an explanatory research question would consist of how and why the situation occurred (Stake, 2006). Exploratory was theory based and observes a social phenomenon.

In lieu of various research designs of case studies, the following information relates to a descriptive case study. A descriptive case study provides a detailed description of the object or event to the reader and allows the researcher to present factual evidence to its audience (Yin, 2012). The descriptive case may require a descriptive theory before data collection. The role of the researcher was to recreate the real-life experiences in a textual account (Rossetto, 2014). Conveying the specific life experience as a descriptive case study allows room for helpful explanations (Foster, Soebbing, & Seifried, 2015). The researcher must be able to interpret the participants' information without adding any bias perceptions.

Opposite of a descriptive case study was the explanatory case study. The difference between descriptive and explanatory was the causal investigation in an explanatory case study (Yin, 2012). In comparison, as Palinkas (2014) explained, the purpose of causal inference, explanatory case studies explore the cause and effect relationship between a case and often appear in a quasi-experimental mixed method. Explanatory was the most challenging type of case study due to explaining the how and why life experience (Stake, 2006). The advantage of an explanatory case study was the complexity of the design; the more complex the explanatory case, the more validity, and reliability existed through a multivariate analysis.

An exploratory case study covers cases that have problems or situations that were undefined. These cases were preludes to social science methods or allude to additional social science studies (Yin, 2012). The purpose of an exploratory case study was to gain familiarity with the event, process, or action to understand the precise problem (Yu, Abdullah, & Saat, 2014). For this research case study, the focus was the exploratory method. The result was not to conclude in decision-making; the purpose of the research was to explore how collaborative learning influences leadership development within LDP in HPO. The qualitative exploratory case study aimed to explore the influence collaborative learning has on leadership development.

Three other categories included as types of case studies were intrinsic, instrumental, and collective. The idea of these types of case studies was to eliminate any contamination to the study by the researcher's role in the investigation. Stake (2006) explained that a researcher would use an intrinsic case study when the researcher has a

direct interest in the case. Having such an interest in the case could unintentionally include bias in the investigation. Establishing integrity and creating procedures ensured the researcher maintains trustworthiness throughout the study (Hussain, 2015). The exuberant education on case studies reported by Stake was the multiple case study analysis. The edifications differentiate the single case, multiple cases, and cross-case analysis.

A researcher conducting single case studies may have concentrated on the single subject. Through the lens of Simons (2015), a researcher spends time understanding the evidence, observations, and perspectives of the participants relative to the research question and display any conflicting ideas. In contrast, a researcher may use a multiple case study to explore each case individually or to preserve the integrity of the cases (Yin, 2013). As a researcher collects data for a multiple case study, he or she would collect the data case by case no matter if the investigation were for an individual case or collectively. The rationale behind a multiple case study would compare the cases of a similar topic. In comparison to the features of a single case, the features of a cross-case analysis were to identify the commonality and differences across the cases, instead of analyzing the uniqueness of a single case.

For this exploratory case study, the multiple case analysis refers to the two industries, such as education and medical health. The multiple case analysis was beneficial to this case study as the concept binding the case together was the collaboration in leadership development (Stake, 2006). The purpose of extracting data from two industries would provide comparable perspectives in different environments.

To ensure validity, I used a methodological triangulation collected from the different sources by analyzing the themes and methods (Mertens, 2015). Leadership development was an activity to better the quality of an employee no matter the role of the individual may attain or the location by which they display leadership.

Rationale of Methodology

The qualitative exploratory case study was the chosen system to understand how does collaborative learning influence leadership development within leadership development programs within high performing organizations. The case for this study was the process of leadership development using a collaborative learning method. The best way to commandeer the process of the in-depth meaning of these life experiences were through a qualitative methodology (Suarez-Ortega, 2012). Conducting an interview and holding conversations as it pertains to the research question provided such information (Cyr, 2015). The high performing organizations established the boundary for the case study location, and the exploratory design allows me to conduct the study as a separate task.

I explored robust information on the influence of collaborative learning in leadership development programs from two industries tailored to education and medical health companies to compare the cases. All participating locations and 20 participants shared the same case topic. The multiple site approach provided compelling findings to the research question (Barnett & McCormick, 2012). Stake (2006) noted that a case study seeks particularization, rather than generalization. The criteria consisted of any member that has attended or was currently attending leadership development programs within a

high performing organization. These details developed through the exploration of the data collected. The research methodology and rationale for this case study were appropriate for obtaining feedback to the centralized research question, analyzing the data, and interpreting the meaning.

Participant Selection Logic

The characteristics of qualitative sampling strategies may have caused complex indecisiveness. Purposive sampling focused on the uniqueness of the case, random sampling was usually a standard choice for quantitative research, convenience-sampling tailors to the geographical accessibility, and homogenous sampling focuses on individuals with the same likeness (Miles et al., 2014). Apart from random sampling, each sampling method appears to be conducive to research, for the case study was an exploration of leaders in Indianapolis, IN. Miles et al. recommended choosing the best sampling method that was justifiable over the other sampling methods. Based on the transformational conceptual framework of collaborative learning, the best sampling method was the purposive sampling.

Purposeful sampling allows a researcher to focus on unique characteristics of the situation and specific types of cases based on the purpose of the study (Patton, 2002). I conducted the study in Indianapolis, Indiana with two high performing organizations. The two industries consisted of education and medical health. The data collection from each industry would provide a diverse perspective on the influence of collaborative learning on leadership development within LDP. Each of the listed organizations has a separate cultural environment, of which was the important differentiating criterion factor. While

leadership development was a function in organizations in its entirety (Shannon-Baker, 2015), the perception of an HPO culture alludes to operating, financial, and labor capabilities to execute organizational strategies. The purpose for accentuating high performing organizations was to capture the larger scale of the leadership culture perspective from members attending LDP. If the employee has participated leadership development programs or was currently attending an LDP within an HPO the individual fit the criteria for data collection as shown in Table 3.

Table 3

Participant Selection Chart

Three Participant Industries	20 Stakeholders	Attended Leadership Development Program
Insurance Agencies	Any Member	Yes
Electronic/Technology	Any Member	Yes
Medical Health	Any Member	Yes

In qualitative research, there were no rules for sample size, as the sample size depends on the amount of information needed to explore the centralized phenomenon (Patton, 2002). Moreover, the sampling logic when using a multiple case study design was the number of cases versus selecting a sampling size. Yin (2014) recommended using real case replications when there were two or three cases. The research population comprised of 20 organizational members fitting the research question criteria was sufficient to gather in-depth information or until the depletion of resources (Abma & Stake, 2014). In qualitative research, the researcher would end data analysis when they

reach a point where there were no new themes and patterns. Hesse-Biber and Leavy (2011) referred to this action as a saturation point. For this case study, I selected the sample size by the complex factors within the study, as it was pertinent to illustrate credibility through the number of percentages sampled to build confidence.

The level of saturation occurs when all substance absorbs enough information to articulate the breadth and depth of the findings. Dasgupta (2015) explained the level of saturation as a repetitive narrative of the participants. The number of resources set for this research was not the limit; instead, the number was set to understand the variety of experiences from a small group of people to find a repetitive meaning (Abma & Stake, 2014). For this case study, I continued to analyze the data until there was a saturation of themes. The participation selection includes and organizational associates that have attended or was attending leadership development program from three different service organizations. The research participants had an association with a leadership development program.

The procedures for recruiting research participants contained a professional letter to organizations requesting help with a qualitative case study. To maintain anonymity, I requested that each participant was volunteer base and I sent a copy of these confidentiality letters and letters requesting participation to the Human Resource Department, Legal Department, and Training Development department (Drake, 2014). The next course of action consisted of scheduling interviews and forwarding email consent forms (Appendix C; Lunnay et al., 2015). The solicitation letter explained the

purpose of the study, the types of interview questions, the approximated length of time for the interview, and the equipment used during the interview.

The solicitation letter expressed a preference for meeting face-to-face with the potential research participants based on the convenience for the interviewees. Lunnay et al. (2015) expounded upon the challenges of using social media and maintaining confidentiality. In comparison, Drake (2014) concurred that the ethical practices in using social media as a means of qualitative data collection. Providing an alternative means, such as Skype and telephone conferencing would better ensure the availability of the participants instead of social media tools, such as Facebook.

Instrumentation

Providing a standardization of instrumentation created a consistency during analysis. Miles et al. (2014) expounded upon the requirement of standardization of instruments. These instruments include interview protocol, public training documentation, field notes, and audio recording. The first source of collecting data was by way of an interview instrument that includes a semistructured list of opened-ended questions about the research question. The protocol included asking and sequencing the questions to the appropriate participants selected by the company. I formed the questions to obtain detailed information in the first interview. The follow-up interview would address additional experiences of the participants.

As a second method of data collection, I used public training documentation from each participating organization to triangulate the data. The artifacts from the participating organizations would provide background information on the organizations' structures of

their leadership development programs and propose in-depth data for the study (Marshall & Rossman, 2016). Along with jotting notes, I audio recorded the interview to review my notes and to ensure I have captured all the data. The major instrumentation includes the interview questions (Appendix B), interview protocol guides (Appendix D), Organizational Theme Worksheet (Appendix E), the Dramaturgical Coding Worksheet (Appendix F), and the Field Notes and Observation Worksheet (Appendix L) as listed in the appendices. I developed an interview protocol worksheet during an assignment for Walden University. I am using the same interview protocol as an interview instrument. All the other instruments were new, of which I created to extract and exhaust the most from data collection.

Expert Validation

For this qualitative exploratory case study, I validated the research question and interview questions by conducting a field study. Anseel et al. (2015) referred to field-study as a method of feedback seeking research. The goal of the field study included capitalizing on a group of individuals with qualified credentials to optimize the interview protocol and questions. The practice of the field study consisted of a thorough evaluation that produced collaborative feedback from qualitative case study experts. As a means of constructive feedback, the qualified group of skilled individuals provided adequate feedback on measurable errors. The feedback consisted of information on the design of the questions, provided recommendations for the invalid questions, and made suggestions for future research implications.

The principle criteria for qualified specialists served as subject matter experts in the field of qualitative case study methods. Specialists for the field study included academic researchers, academic faculty teaching qualitative inquiries, and an expert professional who specializes in qualitative case study methods. The field study did not require any strenuous efforts; the qualified members conducted the field study in their natural environment and provided a recommendation to appropriate the instrument.

I solicited 10 participants to review the research and interview questions to seek feedback on the quality and appropriateness of the questions. Compared to the pilot study, the field study helps provide insights on the research and interview questions (Mertens, 2015). Out of the ten prospects, four professionals participated in the field study to review the interview questions to ensure I exhausted all avenues for data collection. Contents of the requirements included a timeline with enough time to complete the field study. The qualified experts received a document explaining the purpose of the field study and the list of questions. All information disseminated through e-mails and communication funneled through various channels, such as a telephone conversation, LinkedIn messages, and or e-mails.

The literature on field studies pertained to actual fieldwork, field research, or was vague. In many studies, the pilot study was important to quantitative and qualitative studies (Mertens, 2015). Carrington et al. (2015) used instrument validation for open-ended questions to capture a true representation of the lived experiences. For this case study, the field study validated the initial interview instrument and provided a structure for the research questions. Although the field study has similar characterized dimensions

of a pilot study, the field study was pivotal to the development of qualitative research (Drisko, 2016); the purpose was to ensure the format of the interview questions exhaust as much information as possible. As the field test emulate the procedures of the pilot study, thus, the following information were events that occurred in the field study: (a) researched empirical data for existing instruments; (b) created instrument (Appendix D); (c) e-mailed qualified terminal degreed professionals to participate; (d) e-mailed faculty members from Walden University, DeVry University, and Oakland City University to participate; (e) researched LinkedIn for qualified participants; (f) provided the instrument to the participants; and (g) responded to all follow up questions.

Procedures for Recruitment, Participation, and Data Collection

The following information included these steps for recruiting participants, instructions for the participants, and data collection. These guidelines ensured ethical and confidential treatment was congruent with the boundaries of the IRB procedures. The subsequent information covered the location of the data collection, the person who collected the data, the frequency of data collection, and the duration of the data collection, and the audio recording of data, and plans to follow up.

I collected data from any personnel who have attended leadership development programs in a high performing organization. The sample consisted of 20 participants. The characteristics of the case study explored the different avenues and circumstances associated with leadership development in the various types of organization. I solicited an average of 11 high performing organizations in Indianapolis, IN. The case study requirements needed two companies to respond and participate in the study.

As the instrument of the researcher, I submerged myself into the lives of the participants to articulate and interpret the data collection through interviews and public training documents (Marshall & Rossman, 2016). A foreseeable problem with collecting data from the participants would be time, as workers may have had heavy work schedules and deadlines. The alternative plan for interviewing organizational stakeholders would be to send the interview questions via e-mail and conduct a face-time or Skype interview. The advantage of e-mail interviews was that I would not have had to transcribe the data, whereas the disadvantage was the amount of withheld detailed information and the lack of observation during the interview and a lack of audio recording for field notes. In addition, a foreseeable challenge in the public training documents was that the information might be vague, an alternative plan was to seek permission from each Human Resource department for access to the internal training manuals.

The frequency of data collection occurred over a period of interviews from each participant from the selected companies were accomplished. Cyr (2015) expressed the need for transparency of data collection through standardized data guidelines. I used the guidelines of a case study to understand how does collaborative learning influence leadership development within leadership development programs within high performing organizations. According to Yin (2013), using methodological triangulation would strengthen the dependability and confirmability of the study. The protocol includes documenting each theme, interpreting each set of outcomes, and explaining how I reached the interpretation of the outcomes. Collecting in-depth information about this process was essential to exploring the concept and emerged themes.

The events were yielding to data collection accrued telephone conversations and meetings informing organizations of the study, along with introducing my role in the study, and presenting and explaining the confidentiality agreement letter. My role consisted of interviewing as a nonparticipant (Rosso, 2014). I plan to meet with the participants to ensure the participants were comfortable with the study and addressed any concerns before data collection. During the interview period, each participant had a copy of the consent form, and I provided an estimated length of time for the interview.

Personal conversation and observation of the interviewee's disposition were lost during interviews as the focus was strictly on asking the questions and annotating the feedback. Suggested by Nordstrom (2015), I audio recorded the one-on-one interviews to ensure I have captured all pertinent information. I gathered consent from the participants to use the recording device during interviews to capture the responses of the lived experiences (Dutta, 2015). The audio recordings were helpful when categorizing themes and patterns and transcribing the interviews.

In the event the outcomes were insufficient; the plan was to re-interview the participants until I can no longer obtain new themes and patterns. The new participants would receive the same confidentiality regiment as with the initial participants. An alternative strategy was to rekindle a relationship with the reserved companies out of the 11 solicited. Abma and Stake (2014) indicated that the key was not to overanalyze the same participants' perspective. I used methodological triangulation and member checking to ensure the research has research sufficient meanings and interpretations.

The methodological triangulation asserted that the data interpretations from the interviews were credible and I conducted member checking to obtain a responsive validation from the participants of what I have interpreted from the interviews. I shared the report with the participant to ensure I have interpreted the information accurately. In addition, cross-referencing the data from the interview transcripts and public training documentation from the participating organizations would increase the dependability and confirmability of the study.

After the interviews, I expressed gratitude for the participants' time, cleanse the data, and provided honest feedback. I ensured the right to contact the participant if the need for a follow-up occurs (Richardson et al., 2015). The follow-up procedure emulated the same protocol of confidentiality as the included in the initial process. I compiled the information after collecting a substantial amount of data during the data analysis process. Due to the number of emerged themes, I did not interview the participants a second term. The structure of the questions remained opened-ended and formulated to address the participants' experience as a leadership development candidate. If there were a need for a follow-up interview, I would have emulated the same protocol of the initial interview process.

The second form of data collection was by way of the participating organizations' public training documentation. The artifacts would identify the structure of the leadership development programs and may establish the rationale for selecting leadership development (Marshall & Rossman, 2016). While there may be many leadership development programs, there was little information on how does collaborative learning

influence leadership within leadership development programs within high performing organizations. The participants provided training documentation for this study. The training documentation included any materials, such as handouts, training manuals, and or worksheets related to the development program within high performing organizations. These materials delineated the course objectives, learning methods within the program, and provide commentary on the disparity between each participating organization.

Data Analysis Plan

A misconception of selecting cases for a study may relate to the false expectations of analyzing data. To mitigate any expectations from the outcome, I focused on the purpose of the study and the significance to the audience as I select the data analysis techniques. Marshall and Rossman (2016) summarized that a qualitative data analysis process should bring order, structure, and interpretation from the data collection.

As I compared Yin's (2014) five-step analysis to the seven-phase analytic procedure, narrated by Marshall and Rossman (2016), I noticed a pattern of procedures that would extrapolate the best outcome for this research. The five-step analysis technique relates to pattern matching, explanation building, time-series analysis, logic models, and cross-case synthesis (Yin, 2014), of which, increases the convergence of data analysis. In conjunction with the five-step analysis strategy, the seven-phase analytic procedure provided a narrower strategy for collecting and analyzing the data. Similarly, the seven steps can merge under the umbrella of the five-step process, as the strategies entail similar protocols such as identifying patterns, interpreting the data to build an explanation, and synthesizing a conclusion. I chose to use the seven-phase process, as the

first step was to organize the data. I interviewed participants from four different locations. It would behoove me to follow a rigorous structure to maintain order within the data collection.

The data analysis plan included a series of actions leading to the findings of the study. These actions included semistructured interviews, review of the transcripts, a review of the field notes from observation, organizing the data, triangulating the data with the public training documents, identifying typologies, explanation building, and conclusion of the findings. To secure a thorough structure for the qualitative case study, I followed the seven-steps procedure referenced by Marshall and Rossman (2016) for case study design of organizing, immersion, identifying themes, coding, interpretation, seeking alternative understanding, and conclusion.

Organizing the Data

The best approach to organizing data was to develop a manageable system that allows a researcher to classify and organize data. I used NVivo and a hand-coding system. Using the NVivo software program was a solution for coding, categorizing, and managing unstructured data (Richardson, Earnhardt, & Marion, 2015). NVivo has many compatible options such as Window, iPad, and Mac. These options were important as the resource should be available and saved in several destinations to ensure the material was salvageable if destroyed by another source. The software program primarily serves as an additional tool to analyze the data. Patton (2002) suggested that the procedures remained the same whether the performance of data analysis was manual or through a software program.

Using a unique tracking anomaly, I dissected segments of the research participants' conversation through a coding process that identifies the terms associated with the conversation. Along with the NVivo software program, I created an excel spreadsheet with assigned tabs for each interview question. There were 20 participants, of which, I categorized the participants' experiences on a spreadsheet with typologies and naming conventions as shown in Table 4. Processing the data analysis manually or using software may cause erroneous discrepancies. In the manner of treating discrepant cases would entail reviewing the transcripts (Edelaar-Peeters et al., 2014) and reviewed the audio recording of the interviews.

There was a mass of information when collecting data from the interviews and public training documents. Marshall and Rossman (2016) recommended that the researcher should organize and categorize the data as the researcher collected the data. This process was helpful in ascertaining the information, and made sense or meaning of the data collected, whereas the data served as evidence and was reliable in support of the research question.

Immersion

According to the type of methodology, research design, and framework of the study, strategic procedures determine data analysis and identify classifications. Data analysis begins with the review of the first piece of information and leads to qualitative categories and typologies (Aydin, 2013). Classification involves identifying patterns and themes, coding, categorizing, and labeling each pattern of the data (Buetow, 2014). As

data analysis includes breaking down the information, coding was the activity that develops manageable fragments and creates a naming convention for the data collection.

Themes and Patterns

Case study analysis follows the routine procedure of identifying and relating themes and meanings to the research question. As a researcher explores the unique vitality of each case, themes and findings systematically work codependently to culminate the study (Yin, 2013). Segments of data generated themes as the researcher continues to collect and cleanse the data (Boblin et al., 2013). Characteristics developed categories and typologies that interpret the data for the researcher. During the conceptualization of themes and the revelation of the findings, a researcher comprehensively asserted credible meanings of the study. For this case study, the connection between the data reflected the themes and findings from each conversation from the research participants. The categories and typologies related to the research question.

The seven-phase procedure was an important factor to the readers, as the particularization of the case study relied on in-depth information conveying the meaning of the study and present a competent interpretation (Marshall & Rossman, 2016). To ensure competency of the study, I crossed reference the disparities between organizations A, B, C, and D as shown in Table 4.

interpretations from the interviews were valid and I used member checking to obtain feedback, corrections, and or additional insight ascertained from the initial interview.

Methodological Triangulation

The second source of data collection was through the autonomy of public training documents. Marshall and Rossman (2016) presented four primary methods for qualitative research data collection; participating in the setting, observation, interviews, and analysis. For this case study research, the chosen strategies were interviews as the primary and public training documents as the secondary methods of data collection. The training documents served as data artifacts to cross-reference with the data interpretation as a strategy of methodology triangulation.

Coding the Data

Coding required a continuous analysis process and works through cycles to accomplish goals. There were two types of cycles and three ways to conduct coding. Inductive and deductive were iterative cycles that analyze the data (Miles et al., 2014). The inductive approach may generate codes according to data of specific areas, and the analysis was grounded instead of abstract (Schwandt, 2015). This approach meant inductive analysis and approach would reject the scientific analysis of a hypothesis method. In contrast, the deductive approach defines themes and categories before coding begins. Schwandt (2015) explained that deductive was most influential in a quantitative inquiry to explain why the event or action was plausible.

Combined with the inductive or deductive approach were three different ways to process the coding analysis. These processes were schemes of a priori of specific or

nonspecific content, and a posterior content specific (Schwandt, 2015). The priori content specific explores the theoretical interest of the problem that drives the inquiry and sorts the data by themes. The priori nonspecific content develops as the data sorts into typologies. Posterior content specific was an inductive process to generate coding, identify categories, work with data segmentation, and refine the segments meaning through the entire data analysis process. In this study, an inductive posterior content specific of a dramaturgical coding applied to this study to explore human actions and interaction of the data collection (Miles et al., 2014).

A dramaturgical method appeared in the first cycles of coding the data collection. I applied terms and naming conventions to each typology. Miles et al. (2014) used terms related to the character based on the participants' experiences such as objective (OBJ), conflicts (CON), and attitudes (ATT). The terms of this study generated as the transcription of conversations apply through the inductive posterior content approach. The dramaturgical approach allowed for the perspective of roles to interact with others (Mawby, 2014). In this study, the role of a leader interacted with their subordinates to build future leaders through collaborative learning. The dramaturgical approach enabled me to conceptualize the relationship between the leader and the subordinate (Sinha et al., 2012) and the coding method would explore the conventions of characters through the participants' experiences.

Interpreting the Data

While coding the categories for themes and patterns, I explained the typologies and then selected the most useful data for interpretation. I applied descriptions of what I

learned to develop a broader understanding of the plausible evaluations (Marshall & Rossman, 2016). I chose the mode of triangulation by selecting the data collection instruments. Following Denzin's (1970) advised plan for triangulation, there were four primary sources of triangulation. Data source triangulation refers to places, people, and times; methodological triangulation denotes interview documents and observation; research triangulation centers around the investigator or the number of investigators; and theory triangulation refers to using more than one theoretical strategy. I used methodological triangulation in the data analysis plan. Miles et al. (2014) explained that triangulation increased credibility when two or more source instruments were used to cross-reference.

Alternative Understanding

When interviewing participants, there may be a time when the participants were less forthcoming in providing in-depth information. While conducting the interview, it was imperative that the researcher mitigates personal biases and remains hidden as the observer. Hesse-Biber and Leavy (2011) summarized the positionality of a complete observer's role as an unknown participant without interference, of which may minimize the researcher's bias.

To include criteria for researcher's bias, interpretation of the data may offer a perspective from the researcher's voice. To mitigate these areas of challenges, I reviewed and compare all transcripts, the linkage between typologies and the research question, and the public training documents. Mertens (2015) encouraged qualitative researchers to use triangulation to cross-check sources of data and member check as a method of

summarizing accurate data, as these methods of credibility were to ensure factual data. These strategies were protocols under the umbrella of trustworthiness. I followed such protocol and repetitively review the data until there was a saturation of recurring themes.

Data Analysis Summary

All the data collected relate to the centralized research question, the interview questions, and fit within the model of the conceptual framework. I interviewed 20 participants and annotated their responses, as I have developed an interview protocol (Appendix D), dramaturgical worksheet (Appendix F), and a field note and observation worksheet (Appendix L) to ensure the proper proposal guidelines to qualitative research. The seventh phase of the data analysis plan consisted of a written report of the meanings of the raw data (Marshall & Rossman, 2016). I composed a written data analysis report reflecting on the data collection process, the data analysis structure, and the complexities of the data in Chapter 4.

Issues of Trustworthiness

It was important to understand variations of qualitative credibility to ensure trustworthiness of the data. The statistical analysis of a quantitative method validated the data by the following rules and guidelines (Frankfort-Nachmias & Nachmias, 2008). In a comparison of the quantitative data analysis, the qualitative data analysis depends upon the how a researcher obtained the information and how thoroughly that researcher analyzed the data (Miles et al., 2014). Patton (2002) provided information on qualitative credibility through elements of data collection. These methods include rigorous fieldwork methods, the researcher's trustworthiness, and conceptualizing the value in qualitative

methods. The stringent fieldwork method was the focus of credibility towards gathering the information (Yin, 2013). The fieldwork was essential to the research as the data served as the substance of the research.

The trustworthiness of a researcher depended on how well the individual prepared for data collection. In a qualitative inquiry, the researcher formulates the research and interview questions. The integrity of the trustworthiness relied upon how well the interview questions relate to the research problem, instead of the questions formulated to the researchers' disposition (Rossetta, 2014). Another concern was the ability of the researcher to conceptualize and articulate the findings (Yin, 2014). To ensure trustworthiness of data collection and analysis, I used a methodological triangulation (Hessey-Biber & Leavy, 2011). One method was the face-to-face interview transcripts to encapsulate the research participants' perspective, and the other source was the participating organizations' public training documents.

Trustworthiness compares the findings to reality to understand the rivals within the case study. Such rivals were plausible threats of a case study that produced bias and alternative explanations to the conclusion of the study (Yin, 2012). These rivals were craft and substantive rivals that Maxwell (2013) referred to as reflexivity. Reflexivity unintentionally positions a researcher's influence or bias into the data collection as the researcher was part of the social environment that was studied (Trainor & Graue, 2014). In qualitative research, the goal was to understand the intriguing phenomenon rather than eliminate the threats. To increase the credibility of the research, a researcher provided a

synopsis of the work history and experiences as to how the background relates to the study.

Credibility

Building a rapport with the research participants was essential. The goals of the relationship consist of gaining access to the setting and gathering as much information as possible. In some cases, participants may thoroughly elaborate on their life experiences (Mayoh & Onwuegbuzie, 2015), whereas other participants may not articulate their message as well. It was a researcher's responsibility to obtain substantial evidence to present the value of the research to be believable (Marshall & Rossman, 2016). Long-term involvement or prolonged contact with the research participants provided complete data collection and confirmed and inferences (Maxwell, 2013). I asked the participants if the findings were plausible and maintained truth to the interpretation. Peer examination was another method to ensure value to the research.

The practice of member checks and peer reviews from participants and doctoral committee members provided feedback on the value of the case study. Reese (2016) stated that she used member checking after the first and second round of her analysis. To ensure trustworthiness of the data analysis, I summarized the information during the interviews and after data analysis to determine the accuracy of the interpretation. Sharing the interview report with the participants and receiving their feedback contributed to the credibility of the data (Hessy-Biber & Leavy, 2011). I abided by the ethical practices of trustworthiness to choose the right interview participants that provided valuable and valid information. The Walden University doctoral committee members served as the peer

reviewers, of whom, provided an external validation by asking challenging questions of the methods, findings, and interpretations.

Transferability

In qualitative research, transferability addresses the potentiality of characterization beyond the study creating a new setting (Hitcock & Newman, 2012). The purpose of transferability was to transfer information to readers, stakeholders, and scholar-practitioners who may have similar research case studies. For this case study, the setting was of participating high performing organizations. Stakeholders may use the study to address similar cases within the same setting. Marshall and Rossman (2016) referred to this as transferability. I illustrated in Chapter 4 how the conceptual framework guided the data collect and data analysis through Hanson's (2013) leadership development interface model. I have obtained permission from Byron Hanson to use the leadership development interface model (Appendix K).

Dependability

Quantitative researchers use statistical analysis to prove reliability. In comparison, qualitative can be reliable depending on the methods and procedures used to explore the data. Through social construction the qualitative language analog from the traditional social science term of dependability equaling to reliability (Adams, 2014). The dependability of the process included employing detailed interview transcripts and the participating organizations' public training documents that illustrated consistency throughout the material. I used methodological triangulation and member checking to address the issues of dependability (Gibson, 2014). Yin (2014) referred to

methodological triangulation to capture multiple perspectives of the truth-value and provide a deep understanding of the research.

Methodological triangulation and researcher bias were the methods described for the use of trustworthiness. Methodological triangulation and validating a researcher's bias had overlapping data strengthening the validation of the case study evaluation (Yin, 2014). I used the same triangulation strategies for dependability. In addition, an audit trail was a reliable technique to mitigate bias. I described in detail the data collection, the development of the themes, and the decisions making process throughout the research.

Confirmability

The concept of confirmability relates to the transparency of the data (Gray & Jones, 2016). To enhance the confirmability of the data, I reflected what the participants provided in the interview and annotate the information as supporting evidence. As the participants affirm the narration during member checking, the reader should be able to identify the findings were the results of their experiences. Trainor and Graue (2014) expounded on transparency as an appropriate balance to the researchers' positioning. I maintained consciousness of the experiences to ensure the findings and conclusion were plausible.

Researcher Bias

For this exploratory qualitative case study, I, the researcher played an instrumental role in the study. There was potential for researcher bias while collecting data during the interviews and reading the public training documents. I am an IT business analyst and a business professor. Business Analysts were liaisons between the business

units, such as Marketing, Customer Service, and Finance/Accounting, and the Information Technology department. In the evenings, I teach business courses, and as a policy of the university, the required method of teaching was through collaboration. The nature of a collaboration culture includes brainstorming, sharing diverse perspectives, promoting teamwork, and group problem-solving. Kliegl and Weaver (2014) explained how this knowledge creation reflects the practice of collaboration in the workplace influencing productivity and goals.

While having these experiences, the capacity of knowledge may shape the style of research questions, interview questions, and data analysis. Researchers must be sensitive to avoid bias in data collection by understanding the consequences of influence on the study (Maxwell, 2013). An example of shaping negative influence was the nodding of the head signifying positive reinforcement during participants' interviews. Mertens (2015) proposed using criteria such as member checking, identifying researcher positioning, and expecting to learn new information from the study for a more equitable qualitative research. I eliminated the threat of researcher bias by using the semistructured interview questions that were evaluated by experts.

Table 5

Strategies for Trustworthiness

Process	Strategy	Explanation
Trustworthiness	Member Checks	Obtain feedback from participants to affirm accuracy of interpretation
Trustworthiness	Peer Review	Feedback from doctoral committee
Trustworthiness	Prolonged Contact	Complete data
Trustworthiness /Dependability	Methodology Triangulation	Face-to-face Interviews and Public Training Documents The researcher's ability to articulate, provide detailed information, and transfer the findings
Transferability	Thick Description	
Transferability /Dependability	Researcher's Bias	Provide a synopsis of researcher's background Interconnecting details and readers' decision regarding transferability
Transferability	Thick Description	Processes and conduct throughout the research
Dependability	Audit Trail	The position of the researcher in the social environment aligned with the research
Confirmability	Reflexivity	

Ethical Procedures

Confidentiality was a technique in qualitative research that supports the ethics and protection of the research participants and locations of the study. Lunnay et al. (2015) suggested using pseudonyms as a disguise to preserve anonymity. The researcher of the case study was responsible for the participants' right to privacy and considered the effects of any information provided through their consented contributions. A strategic method of

assigning pseudonyms remained private, whereas only the researcher was aware of the identity. The method included changing the name of the participant and the locations of the study during the translation and coding of the data. To ensure the participants of their privacy, I provided a copy of the consent form (Appendix C), detailed information about the conversation, and the interpretation of the findings.

The participants had a chance to review the interview questions in the event there were apprehensions of answering the questions. If any participants appear threatened by the list of inquiries, I would have pursued a different line of questioning conducive to the participants' comfort. I would have made a note of the change of questioning to maintain reliability and validity, and pose a new question, if equitable, to the participant. To protect those participants who do not wish to participate in the study, I deleted their names from the list and request for additional participation. I gathered detailed information, to ensure the acts, events, and research complies with the laws of the IRB. The confidentiality agreement (Appendix A) was consistent with the IRB application. I presented full disclosure of the process of requesting participation, collecting data, and analyzing data to the IRB for approval to conduct fieldwork on the research. Once the IRB granted permission for this research, I composed and delivered letters to solicit the participation of 11 organizations. The letter requested access to employees who were attending LDP or those who have attended LDP. The data came from the participants' experiences. All field notes from the interview, recordings, jottings from the participating organizations' public training documents, and stored the transcripts on a separate hard drive and in the NVivo software.

As an incentive to display gratitude for participation, I contributed a small token in the manner of a gift card. Patton (2002) confirmed that in a qualitative inquiry an incentive might skew the validity of the research participants' responses. While having Patton's statement in mind, I gave a small compensation to the research participants to show my gratitude.

Trustworthiness Summary

The aspiration of this qualitative exploratory case study was to gain an in-depth understanding of the influence collaborative learning has on leadership development with organizational leaders and subordinates. I used the qualitative strategy specified for an exploratory case study, bounded by space and time to explore the similarities and differences of the participants' perspectives of leadership development through collaborative learning (Peltokorpi, 2014). Hancock and Algozzine (2011) suggested that semistructured interview questions were best for case studies. The interviews of 20 research participants who had participated in leadership development programs contributed to the data collections method.

The trustworthiness of the research transpired through the credibility, transferability, dependability, confirmability, and ethical procedures. Each category under the umbrella of trustworthiness had specific strategies that included the participants in the interpretation of the data and provided cross-references through methodological triangulation and member checking (Malagon-Meldonado, 2014). Consistent with the ethical procedures, the research participants had pseudonyms protecting their identity,

and the location of the participants had aliases of industry names, such as education and medical health.

One of the general procedures of the exploratory case study framework was to identify the research questions and interview questions before data collection (Peltokorpi, 2014). There were one research question and nine semistructured interview questions. These questions played an integral role in conducting a field test. The field test consisted of three to five qualified case study experts to review the questions to validate if the questions were conducive to the case study.

Data analysis followed a seven-phase procedure to establish preliminary guidelines for data analysis. I used the dramaturgical coding description to identify themes and patterns. Codes generated from the themes and patterns deduced from the interviews' raw data (Miles et al., 2014). An NVivo database housed the information and cross-examined the themes and patterns to conclude interpretation of the data (Richardson, Earnhardt, & Marion, 2015). The final report consisted of the final interpretation of the data and concluded the content explored within the research.

In Chapter 3, I conducted a field test to validate the research and interview questions. Before submitting the proposal and scheduling a proposal defense, I composed a narrative of the field test results for the dissertation committee to review under the Expert Validation section of Chapter 3. The field test was to ensure that I would exhaust as much information as possible from the interview questions. Chapter 4 will consist of the results, data collection, data analysis, and method triangulation aligned with the procedures in Chapter 3.

Chapter 4: Results

The purpose of this qualitative exploratory case study was to gain an understanding of how collaborative learning influences leadership development within leadership development programs within high performing organizations. Consistent with the qualitative multiple case study research design, data collection involved the use of 20 semistructured interviews and consisted of training documentation review from the participants. I used a method of purposive sampling to determine the participants from two industries: medical health and education. The central research question was: How does collaborative learning influence leadership development within leadership development programs within high performing organizations? Chapter 4 includes the research setting, data collection, data analysis, results, and conclusion.

Research Setting

This qualitative exploratory case study involved two industries: medical health and education with 10 participants from medical health and 10 from education. For this qualitative research, interviewing was one of the methods of data collection to extract detailed information from experienced individuals. I conducted face-to-face semistructured interviews in a natural setting. The natural setting was in a private room with a table, chairs, spa paintings, two artificial trees, and a computer to voice record the interview. The owner of the facility provided consent (Appendix N) to use the private room. If scheduled on the same day, each participant was scheduled in two-hour increments to maintain privacy and confidentiality. I scheduled the participants on days or hours the approved location was closed to mitigate any notable concerns.

Demographics

The criteria for this study required participants to attend a leadership development program, which may have included a class, course, or seminar. While demographics did not play an integral part in the study, I noted the number of participants by gender, by the level of leadership, and by industry, as illustrated in Table 7. Using a purposive sampling proved to be the best sampling feature for this study, as the participants' responses evolved once the data collection process began. There were 20 participants from two different industries with similar responses as they relate their responses to different experiences. I was able to identify the themes and patterns, along with the level of experience based on the participants' testimonies.

Table 6

Participants Demographics and Characteristics N=20

Group	Demographics		Level of Management		
	Number of Males	Number of Females	Top Level	Middle Level	Lower Level
Education	0	10	7	2	1
Medical Health	3	7	3	5	2
Total	3	17	10	7	3

Data Collection

Walden University granted IRB approval (08-04-17-0330827) to conduct this study. In preparation for data collection, I e-mailed, called, and approached individuals to recruit and explain the study and invite them to participate in the study. Upon the

agreement of the participant, I e-mailed a copy of the interview protocol (Appendix D) and letter of consent (Appendix C) to each participant. Once the participant acknowledged they had read and understood the documents, I scheduled a face-to-face interview with the participants in two-hour increments upon their availability. Before recording the interview, each participant signed the letter of consent and received copies of the consent form and interview protocol for their records. All participants were made aware of the scope of the study, identified the risks and benefits, and reiterated they could terminate the interview at any time without prejudice. In the same manner, each participant acknowledged they understood the importance of confidentiality, as I provided a pseudonym based on a mnemonic naming convention.

While the interviews involved voice recordings, I sought permission from each participant prior to starting the interviews. I found the voice recordings to be useful, in verifying accuracy for the transcripts. Each interview consisted of open-ended semistructured questions with a duration of 60 minutes or less. The interviews were transcribed using Microsoft Word and sent to the participants for member checking. During the member checking process, there was one participant whose recording was unclear in certain areas of the recording. I sent the transcript to the participant and asked for clarification or a second interview. Due to the participant's time, the participant denied the invitation for accuracy and a second interview; I did not include the data in the data analysis.

After verifying accuracy of the 20 interviews through member checking, I systematically organized the data on the Organizational Themes Worksheet (OTW)

(Appendix E). Following an algorithm for organizing data, I housed the participants' responses in one column of the spreadsheet and labeled a column for themes and patterns. I used NVivo software as a confirmation method for identifying themes and patterns.

As a requirement of a qualitative multiple case study, this case study involved a second method of data collection. During the face-to-face interviews, I collected training material that corroborated the participants' testimonies of their leadership development experiences. I included annotations of these documents on the OTW spreadsheet in the adjacent column. To conclude the data collection process, each participant received copies of the interview protocol, a signed consent document, transcripts, copies of their training material in a manila envelope, and a gift certificate; 18 were redeemable at Bath and Body Works, and three were redeemable at Speedway Gas station. I secured the original documents in a different manila envelope and explained the Soleau Envelop mailing process to the participants. The Soleau Envelop process entailed sealing the envelope and mailing the envelope through U.S. postal service addressed to me. I will secure the sealed envelopes for 5 years; and, upon which, I will shred.

Data Analysis

A seven-phase data analysis process was used to conduct the study. The seven-phase analysis permitted order, structure, and interpretation from the data collection, as described in Chapter 3 of the proposal. Following the procedure included organizing, immersion, identifying themes, coding, interpretation, seeking alternative understanding, and conclusion.

Organizing

Data collection involved verbiage from the transcripts of the face-to-face interviews and from the training documentation. To include with the transcript and training documentation, I used the jottings from the interviews to help with data analysis process. I created a spreadsheet for each transcript, I added the responses from the transcript onto the spreadsheet and then developed a formula to capture the appropriate cells on the master sheet. This strategy helped me to refer to the manual results of the themes and patterns.

Immersion of the Data

As I involved myself into the data, I assorted the information and classified the data by themes and patterns. The process of classification involved identifying patterns and themes, coding, categorizing, and labeling each pattern of the data. I completed this process by identifying a word or word phrase. If a different word was used in the data and had the same meaning, I labeled that word in the same category. For example, one data response was stated as, “working in groups,” while another was stated as, “working together.” These word phrases were categorized together under one name. The field notes were instrumental in coagulating such meaning.

Identifying Themes

While interviewing the participants, I began to hear recurring themes. The more I conducted interviews and compared training documentation, the more characteristics of the data developed into typologies. These categories of themes revealed interpretations of

the findings. The training material was used to triangulate the data by annotating thick descriptions of all comprehensive data.

Coding Process

The data analysis process involved hand-coding along the way and I used NVivo software for a dramaturgical coding. By using a Microsoft Excel spreadsheet to annotate the verbiage from the transcripts and NVivo software, I performed a cross reference verification to confirm the analysis. The coding process involved cycles of coding the data, categorizing, naming conventions, and meaning. This process generated units of emerged meaning.

Alternatives Understanding

An interview question asked the following: Explain any factors that strike you as relevant, interesting, or important about the influence of collaborative learning might have on the leadership development programs. I realized during the interview, nearly half of the participants struggled with this question. The word, *any*, was a canvas for a variety of answers. To best ascertain the data, I asked these participants to elaborate more on Question Number 9 to mitigate researcher bias and to ensure accurate interpretation from the emerged themes. I deemed the member checking and triangulation of the data vital as a method of credibility of factual data. I followed this process until common themes were frequent.

Final Process

In the review of the seven-phase analysis process, I interviewed 20 participants, transcribed the data, emailed transcripts for member checking, organized the data, immersed myself into the data to identify themes and patterns and followed a rigorous process to accurately conclude meaning from raw data. The instruments used in this qualitative case study research were the interview protocol, the participants' consent forms, field notes, observation worksheets, and NVivo. These instruments were significant in following the seven-phase analysis process to complete the data collection and data analysis compositions.

Evidence of Trustworthiness

The components for ensuring trustworthiness involved the details of obtaining information and analyzing the data. In preparation for data collection, I conducted a field test with the interview questions and research question. The field test consisted of three expert individuals who reviewed and provided constructive feedback to ensure I would exhaust the most information from the interview questions. Another component of evidence of trustworthiness was the ability to conceptualize and articulate the findings. I identified the findings in Chapter 4 and explained the interpretations of the findings in Chapter 5. Lastly, I related the interview questions to the research question and history of this study to increase the credibility of the lived experienced phenomenon. I followed these components as delineated in Chapter 3 without deviation from the protocol.

Credibility

During data collection, some participants elaborated on their life experiences more than other participants. To obtain substantial evidence, I asked the participants additional questions to probe for accurate articulated information. There were no deviations from the proposal stated in Chapter 3. Member checking was a vital process validating the data by sharing the transcripts and asking additional questions question for accuracy. Another form of credibility was triangulation, as triangulation is used to mitigate bias. I used a methodological triangulation by comparing the training documentation to the data.

Transferability

Using Hanson's leadership development model, displayed the framework for the research question: How does collaborative learning influence leadership development within leadership development programs? The illustration is explained further in details under the findings section. I provided detailed descriptions of the data collection process and the seven-phase analysis process to augment research transferability to the reader, stakeholders, and future scholars.

Dependability

To address the issues of dependability, I used a methodological triangulation and member checking to ensure trustworthiness. The research processes included training documentation from the participants to cross-reference with the data from the transcripts, a validation of approved interview questions by a field test of experts, and a dual process

for identifying themes and coding. Documenting and taking rich notes during the interviews were useful in aligning my reflections with the emerged themes.

Confirmability

Assuring confirmability allowed me to interpret the data without bias. It was essential to expound upon the transparency of the data, while understanding my position in the research. I was positioned as an instrument that asked the interview questions, observed, and took notes. The findings are written to expose the participants' experiences and interpreted with a plausible conclusion.

Study Results

The purpose of this qualitative case study was to gain an understanding of how does collaborative learning influence leadership development within leadership development programs within high performing organizations. The data collection process included data from 20 participants of two industries: medical health and education. All participants expressed a passionate interest in the questions as they explained their lived experiences. The following information is results of each interview questions, as they related to the research question; there were nine interview questions (Appendix B).

Themes Per Question

The thematic analysis allowed for recognizing patterns emerged from the data. I established themes by extracting words or word phrases based on the frequency of the participants' testimonies. I numbered the word or word phrase and ordered the themes with the highest frequency. I created a table for each industry to illustrate the primary and secondary usages of the themes per interview question. The category named, primary,

represents a word frequency of 20 times or more, while the themes labeled secondary represents a rate less than 20 times. Table 7 illustrates the themes from the education case, and Table 8 illustrates the themes from the medical health case.

Table 7

Themes Emerged From the Education Industry

Interview Questions	Themes	Frequency
2, 4, 5, 6, 7, 8, 9	Learn from Others, Work Together, Team Work	Primary
1, 2, 3, 4, 5, 6, 9	Mentor, Role Model, Led by Example	Primary
2, 3, 4, 5, 6, 7, 9	Shared Ideas, Borrowed Ideas and Strategies, Shared Knowledge, Diverse Perspectives	Primary
1, 2, 5, 6, 7, 8	Communication, Listening and providing feedback, Feedback, Active Listening	Secondary
4, 5, 6,	Problem Solving, Finding Solutions	Secondary
1, 2, 3,	Knowledgeable, Subject Matter Expert	Secondary
1, 2, 4, 7, 9	Transparency, be open, openness, open-minded	Secondary

Table 8

Themes Emerged From the Medical Health Industry

Interview Questions	Themes	Frequency
1, 2, 5, 6, 7, 8, 9	Learn from Others, Work Together, Team Work	Primary
2, 3, 4, 7	Mentor, Role Model, Led by Example	Secondary
1, 2, 3, 5, 6, 7, 9	Shared Ideas, Borrowed Ideas and Strategies, Shared Knowledge, Diverse Perspectives	Primary
1, 2, 3, 4, 6, 9	Communication, Listening and providing feedback, Feedback, Active Listening	Secondary
3, 5, 7, 9	Problem Solving, Finding Solutions	Secondary
1, 2, 4	Knowledgeable, Subject Matter Expert	Secondary
1, 3, 4, 7	Training, Training, and Development, Teaching Others	Secondary

In a review of the emerged themes based on the primary frequencies between the education case and the medical health case; collaborative learning and shared knowledge are the top two coded themes. Collaborative learning included word phrases such as, learning from others, working together, and teamwork. Shared knowledge involved word phrases such as shared ideas, borrowed ideas and strategies, shared knowledge, and diverse perspectives. While the additional themes labeled secondary were less frequent than the primary, the themes were significant and supported the primary themes. Though the themes coded, role model scored high in the education case; the theme was less significant in the medical and health case. I have provided interpretation of the findings on the emerged themes coded, collaborative learning and shared knowledge in Chapter 5.

There were nine questions formulated to exhaust as much data from the participants' testimonies. All the questions, excluding Number 3 were instrumental in the contribution of emerged typologies for the collaborative learning theme. In both cases Questions 2, 5, 6, 7, 8, and 9 provided overarching responses for the coded theme, collaborative learning. Questions 2, 3, 5, 6, 7, and 9 were significant to the shared knowledge theme for both cases. After averaging both cases, the results of the emerged themes were directly generated from Interview Questions 2, 5, 6, 7, and 9 relating to the research question.

The research question was: How does collaborative learning influences leadership development in leadership development programs in a high performing organization. Question two resulted in information based on the participants' experiences in leadership development programs. Questions 5, 6, and 7 were designed to explore life experiences in collaborative learning, and the influence of collaborative learning had on leadership development programs. Consistently the participants' testimonies provided themes of collaborative learning and shared knowledge. Lastly, Question 9 concluded the themes regarding the factors of influence on collaborative learning and leadership development programs. The results of Question 9 emerged themes of collaborative learning and shared knowledge.

Dramaturgical Coding

During the first cycle of coding, I used the dramaturgical coding technique to explore the interpersonal and intrapersonal participants' experiences of this case study. The following categories were conditions of the participants' characters: Objectives

(OBJ), conflicts (CON), tactics (TAC), attitudes (ATT), emotions (EMO), and subtexts (SUB). Each code category represented a word, or word phrase emerged from the data on the transcripts and housed into categories based on the conventions of the data. The first cycle illustrates the raw data of common words or words phrases (see Appendices G and H for the dramaturgical coding for education and medical health).

Each response from the transcripts was housed on the excel spreadsheet and dissected according to the dramaturgical categories. I identified the main objective of the testimonies and pinpointed the obstacles prohibiting the objectives. I extracted words or word phrases that were related to the strategies of achieving the objectives, identified any attitudes towards the conflicts, noted the emotions of the experiences, and annotated the unspoken thoughts or forms of gerunds for processing these codes. Question 6 reads as such, explain how collaborative learning influenced or made a difference in the leadership development program. Below is a response to Question 6 from participant MEDHLT122417 and an example of the dramaturgical coding.

I learned about collaborative learning during my training, and from that, I learned that I have one perspective medically. I was looking at the patient from a medical standpoint. But there were others on the team that had training or perspectives from speech or from occupational therapy, physical therapy, and even from social development on how the person reacted or interacted with the community. So, that had a profound effect on me saying that even though I was the leader of the team I was not the end all, be all, or not more important than anyone else on the team. (MEDHLT122417)

Based on the response of the response from participant MEDHLT122417, the dramaturgical coding is listed as such:

- OBJ: Collaborative Learning – collaborative learning is the scope of the participant's response.
- CON: One Perspective - the participant explained that his expertise was from a medical standpoint.
- TAC: Interdependence - depend on others for expert knowledge and learning (others on the team, other perspectives).
- ATT: Profound Effect – the participant explained the epiphany of being a leader who depends on others for expert advice and learning. The participant understood the importance and value of each team member.
- EMO: Need Help – the participant asserted that leaders are not the end all be all, not more important than anyone else on the team.
- SUB: Collaborative learning subtext is interdependence – connecting with others to complete a full circle.

After completing these steps for each response, the results contributed to the emerged themes. I proceeded to the second phase of qualitative coding.

Holistic Coding

The approach to a holistic coding involved having a general idea as to what words or word phrase to investigate within the data. After using the dramaturgical coding and identifying the frequency of the words or word phrases, I categorized the words by subject and coded each category, as shown in Table 9. While using a hand-coded process

to identify typologies, I used NVivo to validate the process. Using NVivo was instrumental in storing data and identifying the word frequency.

Table 9

Coded Themes

Themes	Codes	Frequency
Learn from Others, Work Together, Team Work	Collaborative Learning	Primary
Shared Ideas, Borrowed Ideas and Strategies, Shared Knowledge, Diverse Perspectives	Shared Knowledge	Primary
Mentor, Role Model, Led by Example	Role Model	Secondary
Communication, Listening and providing feedback, Feedback, Active Listening	Communication: Listening and Feedback	Secondary
Problem Solving, Finding Solutions	Problem Solving and Solutions	Secondary
Transparency, be open, openness, open-minded	Transparency	Secondary
Knowledgeable, Subject Matter Expert	Knowledgeable	Secondary
Training, Training, and Development, Teaching Others	Teach and Train	Secondary

Interview Questions 5, 6, and 8 contributed to the development the emerged themes. Question 5 noted for the participants to explain collaborative learning as it pertained to their organization. The development of the question was to explore if the participants understood the meaning of collaborative learning. The strategy for Question

6 aligned with the research question to understand how collaborative learning influence leadership development programs. The plan for Question 8 was to explore other methods used in leadership development. While the other interview questions were important and generated secondary themes, I chose to focus on the primary themes categorized as collaborative learning and shared knowledge, as the primary themes had a high frequency rate.

Theme Collaborative Learning

The theme coded collaborative learning mostly emerged from Interview Questions 5 and 6 from the education industry and Questions 5 and 8 from the medical health industry. Tallying the number of participants who responded using words or word phrases for collaborative learning was 19 out of 20 participants (95%). Ninety-five percent of the participants confirmed that using collaborative learning methods was influential to leadership development and leadership development programs. A review of the training documents from each industry provided learning methods for the leadership development programs.

The participants from the education industry explained collaborative learning as *learning from others, working together, and teamwork*. Utilizing collaborative learning in the leadership development programs trained the educators to work together to provide adequate assistance to their students and the students' families. Collaborative learning allowed the educators full autonomy to help students, as an educator's assistance surpasses teaching in the classrooms. Their efforts include working with the counselors, principals, coaches, bus drivers, other teachers, administrators, and parents to ensure the

success of a student. Another influential method of collaborative learning in leadership development for educators involved brainstorming. As leaders in education it is imperative to bring concerns to the forefront to address the problem and collectively find a solution. Together, the educators confirmed that collaborative learning was influential in their leadership development program by acknowledging they were all on the same page with communication, enforcing the rules and regulations, and advocating for the students' successes.

The theme, collaborative learning, emerged from word phrases such as, *learn from others*, *work together*, and *team work* from participants of the medical health industry. A key aspect of collaborate learning has been the focus of achieving a common goal. While the common goal in the education industry was the success of students, the common goal for the medical health industry was the well-being of patients. The disparity of the medical health industry was that working together involved various departments of the organization to brainstorm and gather information from another perspective. Ideally, collaborative learning worked best as a circular connection, fitting pieces of a puzzle together. An example was noted that in the medical health leadership development program, there may have been a medical doctor that specializes in general surgery, a medical physician that specializes in rehabilitation, a social worker, a pharmacist, a nurse, and a registrar administrator. Each member plays an integral role in the well-being of the patient, as each member have different information concerning the patient.

The participants in the education industry recognized the phrase, collaborative learning, as group work is a learning tool in the education arena. Working in groups allowed educators to leverage their strengths as teachers, counselors, principals, and administrators. Similarly, the participants from the medical health industry found working in groups allowed them to learn from each while honing on the best practices for a patient. Collaborative learning was an influential method used in leadership development programs by the approach of different perspectives.

Theme Shared Knowledge

In a review of the themes coded as shared knowledge was mostly contributed from Interview Questions 6 and 8 from the education industry and Questions 5 and 8 from the medical health industry. Overall, themes emerged from multiple interview questions from 85% of the participants. Seventeen out of 20 participants (85%) confirmed that shared knowledge contributed to the methods and practices regarding collaborative learning. The participants provided training documentation that supported their assertions.

Data extracted from the participants' transcripts of the education industry emerged theme words or word phrases such as *shared ideas*, *shared knowledge*, and *diverse perspectives*. These word phrases aligned with the participants' contributions of collaborative learning. Educators acknowledged that shared knowledge was an influential method used in leadership development programs as the group learned from each other by corroborating ideas and strategies. Practicing shared knowledge in leadership

development programs allowed educators to synthesize other's ideas and strategies, articulate their ideas, and learn from other educators.

For Interview Question 8, the participants were asked to explain the best method of learning in leadership development programs. Based on the participants of the medical health industry, the theme shared knowledge was the best method. The research group expressed word phrases such as *shared ideas*, *shared knowledge*, and *diverse perspectives*. The overarching response from the medical health participants alluded to shared knowledge as an interactive activity that allowed everyone to participate and share strategic knowledge.

Activities in the leadership development programs included problem solving exercises to find solutions. The education industry used a process called, Teambuilding: Working Together, while the medical health industry used tools such as the A3 Problem Solving process. Both activities required and valued contributions from each team member and the work completed towards a common goal. The objective of the activities involved identifying the problem, list the alternatives, and collectively find and execute a solution. Coming together in a leadership development program allowed the participants to brainstorm ideas that best results. Overall, the participants from the education and medical health industry proclaimed that collaborative learning and shared knowledge in the leadership development programs were influential, as the participants were reminded that their industries were more productive collectively, rather than individually.

Participants' Responses

This section reflects upon the participants' overall responses contributing to the coded themes. The information illustrated an overwhelming response to collaborative learning and shared knowledge. There were two of 20 participants (10%) of whom responded with little contribution of collaborative learning and three of 20 participants (15%) with little contributions to shared knowledge.

During the interview process, there were thematic word phrases with different connotations. The research group explained collaborative learning as *learning from others*, *working together*, and *teamwork*. While exploring the framework of collaborative learning, these frequent phrases had underpinning descriptions. *Learning from others* was a word phrase described as an attribute of group work. As participants recited their experiences with collaborative learning in leadership development programs, they would end the story by acknowledging they learned from others during the leadership development program.

The word phrase, *learning from others*, was often coupled with word phrases of the theme, shared knowledge. Working as a group in leadership development programs allowed the participants to share real-world experiences, of which others in the program learned from one another. The word phrase *working together* represented the practice. Working together was the action as part of the activity within the leadership development program. The education industry used Teambuilding: Working Together templates to manage their performance as a learning group. The word phrase teamwork was mention

as a theory of collaborative learning. Teamwork represented the system that would cohesively construct ideas, strategies, and perspectives.

These descriptions provided distinctions of the word phrases that integrated into the theme called, collaborative learning. Similarly, the research group explained how important *shared ideas and strategies, shared knowledge, and diverse perspectives* were to collaborative learning. Shared knowledge is the theme encapsulated from these thematic word phrases as methods of collaborative learning. While jotting notes during the interviews, I understood the connotations of these word phrases and the importance each theme to the leadership development program.

Organizational Quadrant Value Model

The conceptual framework used for this study mirrored from the leadership development interface model by Hanson (2013). A letter of consent from Hanson was permitted via Walden University's student e-mail and labeled as Appendix K. The rationale for this conceptual framework was to explore the influence of collaborative learning on employees as they transition to leaders and augment leadership development. Using Hanson's framework accentuated methods of collaborative learning such as vision and goal, communication, and feedback, problem-solving, and shared knowledge.

During the phase of identifying themes and patterns, collaborative learning with subtexts of working together and learning from each emerged as a primary theme. While the code theme of shared knowledge emerged as a primary theme, there were secondary themes with frequency scores between 11–19 times. These secondary themes were significant enough to support the primary themes to assert the baseline of the conceptual

framework. The baseline consisted of four quadrants of leadership development (Appendix J).

Quadrant 1 consisted of identifying the leaders' authenticity through their visions and goals. The participants from the education industry confirmed that goals and visions were an influence used in the leadership development programs. The frequency of the theme, purpose and goals scored 15 times. The participants from the medical health industry alluded to the influence of goals and visions by leaders in leadership development programs. The frequency of the word and word phrases scored 11 times.

Quadrant 2 consisted of communication and feedback from coaching and the application of information from the leadership development programs. The frequency of the theme communication and feedback scored 18 times in the education industry and 11 times from the medical health industry. Though the participants from the medical health industry did not use a host of theme words such as communication and feedback, the subtext word or word phrases were, discussed and talked about. These scores were significant to support the assertion that communication and feedback was the leading trend in influence within leadership development.

Quadrant 3 incorporated collaborative methods as group work practicums in leadership development programs. The findings revealed that the learning was from the methods used within the leadership development programs. Though practicums were not an emerged theme, collaborative learning and shared knowledge scored astronomically high in both industries, education and medical health as the participants explained the types of methods used in the leadership development programs. Quadrant 4 illustrated the

skills and training used for leadership development, as the participants confirmed the effectiveness of the leadership development program. The data that emerged from the participants' testimonies, in both industries, supported the purpose of quadrant four.

All four quadrants for both cases provided a guide to measuring the data to interpret the findings. I examined each case individually and later bridged the final findings from research data and training documentation of the education industry and the medical health industry. The organizational quadrant value model illustrated the classifications of the collaborative methods used for leadership development, and I provided evidence per the participants' testimonies.

Methodological Triangulation

The data from the participants' testimonies confirm the influences of collaborative learning within leadership development programs. One of the leadership development programs in the medical health industry is called the A3 Problem Solving. The purpose of this leadership development program was for the team to identify problems, annotate them on the A3 Problem Solving Template (Appendix O), and collectively brainstorm to find solutions. During the leadership development program, the team learned from shared ideas, shared knowledge, and shared experiences to recommend a solution.

The structure of the leadership development program in the education industry was equal to that of the medical health industry's leadership development program. While education relates to more than educating students, these educating participants confront issues that hinder student learning. The traditional methods of leadership development changed to help members of the leadership development program relate to

the current issues within the organization. Similarly, like the medical health industry, the education participant gathered together to identify the problems, find a solution to address the issue.

The format of the leadership development program for the education industry consisted of theory and practicums. On the first and second days, the participants learned the behaviors, processes, and techniques of handling the issue. They spent time exploring different ways to address the problem. The next day was spent reviewing and creating modules on how to manage the problem. On the last day, the participants executed their modules in group exercises. In the conclusion of the training development program, the participants reviewed the best practices and tools associated with implementing the solution.

The difference in the structure of the leadership development programs was by way of the participants' role in the organization. Participants of the education industry explained that their objective was to understand each phase of team development and its influence on students' behaviors. Teambuilding: Working Together was an exercise that delineated several days of training. The module clearly annotates the purpose of the training program to manage cooperation amongst the participants.

Education participants explained that members of the vertical or horizontal hierarchy formed groups within the leadership development programs. The participants from the medical health industry explained their experience as a circular relational effort. The members of the leadership development programs consisted of all roles within the medical health facility that impact lives, as the theme learning from others pertained to

individuals with special disciplines and expertise. Their purpose of the leadership development program was to solve problems related to patients.

In a review of the training documentation of the education industry and the medical health industry, I have cross referenced the material with the participants' testimonies. I used the data from the transcripts and the training documentation to confirm the findings of the study. Using multiple sources increased the trustworthiness the findings. During the interview sessions, I used field notes to capture the nonverbal communication and meaning of an assertion that would help interpret the findings in Chapter 5.

Summary

The purpose of this study was to understand how does collaborative learning influences leadership development in leadership development programs. Following the interview protocol established in Chapter 3, the participants provided sufficient data relating to the research question. The rudiments in Chapter 4 were revealed by the data collection process, the data analysis process, evidence of trustworthiness, and the results of the study.

An analysis of the data regarding nine interview questions concluded emerged themes from two cases of the education and medical health industries. The result of both cases were two primary themes and six secondary themes. The primary themes were collaborative learning and shard knowledge. These final themes developed from repeated word phrases with a frequency rate of 20 times or more. The secondary themes categorized as role models, communication: listening and feedback, problem-solving and

solutions, transparency, knowledgeable, and teach and train had repeated word phrases with frequency rates between 11 and 19. These final results reveal the methods of collaborative learning used to influence leadership development in leadership development programs. Chapter 5 includes further discussion of the interpretation of these findings, limitations of the study, recommendations, and implications for positive social change.

Chapter 5: Discussion, Conclusions, and Recommendations

The research problem statement identified for this study was the lack of understanding regarding how does collaborative learning influences leadership development within leadership development programs within high performing organizations. Despite the engagement of collaborative learning used in higher education, the assertion was that collaborative proficiency lacked in the workplace (Kuhn, 2015). Collaborative learning and shared knowledge were intricate methods used to construct employees; the concern was the application of influential techniques in leadership development. A review of the literature revealed a gap in research regarding leadership preparedness and the best practices of collaborative learning within leadership development.

The purpose of this qualitative exploratory case study was to gain an understanding of how does collaborative learning influences leadership development in leadership development programs within high performing organizations. The study included a purposive sampling of 20 research participants from the education and medical health industries. Data collection involved face-to-face interviews, and there were nine open-ended semistructured interview questions. The second method of data collection was by reviewing the organization's public training documentation. These forms of data collections were referenced using a methodological triangulation. Data analysis process included hand-coding and NVivo to identify the frequency of word usage and to store data. Presented in this chapter are the interpretations of findings, limitations of the study, my recommendations, implications, and the influence of positive social change.

Interpretation of Findings

The research method and design used for this study was a qualitative exploratory case study to gain an in-depth understanding of how collaborative learning influences leadership development in leadership development programs. Mertens (2015) explained that qualitative methods would provide detailed descriptions of the program, practices, or settings. The development of these explanations progressed by the data from the participants' transcripts. During the data analysis phase, themes emerged from the coding processes based on the frequency of a word or word phrases. The final results of both cases, educational industry, and medical health industry were two primary themes and six secondary themes. The primary themes were collaborative learning and shared knowledge. The secondary themes were role models, communication: listening and feedback, problem-solving, knowledgeable: subject matter expert, transparency, and training and teaching.

The themes were divided into primary and secondary themes, as the word or word phrases were scored based on the frequency of usage from the data on the transcripts. Tallying the data from nine questions concluded in three categories of scores; primary scores were 20 times, or greater, and secondary scores ranged between 11 and 19. Any scores less than 11 were considered immaterial. The following information presented in this section is the interpretations of the findings in comparison to the literature review.

Collaborative Learning

During this study, I conducted 20 interviews to ascertain in-depth knowledge of the collaborative methods used to influence leadership development. While there were 20

participants, there were two cases identified as the education industry and the medical health industry. In the education industry, nine out of 10 participants (90%) confirmed that collaborative learning was an influential method used for leadership development. Word and word phrases such as working together, learning from others, teamwork, and collaborative learning formed the theme, collaborative learning.

The findings from the study are consistent with the literature review, as collaborative learning in this assertion supported Kerka's (1997) explanation of how the interaction of workers generate new skills, new knowledge, and new abilities to solve organizational issues and reach organizational goals. Additional research outcomes from nine out of 10 participants (90%) in the education industry indicated that working together and learning from each other augmented their ability to assist the students. For example, in the education environment, educators have a responsibility to the students, as a peer, and to themselves. Educators' responsibility to students involved more than teaching; the tasks included best practices on how to better serve the students. As a response to the student, collaborative learning provided strategies and plans to address the needs of the student.

Compared to the literature reviewed, the results of collaborative learning in the education industry was consistent with Meringolo's (2014) statement legitimizing engagement with peers as a successful effort of collaborative learning. Data from one participant's transcript addressing interview Question Number 3 supports the idea of responsibility of educators to themselves. Interview Question Number 3 informed the participation to explain their involvement in the leadership development program. While

the participant's commitment was to emphasize entrepreneurship on how to create a working relationship with community leaders within the program, the participant unintentionally became the student. During the leadership development program, the participant took a personal skills survey. The participant stated that the results of the skills study revealed the leadership styles, leadership development behaviors, and their strengths and weaknesses. In this example, as a responsibility to themselves was through the first element of emotional intelligence by identifying self-awareness of the leadership styles, behaviors, strengths, and weaknesses (Thory, 2012).

In the medical health industry, 10 out of 10 participants (100%) provided in-depth details of collaborative learning. The common theme of collaborative learning related to word phrases such as learn from others, group work, teamwork, work together, and depend on each other. Compared to the education industry, these word phrases formed the final theme of collaborative learning. In contrast, the medical health industry provided intricate details on the word phrase, depend on each other. The interpretation of these findings relates to the research question as to how does collaborative learning influence leadership development within leadership development programs within high performing organizations.

Collaborative learning in the medical health industry alluded to interdependence, meaning depending on an expert from another department to complete the full circle. One participant elaborated on how the leadership development program included experts from different areas to corroborate their resources together to serve the patients better. This example emulates the work of Nicolaidis and McCallum (2013) and Vettraino et al.

(2013) as they promoted new styles of learning and opposing traditional leadership development learning. The concept posits a conceptual framework of a reinforced loop of knowledge sharing in the organization.

Shared Knowledge

Through the process of data coding, shared knowledge was a theme developed from common phrases. Nine of 10 participants (90%) from the education industry provided information on shared knowledge, and eight of 10 participants (80%) of the medical health industry provided data on shared knowledge. Annotations of the theme, shared knowledge, were common phrases such as shared ideas, group ideas, different ideas, shared experiences, and diverse perspectives. The data from the participants' transcripts supported Quadrant 3 and Quadrant 4 of the organizational value quadrant (OVQ) leadership development model (Hanson, 2013). Quadrant 3 incorporated the practice of group work in leadership development, while Quadrant 4 included the skills and training useful for leadership development. As explained by the medical health participants, leadership development included problem-solving within their programs. Expertise from various departments came together to brainstorm, share expert advice, and find solutions to serve the patients and become a better leader to their subordinates.

Both industries confirmed that shared knowledge was an influence on collaborative learning. While the theme collaborative learning related to the word, *how*, in the research question, shared knowledge identified as a method of collaborative learning influencing leadership development. Reflecting on the literature in Chapter 2, Stein et al. (2015) articulated on collaborative learning as a team-based strategy to help

individuals retain different ideas and concepts. Overall, 17 participants (85%) confirmed the theme, shared knowledge was an influential method in leadership development programs, as educators, experts, and leaders brainstormed for new ideas and strategies. In the literature review, Gorvine and Smith (2015) confirmed that organizations would move beyond traditional development programs by incorporating collaborative approaches and shared knowledge as a prevalent choice for development. One of the training documents outlined a 4-day leadership development program learning different techniques, different ways of looking at a problem, talking about solutions, and producing a model to implement the solution. Similarly, the participants of the medical health industry confirmed that shared knowledge was an integral factor in their A3 Problem-solving Program and their Shared Governance Programs.

Secondary Themes

During the coding process, there were frequent themes with a repetitive usage between 11 and 19 times. These themes were identified as secondary themes as the common phrases were sub-methods of collaborative learning; namely, role model, communication: listening and feedback, problem-solving, knowledgeable: subject matter expert, transparency, and training and teaching. These findings were consistent with the literature in Chapter 2. In research of different collaborative methods used in leadership development programs, the secondary themes were influential factors used in the programs.

The theme role model scored as primary with the participants in the education industry, while scoring secondary with the medical industry. The average score resulted

the role model theme as a secondary theme. Quadrant 1 of the OVQ leadership development model identified leaders and role models as the first step to leadership development. The first stage involved the authenticity of the leader having clear visions and goals (Hanson, 2013). Quadrant 2 entailed communication and application. The purpose of Quadrant 2 was for leaders to provide feedback to those individuals in leadership development, while the individuals apply the lessons learned in their organizations.

In support of the literature and the conceptual framework, Nicholson and Carroll (2013) asserted leadership development as a set of processes by which individuals engage and measure their skills. The conceptual framework and the emerged themes show that it is possible for an organization to become a collaborative learning environment by sharing different strategies and ideas. These findings of this study align to each phase of the conceptual framework by the development of the primary and secondary themes. Other secondary themes, such as knowledgeable compared to the competency of Quadrant 4, in conjunction with training and teaching. From the experiences of the participants, these secondary themes emerged from the data as methods of collaborative learning.

Within this context, the data is indicative of the findings by the themes *collaborative learning* and *shared knowledge* present in the participants' transcripts. Excerpts of the literature in Chapter 2 support the examples of the themes by which the participants' explained. A conceptual framework highlighted these themes in four stages identifying the influence of collaborative learning. Through a rigorous data analysis, the conclusion is that by practicing group work and sharing different ideas and strategies in

leadership development programs, members of the program may generate knowledge within the organization allowing the culture to become a knowledge-based practicing organization. Lahtinen (2013), who studied knowledge-based cultures, supported the interpretation of these findings. It is essential to understand the common goal of collaborative learning and the high value placed on knowledge-based practicing organizations. Noh et al. (2014) concluded the importance of learning organizations help to develop a reinforced circle of knowledge conducive to developing future leaders.

Limitations of the Study

The scope of this exploratory case study encompassed two industries; education and medical health. The word industry replaced the organizations' names to refrain from exposing the organizations' identity. There were several limitations of this study. The first limitation was related to the number of companies consented to participate in the study. There were three organizational participants who agreed to participate in the study; education, medical health, and civil services as described in the proposal. During the process of collecting data, only participants of the education and medical health industries responded to the recruiting letter. After several attempts to recruit the civil service participants, I conferred with my dissertation Chair to conduct the study with two industries.

Seeking participants from two industries rather than three did not affect the findings of this study. The design for this study was an exploratory case study with multiple cases. The initial plan was to seek five to seven participants from three industries. Instead, there were 10 participants from two industries. A total number of 20

participants served the purpose of exploring data of this study, while the two industries represented a multiple case study. There were no changes to the recruitment plan, interview protocol, nor the interpretation of the data. The findings of the two industries were genuine as the information emerged from the participants' data on the transcripts.

Omitting the third industry may have included the possibility of different emerged themes. A larger sample size may have produced greater results or opposing results of the findings. These possibilities may have influence the results of this study. Qualitative interviewing allows the researcher to obtain information from the participants enhancing the support of the findings. Without interviewing the participants from the third industry no analytic generalization of this limitation were possible.

Data collection was through semistructured interview questions and public documentation. The responses from the participants may have answered the questions based on their perception of what the researcher wanted to hear. The results of the study show no evidence misconstrued information. There were no valid measures of determining if the training documentation had any mitigating limitations regarding leadership development. The training documentation were forms, and processes used in leadership development programs.

A limitation of the study included participants may provide answers to the interview questions per what they believed the researcher wanted to hear. There was no evidence regarding misleading information, as the participants were provided with copies of the transcripts to review the accuracy of data. Member checking captured the responses of the participants' interviews accurately, and I created an audit trail of their

responses and updates. Each response was unique to the participants' experiences; thus, mitigating conferred generalizations. While there was a review of training documentation, the literature may have included limitations relating to incomplete documentation. As evidence of trustworthiness, a methodological triangulation eliminated bias, and rich descriptions of the data and a conceptual framework augmented transferability.

Recommendations

Recommendations for future research include further examination of the different methods of collaborative learning in leadership development programs. In Chapter 4, there is an explanation of the primary and secondary themes. While the primary themes have frequency scores of 20 times or greater, the secondary themes scored between the range of 11-19. Themes such as role model, communication, and feedback, teach and train are a few secondary themes emerged from the data on the transcripts. These emerged themes warrant further examination of how these different methods influence leadership development programs.

The purpose of this study was to understand how collaborative learning influences leadership development within leadership development programs. While the literature review provided information on the use of collaborative learning in education and the workplace, this study revealed different methods of collaborative learning influence on leadership development. Though the criteria for this study included any members of an organization that has attended a leadership development program, the study revealed additional findings for future implications.

Future research could include a quantitative research agenda seeking numeric value on the volume of collaborative learning with dependency on other departments within an organization. Lani Guinier (2015) explained the Dynamic Assessment Process (DAP) to measure collaborative merit. DAP may offer statistical evaluations supportive to the quantitative research. Future research could involve a qualitative ethnography study seeking a cultural pattern on the interdependency of collaborative learning on other departments in the organization. These studies might offer deductive data on the importance of collaborative learning within organizational units and inductive data on lived experiences of collaborative learning from one area to another department within an organization. Stakeholders would benefit from the quantitative and qualitative research studies to ascertain and execute shared knowledge between departments.

There were two major themes emerged from the data provided by the participants; collaborative learning and shared knowledge. From all 20 participants, 19 participants (95%) highlighted collaborative learning as an integral factor in leadership development. Seventeen participants (85%) acknowledged shared knowledge as an essential method used in leadership development. Addressing the research question, as to *how*, does collaborative learning influence leadership development within leadership development programs within high performing organization, the results indicated through learning from others (collaborative learning) and shared information (shared knowledge).

Quantitative Study

The purpose of this study was to gain an understanding of how one phenomenon explored another phenomenon. Using a qualitative centralized research question formed

nine semistructured interview questions. Emerging themes supported by the literature in Chapter 2. While this may inductively add to scholarly literature, there remains a gap coagulating the two topics of collaborative learning and leadership development. A quantitative study may offer a postpositivist worldview focusing on empirical observation and plausible claims of the volume of collaborative learning with dependency on other departments within an organization (Patton, 2002). Perhaps a study of such would provide statistical evidence bridging the gap in the literature on collaborative learning and leadership development.

Qualitative Ethnography Study

A single case study and a multiple case study, both contain a methodological framework to explore the process of a phenomenon (Marshall & Rossman, 2016). The benefit of an ethnography study may offer patterns of a knowledge-based culture learning from other departments. Alluding to this recommendation would support the emerged theme of shared knowledge. While the study may not directly link the gap in the literature on collaborative learning within leadership development, the study would identify patterns of collaborative learning. Sub-methods were useful to the emerged themes and findings of this study.

Implications

The general problem of the insufficient amount of preparedness in managing collaborative learning compared to leadership development (Hsieh & Liou, 2016) and the gap in the literature supporting collaborative learning within leadership development made it possible to conduct this study. The research findings included information useful

to stakeholders and future scholars researching collaborative learning within leadership development. In this section are the implications for social change, theory, and practice.

Implications for Social Change

Developing a collaborative learning environment by sharing ideas have implications for positive social change within any organization. The implications for positive social change were possible by the data extracted from the lived experiences of the participants. This study may serve as inductive research adding to the body of knowledge of collaborative learning within leadership development by publishing journals and manuals. Stakeholders may find the applications of the results beneficial to their organizations as leaders build a collaborative learning culture. One of the recommendations for additional research study included an ethnography study on the lived experiences of collaborative learning between departments. Provisions by several participants explaining their experiences of collaborative learning in their organization alluded to this recommendation. The results may conclude a better community of leaders sharing knowledge and preparing future leaders.

Implications for Theory

The literature review revealed a gap in leadership preparedness of collaborative learning (Hsieh & Liou, 2016) and the best practices of collaborative learning as it pertained to leadership development (Harward & Taylor, 2014). While the results of this study support the assertion that collaborative learning and shared knowledge are methods used in leadership development, there remains a lack of literature on the coagulation of collaborative learning and leadership development. Future implications of theory allude

to more research on the influence of the collaborative learning within the leadership development programs. The information from the research findings may narrow the gap in the literature relating two topics of collaborative learning and leadership development.

Implications for Practice

The research findings may deem important for stakeholders to practice collaborative learning in leadership development programs. Kuhn (2015) explained the lack of collaborative proficiency in the workplace. Literature revealed collaborative learning practiced in higher education and operating departments of the organization, as group work in the workplace endorsed high performance (Gorvine & Smith, 2015). The lack of proficiency alluded to other practices in the organizations, such as leadership development programs. Historically, leadership development programs included theory and in-class practicums. The research results supported the assertion that the practice of collaborative learning and shared knowledge were instrumental methods used in leadership development programs. Stakeholders may find this information useful to develop a knowledge base practicing organization.

Conclusions

The purpose of this study was to gain an understanding of how does collaborative learning influence leadership development within leadership development programs within a high performing organization. Using an organizational quadrant value model formed the conceptual framework of the study. Data collection included the transcripts of 20 participants' lived experiences. The research participants acknowledge that collaborative learning and shared knowledge were influential methods used in leadership

development programs. The participants provided material from the training organization that supported their assertions of the methods used in the leadership development programs.

Data collection included interviews using a semistructured, open-ended interview questions. The second form of data collection involved reading and comparing the material from the leadership development programs in conjunction with the participants' assertions. Themes generated during the coding process from the data on the transcripts. There was an overarching response from the participants of the primary themes named, collaborative learning and shared knowledge. The secondary themes were supportive methods used in leadership development programs.

While the findings of this study confirmed collaborative learning and shared knowledge as influential methods of leadership development, some of the recommendations included more investigation on collaborative learning and leadership development. The practices of collaborative learning are apparent and useful in leadership development programs; yet, there remains a lack of literature coagulating the two topics. The research findings have potential implications for additional research and positive social change. Implications for future research may seek information of the numeric value on the volume of collaborative learning with dependency on other departments within an organization and an inductive study using a qualitative ethnography study seeking cultural patterns on the interdependency of collaborative learning on other departments in the organization.

Implications for positive social change included developing a more sustainable organization. The findings of this study provided stakeholders and organizational leaders with the opportunity to build a knowledge-based practicing organization. The strengths of these findings concluded with informational tools for leaders to become better leaders and develop future leaders. My recommendations for further research would complement the body knowledge on collaborative learning coupled with leadership development.

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Appendix A: Confidential Letter

[Date]

[Company Name]
[Company Address]
[Company City and State]
[Company Zip Code]
[Company Email Address]

Greetings [Company Name]

My name is Mary Woods. I am a doctoral candidate at Walden University and I am writing a dissertation about leadership development through shared knowledge. My interest in the participant selection relates to any associates that have attended or is currently attending leadership development programs. My career by day is an IT Business Analyst at a high performing organization, and I choose to explore how collaborative learning influence leadership development within leadership development programs in high performing organizations. The information gained from this study will assist in exploring attributes that contributes to leadership development that consist of a collaborative approach. The input from the participants is valuable in this endeavor.

The research project will entail face-to-face interviewing. The interview will take approximately 60 minutes to complete. Please be assured that all information shared will be **kept confidential and for research purposes only**. This is an opportunity for the participants to share their leadership experiences and to enable the problem statement to be researched, analyzed, and interpreted. Upon agreement to participate, you will receive an email from me with a copy of the interview questions.

Precautions are of essence to reduce or eliminate any possible risks such as inconvenience, loss of confidentiality, or embarrassment. Therefore, I am willing to meet participants in their convenient time and location, create pseudonyms for confidentiality, and meet with each participant individually. If I may have the contact information (email) of the participants, I will coordinate the logistics of the meeting.

Please do not hesitate to contact me should you have any questions. Thank you for your time in helping me with my study.

Sincerely,

Mary F. Woods

Mary F. Woods
Doctoral Candidate
Walden University
blesmary@bcglobal.net
317.987.3827

Appendix B: Interview Questions

*1 First Set of Interview Questions

Interview Questions

First Set of Interview Questions:

1. Explain what is most important to you as a leader and advocate of leadership development.
2. What insights have you gained about leadership development from your experience in leadership development programs?
3. Explain your involvement in the leadership development programs.
4. What is your role as a leader and explain how influence is a part of employee development?
5. Explain collaborative learning.
6. Explain how collaborative learning influenced or made a difference in the leadership development program.
7. How does your organization practice collaborative learning to build future leaders?
8. As it pertains to leadership development, explain the best method for you of learning leadership
9. Explain any factors that strike you as relevant, interesting, or important about the influence of collaborative learning might have on the leadership development programs.

**2 Second Set of Interview Questions

Second Set of Interview Questions:

1. Explain your experience as a leader using a collaborative learning method.
2. Explain your experience in leadership development.
3. Explain your experience using collaborative methods in leadership development.
4. Explain the methods of collaborative learning you would use to development an individual?

Appendix C: Approved Consent Form

Dear Participant,

You are invited to take part in a research study titled, "A Case Study on Leadership Development through Collaborative Learning." While leadership development is a familiar process within organizations, there is little literature on the topic of collaborative methods within leadership development programs. This research study is to determine how collaborative learning influences leadership development within leadership development programs.

The researcher is inviting organizational members who have taken a leadership development class, course, or program within their organization in the last three years to be in the study. Your name and contact information was obtained from the Human Resource department. This form is part of the process called "informed consent" to allow you to understand this study before deciding whether to take part.

This study is being conducted by a researcher named, Mary Woods, who is a doctoral student at Walden University. This study will be used to further research regarding leadership development through collaborative learning used for organizational learning. Your participation is requested, but not required. Your rights as a participant are as follows:

- Participation in this study is voluntary and whether or not you participate; your decision will in no way affect your employment. The interview question will not infringe upon any security violations of your place of employment.
- You may cease the participation at any time.
- Although, the results will be evaluated and included in my dissertation, your name, and location will remain anonymous. Pseudonyms will apply to each participant.

Procedures:

If you agree to participate in the study, you will be asked to:

- Meet for a face-to-face interview for 60 minutes
- Provide permission to audio record the interview
- Reserve a time for a follow up interview (If so desired or needed)
- Review transcripts to ensure accuracy

Below are a few sample questions:

- What insights have you gained about leadership development from your experience in leadership development programs?
- Explain collaborative learning as it pertains to leadership development.
- How does your organization practice collaborative learning to build future leaders?

Voluntary Nature of the Study:

This study is voluntary. You are free to accept or turn down the invitation. No one at Walden University or your place of employment will treat you differently if you decide not to be in the study. If you decide to be in the study now, you can still change your mind later. You may stop at any time.

Risks and Benefits of Being in the Study:

Being in this type of study generally involves some risk or minor discomforts that can be encountered in daily life, such as fatigue or stress. However, this study is based on methods used in leadership development programs. The magnitude of this study is extracting feedback from the lived experiences of members who have attended or attending a leadership development course, class, or program within your organization. Therefore, being in this study would not pose risk to your safety or wellbeing.

The participant may cease the study when:

- The study involves more-than-minimal risk
- The study involves a sensitive topic that may be uncomfortable or embarrassing
- The participant is no longer interested in the study

The benefit of the study is:

- The induction of literature to the body of knowledge as it pertains to leadership

development through collaborative learning.

- The potential factor of helping organizational leaders to become more inclined to new and innovative methods of leadership development.

Payment:

A small token of appreciation will be distributed to all participants. The researcher will adhere to a structure of collecting data, analyzing the data, and validating the interpretation with the participant. After which, the researcher will express benevolence by way of a \$10 gift or gas card.

Privacy:

Reports coming out of this study will not share the identities of individual participants. Details that might identify participants, such as the location of the study, also will not be shared. The researcher will not use your personal information for any purpose outside of this research project. Data will be kept secure by following the protocol, as such:

- Providing pseudonyms for the participants and locations
- Discarding names and the names of the locations
- Using passwords for all saved documents
- Soleau Envelope: Mailing a copy of the interviews and interview transcripts through the US Postal service. The envelopes will remain sealed.
- Data will be kept for a period of at least 5 years, as required by the university.
- Discard data after 5 years.

Contacts and Questions:

You may ask any questions you have now. Or if you have questions later, you may contact the researcher via mary.woods4@waldenu.edu or via phone at 317-987-3827. If you want to talk privately about your rights as a participant, you can call the Research Participant Advocate at my university at 612-312-1210. Walden University's approval number for this study is **08-04-17-0330827** and it expires on **August 3rd, 2018**. The researcher will give you a copy of this form to keep.

Obtaining Your Consent

If you feel you understand the study well enough to make a sound decision, please indicate your consent by replying to this email with the words, "I consent." In addition, I recommend the participant keep/print a copy of the consent for record keeping.

I understand the purpose and nature of this study and I voluntarily consent to participate. I acknowledge that the data collected will be used as part of a doctoral (PhD) degree requirement. Further, the data collected may be used by the researcher for publication without consideration or compensation due to the participant.

Participant Pseudonym: _____ (*For the researcher only*)

Location Pseudonym: _____ (*For the researcher only*)

Researcher's Signature: _____ Date: _____

cc: Participant, Investigator's File

This has been approved by the Institutional Review Board of _____ as acceptable documentation of the informed consent process and is valid for one year after the stamped date.

2017.08.04

09:07:04

-05'00'

Appendix D: Interview Protocol

Qualitative Exploratory Case Study Interview Protocol

Project: A Case Study of Leadership Development Through Collaborative Learning

Time of Interview:

Date:

Interviewing Place: Approved Location

Interviewer: Mary Woods

Interviewee Pseudonym: Industry, Date, and Time

Project Overview:

The purpose of this proposed qualitative exploratory case study is to understand how collaborative learning influence leadership development within leadership development programs within high performing organizations. While collaborative learning and the strength in knowledge sharing are replacing the traditional methods of constructing employees, there is a need to induct more research on leadership development through collaborative learning in the workplace. To explore the strengths and areas for improvement of each leader's experiences, I will conduct basic research that includes collecting data through interviews.

The first round of data collection will be through face-to-face interviews and public training documents of volunteered participants that are associated with the Information Technology department. The second round of interviews will be face-to-face interviews or by way of telephone or Skype. The second form of Data collection is to ascertain a thorough understanding of the participants' experiences. For accuracy, I will provide the participants of a copy of the transcribed interview and I will provide the participants a copy of the findings and ask for feedback. The participants may cease the interview at any time without coercion, guilt, or prejudices.

Protocol Steps:

- Observe the setting prior to the participant in entering the room
- Ensure the technical equipment is working properly (laptop and voice recorder)
- Prepare timer
- Initial gratitude to the participant for the interview
- Ensure the participant is comfortable
- Review the protocol with the participant and gather the basic information (i.e. contact information and pseudonym)
- Ask the participant if they are ready to begin
- Start the voice recorder
- Ask a series of semistructured open-ended questions
- Maintain time (If the time proceeds beyond the designated time, ask the participant, if they wish to proceed)
- Review my notes with the participant
- Stop recordings
- Ask the participant for a second interview
- Supply the participant with a cop of the transcribed int4rview for member check
- Ask the participant if they agree with the ideas surrounding the interpretation of the study

First Set of Interview Questions:

1. Explain what is most important to you as a leader and advocate of leadership development.

2. What insights have you gained about leadership development from your experience in the following areas:
(subordinate)

(team lead)

(manager)

(director)

(vice president)?
3. Explain your involvement in the leadership development programs.
4. What is your role as a leader and explain how influence is a part of employee development?
5. To motivate learning how does collaborative learning make a difference in leadership development?
6. How does your organization practice collaborative learning to build future leaders?
7. Based upon your role to Question #1, how do you disseminate teachable practices conducive to building future leaders?
8. Explain the company's protocol and opportunities of leadership development?
9. Explain any factors that strike you as relevant, interesting, or important about the influence that shared knowledge and collaborative learning might have on the leadership development process.

Second Set of Interview Questions:

The nature of a qualitative research is emergent and may require asking the same questions from the first round of data collection in a different format. The format of the second interview is contingent upon the level of clarity from the first interview. The questions will focus on ascertaining the participants' experiences in leadership development through collaborative learning, as such.

1. Explain your experience as a leader who leads using a collaborative learning method.
2. Explain your experience in leadership development.
3. Explain your experience using collaborative methods in leadership development.
4. What methods of collaborative learning would you use to development an individual?

Thank you for participating in this project interview. I will send you a copy of the interview protocol along with your pseudonym to maintain confidentiality.

Thank you,
Mary Woods

Appendix E: Organizational Themes Worksheet

Organizational Themes Worksheet

Utility of the Case Study	Co. 1	Co. 2	Co. 3	Co. 4
<hr/>				
Interview Question 1				
Theme 1				
Theme 2				
Theme 3				
Theme 4				
Theme 5				
Theme 6				
Theme 7				
Interview Question 2				
Theme 1				
Theme 2				
Theme 3				
Theme 4				
etc....				

Appendix F: Dramaturgical Coding of Participants' Experiences

*1 First Data Collection Coding

DRAMATURGICAL CODING						
	Objectives	Conflicts	Tactics	Attitudes	Emotions	Subtexts
Initial Interview Questions						
1. Explain what is most important to you as a leader and advocate of leadership development.						
2. What insights have you gained about leadership development from your experience in leadership development programs?						
3. Explain your involvement in the leadership development programs.						
4. What is your role as a leader and explain how influence is a part of employee development?						
5. Explain collaborative learning.						
6. Explain how collaborative learning influenced or made a difference in the leadership development program.						
7. How does your organization practice collaborative learning to build future leaders?						
8. As it pertains to leadership development, explain the best method for you of learning leadership.						
9. Explain any factors that strike you as relevant, interesting, or important about the influence of collaborative learning might have on the leadership development programs.						

** Second Interview Data Collection Coding

DRAMATURGICAL CODING						
	Objectives	Conflicts	Tactics	Attitudes	Emotions	Subtexts
Second Interview Questions						
1. Explain your experience as a leader using a collaborative learning method.						
2. Explain your experience in leadership development.						
3. Explain your experience using collaborative methods in leadership development.						
4. Explain the methods of collaborative learning you would use to development an individual?						

Appendix G: Dramaturgical Coding for Education

DRAMATURGICAL CODING						
Interview Questions	Objectives	Conflicts	Tactics	Attitudes	Emotions	Subtexts
1. explain what is most important to you as a leader and advocate of leadership development.	1. Having a purpose, missions, and goals 2. Values and beliefs	Respect	Clear Expectations	Determination to meet goals	Hope and Trust	Identifying leadership styles
2. What insights have you gained about leadership development from your experience in the following areas:	1. More Knowledge 2. Working together 3. Purpose and Goals	1. A leader do not have all the knowledge 2. Failures; trial and error	Transparency	Have an Open Mind	Continued Learning	Coming together to apply what you know
3. Explain your involvement in the leadership development programs.	1. Coaching 2. Guiding 3. Mentoring	Proper Training	Teaching and Training	Developing Others	Motivator	Developing new strategies to teach others
4. What is your role as a leader and explain how influence is a part of employee development?	1. Role Model 2. Learn from Others 3. Lead by Example 4. Group Ideas	Respect	Transparency	Having to relate and being open	Developmental Processes	Developing others
5. Explain collaborative learning as it pertains to your organization.	1. Depending on Others 2. Teamwork 3. Shared Ideas 4. Provide	1. one person cannot do it alone 2. Listening to others	Team Problem Solving	Collectively Find Solutions	Excited about new ideas	Working together
6. Explain how collaborative learning influenced or made a difference in the leadership development program.	1. Learning from Others 2. Team Work 3. Diverse Perspectives	1. Communication 2. Deficiencies	1. Brainstorming 2. Having a Partner	Learning new strategies/ways	Excited about new ideas	Everything you do as a leader influences your staff
7. How does your organization practice collaborative learning to build future leaders?	1. Collective Ideas 2. Lead by Example 3. Learn from each other	Strengths and weaknesses	1. Skills and Knowledge 2. Transparency 3. Role Model	Learning new strategies/ways	Encouraging	Identifying and learning strengths and weaknesses to become a better leader and example for others
8. As it pertains to leadership development, explain the best method for you of learning leadership	1. Through Mentoring and shadowing 2. Communication and Feedback	Communication and Feedback	Transparency	Have an Open Mind	Understanding	Coming together to learn new ideas, communicate the ideas, and implement the new
9. Explain any factors that strike you as relevant, interesting, or important about the influence of collaborative learning might have on the leadership development programs.	1. Openness and Transparency 2. Listening and Communication 3. Working	Listening and Communication	Transparency	Accepting Change and having an opened mind	Understanding	Being open to new ideas, being open to others while learning from each other

Appendix H: Dramaturgical Coding for Medical Health

DRAMATURGICAL CODING						
Interview Questions	Objectives	Conflicts	Tactics	Attitudes	Emotions	Subtexts
1. Explain what is most important to you as a leader and advocate of leadership development.	1. Training and Teaching 2. Values and Beliefs	Respect	Having a clear vision	Helping Others	Reflection	Having core values as a leader is a reflection on the company. It is important as a leader to be able to present and represent to others.
2. What insights have you gained about leadership development from your experience in the following areas:	1. Knowledge 2. Shared Ideas 3. Communication	Active Listening	Continuous Learning and understanding	Relational: having to connect with others	Motivational	Solidifying how to be a leader
3. Explain your involvement in the leadership development programs.	1. Training and Teaching 2. Problem Solving	Communication	Develop Processes and concrete information	Open Minded	Motivation	Leaders disseminating what they have learn
4. What is your role as a leader and explain how influence is a part of employee development?	Role Model 1. Working together 2. Shared Ideas	Respect	Transparency	Open Minded	Reflection	It is important for leaders to be an example as a model for the employees. Having an open leadership style is equally important to develop others.
5. Explain collaborative learning as it pertains to your organization.	1. Working Together 2. Training and Teaching 3. Shared Ideas	Communication	Continuous Learning and understanding	Relational: having to connect with others	Depending on others	Gathering resources together for a common goal
6. Explain how collaborative learning influenced or made a difference in the leadership development program.	1. Learn from Others 2. Shared Knowledge and Ideas	Leaders do not know it all and cannot do it alone	Continuous Learning and understanding	Relational: having to connect with others	Depending on others	Learning is developed by borrowing other's ideas and knowledge. Learning engages all subcultures and diversities.
7. How does your organization practice collaborative learning to build future leaders?	1. Working Together 2. Shared Ideas	Relational Issues	Building relationships	Relational: having to connect with others	Depending on others	Learning is developed by borrowing other's ideas and knowledge. Learning engages all subcultures and diversities.
8. As it pertains to leadership development, explain the best method for you of learning leadership	1. Service to Others 2. Experience 3. Hands-On	Failure	Learn from Experience	Reflect on Lessons Learned	Reflection	Practicing service to others and learning from experiences helps to become a better leader
9. Explain any factors that strike you as relevant, interesting, or important about the influence of collaborative learning might have on the leadership development programs.	1. Learning from others 2. Working Together 3. Shared Ideas	Leaders do not know it all and cannot do it alone	Continuous Learning and understanding	Relational: having to connect with others	Depending on others	Learning is developed by borrowing other's ideas and knowledge. Learning engages all subcultures and diversities.

Appendix I: Field Test Consent Form

Qualitative Exploratory Case Study Field Test

Brief Synopsis:

As an Information Technology (IT) Business Analyst by day and Business Professor by night, I noticed the paradigm shift in both education and in leadership development. These styles and approaches of leadership are shaping organizations through the social construction of collaboration learning associated with knowledge management.

I am currently a doctoral student at Walden University working on a qualitative exploratory case study for my dissertation. The research problem derived from noticing the paradigm shift in how leadership and leadership development occurs in the organization.

To gain a robust understanding of the influence of knowledge management, and to understand how the information transfers between the leader and the subordinate, the qualitative exploratory case study is the ideal methodology for this research study. The survey population will include 10-15 research participants, who are members of leadership in the Information Technology department at three different organizations. From a holistic approach and a purposive sampling, the data will follow a seven-phase procedure to analyze the data. The field test consists of qualified exploratory case study experts to review the research question and interview questions to ensure these questions are conducive to an exploratory case study and to ensure the answers to interviews will produce information that aligns with the chosen research method and design. The qualifications may include the following:

- A faculty member teaching qualitative research, inquiries, and designs
- An expert professional or educational witness who specialize in exploratory case study methods
- An expert person who is skilled and trained in exploratory case study methods

Below are the research questions. Please examine the question and return feedback within seven business days of receiving this form. My advisor, Dr. Richard Schuttler, may be contacted via Richard.Schuttler@Waldenu.edu, should you have any questions regarding your participation in this field study.

Central Research Question for the Study:

How does collaborative learning influence leadership development within leadership development programs within high performing organizations?

Interview Questions:

1. Explain what is most important to you as a leader and advocate of leadership development.
2. What insights have you gained about leadership development from your experience in the following areas:
 - (subordinate)
 - (team lead)
 - (manager)
 - (director)
 - (vice president)?
3. Explain your involvement in the leadership development programs.
4. What is your role as a leader and explain how influence is a part of employee development?

5. To motivate learning how does collaborative learning make a difference in leadership development?
6. How does your organization practice collaborative learning to build future leaders?
7. Based upon your role to Question #1, how do you disseminate teachable practices conducive to building future leaders?
8. Explain the company's protocol and opportunities of leadership development?
9. Explain any factors that strike you as relevant, interesting, or important about the influence that shared knowledge and collaborative learning might have on the leadership development process

Consent:

I understand the purpose and nature of this field study. I acknowledge that I obtain one or more of the required credentials to participate in the field study and I voluntarily consent to participate.

Signature

Date

Comments:

Thank you for taking the time to participate in my study. For participating in my study, I would like to send a gift card for your efforts in completing my study. Please provide your mailing address as means of remittance.

Thank you,
Mary Woods
317.987.3827
blessmary@sbcglobal.net
frankib360@gmail.com

Appendix J: Leadership Development Model

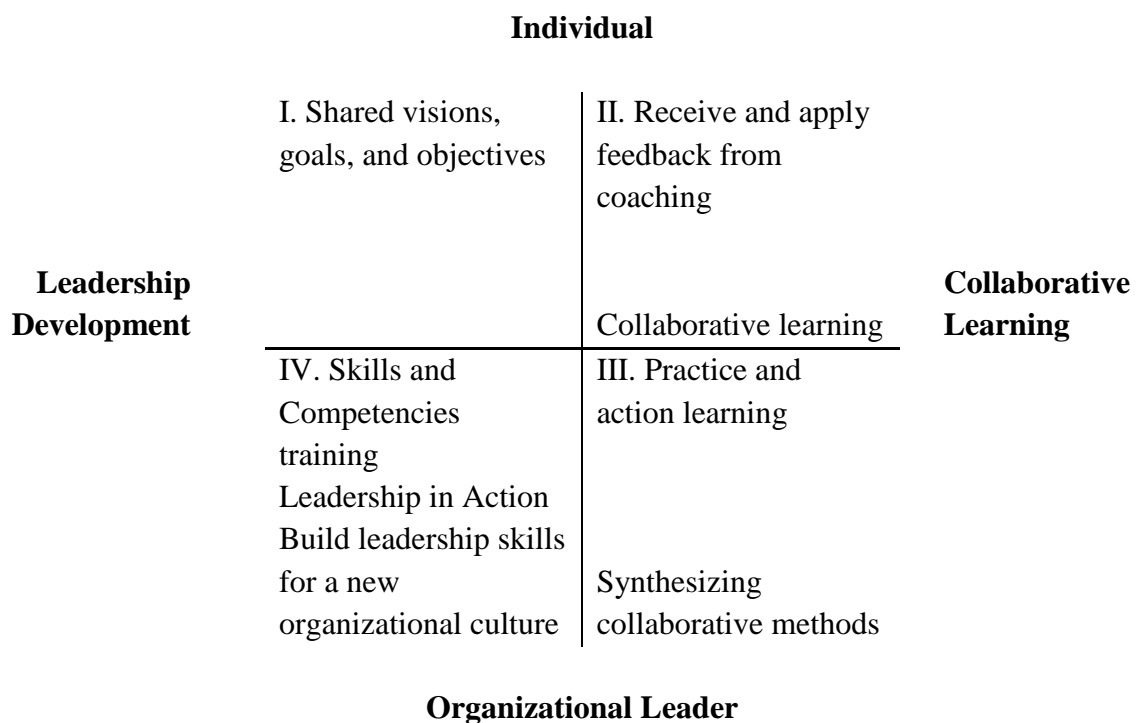




Figure 1. Leadership development model

Figure 1 is adapted from “The Leadership Development Interface: Aligning Leaders and Organizations Toward More Effective Leaderships Learning” by Byron Hanson, 2013, *Advances in Developing Human Resources*, 15(1), p.112. Copyright 2013. Adapted with permission from Byron Hanson and using Walden University’s Sage Premiere Database.

Appendix K: Author's Permission

Byron Hanson

Nov 24 (12 days ago) ☆  

to me 

Mary,

Thanks for reaching out. Feel free to use the model as you see fit. You may want to reference the article and say something like "adapted from" fi that make sense. Happy it has helped you frame your thinking.

Cheers,

Byron

From: Mary Woods [mailto:mary.woods4@waldenu.edu]

Sent: Monday, 23 November 2015 6:31 AM

To: Byron Hanson <Byron.Hanson@curtin.edu.au>

Subject: The Leadership Development Interface Model

Hi Mr. Hanson,

I am a doctoral student at Walden University studying Leadership and Organizational Change. After reading the article "The Leadership Development Interface: Aligning Leaders and Organizations Toward More Effective Leaderships Learning" by Byron Hanson, 2013, *Advances in Developing Human Resources*, 15(1), p.112, I am interested in the leadership development model. Although I have tweaked the steps compatible with my proposal/dissertation, I am writing to ask permission to use the model. How might I obtain permission to use the Leadership Development Interface model?

Appendix L: Field Notes and Observation Worksheet

Field Notes and Observation

Date: _____

Pseudonym Name: _____

Pneumonic Location Code: _____

Natural Setting: _____

Time in Setting: _____

*The following notes are events, behaviors, and the natural setting of the interview observed by way of video recording.

Category	Observation	Observer's Comments
Setting		
Behavior / Actions		
Responses / Reactions		

Appendix M: Letter of Cooperation

[Date]

Office of the Institutional Review Board
Walden University
100 Washington Avenue South
Suite 900
Minneapolis, MN 55401

To Whom It May Concern:

Mary Woods has requested permission to collect research data from associates who meet the criteria through a project entitled, *Leadership Development through Collaborative Learning*. I have been informed of the purpose of the study and the nature of the researcher's procedures. In addition, I have been afforded the opportunity to ask questions pertaining to the research and research questions.

As a representative of _____, I am authorized to grant permission to have the researcher recruit research participants from our industry. Mary has agreed to the following restrictions:

- The researcher may contact the research participants during working hours; however will meet with the associates outside of the hours of operations
- Provide a copy of the findings to the organization

If you have any questions, please feel free to contact me at _____.

Sincerely,

Authorized Personnel

Appendix N: Use of Facility Consent

September 23, 2017

Office of the Institutional Review Board
Walden University
100 Washington Avenue South
Suite 900
Minneapolis, MN 55401

To Whom It May Concern:

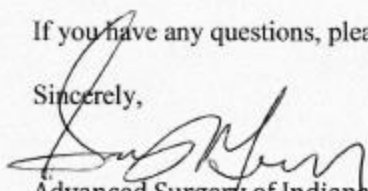
Mary Woods has requested permission to collect research data from associates who meet the criteria through a project entitled, *Leadership Development through Collaborative Learning*. I have been informed of the purpose of the study and the nature of the researcher's procedures. In addition, I have been afforded the opportunity to ask questions pertaining to the research and research questions.

As a representative of Advanced Surgery of Indiana, I am authorized to grant permission to have the researcher recruit research participants from our industry. Mary Woods is also permitted to collect research data at our office. Mary has agreed to the following restrictions:

- The researcher may contact the research participants during working hours; however will only meet with the associates outside of the hours of operations
- Provide a copy of the findings to the organization

If you have any questions, please feel free to contact me at 317-540-3493.

Sincerely,



Advanced Surgery of Indiana
P.O. Box 56051
Indianapolis, IN 46256
Scott Mimms, M.D.

Appendix O: A3 Problem Solving Template

A3 No. and Name	Team members (name & role)	Stakeholders (name & role)	Department	Organisation objective
	1.	1.		
	2.	2.		
Team Leader (name & phone ext)	3.	3.		Start date & planned duration
	4.	4.		
1. Clarify the problem	4. Analyse the Root Cause		7. Monitor Results & Process	
Is:				
Is not:				
Problem statement:				
2. Breakdown the problem			8. Standardise & Share Success	
3. Set the Target	5. Develop Countermeasures			
1	Countermeasure		Impact on target	
2	1			
	2			
	6. Implement Countermeasure			