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Character In Leadership: Perceptions Of Canadian Intercollegiate Athletics Administrators

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Abstract

Despite the importance of administrative leadership in high performance sport, minimal attention has been given to the area of leader character by sport management researchers. The current study examined the prevalence, perceived importance, and value of leader character within Canadian interuniversity athletics programs. Leader character was quantitatively measured using the Leader Character Insight Assessment (LCIA) instrument (Crossan et al., 2013a). Differences between sex, position, and experience were also examined. Overall, Accountability and Integrity were the most prevalent leader character dimensions. Sex of administrators did not yield any significant differences between dimensions. Athletic Directors perceived Transcendence to be more important to program effectiveness than Associate Athletic Directors. More experienced administrators placed a higher premium on Integrity than less experienced ones. Administrators and their perceptions of Universities valued leader character similarly. The current study addresses a void present within sport management/leadership literature, and advances the understanding of leader character within Canadian athletics administration.

Keywords: leadership, character, Canadian sport leaders, intercollegiate athletics

Dedication

This thesis is dedicated to my close friends and immediate family members (Jim, Sherri, and Haylee) who have supported me throughout my time at Western.

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The work presented in this thesis is my original work. However, I would like to acknowledge my advisor Dr. Karen Danylchuk, Professor in the School of Kinesiology at Western University, for her contributions and mentorship throughout the development of this thesis. I would also like to acknowledge Dr. Kyle Paradis, a postdoctoral researcher in the School of Kinesiology at Western University, for his guidance, particularly with the data collection and data analyses of this study.

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Chapter 1

1   **Introduction**

Leadership has been studied for centuries and continues to capture the interest of researchers, theorists, and practitioners from a variety of settings (Day & Antonakis, 2012; Northouse, 2015). Considerable progress has been made in understanding leadership and the impact it has on member and organization effectiveness and satisfaction levels. Bass (1990), Bennis and Ward Biederman (2009), and Yukl (2009) have all chronicled the major research findings in their comprehensive texts. Bass' (1990) exhaustive and lengthy text draws from over 7,500 citations listed in the reference list. Researchers from the sport management area have also actively pursued the topic. Scholars such as Scott (2014) and Welty Peachey, Damon, Zhou, and Burton (2015) have recently published materials that summarize the key findings of leadership research set in sport management. Their contributions to the literature substantiate the claim that leadership remains a popular research area in the sport management field.

Recent developments in servant leadership, which places the interests of followers before those of the leaders (Sendjaya, 2015), underscore the emphasis that the role of character plays in determining leadership emergence and effectiveness (Brooks, 2015; Seijts, Gandz, Crossan, & Reno, 2015). Their work aligns with earlier efforts of Kouzes and Posner (1993) who asserted that credibility (i.e., honesty, trustworthiness, and a knowledge of the task at hand) was essential to the leadership act. Covey (1991) pursued a similar line of inquiry by highlighting the importance of honesty and ethics to leadership. A comprehensive meta-analysis by Bedi, Alspaslan, and Green (2016) reinforced the role that character and ethics play in leadership. Their in-depth review of the related literature revealed that the ethical behaviour of leaders significantly correlates to the ethical behaviour of followers, increased incidence of honest behavior, heightened citizenship behaviors, higher levels of job satisfaction, and increased effectiveness in their roles. Burton, Welty Peachey, and Wells (2017) noted a positive correlation between servant leadership/ethical climate and leader trust/procedural justice. These researchers and others (Seijts, 2014; Seijts et al., 2015) have explained the importance of character to

the leadership role and its centrality to leader outcomes such as member and group satisfaction and performance. Sosik (2006) suggested that character is critical to the function of leadership. Hackett and Wang (2012) concurred with this assertion and suggested that the most recent theoretical developments in leadership (e.g., servant leadership, transformational leadership, visionary leadership, and charismatic leadership) are based on elements of leader character. Avey, Luthans, Hannah, Sweetman and Peterson (2012) went a step further with their claim that character, coupled with leadership, can result in higher unit performance. This is also a claim that Crossan and her associates effectively make in their published work highlighting the interconnectedness of character and competence in leadership (i.e., Crossan & Mazutis, 2008; Crossan, Mazutis & Seijts, 2013c; Crossan, Mazutis, Seijts, & Gantz, 2013b). Researchers in a number of fields are producing findings that highlight the role of character to leadership emergence and success.

Leadership has been shown to positively impact organizational performance (Bass, 1990). Character has been linked with leadership emergence and effectiveness. Although there has been increased attention and excitement given to the role of character in leadership emergence and effectiveness in mainstream studies, minimal attention has been afforded to the topic in the sport management area. Kim (2009) noted that leadership was especially important to overseeing interuniversity sport programs. Danylchuk and Doherty (1996) also studied leadership at the Athletic Director level in Canadian universities and determined that those who were transformational leaders were more effective in the role. More recently, Burton and Welty Peachey (2013) suggested that servant leadership (introduced by Greenleaf in 1977), a style of leadership that places a heavy premium on leader character, has special application in the area of interuniversity sport. Bedi et al. (2016) highlight the efficacy that servant leaders can have on situations, such as increased ethical behaviour of followers, increased honesty, heightened effectiveness and increased member satisfaction. Perhaps this type of leadership has special utility in sport management given the prevalence of ethical breaches (e.g., Olympic Games, FIFA, Tour de France). Unfortunately, in recent years, unethical behaviour in sport organizations has grown to be a norm, much less a rarity (Burton et al., 2017) Servant leadership might have utility in interuniversity sport where one would

expect a higher commitment to ethics given its educational focus. However, the long list of scandals in the National Collegiate Athletic Association (NCAA) such as the point shaving scandals at City College of New York and Tulane University, recruiting violations and inappropriate booster contributions at virtually every Division I University, and the child molestation accusations covered up by the Athletics Department at Penn State University, highlight the fact that this is not the case. Recent transgressions at the U SPORTS (the governing body for interuniversity sport in Canada) level underscore the fact that ethical breaches in university sport are not exclusively nested in the United States. Ethical transgressions at the University of Waterloo (i.e., drug scandal) or the sexual assaults by the University of Ottawa varsity hockey players highlight the need for strong, character-based leadership in Canadian interuniversity athletics programs, not only from administrators, but from athletes as well. To date, minimal research in sport management literature has examined the connection between leadership and ethical climate (Burton et al., 2017). The character of a leader cascades into those he/she leads (Sosik, 2006). Canadian Interuniversity Sport is educationally-based, and should reflect the highest levels of integrity and ethics (Chelladurai, 2007; Rieke, Hammermeister & Chase, 2008). The most important role of a leader is to shape and embed a desired culture for the group they lead (Schein, 1990). Therefore, leader character is critical to the leadership of Canadian Intercollegiate sports programs. It is important that the next generation of leaders for these programs are mentored by high character leaders in order to ensure the sustainability of principled, ethical sports programs (Elza, 2014; Parks, 2005). Additional research on the topic of character and leadership is clearly warranted.

1.1   Statement of Purpose

The purpose of this exploratory study was to examine the concept of character in leadership within Canadian interuniversity athletics programs. Specifically, the study investigated the leader character practices and preferences of Canadian Athletic Administrators (i.e., Athletic Directors and Associate Athletic Directors/Coordinators) using a tool called the Leader Character Insight Assessment (Crossan, Gantz & Seijts, 2013a).

1.2   Research Questions

For the purpose of this thesis, the following four questions were addressed:

1. What leader character dimensions are being utilized by Canadian athletic administrators?

2. What leader character dimensions do Canadian athletic administrators believe are the most important to their program's effectiveness?

3. What leader character dimensions do Canadian athletic administrators believe their University values the most?

4. Are there any differences in the practices and perceptions of importance and value according to sex, position, and years of experience of the Canadian athletic administrators?

1.3   Significance of the Study

There has been considerable research undertaken in the development of leadership theory (e.g., Bass, 1990; Day & Antonakis, 2012), and to a much lesser degree, the concept of character in leadership. Some scholars (Avey, et al., 2012; Crossan & Mazutis, 2008; Crossan et al., 2013b; Crossan et al., 2013c; Hackett & Wang, 2012; Seijts et al., 2015; & Sosik, 2006) have addressed this shortcoming and are uncovering promising results that advance our understanding of the leadership emergence and effectiveness. Although the areas of philosophy (Hursthouse, 2001; MacIntyre, 2007), psychology (Peterson & Seligman, 2004), and organizational management (Avey et al., 2012; Crossan et al., 2017; Gandz et al., 2013; & Seijts et al., 2015) have examined character extensively, the topic of character and leadership has not been a popular or prevalent area of focus in sport management (Burton & Welty Peachey, 2013). The results of this study will add to the emerging literature base in the presence, dynamics, and importance of character to leadership in the sport management field and provide current and aspiring sport leaders with insights to maximize their impact in these leadership roles. This research is

warranted in sport management given the importance of leadership and the prevalence of ethical breeches that have transpired in professional and high performance sport.

Chapter 2

2   **Review of Literature**

Yammarino, Dansereau, and Kennedy have stated that "hundreds of definitions and thousands of empirical studies of leadership" (2001, p.153) have been undertaken by researchers committed to understanding the concept and its impact on people and groups. Burns once described leadership as "one of the least understood phenomena in contemporary life" (1979, p.1126). Bennis & Nanus (1985, p. 5) famously stated that "like love, leadership continued to be something everyone knew existed but nobody could define". One may wonder whether we are making progress in defining this elusive term.

A popular definition of leadership is offered by Yukl (1989, p. 204) who stated that leadership is "the process of influencing major changes in attitudes and assumptions of organizational members and building commitment for the organization's mission and objectives". House, Javidan, and Dorfman (2001) defined leadership as "the ability of an individual to influence, motivate and enable others to contribute toward the effectiveness and success of the organizations of which they are members" (p. 494). A deeper analysis of this definition reveals a few critical components. It is clear that leadership is a social process that involves people and their accompanying moods, motivations and emotions. This understanding underscores the interest and excitement among leadership researchers pursuing lines of inquiry in the area of character and leadership. For example, the work on trust and leadership (Brooks, 2015), credibility and leadership (Kouzes & Posner, 1993), as well as the recent developments in servant leadership (Burton et al., 2017; Parris & Welty-Peachey, 2013; Rieke et al., 2008; Sinek, 2014) and emotional intelligence (Boyatzis & McKee, 2005; Nadler, 2010), all underscore the centrality of character to leadership. Each of these developments link leader character with leadership effectiveness and efficacy.

Effective leaders convince others to behave or think differently. Leaders impart influence. Filley, House, and Kerr (1976) understood this fact, and emphatically stated that the process of leadership was synonymous with the practice of influence. Finally, leadership

is about a group or organization pursuing and attaining a pre-determined, desired end. Leaders influence followers to pursue activities that have been determined in advance (Filley et al., 1976). Effective leaders shape this information into a clear and concise vision statement that helps define resource allocation and deployment, focus members of the group, and align resources and activities with a plan to realize the vision (Sashkin, 1986). Recent development in participative leadership would suggest that effective leaders build strong teams comprised of highly committed and competent individuals who share in the development of a vision (Collins, 2011; Lencioni, 2002).

Leaders must be credible (Weese, 1995). They must be honest and trustworthy, in addition to having a solid knowledge base (i.e., high levels of competence) to influence a follower group. Some leaders employ higher levels of personal charisma and core values that inspire follower loyalty (Scott, 2014). Others are more introverted. Both leaders must be honest and knowledgeable. It is now widely understood that effective leaders ensure a clear vision for a group or organization, and they align members of that group with this vision through inspiration, to reach the desired outcome (Kotter, 1996). However, it must be remembered that despite a leader's influential ability, the contextual factors at play within an organization can hinder the effectiveness of achieving shared-goals and outcomes (Scott, 2014).

2.1 Historical Development of Leadership Theory

Although there is some debate surrounding the definition and efficacy of leadership, the path of the theoretical development in the area is much clearer. The key historical developments since the late 1800s have been chronicled by a number of researchers; including some from the sport management area (Scott, 2014; Welty Peachey et al., 2015). According to Northouse (2015), the path of theoretical development has shifted between six distinct thrusts— *trait theory*; *behavioral theory*; *situational theory*; *relational theory*; the *new leadership* approach, and lastly, the *emerging leadership* approaches (see Appendix A). Each thrust will be outlined in the following section.

2.1.1   The Trait Approach

 The trait approach, also known as the "Great Man Theory", is concerned with identifying the innate characteristics possessed by a leader (Northouse, 2015). Researchers believed that leaders were born with traits, as opposed to developing leadership competencies over a life span (2015). These physical, intellectual, and personality traits were deemed to distinguish leaders from non-leaders. The trait theory fell out of favour when exceptions were uncovered (Stogdill, 1974). People possessing traits thought to be critical to leadership success were found to be ineffective leaders, whereas others not fitting the prescribed model excelled in leadership roles (1974). This approach was very prevalent from 1900 to the 1940s, saw a resurgence in the 1970s, 1980s, and 1990s in the areas of charismatic leadership, the "big five" personality factors, and emotional intelligence as a factor, respectively (Northouse, 2015). Scott (2014) suggested that some elements of the trait theory may facilitate effective leadership.

In the mid-1970s, Katz (1974) advanced the skills approach to leadership. He argued against innate traits and proposed the notion that leadership skills were critical to emerging and succeeding in a leadership role. He and others also believed that leadership could be developed. Specifically, he noted that technical, human, and conceptual skills were required to effectively lead (1974). Katz also suggested (1974) that a leader's position in a hierarchical structure might place a higher premium on specific skills (i.e., a leader at the top of an organization requires more conceptual skills, whereas a leader at lower levels requires more technical skills).

2.1.2   The Behavioral Approach

Through a significant body of innovative research from The Ohio State University and The University of Michigan (Scott, 2014), the behaviors of a leader became the major focal point of leadership research in the 1950s and 1960s. These studies primarily assessed how leaders behaved in small group settings (Northouse, 2015). The behavior approach to leadership took off during the 1960s, with such work as Blake and Mouton's Managerial Grid (1964), which examined relationship behaviors within organizations. Unfortunately, the behavioral theory of leadership succumbed to the same fate as the trait

theory. Researchers testing the behavioral theory produced inconsistent results (Scott, 2014). Leader behavior in one setting was not effective in another setting. Something was missing. Researchers then turned their attention to the situational contexts with which the leaders operated.

2.1.3   The Situational Approach

The situational approach to leadership assumes that different contexts require different styles of leadership. During the late 1960s, this approach received significant focus in leadership research (Hersey & Blanchard, 1969). Its popularity continued throughout the 1970s through the development of the *path-goal theory* (using employee motivation to enhance both performance and job satisfaction) and *contingency theory* (matching the context to the leader's style) (Northouse, 2015). Hersey and Blanchard (1988) developed a model that matched a leader's style with the competence and commitment levels of followers. Leadership style needed to change accordingly. Leaders working with an inexperienced or uncommitted individual or group needed to place a higher premium on a task-focused leadership style. As commitment and experience increased, the model suggested that leaders focus less on the task and more on building a relationship with members. From the 1970s through the 1990s, the situational approach to leadership was highly utilized by both researchers and practitioners. Its usage has declined in recent decades (Northouse, 2015).

2.1.4   The Relational Approach

During the 1990s, researchers started concerning themselves with the relationships between leaders and followers. This interest led to the development of the leader-member exchange (LMX) theory. LMX theory focuses on two types of relationships that can exist between the leader and followers: *in-groups* and *out-groups* (Bass, 1990). An in-group would define a set of followers who establish positive and high-quality relationships with the leader (Scott, 2014). The opposite is true for the out-groups, who fulfill the bare minimum and do not establish these high-quality relationships with the leader (Scott, 2014). A higher-quality relationship will result in more positive leader outcomes. Effective leaders will make strong efforts to develop high-quality relationships with

subordinates, to establish this mutual trust, and make followers feel highly valued within the organization (Graen & Uhl-Bien, 1995). The relational approach to leadership remains relevant today (Northouse, 2015).

2.1.5 The New Leadership Approach

Despite being developed in the late-1970s to mid-1980s, these theories are still referred to as new leadership approaches. Burns (1978) was the first scholar to focus on how leaders think. He labeled his approach the transactional and transformational leadership theories. Leaders employing a transactional leadership style make exchange deals with followers (i.e., leaders clearly indicate what needs to be done and what rewards will be received; members understand what needs to be carried out and how they will be rewarded for compliance). Although efficient, this form of leadership is not inspiring for followers. Many seek higher levels of intellectual stimulation and engagement from their leaders, known as the transformational approach (Burns, 1978). Transformational leaders inspire the hearts and minds of followers and generate higher levels of commitment and contribution (Burns, 1978). These approaches to leadership theory continue to be popular today (Northouse, 2015).

2.1.6 Emerging Leadership Approaches

The turn of the 21st century has seen the emergence of a wide array of approaches to leadership. Some worth noting include authentic leadership, emotional intelligence of leaders, gender-based studies, and servant leadership (Northouse, 2015). As previously noted, many of these developments, and most notably those in the emotional intelligence and servant leadership areas, place a high premium on the role of character in determining leadership emergence and effectiveness (Brooks, 2015; Seijts et al., 2015). These researchers' works align with the earlier efforts of Kouzes and Posner (1993) who asserted that credibility (i.e., honesty, trustworthiness, and knowledge of the task at hand) was essential to the leadership act. Servant leaders have desires to serve followers, and are motivated not to exercise power, but to grow individual(s) within the organization (Sendjaya, 2015). It "engages both leaders and followers through its service orientation, authenticity focus, relational emphasis, moral courage, spiritual motivation, and

transforming influence such that they are both transformed into what they are capable of becoming" (Sendjaya, 2015, p. 1). Recent work in the servant leadership and sport management areas also highlight the importance of character, honesty, trustworthiness, and ethics to leadership (Burton & Welty-Peachey, 2013; Hu & Linden, 2011; Parris & Welty-Peachey, 2013; Rieke et al., 2008).

Within the sporting domain, servant leadership has received some attention in recent years. More and more, coaches are trying to utilize leadership styles that appeal to the modern day athlete (Rieke et al., 2008). When observing high school basketball players, Rieke et al. (2008) found that elements such as trust, transparency, relationship building, honesty, humility and service are aligned with this ambition. Several of these elements are strongly tied to the notion of character, and the dimensions in the Seijts et al. (2015) model (see Appendix B). Given the impact seen with high school basketball, perhaps servant leadership (and character) has utility in other sports, or of greater concern for this study, at other levels of leadership and in other dimensions of sport management.

A systematic review by Parris and Welty Peachey (2013) focused on the impact of servant leadership within organizational contexts. In similar fashion to the study previously discussed, the reader can draw parallels to the elements of servant leadership and character (i.e., servant leadership values things such as ethics, virtues, morality, etc.). Parris and Welty Peachey (2013) were interested in how servant leadership operated, and if so, how the concept could be applied. Their review included 39 studies. Four major findings were advanced, namely that: (a) there is no consistent definition of servant leadership; (b) servant leadership is being investigated across several disciplines; (c) a number of different measurement tools are being looked at by researchers to evaluate servant leadership, and (d) servant leadership is successful- it improves the well-being of the follower group (2013). These conclusions sound very familiar to those of Seijts et al. (2015) regarding character. Given the shift away from traditional leadership thinking (i.e., transformational and transactional styles of leadership) (Burton et al., 2017), as well as the resurgence of servant leadership popularity over the last 15 years (Dinh et al., 2014), one might predict a rise in publications focused on the topic of servant leadership within sport management.

Many leadership scholars (including some from Sport Management) have also turned their attention to the area of gender-based studies (Ayman & Korabik, 2010; Burke & Collins, 2001; Burton, 2015; Carless, 1998; Doherty, 1997; Eagly & Johannesen-Schmidt, 2001; Eagly & Johnson, 1990; Mandell & Pherwani, 2003; Welty Peachey & Burton, 2011). While some authors (Burke & Collins, 2001; Carless, 1998; Doherty, 1997; Eagly & Johannesen-Schmidt, 2001) have reported that female leaders exhibit higher levels of transformational leadership, other scholars have offered a contrasting opinion (Ayman & Korabik, 2010; Eagly & Johnson, 1990; Welty Peachey & Burton, 2011). Mandell and Pherwani (2003) found that female leaders were more efficient and managing personal and group emotions (i.e., higher emotional intelligence). Ayman & Korabik concluded that "leadership theories are not generalizable over all individuals, regardless of their gender or culture (2010, p. 164). In a study examining the leadership styles of US Athletic Directors, Welty Peachey and Burton (2011) found that leaders using transformational leadership styles had more positive organizational outcomes. This finding was previously supported by Danylchuk and Doherty (1996). However, Welty Peachey and Burton (2011) did not observe any differences between gender and leader style. Nor did they report findings that supported a leadership advantage for either gender in intercollegiate sport. The above findings support the claim that the research literature is inconclusive with respect to whether differences exist between male and female sport leaders. There is also a greater proportion of women occupying executive leadership positions (Burton, 2015; Eagly & Johannesen, 2001), supporting the need for comparative analyses. These findings provide strong rationale for examining the differences (and similarities) of male and female athletics administrators within Canadian Intercollegiate Sport.

2.2   Character and Leadership

It was once proclaimed by Heraclitus (Greek Philosopher 535 BC – 475 BC) that "a man's character is his fate". Theodore Roosevelt (the 26th President of the United States) famously stated that "bodily vigor is good, and vigor of intellect is even better, but far above both is character". Brooks (2015) underscored the undeniable fact that character matters in all human interactions in his recent book entitled the *Road to Character*. Other scholars like Covey (1991) and Kouzes and Posner (1993) emphasized the centrality of character to leadership in their early works.

During a commencement address at the Ivey Business School, Domenic Barton (McKinsey & Co.) emphasized that people "focus too much on what leaders do… and don't spend enough time on who leaders are – the character of leaders". In his book *Good Leaders Learn*, Seijts (2014) references the 2008-2009 financial crisis, and what separated businesses that survived the recession, and ones that met their demise. After he and his colleagues analyzed the practices of over 300 senior business professionals (from both profit and non-profit origins, in the regions of Canada, Hong Kong, the United Kingdom, and the United States), it was concluded that three leadership qualities determined this distinction: *leadership competencies*, *leadership character*, and *leadership commitment* (Gandz, Crossan, Seijts & Stephenson, 2010; Gandz, Crossan, Seijts & Reno, 2013; Seijts, 2014). As noted by Seijts et al. (2015), "competencies reflect what a person can do; commitment refers to the effort someone will put into doing it", and "character influences the choices people make about what to do, as well as whether they will acquire the requisite competencies and make the commitment to do so in any given situation" (p. 66). Of these three pillars, character has received the least attention within research, workplace practice, and conversations about leadership (Sturm, Vera & Crossan, 2016). However, when one considers the famous and infamous leaders both past and present, recalling on their character dimensions can provide us with a better understanding as to what may have led to their success or failure in the leadership role.

A deficiency in any of these qualities will ultimately affect the remaining pillars, causing organizational setbacks for both the leader and his/her stakeholders (Gandz et al., 2010;

Seijts et al., 2015). For example, higher degrees of entanglement between the character and competencies of a leader may result in sustained excellence and extraordinary performance within the workplace. Lower levels may produce a leader who is only able to maximize character within certain contexts (Sturm et al., 2016). This claim is supported by Gandz et al. (2013) who stated that "character determines how they (the leader) use the competencies they have…it shapes the decisions they make, and how these decisions are implemented and evaluated" (p.15). As indicated, the character of a leader will have significant implications for his/her commitment and competency levels, and vice versa. A visual representation of the Three C's effective leader model is presented in Appendix C.

More independently, character can be defined as habit or behaviour anchored by our values, virtues, and traits (Crossan, Mazutis, Seijts & Gandz, 2013; Seijts et al., 2015). In the words of Seijts, Gandz, Crossan and Reno, "character fundamentally shapes how we engage the world around us, what we notice, what we reinforce, who we engage in conversation, what we value", as well as "what we choose to act on" (2013, p.12). Knowing oneself is critical to character development. A leader's character is less about position, and more about the disposition to lead.

Unlike work done on competency and commitment, a great deal of ambiguity surrounds the understanding of character and its vocabulary, making it more challenging to define, measure, assess, and develop, compared to competency and commitment (Seijts Gandz, Crossan & Reno, 2013; Seijts et al., 2015). For leader character to be emphasized in the workplace, leaders need contemporary, practice-focused vocabulary to draw upon (Gardner, 2011). The Seijts et. al (2015) leader character framework provides this platform.

2.2.1   Character Framework

Utilizing the Seijts et al. (2015) framework (see Appendix B), character can be partitioned into 11 different dimensions, along with its associated elements (i.e., virtues, personality traits, and /or values). As the authors point out, the quality and power of the dimension(s) is impacted by its character elements. These elements, while not exhaustive,

are illustrative of their respective dimensions. Furthermore, all dimensions work both independently and in unison to influence action. Lastly, strong character requires the leader to be able to call upon each dimension, when the context presents itself. There is not one dimension that is more (or less) important than the others. The context determines which dimensions the leader must call upon, and the strength of a person's leader character will determine how effectively a leader can draw upon different dimensions when they are needed. Any of these virtues can become vices if used in excess or deficiency (Seijts et al., 2015). It is therefore crucial that leaders recognize their strengths (and weaknesses) under the dimensions of character, and work to develop the areas that need improvement.

To arrive at this 11-dimensional framework, business professionals were asked how character affected their business decisions, and what character meant to them (Crossan et al., 2017; Seijts et al., 2015). Various literature bases that had previously examined the concept were also researched (e.g., anthropology, business, education, philosophy, psychology, sociology). Experienced practitioners and students from leadership backgrounds all contributed to the framework (Seijts et al., 2015). In attempts to bridge the gaps between theory and practice, Crossan et al. (2017) incorporated a three-phase, multi-method approach to further understand the perceived impact of leader character on sustained excellence within organizations. Using face-to-face interviews focused on defining leader character (Phase 1), online questionnaires focussed on the importance of each of the leader character elements (Phase 2), and lastly, a 360-degree approach to rating leader character within business organizations (Phase 3), Crossan and colleagues (2017) collected data from 1817 different business professionals to further refine the leader character framework.

The different dimensions of the leader character framework include: *Accountability, Collaboration, Courage, Drive, Humanity, Humility, Integrity, Judgment, Justice, Temperance, and Transcendence* (Seijts et al., 2015). Accountability refers to the leader's sense of ownership. Effective leaders will recognize their responsibilities and fulfill their duties; while at the same time avoid burnout. Elements of accountability include: *ownership, acceptance, consequences, conscientiousness* and *responsibility* (Seijts et al., 2015). Collaboration is a necessity for effective teamwork. It includes the elements of

cooperation, *collegial* work (shared-responsibility), *open-mindedness, flexibility* and a sense of *interconnectedness*. Collaborative leaders will be able to effectively work within groups (both internally and externally). Drive is present in energetic leaders who are eager to succeed and not afraid to fail. Problems are met with passion and an urgency to solve the task at hand. The elements of drive are *passion, vigor, results-oriented, demonstrates initiative*, and *striving for excellence*. Humanity in short, is the mindfulness of others. The elements of humanity are displayed in a leader who is *considerate, empathetic, compassionate, magnanimous* and *forgiving*. Contrary to popular belief, displaying humanity is not a weakness for a leader. It is a strength, and is fundamental to good character. It meshes well with emotional intelligence. Fostering relationships with followers may not be critical for effective management; however, it is critical for effective leadership. Humility is another essential dimension of character, as it allows the leader to learn from mistakes (both individually and from the mistakes of others). A leader with humility will exhibit *self-awareness, modesty, reflectivity, continuous learning, respect, gratefulness* and *vulnerability*. However, it is important not to lean too far on the other end of the spectrum, as this can impact a leader's confidence and belief in his/her abilities. Temperance is another vital piece of the puzzle. It is present in *patient, calm, composed, self-controlled* and/or *prudent* leaders. When faced with internal and external pressures, temperance allows the leader to assess situations carefully, without jumping to conclusions. On the contrary, a lack of temperance can lead to uncalculated risk taking. It is important the leader understand the consequences of their decisions. Justice is a dimension highly responsible for the followers' choice of whether to accept the leadership being provided. Elements of justice include: *fairness, equitable, proportionate, even-handed*, and *socially responsible*. It goes without saying that a leader not displaying these qualities will quickly lose his/her credibility in the workplace as well as the influence they possess over the follower group. As the title would suggest, the courage dimension involves the willingness to take risks (albeit calculated risks). *Bravery, determination, tenaciousness, resilience* and *confidence* are all elements of the courage dimension of character. Failure to display courage results in mediocre decision making. On the contrary, foolish risk-taking can result from excessive usage of courage. One can see how the dimensions of temperance and courage go hand in hand. It is a near-

universal acceptance that good leaders focus on the future success of the organization. They envision the long run of where the group is wanting to go and focus on the big picture as opposed to short-term gains. This would classify as transcendence, and would be seen in leaders who are *appreciative, inspired, purposive, future-oriented, optimistic* and *creative*. Displaying transcendence does not mean a search for perfection. Nor does it shy away from short-term goals. It is simply focused on the future possibilities of the group. The integrity of a leader can be seen in the elements of *authenticity, candidacy, transparency*, being *principled*, and *consistency*. Integrity is about knowing oneself, and having high moral standards. Speaking one's mind, and following through with those statements are also components of integrity. One potential issue with integrity is excessive usage leading to self-righteous behavior and less effective leadership. However, many would argue that one could never have enough integrity, and that the benefits much outweigh the disadvantages. The final dimension of character is judgment. Judgment acts as the centerpiece for the framework. The initial framework positioned all 11 dimensions surrounding the centre piece, which at the time was simply known as "Character" (Crossan et al., 2017). Following revisions, the framework was adapted to have the dimension of "judgment" as the centrepiece, with the other 10 dimensions surrounding it. This is fitting, given the central role that judgment has on a person's character. It reminds us that leadership is a situational process, requiring different perspectives from the leader in different contexts. It is the mediator for the other ten dimensions' impact on behavior. The elements of judgment include *situational awareness, cognitively complex, analytical, decisiveness, critical thinking, intuitive, insightful, pragmatic* and *adaptability*.

So why does character receive minimal attention in the leadership area, and especially in leadership studies set in sport management? Practitioners and business professionals understand the importance of character in the organization; however, the actual number working hard to heighten their character rating, and linking character to leadership efficacy may be comparatively low. Seijts et al. (2015) attribute this gap to three issues. The first is the definition of character and the commensurate uncertainty and inconsistency of the application of the concept across different disciplines (i.e., what it means, its dimensions, how it can be developed and accessed). In comparison to

competencies (strong support in academic and practitioner literature) and commitment (fairly straight forward meaning), character vocabulary is not as well understood. This ties into the second issue, which takes the ambiguity of the definition a step further, but also emphasizes the need for practice-focused vocabulary. Seijts et al. (2015) refer to business professionals being able to identify the impact character had in dealing with the financial crisis, however, definition consistency was not always present. Lastly, the systematic assessment for character is difficult, due to the limited number of reliable tools and measurements currently available (Seijts et al., 2015).

These researchers present many areas for expansion in the leader character field, based on their 2015 study examining leaders during the 2008-09 financial crisis. In their methods section, the researchers described variance being present within the sample group (i.e., different levels of leadership). Results of the study indicated differences across the different leadership levels, as well as their interpretations of the dimensional importance(s) of character (Seijts et al., 2015). Furthermore, the response rate of executive leaders was considerably low (n = 22 of 364 potential leader positions). Therefore, constructing a study that focuses on executive leadership positions might provide a better representation for the importance of character from a higher leadership level perspective (i.e., Athletic Directors and their Associate Directors/Coordinators).

Seijts et al. (2015) indicated the need for comparative studies to be completed in different organizations. One cannot assume that the results of one study are applicable to the leadership practices within a sport management domain. Canadian intercollegiate athletics present an ideal setting for this comparative sport management setting.

2.3 Canadian Interuniversity Athletics

University sport in Canada has a rich history dating back to 1906 (Gage, 2001). Sport rapidly developed on Canadian university campuses from this time up until the start of World War 1 ("History of U SPORTS", 2017). Most of this development took place on the university campuses founded in Ontario and Quebec and was governed by a body first known as the Canadian Interuniversity Athletic Union (CIAU) Central. This organization adopted the title of Canadian Intercollegiate Athletic Union (CIAU) in 1961 and in 1978

became known as the Canadian Interuniversity Athletic Union (CIAU). Concern was raised that the title was limited due to the fact that the term "athletics" denoted track and field in many European countries ("History of U SPORTS", 2017). As a result, the title of the governing body was shortened in 2001 to the Canadian Interuniversity Sport (CIS) and Sport Interuniversitaire Canadien (SIC) as its French translation. In 2016, the governing body became known as U SPORTS, a label that translates in an identical fashion across Canada's two official languages ("History of U SPORTS", 2017).

University sport in Canada grew exponentially between the years of 1944 and 1955. In 1955 a total of 19 Canadian universities formed the organization ("History of U SPORTS", 2017). Women's athletics programs were also were expanding at this time along with the commensurate need for administrative commitment and leadership. Regional Associations were being launched for both men's and women's sports across the country. In December of 1969, a proposal to amalgamate the regional associations into a pan-Canadian unit was advanced and accepted as a way of identifying national champions, and this organization became the foundation for the U SPORTS organization that exists today ("History of U SPORTS", 2017). The mission of U SPORTS is to provide student-athletes and national championships the visibility, appreciation, and reward they deserve ("U SPORTS 2015-16 Annual Review", 2016).

Currently the organization is responsible for 58 Canadian universities and over 12,000 student-athletes ("U SPORTS 2015-16 Annual Review", 2016). They are led by individuals who have job titles such as Director of Athletics or Director of Sport and Recreation if they also have fiduciary responsibilities for Campus Recreation programs (e.g., Intramural Sports, Fitness, Aquatics). These individuals operate multimillion dollar budgets and generally have large staff complements of full and part-time administrators, coaches, and support staff. Most have one or more Associate Director(s) or Coordinator(s) who serve as their direct report and second in command.

As with any group organization, the need for strong executive leadership is paramount. Kim (2009) highlighted this fact in noting that leadership makes a difference in leading interuniversity sport programs. A key finding to this study was that Athletic Directors

could heighten their effectiveness by providing contingent rewards to shape follower behavior (i.e., transactional leadership). The same was true for the application of transformational leaders in athletics. Athletic Directors employing a transformational leadership style were able to significantly increase the attitudes and expectations of coaches (Kim, 2009). Elza (2014) noted that Athletic Directors credit staffing, educational background, and work related experience to their success as executive leaders. Ironically, and consistent with the focus of this research, Elza (2014) also believed that running a successful program requires ethical behavior.

To accomplish the mission of their respective programs, one would believe that effective leadership from the Athletic Director is critical. Organizations reflect their culture, and according to Schein (1990), the most important role of an executive leader is to embed a desired culture for an organization. As noted earlier, a leader's standing is connected to their character rating (Sosik, 2006). The present study allowed the researcher to investigate some of the dynamics that impact an Athletic Director's character standing, and what these executive leaders (and their organizations) truly value in terms of character.

In summary, the area of leadership has been a popular research topic for decades. Researchers from a host of academic areas have undertaken research studies designed to better understand the concept and its impact on a number of individual and group outcomes. Some of this research has been undertaken in the sport management domain.

Contemporary researchers have turned their attention to the cognitive approaches to leadership (e.g., authentic leadership, servant leadership, emotional intelligence and leadership). Leader character forms an indisputable part of these models of leadership. As a result, researchers (e.g., Seijts, et al., 2015; Sosik, 2006) and writers in the popular press (e.g., Brooks, 2015, Sinek, 2014) have turned their attention to the role of character to leadership emergence and effectiveness. To date, minimal attention has been paid to the role of character in leadership within sport management settings. This lack of attention prompted the current study.

Chapter 3

3   **Methodology**

This exploratory study utilized quantitative survey methodology to assess the prevalence, perceived importance, and perceived value of leader character within a sport management context. Specifically, the leader character of senior-level U SPORTS (Canadian Intercollegiate Athletics) administrators was investigated. A secondary purpose was to determine whether leader character differed according to sex (male/female), position (i.e., Athletic Director/Associate Athletic Director), and years of experience (above and below 7 years) as an administrator.

3.1   Research Instrument

The current study utilized the Leader Character Insight Assessment tool (Seijts et al., 2015). The questionnaire assesses 11 character dimensions across 62 items with responses provided on a 5-point Likert-type scale anchored at 1 (extremely unlikely) and 5 (extremely likely). Cronbach's Alpha values were computed for the 11 character dimensions of the LCIA to assess for internal consistency reliability. The Cronbach's alpha values varied from .57-.73 indicating mixed internal consistency. These mixed values might be attributed to the small sample size, which also may have limited the statistical power of the study, and influenced internal consistency scores. Despite the fact that not all of the dimensions met the traditional .70 cut-off criteria for adequate internal consistency reliability, the decision was made to proceed by retaining all 11 dimensions for further analysis due to the exploratory nature of the current study. The 11 dimensions and elements are presented in Table 1.

Table 1.

Leader Character Dimensions and Elements

Dimension	Elements for Dimension
Accountability (α = .68)	takes ownership, accepts consequences, conscientious, responsible
Collaboration (α = .63)	cooperative, collegial, open minded flexible, interconnected
Courage (α = .58)	brave, determined, tenacious, resilient, confident
Drive (α = .72)	passionate, vigorous, results-oriented, demonstrates initiative, strives for excellence
Humanity (α = .66)	considerate, empathetic, compassionate, magnanimous, forgiving
Humility (α = .57)	self-aware, modest, reflective, curious, continuous learner, respectful, grateful, vulnerable
Integrity (α = .62)	authentic, candid, transparent, principled, consistent
Judgment (α = .63)	situationally aware, cognitively complex, analytical, decisive, critical thinker, intuitive, insightful, pragmatic, adaptable
Justice (α = .57)	fair, equitable, proportionate, even-handed, socially responsible
Temperance (α = .71)	patient, calm, composed, self-controlled, prudent
Transcendence (α = .73)	appreciative, inspired, purposive, future-oriented, optimistic, creative

The LCIA (Crossan et al., 2013a) was used in the current study with permission from both The Ivey Business School and SIGMA Assessments Inc. The measure has been found to be a valid and reliable research tool designed to quantitatively measure leader character. It produces interval data on a five-point Likert-type scale. The LCIA produces both self-report and other-report versions to facilitate 360 degree measures (Seijts et al., 2015) which enables across-group comparisons (i.e., self and others differences). It provides a platform for the barriers behind leader character vocabulary (Seijts et al., 2015). The LCIA's development emerged from in-depth interviews conducted with

business professionals in the private, public, and not-for-profit sectors (Seijts et al., 2015). Data collected from an estimated 2000 individuals (all holding leadership roles) provided the raw materials for the instrument's development (Crossan et al., 2013a). The qualitative data obtained from these interviews was converted to behavioral-based statements to be utilized within the LCIA (Seijts et al., 2015).

Any organization can benefit from using the LCIA, regardless of whether it lies within the private, public, or not-for-profit sectors (Crossan et al., 2013a). Once the individual realizes their strengths and shortcomings in regards to leader character, setting behaviorally-based goals becomes clear and straightforward. However, it is not enough to simply identify the problem. Practical tools to enhance the leader character must be provided. The LCIA accomplishes this by providing resources, such as books, article suggestions, and video footage (Crossan et al., 2013a).

At the organizational level, the LCIA can be used as a process for embedding leader character into the organizational culture, systems, and practices. Leaders are provided a clear path to train and mentor the next generation of leaders within the organization.

The survey for the current study consisted of two parts—Section A included three questions pertaining to character in leadership and Section B was comprised of five demographic questions. The three questions in Section A focused on the prevalence, perceived importance, and value of leader character, from the athletic administrators' point of view. A specific five-point Likert scale (retrieved from the LCIA instrument) was utilized for the first question that incorporated the 62 behavioural statements, derived from the LCIA instrument. Participants were asked to identify the prevalence of each statement in regards to how they perceive themselves to be engaging in those behaviours in their athletics programs (0 = Don't Know, 1= Extremely Unlikely, 2 = Unlikely, 3 = Neither Unlikely nor Likely, 4 = Likely, 5 = Extremely Likely). The second question asked the participants to rank order each leader character dimension according to what they believed was most important to their Intercollegiate Athletics Program's effectiveness (1 = most important, 11 = least important). The third question asked participants to rank order the value they believed their University places on each leader character dimension with respect to leading an Intercollegiate Athletics Program (1 =

most valued, 11 = least valued). Section B asked participants demographic questions pertaining to sex, position (i.e., Athletic Director/Associate Athletic Director), years of experience in their current role as an intercollegiate athletics administrator, and total years in athletic administration. These data were used to address the fourth research question pertaining to differences in leader character according to sex, position, and years of experience.

3.2   Participants

The study participants consisted of intercollegiate athletics administrators at the Canadian universities within U SPORTS, the governing body for university sport in Canada. The list of institutions that comprise U SPORTS is presented in Appendix D. They were identified through an analysis of the publically accessible U SPORTS website. Names of Athletic Directors and Associate Athletic Directors/Coordinators were not included in Appendix D to protect confidentiality.

Within each member institution, an Athletic Director and Associate Athletic Director are present. Therefore, 58 Athletic Directors and 58 Associate Directors/Coordinators are present within the U Sports Organization (i.e., a total of 116 potential study participants). Out of 116 possible respondents, a total of 76 initially responded yielding a 65.5% initial response rate. Of these 76 respondents, 15 cases had to be deleted due to missing and incomplete data, leaving a final sample of 61 participants (52.5% completed response rate).

Table 2 provides a demographic profile of the participants. The sample consisted of Athletic Directors (n = 36), Associate Athletic Directors/Coordinators (n = 23), and undisclosed administrators (n = 2), from the 58 member institutions within U SPORTS (N = 61; n = 45 males, n = 14 females, n = 2 undisclosed). Participants had a combined total of 446 years in their current role with an average of 7.57 years of experience in their role. (n = 30 < 7 years, n = 29 > 7 years, n = 2 undisclosed). Participants had a combined overall experience of 786 years as an athletics administrator with an average of 13.33 total years of experience as an athletics administrator.

Table 2.

Demographic Profile of Participants by Frequencies and Percentage

Variable	n	%
Sex		
Male	45	73.7
Female	14	22.9
Position		
Athletic Director	36	61.0
Associate Athletic Director	23	37.7
Years of Experience		
Less than seven	30	50.1
Greater than seven	29	49.1

3.3   Procedures

The study underwent assessment under the Western University Non-Medical Research Ethics Board and was given approval to proceed prior to any initiation of data collection procedures (see Appendix E). Following this approval, the Athletic Directors and Associate Athletic Directors/Coordinators were emailed and invited to participate in the study. The lists of Athletic Directors and Associate Athletic Directors/Coordinators were checked for currency and accuracy to minimize frame error. No issues were detected. Administrators were presented with the Western Research Ethics "Email Script for Recruitment" Form. A copy of the Email Recruitment Form is presented in Appendix F.

An online version of the Participant Letter of Information (presented in Appendix G) and the online survey link accompanied the electronic recruitment message. Each Athletic Director and Associate Director/Coordinator was invited to complete an online character in leadership survey questionnaire (presented in Appendix H). Responses were collected electronically using an online data collection process (i.e., My Surveys Western). Respondents were only identified as Athletic Director or Associate Athletic Director/Coordinator to protect confidentiality and facilitate the group level data analyses. An executive summary of the results was provided upon request (as noted in the instrument).

Data were collected over a 4-week period in the spring with an initial invitation email and two follow-up reminder emails. A three-step non-response procedure was implemented to heighten response rates. Email messages were sent out to the entire study frame two weeks after the start of the data collection procedures thanking respondents for their participation, and to remind non-respondents to complete the survey form. A second email message was circulated three weeks after the start of the data collection procedures. This message was similar to the initial email reminder message. A copy of the email message appears in Appendix I. Non-respondents who did not reply after four weeks following the commencement of the data collection procedures were eliminated from the study analysis.

3.4   Data Analysis

The LCIA instrument produces interval data for each of its 62 assessment statements that measure the 11 leader character dimensions. The first research question was addressed by organizing the data into the 11 leader character dimensions and computing descriptive statistics (i.e., means and standard deviations) for each dimension. The overall mean results as well as the means for males and females, Athletic Directors and the Associate Athletic Directors/Coordinators, and years of experience were rank-ordered on the basis of the computed means.

The second research question pertained to the Athletic Directors/Associate Athletic Directors' assessment of which dimensions were the most important relative to program effectiveness. The importance of each leader character dimension was tabulated and descriptive statistics (i.e., mean, median, mode, frequency, and standard deviations) were computed for the importance of each dimension. To answer the second research question, results were rank-ordered (i.e., 1 = most important, 11 = least important) in relation to the mean scores. A lower mean score indicated a dimension that was more important to the administrator, and vice versa.

The third research question focused on uncovering the leader character dimensions that the Directors/Coordinators believed their University valued the most with respect to leading an Intercollegiate Athletics Program. Their rankings of each of the leader

character dimensions were tabulated and descriptive statistics (i.e., mean, median, mode, frequency, and standard deviations) were computed for each dimension. To address the third research question, the results were rank-ordered based on the mean scores. As was the case with research question two, a lower mean score indicated a dimension that was more valued to the administrator, and vice versa.

The fourth research question was designed to address whether differences in the leader character dimensions existed between and within the Canadian Athletic Directors and the Associate Athletic Directors/Coordinators. The data collected to address this research question was organized by sex (i.e., male or female), position (i.e., Canadian Athletic Director or Associate Athletic Directors/Coordinator), and years of experience (i.e., more than seven years in the role, versus less than seven years in the role). A 2X2X2 Analysis of Variance was computed to determine whether significant differences existed between and within the groups. Computed F values were compared to critical F values at the .05 confidence interval.

Chapter 4

4   Results

The first section of the online survey incorporated the 62 behavioural statements derived from the LCIA instrument. Participants were asked to identify the prevalence of each statement in regards to how they perceive themselves to be engaging in those behaviours in their athletics programs (0 = Don't Know, 1= Extremely Unlikely, 2 = Unlikely, 3 = Neither Unlikely nor Likely, 4 = Likely, 5 = Extremely Likely).

Table 3 reflects the order of the means from highest to lowest across the 11 dimensions. Accountability, Integrity, and Drive were rated the highest whereas Humility, Justice, and Temperance were rated the lowest. The individual elements within each dimension are also depicted in Table 3.

Table 4 reflects the significant differences between the means of the leader character dimensions. In total there were 55 dimension comparisons assessed, 19 of which were significant at the p = .000 level. This more conservative p value was used to determine significance to guard against Type 1 error based on the Bonferroni correction calculation (.05/55 = .0009).

Table 3.

Means and Standard Deviations of Character Dimensions

Character Dimensions Associated Elements	Overall Total M (SD)	Sex		Position		Years of Experience	
		Male M (SD)	Female M (SD)	AD M (SD)	AAD M (SD)	< 7years M (SD)	>7years M (SD)
Accountability	4.6967 (.35)	4.6611 (.38)	4.8211 (.21)	4.7500 (.30)	4.6196 (.41)	4.6583 (.33)	4.7045 (.41)
Accepts Consequences	4.80 (.40)	4.78 (.42)	4.93 (.27)	4.83 (.38)	4.78 (.42)	4.80 (.41)	4.82 (.40)
Takes Ownership	4.62 (.55)	4.58 (.58)	4.79 (.43)	4.69 (.47)	4.52 (.67)	4.63 (.49)	4.59 (.67)
Conscientious	4.60 (.56)	4.56 (.59)	4.71 (.47)	4.61 (.60)	4.57 (.51)	4.53 (.57)	4.59 (.59)
Responsible	4.77 (.43)	4.73 (.45)	4.86 (.36)	4.86 (.35)	4.61 (.50)	4.67 (.48)	4.82 (.40)
Collaboration	4.4525 (.35)	4.4622 (.35)	4.4286 (.39)	4.500 (.34)	4.3826 (.37)	4.4067 (.36)	4.4818 (.37)
Cooperative	4.65 (.52)	4.73 (.45)	4.36 (.63)	4.64 (.54)	4.65 (.49)	4.63 (.49)	4.68 (.57)
Collegial	4.51 (.50)	4.51 (.51)	4.50 (.52)	4.53 (.51)	4.48 (.51)	4.53 (.51)	4.45 (.51)
Open-minded	4.48 (.57)	4.47 (.59)	4.50 (.52)	4.50 (.61)	4.43 (.51)	4.37 (.56)	4.55 (.60)
Flexible	4.32 (.57)	4.27 (.54)	4.43 (.65)	4.33 (.54)	4.26 (.62)	4.17 (.53)	4.41 (.59)
Interconnected	4.33 (.63)	4.33 (.64)	4.36 (.63)	4.50 (.56)	4.09 (.67)	4.33 (.71)	4.32 (.57)
Courage	4.5541 (.38)	4.5600 (.40)	4.5714 (.32)	4.5500 (.41)	4.5826 (.35)	4.5333 (.42)	4.5636 (.36)
Brave	4.57 (.78)	4.53 (.87)	4.71 (.47)	4.56 (.91)	4.61 (.58)	4.40 (1.03)	4.68 (.48)
Determined	4.68 (.50)	4.73 (.45)	4.50 (.65)	4.67 (.54)	4.70 (.47)	4.70 (.47)	4.64 (.58)
Tenacious	4.53 (.54)	4.51 (.55)	4.64 (.50)	4.50 (.56)	4.61 (.50)	4.57 (.57)	4.55 (.51)
Resilient	4.52 (.65)	4.51 (.59)	4.57 (.85)	4.56 (.70)	4.48 (.59)	4.50 (.57)	4.50 (.80)
Confident	4.50 (.57)	4.51 (.55)	4.43 (.65)	4.47 (.56)	4.52 (.59)	4.50 (.57)	4.45 (.60)

Character Dimensions	Overall	Sex		Position		Years of Experience	
	Total	Male	Female	AD	AAD	< 7years	>7years
Associated Elements	M (SD)	M (SD)	M (SD)	M (SD)	M (SD)	M (SD)	M (SD)
Drive	4.5869 (.36)	4.5689 (.38)	4.6571 (.30)	4.6389 (.36)	4.5130 (.35)	4.5667 (.36)	4.5909 (.39)
Passionate	4.57 (.50)	4.53 (.51)	4.71 (.47)	4.64 (.49)	4.48 (.51)	4.60 (.50)	4.55 (.51)
Vigorous	4.33 (.54)	4.60 (.58)	4.43 (.65)	4.61 (.60)	4.48 (.59)	4.47 (.63)	4.23 (.75)
Results-Oriented	4.48 (.54)	4.47 (.55)	4.50 (.52)	4.42 (.55)	4.57 (.51)	4.40 (.56)	4.50 (. 51)
Demonstrates Initiative	4.67 (.47)	4.69 (.47)	4.64 (.50)	4.75 (.44)	4.57 (.51)	4.67 (.48)	4.68 (.48)
Strives for Excellence	4.67 (.51)	4.56 (.55)	5.00 (.00)	4.78 (.42)	4.48 (.59)	4.57 (.50)	4.77 (.43)
Humanity	4.4393 (.35)	4.4533 (.36)	4.4143 (.35)	4.4833 (.33)	4.3826 (.39)	4.3867 (.37)	4.5000 (.33)
Considerate	4.37 (.52)	4.33 (.52)	4.43 (.51)	4.33 (.54)	4.39 (.50)	4.27 (.45)	4.50 (.60)
Empathetic	4.47 (.57)	4.44 (.59)	4.50 (.52)	4.53 (.51)	4.35 (.65)	4.17 (.53)	4.41 (.59)
Compassionate	4.46 (.50)	4.49 (.51)	4.43 (.51)	4.42 (.50)	4.57 (.51)	4.37 (.49)	4.55 (.51)
Magnanimous	4.48 (.60)	4.56 (.63)	4.29 (.47)	4.64 (.49)	4.26 (.69)	4.47 (.63)	4.45 (.60)
Forgiving	4.43 (.53)	4.44 (.55)	4.43 (.51)	4.50 (.56)	4.35 (.49)	4.37 (.56)	4.45 (.51)
Humility	4.4403 (.36)	4.4444 (.34)	4.4490 (.45)	4.5159 (.34)	4.3354 (.40)	4.5143 (.30)	4.5649 (.34)
Curious	4.20 (.63)	4.16 (.60)	4.36 (.75)	4.31 (.58)	4.04 (.71)	4.20 (.48)	4.27 (.70)
Self-Aware	4.38 (.76)	4.47 (.66)	4.21 (.80)	4.53 (.70)	4.22 (.67)	4.40 (.56)	4.41 (.73)
Modest	4.38 (.61)	4.36 (.57)	4.57 (.65)	4.42 (.60)	4.39 (.58)	4.43 (.57)	4.45 (.60)
Reflective	4.11 (.84)	4.13 (.76)	4.21 (.98)	4.28 (.57)	3.96 (1.07)	4.10 (.76)	4.23 (.92)
Continuous Learner	4.74 (.48)	4.80 (.41)	4.50 (.65)	4.81 (.47)	4.61 (.50)	4.80 (.41)	4.55 (.60)
Respectful	4.72 (.52)	4.73 (.50)	4.71 (.61)	4.75 (.50)	4.70 (.56)	4.63 (.56)	4.77 (.53)
Grateful	4.62 (.52)	4.64 (.48)	4.50 (.65)	4.69 (.47)	4.48 (.59)	4.40 (.56)	4.50 (.51)
Vulnerable	4.62 (.52)	4.62 (.49)	4.57 (.65)	4.64 (.54)	4.57 (.51)	4.57 (.51)	4.64 (.58)

Character Dimensions	Overall	Sex		Position		Years of Experience	
	Total	Male	Female	AD	AAD	< 7years	>7years
Associated Elements	M (SD)	M (SD)	M (SD)	M (SD)	M (SD)	M (SD)	M (SD)
Integrity	4.6459 (.31)	4.6622 (.32)	4.6143 (.23)	4.6500 (.32)	4.6522 (.29)	4.5467 (.34)	4.7636 (.24)
Authentic	4.61 (.49)	4.69 (.47)	4.36 (.50)	4.67 (.48)	4.52 (.51)	4.53 (.51)	4.73 (.46)
Candid	4.80 (.40)	4.78 (.42)	4.86 (.36)	4.81 (.40)	4.78 (.42)	4.63 (.49)	4.95 (.21)
Transparent	4.58 (.50)	4.60 (.50)	4.57 (.51)	4.53 (.51)	4.70 (.47)	4.20 (.61)	4.05 (.72)
Principled	4.78 (.45)	4.73 (.50)	4.93 (.27)	4.83 (.38)	4.70 (.56)	4.63 (.49)	4.68 (.48)
Consistent	4.48 (.57)	4.51 (.55)	4.36 (.63)	4.42 (.64)	4.57 (.51)	4.43 (.57)	4.50 (.60)
Judgment	4.4467 (.27)	4.4500 (.25)	4.4554 (.32)	4.4306 (.26)	4.4837 (.28)	4.4296 (.25)	4.4192 (.28
Situationally Aware	4.55 (.50)	4.56 (.50)	4.50 (.52)	4.47 (.51)	4.65 (.49)	4.50 (.51)	4.50 (.51)
Cognitively Complex	4.49 (.54)	4.47 (.55)	4.57 (.51)	4.47 (.56)	4.52 (.51)	4.47 (.51)	4.36 (.58)
Analytical	4.43 (.50)	4.44 (.50)	4.36 (.50)	4.14 (.59)	3.91 (.67)	4.30 (.47)	4.50 (.51)
Decisive	4.35 (.58)	4.38 (.54)	4.36 (.63)	4.33 (.59)	4.43 (.51)	4.37 (.49)	4.32 (.65)
Critical Thinker	4.40 (.59)	4.49 (.51)	4.14 (.77)	4.42 (.65)	4.39 (.50)	4.43 (.51)	4.36 (.73)
Intuitive	4.15 (.58)	4.16 (.60)	4.14 (.54)	4.17 (.66)	4.13 (.46)	4.17 (.46)	4.14 (.56)
Insightful	4.36 (.55)	4.38 (.54)	4.36 (.50)	4.39 (.49)	4.35 (.57)	4.40 (.56)	4.27 (.46)
Pragmatic	4.47 (.50)	4.47 (.51)	4.50 (.52)	4.50 (.51)	4.43 (.51)	4.47 (.51)	4.45 (.51)
Adaptable	4.77 (.42)	4.76 (.44)	4.86 (.36)	4.72 (.45)	4.87 (.34)	4.77 (.43)	4.86 (.35)
Justice	4.2852 (.38)	4.3022 (.37)	4.2571 (.44)	4.3389 (.41)	4.2174 (.33)	4.2600 (.36)	4.2818 (.42)
Fair	4.67 (.48)	4.69 (.49)	4.57 (.51)	4.72 (.45)	4.57 (.51)	4.63 (.49)	4.68 (.48)
Equitable	4.35 (.58)	4.40 (.50)	4.21 (.80)	4.36 (.64)	4.35 (.49)	4.37 (.49)	4.27 (.70)
Proportionate	4.23 (.76)	4.20 (.84)	4.36 (.50)	4.25 (.91)	4.22 (.52)	4.10 (.96)	4.36 (.49)
Even-handed	4.05 (.62)	4.09 (.60)	3.93 (.73)	4.14 (.59)	3.91 (.67)	4.00 (.59)	4.05 (.72)
Socially Responsible	4.15 (.69)	4.13 (.73)	4.21 (.58)	4.22 (.68)	4.04 (.71)	4.20 (.61)	4.05 (.72)

Character Dimensions	Overall	Sex		Position		Years of Experience	
	Total	Male	Female	AD	AAD	< 7years	>7years
Associated Elements	M (SD)	M (SD)	M (SD)	M (SD)	M (SD)	M (SD)	M (SD)
Temperance	4.2426 (.49)	4.0574 (.41)	4.4881 (.42)	4.5926 (.34)	4.3623 (.46)	4.2733 (.42)	4.2818 (.46)
Patient	4.03 (.90)	4.09 (.85)	4.00 (.96)	4.11 (.85)	4.00 (.91)	4.17 (.83)	4.05 (.90)
Calm	4.11 (.84)	4.16 (.82)	4.07 (.73)	4.19 (.79)	4.04 (.83)	4.10 (.66)	4.27 (.83)
Composed	4.32 (.54)	4.36 (.57)	4.21 (.43)	4.31 (.53)	4.35 (.57)	4.33 (.55)	4.36 (.58)
Self-Controlled	4.43 (.74)	4.40 (.81)	4.43 (.51)	4.50 (.61)	4.26 (.92)	4.50 (.63)	4.36 (.58)
Prudent	4.33 (.54)	4.33 (.52)	4.36 (.63)	4.19 (.53)	4.57 (.51)	4.27 (.45)	4.36 (.66)
Transcendence	4.4945 (.41)	4.5074 (.41)	4.4881 (.42)	4.5926 (.34)	4.3623 (.46)	4.4944 (.39)	4.4621 (.46)
Appreciative	4.58 (.53)	4.60 (.50)	4.50 (.65)	4.53 (.56)	4.65 (.49)	4.53 (.51)	4.59 (.59)
Inspired	4.53 (.62)	4.60 (.58)	4.36 (.75)	4.61 (.65)	4.43 (.59)	4.53 (.57)	4.55 (.67)
Purposive	4.43 (.76)	4.38 (.81)	4.71 (.47)	4.61 (.55)	4.22 (.95)	4.50 (.73)	4.41 (.80)
Future-Oriented	4.55 (.57)	4.56 (.59)	4.50 (.52)	4.61 (.49)	4.43 (.66)	4.50 (.57)	4.55 (.60)
Optimistic	4.48 (.60)	4.44 (.59)	4.64 (.50)	4.64 (.49)	4.26 (.62)	4.43 (.63)	4.45 (.51)
Creative	4.40 (.67)	4.47 (.66)	4.21 (.70)	4.56 (.61)	4.17 (.72)	4.47 (.63)	4.23 (.75)

Table 4.

Significant Differences Among Leader Character Means

Character Dimensions	Means
Accountability > Collaboration	4.6967 4.4525
Accountability > Judgment	4.6967 4.4467
Accountability > Justice	4.6967 4.2852
Accountability > Temperance	4.6967 4.2426
Accountability > Transcendence	4.6967 4.4945
Collaboration > Justice	4.4525 4.2852
Courage > Justice	4.5541 4.2852
Courage > Temperance	4.5541 4.2426
Drive > Judgment	4.5869 4.4467
Drive > Temperance	4.5869 4.2426
Integrity > Collaboration	4.6459 4.4525
Integrity > Humanity	4.6459 4.4393
Integrity > Judgment	4.6459 4.4467

Integrity > Justice	4.6459 4.2852
Integrity > Temperance	4.6459 4.2426
Humility > Justice	4.4403 4.2426
Humility > Temperance	4.4403 4.2426
Transcendence > Justice	4.4945 4.2852
Transcendence > Temperance	4.4945 4.2426

Note. $p = 0.000$

The results of the ANOVAs assessing the 11 different dimensions (dependent variables) across sex, position, and years of experience (independent variables) are depicted in Table 5. Only two significant findings were found. In regard to position, a significant difference was found for the dimension of Transcendence $F(1, 57), = 4.739, p = .034$. Specifically, Athletic Directors rated Transcendence higher than Associate Athletic Directors. In regard to years of experience, a significant difference was found for the dimension of Integrity $F(1, 57) = 6.487, p = .014$. Specifically, those in their role longer than seven years rated Integrity higher than those in their role for less than seven years.

Table 5.

ANOVA Results for Sex, Position, and Years of Experience

Dimension	F Value (Sex)	F Value (Position)	F Value (Years of Experience)
Accountability	2.290	1.984	.204
Collaboration	.094	1.541	.545
Courage	.009	.101	.074
Drive	.641	1.747	.053
Humanity	.126	1.124	1.312
Humility	.002	3.529	.319
Integrity	.256	.001	6.487 *
Judgment	.004	.541	.020
Justice	.143	1.396	.039
Temperance	.122	.018	.005
Transcendence	.023	4.739 *	.075

Note. * $p < .05$

4.1 Importance of Leader Character Dimensions

The second section of the online survey asked the participants to rank order each leader character dimension according to what they believed was most important to their athletic program's effectiveness (1 = most important, 11 = least important) (see Table 6). Overall, athletic administrators ranked Integrity as the number one leader character attribute for program effectiveness followed by Drive and Accountability. Conversely, Temperance was ranked as the least important for program effectiveness. Rank scores for importance were also compared for sex, position, and years of experience (see Tables 7, 8, and 9).

Table 6.

Rank Scores Based on Importance to Program Effectiveness

Character Dimension	Mean Rank (SD)	Median Rank	Mode Rank (Frequency)
Integrity	2.56 (1.86)	2	1 (26)
Drive	3.90 (2.68)	4	1 (15)
Accountability	4.02 (2.44)	4	2 (20)
Collaboration	4.49 (2.32)	4	3 (13)
Judgment	5.39 (2.62)	5	5 (13)
Courage	6.84 (2.72)	7	7 (12)
Humanity	7.18 (2.63)	7	7 (11)
Humility	7.38 (2.98)	8	11 (11)
Transcendence	7.59 (2.91)	8	11 (13)
Justice	7.70 (2.78)	8	8 (14)
Temperance	8.95 (2.12)	8	11 (16)

Table 7.

Importance of Leader Character Dimensions According to Sex

	Male				**Female**		
Character Dimension	Mean Rank (SD)	Median Rank	Mode Rank (Frequency)	**Character Dimension**	Mean Rank (SD)	Median Rank	Mode Rank (Frequency)
Integrity	2.67 (2.01)	2	1 (19)	Integrity	2.29 (1.38)	2	1 (6)
Accountability	3.84 (2.36)	3	2 (15)	Drive	3.43 (2.17)	3	1 (3)
Drive	4.09 (2.84)	4	1 (11)	Collaboration	4.07 (2.41)	4	5 (3)
Collaboration	4.58 (2.35)	4	3 (11)	Accountability	4.50 (2.68)	4	2 (4)
Judgment	5.16 (2.72)	5	5 (12)	Judgment	5.79 (2.25)	6	6 (4)
Courage	6.78 (2.80)	7	6 (7)	Humanity	6.43 (3.48)	6	6 (2)
Humility	7.36 (3.08)	8	11 (9)	Transcendence	7.21 (3.14)	7	11 (3)
Humanity	7.49 (2.22)	7	7 (10)	Courage	7.43 (2.44)	7	7 (5)
Transcendence	7.64 (2.90)	8	11 (10)	Humility	7.50 (2.98)	8	9 (3)
Justice	7.69 (2.29)	8	8 (12)	Justice	7.93 (2.02)	7	7 (4)
Temperance	8.71 (2.32)	9	11 (12)	Temperance	9.43 (1.16)	10	10 (6)

Table 8.

Importance of Leader Character Dimensions According to Position

	Athletic Director				Associate Athletic Director		
Character Dimension	Mean Rank (SD)	Median Rank	Mode Rank (Frequency)	**Character Dimension**	Mean Rank (SD)	Median Rank	Mode Rank (Frequency)
Integrity	2.19 (1.73)	1	1 (20)	Integrity	3.17 (1.97)	3	3 (7)
Drive	4.28 (2.69)	4	4 (8)	Drive	3.39 (2.66)	2	1 (8)
Accountability	4.31 (2.63)	4	2 (10)	Accountability	3.52 (2.06)	3	2 (9)
Collaboration	4.72 (2.34)	4	3 (10)	Collaboration	4.04 (2.36)	4	2 (4)
Judgment	4.52 (2.54)	5	5 (9)	Judgment	5.13 (2.77)	5	3 (6)
Humility	6.81 (3.36)	7	11 (8)	Courage	6.91 (2.84)	7	7 (4)
Courage	6.94 (2.66)	7	7 (8)	Humanity	6.96 (2.65)	7	7 (6)
Transcendence	7.33 (2.93)	8	9 (7)	Transcendence	7.87 (2.97)	8	11 (8)
Humanity	7.42 (2.56)	8	9 (6)	Justice	7.91 (1.83)	8	8 (7)
Justice	7.64 (2.45)	8	8 (7)	Humility	8.30 (2.18)	9	9 (10)
Temperance	8.94 (2.09)	9	11 (11)	Temperance	8.78 (2.19)	10	10 (9)

Table 9.

Importance of Leader Character Dimensions According to Years of Experience

	< 7 Years Experience				> 7 Years Experience		
Character Dimension	Mean Rank (SD)	Median Rank	Mode Rank (Frequency)	**Character Dimension**	Mean Rank (SD)	Median Rank	Mode Rank (Frequency)
Integrity	2.40 (1.65)	2	1 (13)	Integrity	3.05 (2.13)	3	1 (7)
Drive	4.00 (2.75)	4	1 (8)	Accountability	3.27 (1.88)	2	2 (9)
Collaboration	4.10 (2.23)	4	3 (7)	Drive	3.55 (2.69)	2	2 (6)
Accountability	4.30 (2.35)	4	2 (8)	Collaboration	4.86 (2.33)	5	3 (4)
Judgment	5.10 (2.58)	5	5 (8)	Judgment	5.55 (2.79)	5	5 (4)
Courage	6.67 (2.47)	7	7 (8)	Humanity	6.68 (3.03)	7	5 (4)
Justice	7.40 (2.13)	7	7 (8)	Humility	7.41 (2.75)	8	9 (4)
Humility	7.50 (3.36)	9	11 (7)	Transcendence	7.41 (2.50)	6	11 (3)
Transcendence	7.77 (3.30)	9	11 (10)	Courage	7.73 (2.73)	8	7 (4)
Humanity	7.87 (2.24)	8	10 (7)	Justice	8.00 (2.45)	8	8 (7)
Temperance	8.90 (1.75)	9	10 (10)	Temperance	8.50 (2.63)	9	11 (6)

4.2   University Value of Leader Character Dimensions

The third question of the online survey asked participants to rank order the value they believe their University places on each leader character dimension with respect to leading an Intercollegiate Athletics Program (1 = most valued, 11 = least valued) (see Table 10). Overall, athletic administrators indicated that their universities valued Accountability, Integrity, and Collaboration for leading their respective athletic programs. On the other hand, they indicated that their universities valued Temperance the least for leading their athletic programs. Rank scores for value were also compared according to sex, position, and years of experience (see Tables 11, 12, and 13).

Table 10.

Rank Scores Based on Perceived University Value

Character Dimension	Mean Rank (SD)	Median Rank	Mode Rank (Rank Frequency)
Accountability	2.68 (2.06)	2	1 (23)
Integrity	3.02 (2.36)	3	1 (23)
Collaboration	4.86 (2.05)	4	2 (18)
Judgment	5.10 (2.53)	5	4 (10)
Justice	5.32 (2.29)	5	4 (12)
Drive	6.20 (2.51)	6	6 (12)
Humanity	6.98 (2.47)	7	9 (13)
Humility	7.38 (2.98)	9	9 (14)
Transcendence	8.20 (2.27)	9	11 (17)
Courage	8.24 (2.81)	9	11 (16)
Temperance	8.34 (2.41)	9	10 (18)

Table 11.

Value of Leader Character Dimensions According to Sex

	Male				Female		
Character Dimension	Mean Rank (SD)	Median Rank	Mode Rank (Frequency)	**Character Dimension**	Mean Rank (SD)	Median Rank	Mode Rank (Frequency)
Accountability	2.69 (1.93)	2	1 (7)	Accountability	2.64 (2.50)	1	1 (7)
Integrity	3.11 (2.51)	3	1 (7)	Integrity	2.71 (1.59)	2	1 (7)
Collaboration	3.91 (2.02)	4	2 (7)	Collaboration	3.71 (2.20)	2	2 (7)
Judgment	4.84 (2.35)	4	7 (3)	Justice	5.00 (2.15)	4	4 (5)
Justice	5.42 (2.34)	5	4 (5)	Judgment	5.93 (2.97)	6	7 (3)
Drive	6.27 (2.69)	6	6 (4)	Drive	6.00 (1.88)	6	6 (4)
Humanity	7.09 (2.46)	7	8 (3)	Humanity	6.64 (2.59)	7	8 (3)
Humility	7.84 (2.59)	8	9 (5)	Temperance	8.07 (2.56)	9	10 (5)
Courage	8.18 (2.85)	9	10 (5)	Transcendence	8.14 (3.21)	8	11 (5)
Transcendence	8.22 (2.65)	9	11 (5)	Courage	8.43 (2.79)	10	10 (5)
Temperance	8.42 (2.39)	9	10 (5)	Humility	8.71 (1.33)	9	9 (5)

Table 12.

Value of Leader Character Dimensions According to Position

Athletic Director				**Associate Athletic Director**			
Character Dimension	Mean Rank (SD)	Median Rank	Mode Rank (Frequency)	**Character Dimension**	Mean Rank (SD)	Median Rank	Mode Rank (Frequency)
Integrity	2.72 (1.96)	2	1 (19)	Accountability	2.43 (1.73)	2	1 (10)
Accountability	2.83 (2.25)	2	1 (16)	Integrity	3.48 (2.76)	3	1 (8)
Collaboration	4.06 (2.04)	4	2 (11)	Collaboration	3.57 (2.06)	3	2 (9)
Judgment	4.75 (2.44)	4	3 (9)	Drive	5.30 (2.27)	6	6 (4)
Justice	5.17 (2.31)	4	5 (10)	Justice	5.57 (2.27)	5	5 (6)
Drive	6.78 (2.52)	6	6 (8)	Judgment	5.65 (2.62)	5	4 (5)
Humanity	7.14 (2.54)	7	9 (11)	Humanity	6.74 (2.40)	7	6 (5)
Humility	7.89 (2.49)	8	9 (9)	Transcendence	7.78 (2.84)	8	11 (6)
Temperance	7.92 (2.61)	9	10 (13)	Courage	8.17 (3.14)	10	11 (6)
Courage	8.28 (2.63)	9	11 (13)	Humility	8.30 (2.18)	9	9 (7)
Transcendence	8.47 (2.72)	9	11 (12)	Temperance	9.00 (1.93)	10	10 (8)

Table 13.

Value of Leader Character Dimensions According to Years of Experience

	< 7 Years Experience				> 7 Years Experience		
Character Dimension	Mean Rank (SD)	Median Rank	Mode Rank (Frequency)	**Character Dimension**	Mean Rank (SD)	Median Rank	Mode Rank (Frequency)
Integrity	2.93 (2.61)	2	1 (14)	Accountability	2.23 (1.77)	1	1 (8)
Accountability	2.93 (1.96)	2	1 (8)	Integrity	3.32 (1.96)	3	1 (14)
Collaboration	3.53 (1.85)	3	2 (12)	Collaboration	4.36 (2.48)	4	2 (12)
Judgment	5.23 (2.39)	5	3 (6)	Justice	5.00 (2.29)	4	4 (5)
Justice	5.57 (2.52)	5	4 (6)	Judgment	5.14 (2.59)	4	4 (5)
Drive	6.33 (2.52)	6	6 (7)	Drive	6.05 (2.57)	6	8 (5)
Humanity	7.20 (2.81)	7	7 (7)	Humanity	6.91 (2.91)	7	9 (6)
Humility	7.70 (2.81)	8	10 (5)	Transcendence	7.91 (2.72)	8	9 (7)
Temperance	8.17 (2.53)	9	10 (9)	Courage	8.09 (3.01)	10	10 (6)
Courage	8.17 (2.95)	9	11 (10)	Humility	8.50 (1.99)	9	10 (7)
Transcendence	8.23 (2.94)	9	11 (9)	Temperance	8.50 (2.28)	9	11 (5)

Chapter 5

5   Discussion

The purpose of the present study was to examine the concept of character in leadership within the context of Canadian interuniversity athletics. Specifically, the present study investigated the leader character practices and preferences of Canadian Athletic Administrators (i.e., Athletic Directors and Associate Athletic Directors/Coordinators). The current study sought to build on previous work conducted on leader character within organizational management literature (Avey et al., 2012; Seijts, 2014; Seijts et al., 2015; Crossan et al., 2008; Crossan et al., 2013c; Crossan et al., 2017), by examining leader character amongst athletic administrators.

Utilizing the LCIA instrument (Crossan et al., 2013), the researcher sought to determine the prevalence of leader character within Canadian interuniversity sport administration. Additionally, the relative perceived importance (to program effectiveness) and perceived value of the 11 character dimensions to leadership success within Canadian intercollegiate athletics programs was also examined. Finally, the researcher set out to determine whether any rating and/or ranking differences existed between the sex of the administrators (i.e., male or female), the position of the administrators (i.e., Athletic Directors or Associate Athletic Directors) and years of experience of the administrators (i.e., more than seven years) and less experienced (i.e., less than seven years).

An analysis of the descriptive statistics (see Table 3) reveals that the character dimensions of Accountability, Integrity, and Drive scored the highest for prevalence by administrators. These findings are consistent with those of Crossan et al. (2017) and Seijts et al. (2015), who found that business leaders in the public, private, and not-for-profit sectors rated Drive, Accountability, and Integrity as the most beneficial dimensions for leader performance. Of the 19 significant differences yielded between the leader character dimensions (see Table 4), 10 of the significant differences included two dimensions: Accountability (n = 5/19) and Integrity (n = 5/19). Not surprisingly, every group comparison involving Accountability or Integrity had these dimensions as the superior values (i.e., higher mean score). The rating of these dimensions within the

current research project makes intuitive sense given the leader population analyzed. The intercollegiate athletics environment is one where scores, standings, and national rankings are tabulated, reported in the print and electronic media, and talked about by many students, staff, faculty, alumni, and members of the general community. As a result, there is a high premium placed on the concept of accountability. However, Canadian intercollegiate athletics is student-athlete focused (Burton & Welty Peachey, 2013; Danylchuk & Doherty, 1996; Elza, 2014). The stakes are not as high at this level of sport compared to American intercollegiate athletics (e.g., no lucrative television contracts, no large sponsorship and endorsement arrangements, no extensive ticket revenue, etc.). Athletic Directors must self-report integrity breeches (e.g., eligibility infractions, recruiting violations, performance-enhancing drug offences) to league officials and data are shared at league-wide meetings. An institution's ranking of number of Academic All Canadians (student athletes who attain an 80% academic average or above) are celebrated on Canadian university campuses as much or more than a national championship. Consequently, it is not surprising to see the Integrity scale emerge as the second most prevalent character dimension in the eyes of athletic administrators.

Humanity, Justice, and Temperance were the three dimensions that scored the lowest by these athletic administrators, in terms of prevalence (see Table 3). Furthermore, of the 19 significant differences found between the leader character dimensions (see Table 4), Temperance (involved in six of the 19 comparisons) was the inferior value for each grouping (i.e., lower mean score). In comparison, Crossan et al. (2017) and Seijts et al. (2015) also reported low scores for the dimensions of Humanity and Temperance (along with Humility and Transcendence) in terms of their contributions of leader performance and outcomes. Given that these are two sample groups from different leadership contexts (i.e., business professionals versus athletic administrators), perhaps parallels can be drawn between the overall impact of leader character on organizational performance. It can be argued that these results are also impacted by the nature of sport, and in particular, Canadian intercollegiate athletics. One of the inherent values of sport is the norm for productivity and exhibiting maximal individual effort (Gammage, Carron, & Estabrooks, 2001). Thus, being empathetic and forgiving is not typically part of the high-performance sport culture of competitive university sport. As such, one would

expect that the dimensions of Humanity and Justice are not as embraced by the leaders of these programs to the same level as Accountability and Integrity. Scores, standings, and performance statistics are tracked and monitored in competitive sport. It might be argued that coaches and athletes do their best to defeat their opponents during competitions, but not at all costs and in a spirt of high integrity. Due to the highly competitive environment, individuals involved in high performance sport may not have a need to be socially responsible, fair, or proportionate. Likewise, individuals in competitive sport may also not value patience, calmness, and being composed to the same degree as those in other industries. It is not the nature of the business so therefore one would expect leaders to rank and rate these dimensions lower. For these reasons, it is not surprising that Temperance was consistently rated and ranked at the bottom of all analyses.

An analysis of variance (ANOVA) was also computed to determine whether significant differences existed between the leader character ratings of male and female athletic administrators; Athletic Directors and Associate Athletic Directors; and between experienced athletic administrators and those with less experience (see Table 5). No significant differences were found between what male and female athletic administrators valued and what they believed are the most important leader character dimensions. There appears to be symmetry between the perspectives of the two groups. The same can be said about the Athletic Directors and the Associate Directors with one notable exception (i.e., Transcendence). The dimension Transcendence (i.e., appreciative, inspired, purposive, future-oriented, optimistic, and creative) generated significantly higher mean scores from Athletic Directors than it did from Associate Athletic Directors. This finding makes some sense, as effective leaders are always focused on the future, and aren't looking backwards. In the case of Athletic Directors, perhaps the potential for new incoming athletic recruitments, building renovations, and so on, keep the administrators' Transcendence levels higher, whereas the Associate Athletic Directors might be less concerned about the vision and path of the program, and more concerned with the day-to-day operations and carrying out the tasks for accomplishing the goals set out by the Athletic Director.

Lastly, a significant difference was yielded between experienced athletic administrators and those with less experience. This dimension of Integrity (i.e., authentic, candid, transparent, principled, and consistent) generated significantly higher mean scores from the experienced group (i.e., more than seven years) compared to those with less experience (i.e., less than seven years). This is also an interesting finding which could be explained in a few ways. Perhaps experience adds perspective for athletic administrators. Their experience might teach them that wins and losses are part of the developmental experience for student-athletes, but integrity can never be compromised. Perhaps less experienced athletic administrators value accountability more because they are focused on getting the job done. More senior members may appreciate the value of getting the job done with integrity. Perhaps more senior leaders are focused on "big picture" issues. They might serve as the leader of the program and, due to their experience, feel the need to mentor other staff on the value of ethics and integrity. Less experienced staff might be more focused on operational issues.

To examine leader character through a different lens, the researcher incorporated additional ranking questions not traditionally included within the LCIA. The addition of two ranking questions (one for administrators' perception of importance and one for their perception of the value afforded by their University) provided more insight into the perceptions of leader character for Canadian athletic administrators. Many of the findings supported those of research question one; however, slight differences were observed as well. The means from research question one (i.e., the behavioural statements from the LCIA) provided an independent examination into the dimensions. The participant rated each statement independently. The rank-order questions allowed the participants to compare the dimensions against one another (i.e., not independently like the LCIA). By slightly altering the method of data analysis (i.e., rating to ranking), participant responses slightly changed as well (i.e., Accountability was rated the most prevalent on the LCIA, but Integrity and Drive scored higher on the ranking questions). For these reasons, the addition of two ranking sections were included. Perhaps this form of data analysis will be an additional component of the LCIA in years to come.

The researcher sought to determine whether differences existed between the leader character dimension rankings of male and female athletic administrators (See Tables 7 and 11); of Athletic Directors and the Associate Athletic Directors (See Tables 8 and 12); and between experienced athletic administrators (i.e., more than seven years) and those with less experience (i.e., less than seven years) (See Tables 9 and 13).

The rankings of dimensional importance for male and female athletic administrators were very similar. In fact, results from the dimensional importance rankings indicated that the same top five leader character dimensions were important to both sexes (i.e., Integrity, Accountability, Drive, Collaboration, and Judgement). For both groups, Integrity held the top rank and Judgement was ranked fifth. There was a small degree of variability between the two groups in the positioning of Accountability, Drive, and Collaboration, but all three of these character dimensions were in the top four rankings of both groups. For both sexes, Justice and Temperance held the bottom two positions, which may be a function of the environment where the study was conducted. That said, there appears to be a high rate of consistency between the top and bottom ratings of the importance of character for the male and female athletic administrators leading athletic programs in Canadian universities. Comparing these findings to those of Seijts et al. (2015), a similar trend is present. In both samples, the results for male and females were very similar. Furthermore, in the Seijts et al. (2015) data set, male leaders rated the dimensions of Humanity, Humility, and Transcendence as less beneficial. Apart from Humility (which was higher for men in this data set), the same pattern is occurring with male leaders in athletic administration. Perhaps this theme is relatable across several leadership contexts.

The two groups were also asked to rank the leader character dimensions according to what they perceived their University to value in the context of their intercollegiate athletics program. There was consistency with the higher ranked dimensions. The same five dimensions were ranked in the top five for both male and female athletic administrators (the only difference being the ordering of Judgment and Justice, which occupied the fourth and fifth spots). For both male and female leaders, Accountability was perceived to be the most valued by their institution. Leaders of these programs are

often former varsity athletes and they are generally highly competitive people. It is not surprising that they would assume their institution values Accountability over the other 10 character dimensions. However, they might also believe that the long-term effectiveness of their program and their leadership is best served by the character dimension of Integrity. This might align with the higher order of ethics expected at most (if not all) Canadian Universities.

The rankings of the Athletic Directors compared to the Associate Athletic Directors were nearly identical. For importance to program effectiveness, the leader character dimensions of Integrity, Drive, Accountability, Collaboration, and Judgement were consistently ranked in the top five. (for both groups). It appears that the two groups of administrators are like–minded individuals who operate from the same philosophical base. In addition, Temperance held the bottom position in the importance rankings of both groups. As noted above, this could be a function of the competitive sports world for both groups. This would be expected given the fact that these athletic administrators operate in a fast paced, competitive environment. One would expect a lower premium would be placed on a dimension that emphasizes patience, calmness, and self-control. The only major difference between the positions came with Humility. Athletic Directors seemed to place a higher premium on Humility compared to Associate Athletic Directors. This finding is very interesting given the results from Seijts et al. (2015) who noted an inverse relationship between the perceived value of Humility as the leader positions moved up in the organizational structure hierarchy – first level leaders (i.e., supervisors), leaders of leaders (i.e., managers and directors), and executive leaders (i.e., vice presidents). Clearly there is a difference in the way that Athletic Directors interpret the importance of Humility, versus business world leaders.

Another important finding was observed at the top of the value rankings for the Athletic Directors and the Associate Athletic Directors. The Athletic Directors indicated that they perceived their University to value the Integrity dimension the most whereas the Associate Athletic Directors indicated Accountability. Although both dimensions were highly valued by the two groups, the value distinction might rest in the fact that Athletic Directors are responsible for the overall functioning of the group. They must be focused

on the big picture. If there are ethical breeches in the program, these individuals would be held responsible, and would therefore have to answer to their Academic Institution. Conversely, the Associate Athletic Directors are typically more operational in nature. The nature of their role may place a higher premium on performance.

The leader character dimensions of Integrity, Drive, Collaboration, Accountability, and Judgment consistently emerged as the most important dimensions for both experienced and less experienced athletic administrators of Canadian intercollegiate athletics programs (see Tables 9 and 13). This finding aligns with those of Crossan et al. (2017) and Avey et al. (2012) who both confirmed the importance of character to personal and organizational success. Temperance was ranked as the least important dimension by both groups. Transcendence was consistently low between both rankings as well. It appears that leaders continue to value similar leader character dimensions as they progress throughout their careers. Furthermore, the administrator's perception of their University does not seem to change significantly over time. They interpret the values of their University very similarly as to when they started their current roles. These findings provide strong rationale against the claim made by several scholars (Bing, 2003; Earley & Weindling, 2007; Fidler & Atton, 2004; Kerfoot, 2006) that the effectiveness of leaders is limited by a shelf life. Fidler and Atton (2004) stated that reduction in job satisfaction, and consequently, job performance could be related to extended periods without role adaptation. However, given the ranking consistencies for both more experienced and less experienced administrators, perhaps role adaptation may not be a necessity to remain effective in sport management leadership roles. The current findings also support Kerfoot's (2006) claim that the leader shelf life isn't a mandatory, inevitable process. There are ways to stay fresh and excited in the role, consequently leading to satisfactory performance. The results of this research, and the results of Seijts et al. (2015) suggest that continuing to exhibit Drive, Accountability, Integrity, and Judgment would certainly aid in the performance of the leader. Taking note of the significant decline in the importance of Justice and Courage for individuals in roles longer than seven years, it is important that leaders avoid complacency within their roles (i.e., the comfort trap; Sills, 2004), and continue to find passion and inspiration within the role. As previously indicated, incorporating servant leadership tactics (i.e., elements

of Drive, Integrity, and Accountability) can help to keep the leader motivated. Focussing less on one's individual growth, and more on the team growth, leaders can find new avenues of passion within the role which can reenergize the leader and foster effective leadership. However, it is important leaders recognize when they are losing their ability to lead, and along the way, be mentoring the energized and passionate follower groups, ready to take over these roles. As Hargreaves and Goodson (2004) indicated, creating a lasting and widespread impact requires leadership, the sustainability of leadership, and the succession of leadership.

5.1 Implications for Sport Management Research

The topic of character and leadership continues to gain momentum in the leadership literature (Brooks, 2015; Crossan et al, 2017; Seijts, et al., 2015; Sosik, 2006). To date, minimal research has been done in the character and leadership area within the management/organizational contexts (Crossan et al., 2013b, Crossan et al., 2017, Gandz et al., 2010; Gandz et al., 2013; Seijts, 2014; Seijts et al., 2015), and more specifically, within the sport management field of study. The present study has attempted to fill this gap and contribute some useful findings to this important area of leadership study. From the data collected and the results analyzed, several key implications can be drawn for individuals occupying athletic administrative roles. Firstly, it is essential that leaders within the intercollegiate athletics industry exhibit Accountability and Integrity. Not only do administrators believe these dimensions are important to sustained program effectiveness, but they also believe that these dimensions are highly valued by their Universities. For success in collegiate sport, administrators must be cognisant of what their institution believes in as well (Burton & Welty Peachey, 2013; Burton et al., 2017; Chelladurai, 2007; Danylchuk & Doherty, 1996; Elza, 2014; Kim, 2010; Kouzes & Posner, 1993; Nadler, 2010; Parris & Welty Peachey, 2013; Rieke et al., 2008; Welty Peachey et al., 2015). Therefore, individuals who possess high levels of these behavioural traits should continue using them within the workplace, and administrators who currently do not value being accountable or having integrity should most definitely work to develop these dimensions and their respective elements.

Secondly, it should be noted that each of these dimensions ideally work in unison and collectively contribute to effective leadership. Different contexts will require different leadership strategies. Within the context of Canadian athletic administration, Temperance does not seem to be as prevalent or as important for sustained program effectiveness. The same can be said for the perceived value of what Universities are concerned with at their institutions. Therefore, developing patience, having a calm, composed demeanor, exhibiting self-control, and lastly, acting prudent, should not be the primary areas for athletic administrators to develop their leader character. Rather, these administrators need to be focussed on exhibiting responsible, conscientious work ethic, having the ability to accept consequences and own up to their mistakes, lead in consistent, authentic manners, and express morally sound principles, remaining transparent to their employees (i.e., the behaviours of a leader displaying high levels of Accountable and high Integrity leadership). Burton and Welty Peachey (2013) believe that servant leadership (a style very connected to the concept of leader character) is a strong fit with sport management leaders. The findings of the present research would support that claim.

A third implication resides with the similarities between the values of athletic administrators and academic institutions, in terms of leader character. Both parties believe that Accountability, Integrity, and Collaboration are essential for effective leadership. The same can be said for the devalue of Temperance. This indicates that Athletic administrators are making efforts to align with what is important to their Universities. For growth within the athletic department, administrators must ensure their visions align with those of the University. Results also indicated that administrators were more concerned with Drive, and that Universities were more in touch with Justice. This makes sense given the microscopic lens under which the Universities operate. Academic institutions must present themselves in a fair, equitable, proportionate, even-handed, and socially responsible institution (i.e., display the elements of Justice). Administrators, on the other hand, are more than likely concerned with results and vigor (i.e., win/losses, national championships, All Canadian athletes, etc.).

The fourth implication comes with the comparison groups (i.e., sex of the administrator, position of the administrator, and years of experience of the administrator). Although some differences did exist between the perceptions of these different groups, the takeaway point is that sex, position, and years of experience are not necessarily determinants for how athletic administrators view leader character. Whether the administrator is male or female, leader character elements will not be displayed according to sex. Although an Athletic Director may exhibit more Transcendent behaviours (i.e., more emphasis on appreciation, inspiration, optimism, etc.), the position of the leader will not determine what attributes of leader character are portrayed. Lastly, although individuals holding roles for longer may have a deeper appreciation for the Integrity of their leadership, the amount of time in a role will not guarantee character change of the leader.

Finally, for sustained excellence in the role, leaders should acknowledge that every industry is different. There is no reason to think their leader character demands will not be different as well (i.e., the differences between intercollegiate athletics leaders versus corporate business leaders, documented above). We know that coupling character with leadership can lead to improved unit performance (Avey et al., 2012). We are also seeing decreased literature focused on traditional styles of leadership (i.e., Transformational, Transactional) (Burton et al., 2017). Understanding what one's industry requires in terms of leader character is essential for the development of the different dimensions, and more so, sustained excellence in the role. Addressing one's deficiencies, and continuing to utilize well developed dimensions of leader character could prove very beneficial for leaders of all industries, not just those situated within sport management. Furthermore, incorporating a servant leadership approach may improve the application of the leader character dimensions, thereby enhancing leader and unit performance.

5.2   Limitations

The current study is not without some limitations. For instance, generalizability of the results are limited to the specific sample of university administrators that were targeted to participate in the current research. Further, although a response rate of 65.5% is commendable in most any study, the raw number of participants (N = 61) was also limited due to the limited number of individuals who comprise the roles of athletic administrators in Canadian U Sports Organizations (i.e., 58 member institutions, 116 administrators). Further, fifteen retuned questionnaires were unusable for various reasons (i.e., incomplete/missing data) and had to be eliminated from the analysis. Expanding the scope to a larger sample would have provided greater statistical power and may have uncovered more significant differences in leadership perceptions in the results above and beyond what was already found from the current findings or perhaps even yielded some different findings altogether.

The second limitation to the current research pertains to how the data were collected. As indicated in the methods section, Directors and Associate Directors used self-report measures (i.e., online survey) to assess their personal view of the value and importance of 11 character dimensions. This type of research relies on participants providing honest and accurate feedback about their leader character which lends itself to social desirability and self-presentation bias. Some may misinterpret or embellish their character ratings as often happens in leadership research (Weese, 2000). A more appropriate assessment would have been to incorporate a 360 approach (i.e., LCIA 360), a measure designed to enhance the self-report feedback by comparing it with multiple perspectives (i.e., direct/indirect reports, colleagues, etc.) (Crossan et al., 2013). This would have allowed for a comparative analysis between what the administrators thought they reflected in their leadership practises, and what their subordinates believed their leaders actually delivered. Similar thrusts might help researchers understand if Athletics Department are more effective when leaders are aligned on character values. In connection to this limitation, the current study could have been enhanced by having Senior Academic Administrators (i.e., President, Provost) from each University report the value their institution places on the different dimensions of leader character. This

would have provided a more accurate comparative analysis for the discussion surrounding what the athletics department deems important, and what the University truly values.

A final limitation that should be acknowledged are the low Cronbach's alpha scores yielded from some of the dimensions within the LCIA instrument. Although the study was exploratory in nature, and the LCIA is still in its relative infancy as a research instrument, results should be interpreted with caution as further reliability and validity analyses could be warranted for the continued use and refinement of the LCIA for leader character research. Furthermore, a larger sample size (i.e., more athletic administrators) could have improved the statistical power of the study, and perhaps yielded stronger Cronbach's alpha scores for better internal consistency.

5.3   Recommendations for Future Research

The topic of leader character is a very new and relevant concept for leadership research. This is especially true for the area of sport management leadership. Researchers have many opportunities in which to expand upon this subject matter. Some of these avenues are briefly described below.

Although the current study's focus is on leadership being conducted at the top of Canadian Intercollegiate Athletic Programs (i.e., Directors and Associate Directors), examining the lower levels of leadership that are taking place within these departments could provide some very interesting findings. For example, future research could assess the leader character of coaches, and/or team captains of teams, and compare these results to those of athletic administrators. Is everyone on board with department leadership initiatives? If not, where are the gaps and how can they be filled? What differences exist between the student athlete leaders and administrative leaders? How can each role learn from each other? Each of these inquiries would be interesting contexts to explore within the leader character framework.

Another avenue for this research may be to replicate this study within a different country, yielding a different interpretation on the importance of sport. For example,

comparing the perspective of administrators within an American Intercollegiate sport context (e.g., NCAA) to that of a Canadian program might be worth examining. Division 1 football and basketball in the United States generate enormous fan bases and millions of dollars on an annual basis. With greater pressures to develop winning programs and attain championships, it would be interesting to investigate whether the leader character of an American administrator differed from that of a Canadian.

Other opportunities exist within different contexts of sport, such as evaluating the impact of leader character on amateur sport organizations (i.e., Municipal, Provincial, and National Sport Organizations) or even at the professional level. Perhaps differences exist between professional sport administrations (focussed on raising profit margins, increasing fan bases, and sustained winning of professional championships) versus those dedicated to collegial and university sport.

Lastly, conducting a longitudinal study with athletic administrators would be very appealing, namely, following the Associate Athletic Directors' career paths, and determining whether higher levels of leader character resulted in promotions to Athletic Director positions. Furthermore, once appointed to Athletic Director, it would be fruitful to see how character of the leader adapted.

5.4   Conclusion

Findings from the current thesis indicate that leader character is an important consideration for effective leadership within Canadian athletics administration. The current study addresses a void present within sport management/leadership literature and advances the understanding of leader character. The current findings highlight the unique importance of certain leader character dimensions in this leadership context, namely Accountability and Integrity. Sport management researchers should continue to investigate the prevalence, perceived importance, and value of leader character, to allow current and aspiring sport leaders to maximize their impact in these leadership roles.

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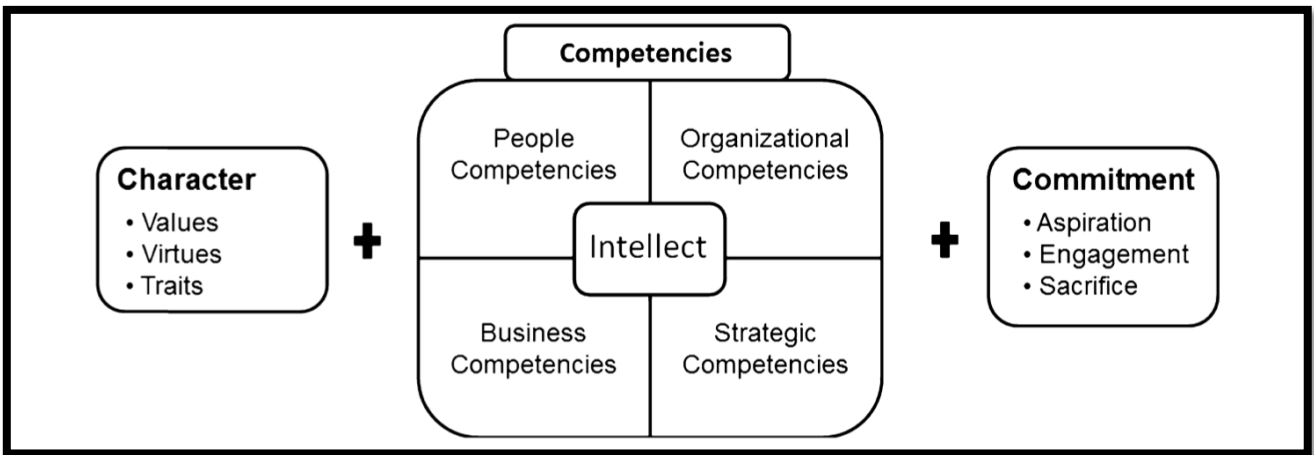
APPENDIX A
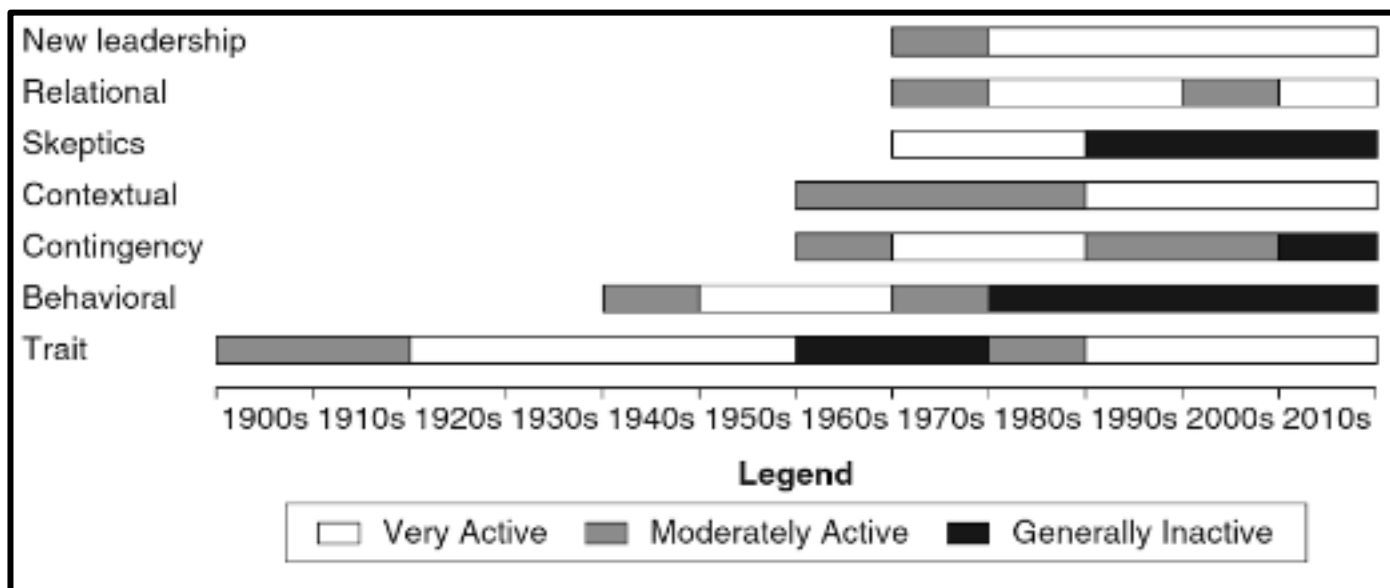
Appendix A. Timeline of leadership theory development (Day & Antonakis, 2012, p.7)

APPENDIX B

Appendix B. Leader character framework (Seijts et al., 2015, p. 67)

APPENDIX C

Appendix C. The effective leader (Seijts et al., 2015, p. 66)

APPENDIX D

Acadia University	Algoma University
Bishop's University	Brandon University
Brock University	Cape Breton University
Carleton University	Concordia University
Dalhousie University	Lakehead University
Laurentian University	McGill University
McMaster University	Memorial University of Newfoundland
Mount Allison University	Mount Royal University
Nipissing University	Queen's University
Queen's University	Royal Military College of Canada
Ryerson University	Saint Mary's University
St. Francis Xavier University	St. Thomas University
Thompson Rivers University	Trent University
Trinity Western University	Université de Moncton
Université de Montréal	Université de Sherbrooke
Université du Québec à Montréal	Université du Québec à Trois-Rivières
Université Laval	University of Alberta
University of Alberta	University of British Columbia
University of British Columbia Okanagan	University of Calgary

University of Guelph	University of Guelph
University of Lethbridge	University of Manitoba
University of New Brunswick	University of Northern British Columbia
University of Ontario Institute of Technology	
University of Ottawa	University of Prince Edward Island
University of Regina	University of Saskatchewan
University of the Fraser Valley	University of Toronto
University of Victoria	University of Waterloo
University of Windsor	University of Winnipeg
Western University	Wilfrid Laurier University
York University	

Appendix D. Canadian Universities that Comprise U Sports

APPENDIX E

Western Research

Western University Non-Medical Research Ethics Board
NMREB Delegated Initial Approval Notice

Principal Investigator: Dr. Karen Danylchuk
Department & Institution: Health Sciences\Kinesiology, Western University

NMREB File Number: 109238
Study Title: Character in Leadership: Perceptions of Canadian Intercollegiate Athletic Leaders

NMREB Initial Approval Date: May 09, 2017
NMREB Expiry Date: May 09, 2018

Documents Approved and/or Received for Information:

Document Name	Comments	Version Date
Western University Protocol	Received May 9, 2017	
Instruments	Appendix A - Athletic Administrator Questionnaire	2017/04/06
Recruitment Items	Appendix B - Canadian Universities with Intercollegiate Athletics Programs - Received for Information Only	2017/04/06
Recruitment Items	Appendix C - Email Script	2017/05/02
Letter of Information & Consent	Appendix D	2017/05/02
Recruitment Items	Appendix E - Reminder Email Script	2017/05/09

The Western University Non-Medical Research Ethics Board (NMREB) has reviewed and approved the above named study, as of the NMREB Initial Approval Date noted above.

NMREB approval for this study remains valid until the NMREB Expiry Date noted above, conditional to timely submission and acceptance of NMREB Continuing Ethics Review.

The Western University NMREB operates in compliance with the Tri-Council Policy Statement Ethical Conduct for Research Involving Humans (TCPS2), the Ontario Personal Health Information Protection Act (PHIPA, 2004), and the applicable laws and regulations of Ontario.

Members of the NMREB who are named as Investigators in research studies do not participate in discussions related to, nor vote on such studies when they are presented to the REB.

The NMREB is registered with the U.S. Department of Health & Human Services under the IRB registration number IRB 00000941.

██

Ethics Officer, on behalf of Dr. Riley Hinson, NMREB Chair or delegated board member

EO: Erika Basile ___ Grace Kelly ___ Katelyn Harris \ Nicola Morphet ___ Karen Gopaul ___

Appendix E. Non-Medical Research Ethics Board Approval Form

Western 🛡

APPENDIX F

Email Script for Recruitment

(to be used when the contact information is publicly available)

RE: An Invitation to Participate in this Research

You are being invited to participate in a study conducted by Zach Weese, a Master's student studying under the supervision of Dr. Karen Danylchuk, Professor of Kinesiology and Associate Dean (Academic) of the Faculty of Health Sciences. The purpose of this study is to explore the importance of character to leadership for individuals occupying the Athletic Director and Associate Athletic Director/Coordinator positions within the 58 Canadian University Athletic Departments. Results of this study will help leaders assess and improve their leadership capacity.

The research instrument will take approximately 15 minutes to complete. The data will be analyzed at the group level in order to ensure confidentiality. Participants will not be compensated for their participation, but an executive summary of the study results will be provided upon request to all potential participants at the conclusion of the study.

We will be sending two subsequent email messages to participants at strategic time intervals as an approach to maximize response rates. This email messages will serve to remind non-respondents to complete and submit their completed instrument.

A letter of information providing additional information on this study is included on the first page of this on-line survey. If you agree to participate in this study we ask that you please click on the link below to access the letter of information and survey link.

On line Survey LINK:

https://uwo.eu.qualtrics.com/jfe/form/SV_5mBCr93Dgdhcf77

Thank you,
Zach Weese, M.A. Candidate
Faculty of Health Sciences
████████████████████████████████████

Dr. Karen Danylchuk, Research Supervisor
Professor and Associate Dean
Faculty of Health Sciences
Western University
████████████████████████████████████

Appendix F. Email Script for Recruitment

APPENDIX G

Character in Leadership:

Perceptions of Canadian Intercollegiate Athletics Administrators

Athletic Administrator Questionnaire

<u>Participant Letter of Information</u>

1. Invitation to Participate.

You are being invited to participate in this research study assessing the importance and utilization of leader character because of your current involvement with executive leadership (i.e., Athletic Director, and/or Associate Athletic Director/Coordinator) at a Canadian University.

2. Why is this study being done?

The purpose of this study is to explore and describe the presence or absence of character within the leaders occupying the Athletic Director and Associate Athletic Director/Coordinator positions within the 58 Canadian University Athletic Departments. Feedback from this study will allow leaders to see their current dimensional strengths to leader character, as well as opportunities for improvement.

3. How long will you be in this study?

The data analysis of this study will take less than 15 minutes to complete.

4. What are the study procedures?

Those choosing to participate will be emailed a questionnaire along with specific instructions for completing the instrument. Results for all Athletic Directors and their Associate Athletic Directors/Coordinator will be pooled and kept confidential. Following the study's completion, all participants will be provided with a report summarizing the study findings.

5. What are the risks / harms of participating in this study?

There are no known or anticipated risks or discomforts associated with participating in this study.

6. What are the benefits?

Participants will benefit in knowing that their feedback may aid in improving the awareness of leader character, as well as its importance to organizational effectiveness. Leaders will also be able to reflect on their strengths and opportunities for improvement as leaders of their respective athletic department.

7. Can participants choose to leave the study?

Participating in this study is completely voluntary. All participants have the right to remove themselves from the study at any time, and request withdrawal of information collected. Please let the researcher know if you wish to have your information removed.

8. How will participants' information be kept confidentiality?

All possible efforts will be made to ensure study records are kept confidential. To oversee the conduct of this research, The University of Western Ontario Non-Medical Research Ethics Board may require access to participant study-related data.

Data results will be stored in the following manner:

- All electronic files will be stored on an encrypted password protected device. The direct research team will be the only ones to have access to this information.

Participation withdrawal does not necessarily include withdrawal of any data accumulated to that point. Confidentiality cannot be guaranteed with information required by law to disclose. Despite the research team's best efforts to protect information, there is no guarantee that we will be able to do so. All personal information about participants will be kept by the researcher in a confidential location for a minimum of three years. While the results of this study are to

be published as a graduate thesis, as well as in peer-reviewed journals; all participant names will not be used in any publications.

9. Are participants compensated to be in this study?

No compensation will be provided for participating in this research.

10. What are the rights of the participant?

Given the voluntary nature of this study, you may choose not to participate. By providing participation consent, each person still has the right to refuse the answering of any specific questions, as well as the choice to withdrawal from the study, at any point in time. By signing this consent form, the participant is not waving any of his/her legal rights.

11. Contacts for further information.

If you have any questions about your rights as a research participant or the conduct of this study, you may contact The Office of Research Ethics ███████████████████████████ If you have questions about this research study please contact Principal Investigator: Karen Danylchuk, ██████████████████████████████.

Appendix G. Participant Letter of Information

APPENDIX H

Character in Leadership:

Perceptions of Canadian Intercollegiate Athletics Administrators

Athletic Administrator Questionnaire

SECTION A:

1. **Please read each statement carefully and consider how likely you would be to engage in the following behaviours, using the scale provided:**

Extremely Unlikely (1)	Unlikely (2)	Neither Unlikely or Likely (3)	Likely (4)	Extremely Likely (5)	Don't Know (0)

1. Modify plans, decisions, and actions in the face of new information or changing conditions
2. Control strong emotions like anger or disappointment, especially in difficult situations
3. Take advantage of any opportunity to learn from someone else
4. Recognize the need for, and take prompt action, without being asked to do so
5. Find the positives in situations, often where others do not
6. Accept responsibility to justify decisions, actions, and outcomes
7. Be sensitive and accommodating to the circumstances of others in order to allow them to perform at their best
8. Actively seek to resolve differences amicably
9. Stand up for my beliefs and values when challenged
10. Approach new experiences with an open, inquisitive, non-judgmental attitude
11. Consistently make decisions and behave in ways that accurately reflect my personal values and beliefs
12. Ensure responses and outcomes are commensurate with the circumstances
13. Solve complex, multi-faceted problems

Extremely Unlikely (1)	Unlikely (2)	Neither Unlikely or Likely (3)	Likely (4)	Extremely Likely (5)	Don't Know (0)

14. Quickly grasp the core issues of challenging problems

15. Take things as they come without letting my emotions get the best of me

16. Recognize how my behavior may impact others

17. Thoughtfully examine my opinions, decisions, and actions as a personal learning and development exercise

18. Approach challenges with energy and passion

19. Demonstrate a strong sense of purpose in life

20. Step up and take ownership of difficult problems

21. Willingly consider and appreciate others' viewpoints, even when different from my own

22. Actively support the development and maintenance of positive relationships among people

23. Demonstrate confidence in my abilities, decisions, and actions

24. Strive to be honest and truthful with myself

25. Apply due process and appropriate standards for all

26. Demonstrate an implicit sense of the best way to proceed

27. Maintain composure in emotionally charged situations

28. Express a sincere appreciation for others' work

29. Consistently deliver high quality work in a timely manner

30. Share my vision for how my organization can be improved in the future

31. Deliver what is required even under difficult situations

32. Demonstrate sensitivity to others' values, feelings, and beliefs

33. Remain open to changing personal opinions when circumstances have changed

34. Display resolve and commitment to see things through

35. Behave in a way that is consistent with organizational policies and practices

36. Keep personal biases to a minimum when making decisions

37. Skillfully analyze facts and use logical reasoning to solve problems

Extremely Unlikely (1)	Unlikely (2)	Neither Unlikely or Likely (3)	Likely (4)	Extremely Likely (5)	Don't Know (0)

38. Make clear-cut and timely decisions with the appropriate amount of information

39. Deal with frustrations and annoyances without becoming angry, agitated, or anxious

40. Let my accomplishments speak for themselves

41. Treat others with dignity, especially when providing feedback

42. Hold and pursue high standards of performance

43. Appreciate the innovation of competitors

44. Willingly take responsibility for my decisions, actions, and associated outcomes

45. Provide opportunities for others to correct their mistakes so that they can improve and develop

46. Recognize and value deep connections with others at all levels within the organization and society

47. Endure and withstand difficult conditions

48. Demonstrate high personal and professional moral standards

49. Consistently treat others fairly

50. Take into account the complexities of a situation when formulating solutions to problems

51. Complete work in a disciplined, thoughtful, and careful manner

52. Admit when I make mistakes

53. Bring a sustained level of energy and vitality to my work

54. Demonstrate the ability to generate original and innovative ideas, products, and approaches

55. Demonstrate generosity towards those who are less powerful

56. Encourage open and honest dialogue

57. Complete projects despite obstacles, difficulties, or discouragements along the way

58. Stay open and honest in my communications with others

Extremely Unlikely (1)	Unlikely (2)	Neither Unlikely or Likely (3)	Likely (4)	Extremely Likely (5)	Don't Know (0)

59. Demonstrate a keen awareness of injustices that occur inside and outside the organization

60. Understand, develop, and implement workable solutions under a variety of circumstances

61. Use sound analysis and logical reasoning to evaluate ideas, decisions, and outcomes

62. Be stimulated and motivated by clever ideas and influences

2. **Please rank order each leader character dimension according to what you believe is most important to your Athletic Program's effectiveness (1 = most important, 11 = least important).**

Ranking	Area	Description
___	**Accountability:**	(i.e., takes ownership, accepts consequences, conscientious, responsible)
___	**Collaboration:**	(i.e., cooperative, collegial, open minded, flexible, interconnected)
___	**Courage**:	(i.e., brave, determined, tenacious, resilient, confident)
___	**Drive**:	(i.e., passionate, vigorous, results-oriented, demonstrates initiative, strives for excellence)
___	**Humanity**:	(i.e., considerate, empathetic, compassionate, magnanimous, forgiving)
___	**Humility**:	(i.e., self-aware, modest, reflective, continuous learner, respectful, grateful, vulnerable)
___	**Integrity:**	(i.e., authentic, candid, transparent, principled, consistent)
___	**Judgment**:	(i.e., situationally aware, cognitively complex, analytical, decisive, critical thinker, intuitive, insightful, pragmatic, adaptable)
___	**Justice:**	(i.e., fair, equitable, proportionate, even-handed, socially responsible)
___	**Temperance**:	(i.e., patient, calm, composed, self-controlled, prudent)
___	**Transcendence:**	(i.e., appreciative, inspired, purposive, future oriented, optimistic, creative)

3. **Please rank order the value you believe your University places on each leader character dimension with respect to leading an Intercollegiate Athletics Program (1 = most valued, 11 = least valued).**

Ranking	**Area**	**Description**
___	**Accountability:**	(i.e., takes ownership, accepts consequences, conscientious, responsible)
___	**Collaboration:**	(i.e., cooperative, collegial, open minded, flexible, interconnected)
___	**Courage**:	(i.e., brave, determined, tenacious, resilient, confident)
___	**Drive**:	(i.e., passionate, vigorous, results-oriented, demonstrates initiative, strives for excellence)
___	**Humanity**:	(i.e., considerate, empathetic, compassionate, magnanimous, forgiving)
___	**Humility**:	(i.e., self-aware, modest, reflective, continuous learner, respectful, grateful, vulnerable)
___	**Integrity:**	(i.e., authentic, candid, transparent, principled, consistent)
___	**Judgment**:	(i.e., situationally aware, cognitively complex, analytical, decisive, critical thinker, intuitive, insightful, pragmatic, adaptable)
___	**Justice:**	(i.e., fair, equitable, proportionate, even-handed, socially responsible)
___	**Temperance**:	(i.e., patient, calm, composed, self-controlled, prudent)
___	**Transcendence:**	(i.e., appreciative, inspired, purposive, future oriented, optimistic, creative)

SECTION B: Demographic Information

1. **Sex of participant:** ____ male ____ female

2. **Years in your current role**: _____

3. **Total years as an Intercollegiate Athletics Administrator**: _____

4. **Current Job Title:** ____ Athletic Director

    ____ Associate Athletic Director/Coordinator

5. **I would like an Executive Summary of the study results:** ____ Yes ____ No

Thank you for your participation in this research!

Appendix H. Athletic Administrator Questionnaire

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APPENDIX I

Email Reminder to Participants

You may recall that you have been invited to participate in a study designed to explore the importance of character to leadership for individuals occupying the Athletic Director and Associate Athletic Director/Coordinator positions within the 58 Canadian University Athletic Departments.

We thank those who have already completed the online survey. We ask those who have not yet completed it to do so using the link below. The survey will take approximately 15 minutes to complete. There are no personal identifiers and data will be analyzed from a group level in order to ensure confidentiality.

Please click on the link below to access the letter of information and survey

On line Survey LINK:

https://uwo.eu.qualtrics.com/jfe/form/SV_5mBCr93Dgdhcf77

Thank you,
Zach Weese, M.A. Candidate
Faculty of Health Sciences
████████████████████████████████████

Dr. Karen Danylchuk, Research Supervisor
Professor and Associate Dean
Faculty of Health Sciences
Western University
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Appendix I. Email Reminder to Participants

Curriculum Vitae

Name:	William Zachary Weese
Post-secondary Education and Degrees:	The University of Western Ontario London, Ontario, Canada 2011 – 2015 B.A. Kinesiology The University of Western Ontario London, Ontario, Canada 2015 – 2017 M.A. (Candidate) Management and Leadership
Honours and Awards:	Executive Member of Kinesiology Graduate Council 2015 – 2017 Faculty of Health Sciences Study Abroad Scholarship 2014
Related Work Experience:	Teaching Assistant The University of Western Ontario 2015 – 2017 Personal Trainer/Wellness Coach YMCA of South Western Ontario 2011 – 2017 Conference Planning Committee North American Society for Sport Management (NASSM) 2011