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## Research Proposal: Assessing the Effectiveness of the "Business on Board" Program

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Strategic Leadership Doctoral Program



RESEARCH PROPOSAL: ASSESSING THE EFFECTIVENESS OF THE  
“BUSINESS ON BOARD” PROGRAM

SUBMITTED TO

# Arts + Business Council of Greater Philadelphia

MAY 2017

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## Sign Off & Distribution List

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## 1. Introduction

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### 1.1. Context

Recognizing that leadership in arts and culture needs to meet the current and anticipated demands being placed on their organizations, the Arts + Business Council of Greater Philadelphia (ABC) created a dynamic Business on Board (BOB) program that focuses on the unique needs of the Philadelphia region's arts and culture sector and its board member placement and board member development<sup>1</sup>. The mission of the BOB program is to strengthen regional non-profit arts organizations by bringing resources and expertise to the sector through: 1) Matching skills, expertise and personal interests to specific boards and 2) training in key aspects of non-profit and board functions. ABC understands the challenges of board governance and the kind of counsel arts and cultural organizations require.

## 2. Executive Summary

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### 2.1. Project

Board performance is widely recognized as a critical ingredient in a non-profit organization's ability to achieve impact and to meet its mission and goals. The problem for many organizations, particularly those operating in the arts and culture environment, is that it can take new board members several months and often longer before they begin to function effectively in their governance role. To speed up the learning curve, BOB provides advance training to prepare new board members to hit the ground running so that they will be able to participate in their initial meetings with confidence. BOB also provides training for current board members seeking to improve their governance and leadership competencies.

As there is no "one best way" for any organization to operate, each board and its members must consider and develop approaches and practices that recognize the unique requirements of its environmental context, services, and their leadership/management.

Assessing the overall effectiveness of the BOB program becomes important for the Arts + Business Council of Greater Philadelphia and for the Boards on which their BOB graduates serve. The proposed project, therefore, is designed to measure the effectiveness of participating in the BOB program on *non-profit board behaviors* and the effect of participation in the BOB program on *leadership of the organization for which*

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<sup>1</sup> In this document, *development* is defined as the capacity to "increase one's own ability and the desire to satisfy one's own needs and to" legitimate the "desires of others. A legitimate desire is one that, when satisfied, does not impede the development of anyone else" (Ackoff, 1986) .

board members provide guidance as well as the companies for whom these individuals work.

## 2.2. Problem Statement

The proposed problem can be defined as three separate overarching questions that address the topic. Each of these questions have their own sub-questions, which will assist in addressing the problem statement:

### → **How effective are BOB graduate board members?**

- a) *What are the perceptions of BOB graduates of their effectiveness on non-profit boards?*
- b) *How do other board members perceive the effectiveness of BOB graduates?*

### → **How does the board service of BOB graduates contribute to the leadership capacity/competency of non-profit organizations?**

- c) *What are the perceptions of BOB graduates about their contribution to the leadership capacity/competency of their non-profit organizations?*
- d) *How do other board members perceive the contribution of BOB graduates to the leadership capacity/competency of their non-profit organization?*

### → **How does the board service of BOB graduates contribute to the leadership capacity/competency in the organizations in which they are employed?**

- e) *What are the perceptions' of BOB graduates about their contribution to the leadership capacity/competency of the organizations in which they are employed?*

## 2.3. High Level Project Scope

### ▪ **In Scope**

- Assessment of BOB graduates' contribution to non-profit arts and culture boards.
- Assessment of BOB graduate training and its contribution to non-profit arts and culture board effectiveness.
- Assessment of BOB graduates' contribution to leadership capacities/competencies in non-profit arts and culture organizations.

### ▪ **Out of Scope**

- Overall assessment of board effectiveness of the non-profit arts and culture boards on which BOB graduates serve.
- Assessment of BOB practice to match board members to non-profit arts and culture organizations.
- Instructor evaluation of the BOB training program instructors.

## 3. Situating the Research

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### 3.1. Board Member Effectiveness

The governance of non-profit organizations has long been regarded as problematic (Cornforth, 2001). As Middleton (1987) and more recently Harris (1999) note staff in non-profit organizations seldom seem to be satisfied with the performance of their boards. Boards are either accused of meddling in the affairs of management or conversely that they are not involved enough (Cornforth, 2001). A variety of governance failures have received a good deal of media attention and raised concerns among the public, government and regulators about the effectiveness of non-profit governance (Gibelman & Gelman, 2000). In response to the perceived problematic nature of governance there has been a growing literature on the effectiveness of governing bodies in non-profit organizations, particularly in North America (Cornforth, 2001, Gill, Flynn & Reissing 2005, Preston & Brown, 2004).

In the non-profit sector, most arts and culture organizations are subject to public scrutiny and must depend on the local community for resource acquisition. As a result, these non-profit arts and culture organizations often attempt to attract people who are powerful, well-known, and highly involved in the community to serve on their boards of directors, thus developing what Wilensky and Lebeaux (1965) describe as a "power board." By maintaining such a power board, a non-profit arts and culture organization is able to reduce uncertainty through a heightened awareness of the priorities and expectations of those who control community resources (Provan, 1980). As a result, the non-profit is likely to enhance its potential to attract scarce resources. This conclusion has been reached by a number of writers across a variety of different organizational settings (Wilensky & Lebeaux, 1965; Auerbach, 1961; Zald, Pfeffer, 1972, 1973). However, largely as a result of very limited growth in resource availability for most non-profit arts and culture programs in recent years, fund sources for non-profit arts and culture organizations have placed an increased emphasis on demonstrated program effectiveness as a prerequisite to funding. Thus, recent and the future of non-profit arts and culture organization growth appears to be based on more objective measures of effectiveness than were used in the past.

In theory, boards function at what Parsons (1964) refers to as the "institutional" level of an organization and, as such, must contend with both internal and external contingencies. Generally speaking, board members are selected either for their expertise and familiarity with the organization and its administrative needs or for their association and involvement with external groups and organizations with which the organization must interact if it is to survive (Provan, 1980). As a result, boards of directors' effectiveness have been studied from essentially two functional perspectives: the internal control function of boards and the external function of co-opting important elements of the organization's environment (Provan, 1980). Both functions are important for organizations, but the relative importance of each depends on the needs of the organization and, especially, the degree of uncertainty in its external environment (Provan, 1980). When an organization faces a highly uncertain environment, a strong emphasis tends to be placed on the external role of the board (Provan, 1980).

For non-profit arts and culture organizations, the assumption that board composition reflects the external environment is not necessarily always valid. Some non-profit arts and culture organizations that are highly effective in providing needed services to clients are often not able to generate increased resources due to the changing priorities of resource sources. Resource acquisition is certainly a major contributing factor in the ability of a non-profit arts and culture organization to deliver quality services, but it is not necessarily an indicator of whether or not resources are being utilized effectively (Provan, 1980). In general, any attempt to assess board effectiveness exclusively using either the internal control functions of boards or the external functions of co-opting important elements of the organization's environment should thus be contingent on the relevance of that particular approach in explaining the effectiveness of the organization being studied.

The proposed study will aim to assess the effectiveness of BOB graduate board members both on the internal control function of their boards and on the external functions of co-opting important elements of the organization's environment. Using this multivariate approach to the measurement of board member effectiveness, the following research question will be addressed:

***I. How effective are BOB graduate board members?***

- a) *What are the perceptions of BOB graduates of their effectiveness on non-profit boards?*
- b) *How do other board members perceive the effectiveness of BOB graduates?*

### **3.2. Leader Development and Leadership Development**

With respect to leadership development initiatives per se, there is a lack of empirical research on the effectiveness of different approaches to leadership development, while at the same time there is a growing interest in new approaches to leadership development (Antonacopolou & Bento, 2004). There is a plethora of approaches to management development, from the formal (MBA, management training courses) through development centers and outdoor development to the informal (on-the-job learning, coaching, mentoring) (Iles & Preece, 2006). Much management development involves the acquisition of “specific types of knowledge, skills, and abilities to enhance task performance in management roles and the application of proven solutions to known problems, which gives it mainly a training orientation” (Day, 2001). How appropriate these approaches are to leadership training and development is open to question, as little research and evaluation has taken place in this area to date.

What are commonly called ‘leadership development’ programs are often in fact ‘leader development’ programs, often involving a mixture of competency models, psychometric assessment of personality, emotional intelligence, team management profile, 360-degree feedback, communication-skills training, coaching, mentoring, motivational speeches and outdoor development (Iles & Preece, 2006). Change orientation, drive for excellence, impact and influence, strategic thinking and customer focus all feature strongly, with ‘emotional intelligence’ emerging rapidly, alongside self-awareness and contrasting leadership styles (Iles & Preece, 2006). These programs are often developed

in partnership with a consultancy company, university, or management college, and usually involve much emphasis on leading and developing people, strategic and innovative thinking, performance management and personal impact, making great use of e-learning, coaching and mentoring, secondments and attachments.

A review of how to create a leadership development program in US public services reveals a strong emphasis on such ‘intrapersonal’ qualities, and what can be termed as ‘leader development’ (Pernick, 2001). Essential tasks included creating program selection criteria (making sure to include personality traits such as desire, purposefulness and confidence), defining leadership competencies, establishing an application process, assessing participants’ current leadership skills (using 360-degree feedback, assessment centers and appraisal data), providing developmental activities (building a personal development plan, coaching and mentoring), aligning structures to reinforce the program, developing leaders in context, planning for the next generation, and evaluating the program (Iles & Preece, 2006). A case study of leadership development in San Diego County (Green, 2002) discusses how the agency developed a ‘Leadership Academy’ involving the identification of talent, use of 360-degree feedback, various psychometric instruments assessing personality and preferences, discussions with the CEO of the strategic plan, coaching, an action learning project, and the completion of a leadership development journal.

Though clearly fashionable, and perhaps even useful as ‘leader development’, another view is that ‘leadership development’ involves attention to a more collective and contextual processes. Day (2001) notes that many currently popular leadership development practices (like 360-degree feedback, mentoring and action learning) were originally developed and implemented in organizations for other reasons (e.g. to improve performance management, enhance socialization, and increase productivity). Perhaps the most popular approaches, follow the individualized, competence-based models of leadership. These approaches are based on personal development programs for developing leaders what can be termed as ‘leader development’ as opposed to ‘leadership development’ (Iles & Preece, 2006). This reinforces the message that leadership is about the personal attributes or competencies of leaders (Pedler et al., 2004) and that such qualities or attributes can be developed through programs of personal ‘leader development’. Such an approach has been described as ‘an alienating social myth’ (Gemmil & Oakley, 1992), encouraging learned helplessness among ‘followers’.

For this project it is held that leadership development also should not be conflated with leader development. Leadership development involves the development of leadership processes in addition to the development of individual leaders. Day (2001) develops a similar argument about the conceptual confusion of a leader’s personal development and leadership development from another perspective, relating this distinction to that between human and social capital. According to Day leadership development is defined as:

*“expanding the collective capacity of organizational members to engage effectively in leadership roles and processes” (Day, 2001: 582).*

Unlike 'leadership competencies', social capital cannot be regarded as a commodity, and one sole actor or 'leader' cannot have 'ownership rights' (Iles & Preece, 2006). Leadership development therefore involves helping people to understand, in an integrative way, how to build relationships to access resources, coordinate activities, develop commitments and build social networks (Iles & Preece, 2006). In order to do this, leaders need to be encouraged to develop their understanding of themselves and their social and organizational communities and imperatives. According to Dixon (1993) leadership development involves building the capacity of people to learn their way out of problems that could not have been predicted, or that arises from the disintegration of traditional organizational structures and the associated loss of sense making.

Whereas most current 'leader development' focuses on skills development and attitude change, with few, if any, connections being made to organizational context or organizational performance, leadership development is oriented to building capacity in anticipation of unforeseen challenges (Iles & Preece, 2006). Rather than seeing leadership in terms of an individual-level skill, as in transformational leadership theory, and in terms of intrapersonal skills and abilities, this approach involves the analysis of the complex interactions between the 'leader' and the social and organizational environment (Iles & Preece, 2006). Leadership is a social process engaging members of a community, with leadership an effect rather than a cause, an emergent property of social interaction in the context of a social system.

In summary, I have argued for distinguishing leader development from leadership development. Leader development refers to developing individual-level intra-personal competencies and human capital (cognitive, emotional, and self-awareness skills for example), while leadership development refers to the development of collective leadership processes and social capital in the organization and beyond, involving relationships, networking, trust, and commitments, as well as an appreciation of the social and political context and its implications for leadership styles and actions.

Organizations should place greater emphasis on experiential learning so as to foster sustained behavioral and practice changes. The learning of leadership takes time to be operationalized, leadership development programs should be continuous and ongoing, rather than single events with no follow-up. The mode of leadership development, which the BOB training program and ongoing non-profit board membership potentially provides reflects this more nuanced social, contextual, networked and distributed view of leadership. How effective it is in encouraging self-understanding and an understanding of social and organizational contexts, and in helping to build/enhance relationships and networks, coordinate actions and develop commitments should thus be the subject of investigation. The BOB training program potentially offers a rare opportunity for leadership development in addition to leader development. It is potentially one of the competitive advantages of the program in relation to other leader development programs. At this stage of the study it proposed that leadership development in addition to leader development should be evaluated in the BOB training program as a distinguishing feature of the program.

The proposed study aims to assess whether any social capital and human capital formation has occurred for both the *non-profit organizations on which BOB graduates*

serve as board members and for the organizations in which BOB graduates are employed. Using this approach to the measurement of leadership development, the following research question will be addressed:

**I. How does the board service of BOB graduates contribute to the leadership capacity/competency of non-profit organizations?**

- c) *What are the perceptions of BOB graduates about their contribution to the leadership capacity/competency of their non-profit organizations?*
- d) *How do other board members perceive the contribution of BOB graduates to the leadership capacity/competency of their non-profit organization?*

**II. How does the board service of BOB graduates contribute to the leadership capacity/competency in the organizations in which they are employed?**

- e) *What are the perceptions' of BOB graduates about their contribution to the leadership capacity/competency of the organizations in which they are employed?*

## 4. Methodology

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### 4.1. Research Design

The research design and methodology is a set of advanced decisions that make up the master plan specifying the methods and procedures for collecting and analyzing the needed information for a research project (Burns & Grove, 2005, Creswell, 2009, De Vaus, 2001, Plano Clark & Creswell, 2010). The type of research design and methodology selected must direct the selection of a population, sampling procedures, methods of measurement and the plan for data collection and analysis (Burns & Grove, 2005). The research design and methodology selected also represents a set of choices, which are influenced by the aims of the researcher, the research questions, the styles or traditions of the research and the relationship between theory and research and the underlying philosophical approach of the researcher (Creswell, 2009). Different research designs and methodologies have different strengths and weaknesses and different areas to which they are best suited (Burns & Grove, 2005, Creswell, 2009, De Vaus, 2001, Plano Clark & Creswell, 2010). Research design decisions and methodology decisions both constrain and support the ultimate conclusions, which are reached in inquiry (Plano Clark & Creswell, 2010).

Clients seek methods that deliver experiential learning that immerses them in their consumers' worlds. They won't be content to just passively observe their consumer; they'll want to experience what it's like to actually be them, even if only for a short while. Clients therefore increasingly value immersive techniques that create opportunities to come out from behind the observation mirror and engage with respondents directly. Clients expect their research partners to not only report the findings, but to also show them a clear, relevant pathway forward. Researchers need to deliver *insights-based consulting*, not just *insights*. This means researchers need to not just find and report insights, but translate those insights in meaningful and compelling ways.

In keeping with the philosophical assumptions of pragmatism and its principles that the research questions and objectives of a study should drive the selection of an appropriate design for inquiry, a qualitative explanatory case study design for inquiry is proposed for this study (Onwuegbuzie & Leech, 2005). The research questions and the objectives of this study demonstrated that they are ideally suited to a qualitative explanatory case study design of inquiry, as it is the only design which allows for abduction and the uncovering of a set of explanations for understanding the results and therefore exploratory research (Johnson & Onwuegbuzie, 2004, Plano Clark & Creswell, 2010, Creswell, 2009, Teddlie & Tashakkori, 2009, Onwuegbuzie & Leech, 2004). A qualitative explanatory case study design is also the only design, which allows for not only the reporting of findings but for the translation of those findings in a meaningful and insightful way. A qualitative explanatory case study research design is therefore proposed for this study.

#### 4.1. Explanatory Case Study Design

An explanatory case study design is an empirical inquiry that investigates a contemporary phenomenon within its real life context using multiple sources of evidence (Noor, 2008). Anderson (1998) sees case studies as being concerned with how and why things happen, allowing the investigation of contextual realities and the differences between what was planned and what actually occurred. Case studies are not intended as a study of an entire organization or contextual setting. Rather case studies are intended to focus on a particular issue, feature or unit of analysis (Anderson, 1998). In order to understand and examine the processes outcome of BOB training activities in both the non-profit organizations and the organizations in which BOB graduates are employed, an explanatory case study method was chosen (Noor, 2008). This method will enable the understanding of the complex real-life activities from multiple sources of evidence (Anderson, 1998). The use of explanatory case studies to probe an area of interest in depth is particularly appropriate in this situation (Noor, 2008). Explanatory case studies are particularly useful where one needs to understand some particular problem or situation in great-depth, and where one can identify cases rich in information.

#### 4.1. Multiple Sources of Evidence

Good research practice obligates the researcher to triangulate, that is, to use multiple methods, data sources, or researchers to enhance the validity of research findings (Mathison, 1988). Regardless of which philosophical, epistemological, or methodological perspectives an evaluator is working from, it is necessary to use multiple methods and sources of data in the execution of a study in order to withstand critique (Mathison, 1988). Accordingly in this study three sources of data will be used to develop each of the explanatory cases.

#### 4.2. Modes of Inquiry

The research questions and objectives of this study require modes of observation, which are suited to social research. The qualitative phases of inquiry of this study will be aimed at exploring issues, understanding phenomena, answering questions and possibly exploring relationships (Teddlie & Tashakkori, 2009). The qualitative modes of

observation would therefore have to allow for probing and the generation of in-depth narrative information of the complex variables within the intricate environment (Teddlie & Tashakkori, 2009). Semi-structured interviews generate rich narrative data, which explores issues, phenomena, trends, questions and relationships, which have emerged. Semi-structured interviews are thus proposed as the modes of inquiry for the data collection in this study.

The research questions of this study are clearly aimed at gathering data from two differing groups of participants for triangulation namely non-profit board members who have participated in the BOB training program and board members who have not participated. Two differing semi-structured interview guides will be required to collect data from the differing participants in the study. See Appendix A for a draft copy of the semi-structured interview protocol, which will be used to collect data from participants who have graduated from the BOB training program. See Appendix B for a draft copy of the semi-structured interview protocol that will be used to collect data from board members who are not BOB graduates but serve on the board with BOB graduates.

Both semi structured interview protocols will be pilot tested before finalizing their final design.

### 4.3. Population and Study Sample

For each case one participant from the BOB training program will be interviewed followed by interviews of two members of the non-profit board on which the BOB graduate participates.

A Purposeful sample will be taken from BOB graduates over the last five years from 2016-2012. A list of potential candidates will be created in consultation with Eileen Cunniffe from Arts + Business Council of Greater Philadelphia with contact details. Candidates will then purposefully be selected from the list and contacted via email to request their participation in face-to-face interviews, which are estimated to take 45 minutes to complete.

Board members from the candidates non-profit board will then also be identified by contacting the relevant non-profit organization. Potential board members will then be purposefully selected in consultation with Eileen Cunniffe from the list and contacted via email to request their participation in face-to-face interviews, which are estimated to take 30 minutes to complete. All the interviews could also be conducted via Skype if necessary to accommodate participants.

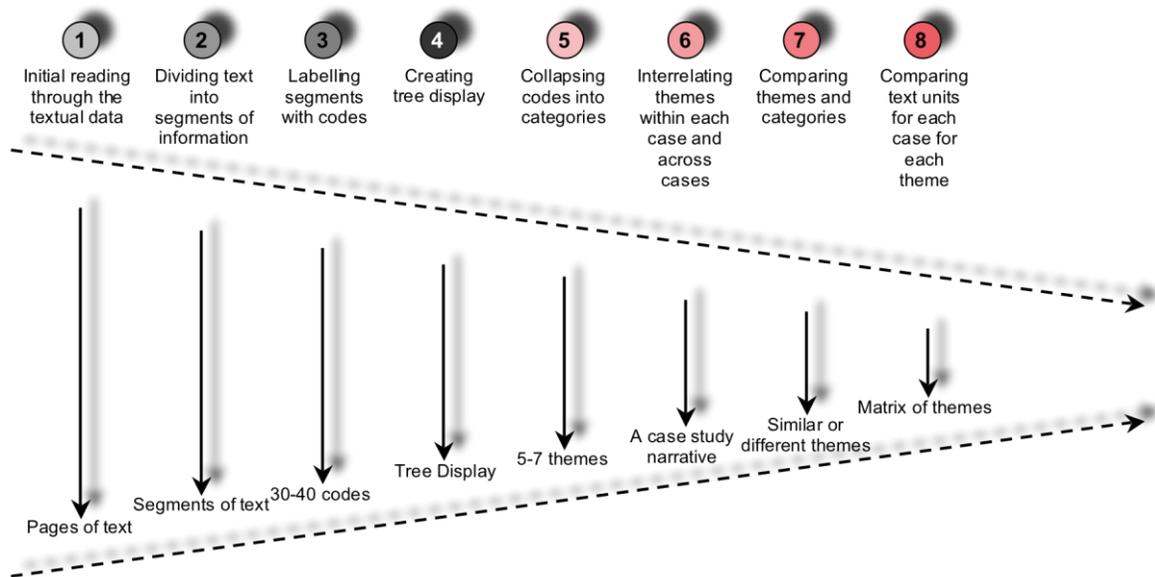
An appropriate sample size for a qualitative study is one that adequately answers the research questions (Marshall, 1996). For simple questions or very detailed studies, this might be in single figures; for complex questions large samples and a variety of sampling techniques might be necessary (Marshall, 1996). In practice, the number of required subjects usually becomes obvious as the study progresses, as new categories, themes or explanations stop emerging from the data (data saturation) (Marshall, 1996).

Clearly this requires a flexible research design and an iterative, cyclical approach to sampling, data collection, analysis and interpretation (Marshall, 1996). This contrasts with the stepwise design of quantitative studies and makes accurate prediction of sample

size difficult when formulating a research proposal. Accordingly a purposeful sampling technique is proposed for the cases in this study. In purposeful sampling, the researcher will actively select the most productive sample to answer the research questions. Initially only three cases will be developed for this study.

#### **4.4. Data Analysis Strategies**

The process of qualitative data analysis involves making sense out of text and image data. Each of the semi-structured interviews will be audio taped and transcribed verbatim to construct this textual data. The transcriptions will then be checked for accuracy by listening to the audio and by comparing it with the transcribed text. The open coding and analysis of the textual data will then be performed.



**Figure 4.1 Visual model of the qualitative data analysis**

Figure 4.1 represents a visual model of the qualitative data analysis, which is proposed for the study. From figure 4.1 it can be seen that to analyze the qualitative data the following steps will be undertaken:

1. The data will firstly be organized and prepared for analysis. This will involve transcribing the interviews from audio to text and the typing up of the field interview guide notes from the interviews (Creswell, 2009).
2. A preliminary exploration of the data will then be conducted by reading through the transcripts of each case, which will assist in acquiring a general sense of the information, and by writing memos on each transcript (Ivankova & Stick, 2007). The following questions will be reflected upon during this step: (a) what general ideas were the participants stating? (b) What was the general impression of the overall depth, credibility, and use of the information? (Creswell, 2009).
3. Detailed analysis will then be undertaken by coding the data and by segmenting and labeling the text (Creswell, 2009, Ivankova & Stick, 2007). Coding simply implies the organization of the material into ‘chunks’ before bringing meaning to those ‘chunks’ (Creswell, 2009). During this step, the segments of text will be labeled with a term; often terms will be based on the actual language of a participant.
4. The codes developed in step 3 will be utilized in step 4 to develop a small number of themes by aggregating similar codes (Creswell, 2009, Ivankova & Stick, 2007). These themes will be developed for all of the cases and each theme will be supported by diverse quotations from interviews.

5. The themes will then be connected and interrelated to each other by establishing patterns of themes, which look for correspondence between themes within the same individual case (Ivankova & Stick, 2007).
6. A narrative will then be developed for each interview by constructing descriptions and themes for each individual interview (Ivankova & Stick, 2007). The narrative will include naturalistic generalizations (Creswell, 2009) and interpretations of the interview that the researcher constructed to make the interview understandable.
7. A cross-interview thematic analysis will then be conducted to identify common or unique themes across interviews (Ivankova & Stick, 2007). During this step the researcher will examine themes across interviews to delineate themes that are common or different to all situations.
8. Finally the data analysis will involve making interpretations or meaning of the data and reporting the “lessons learned”. These lessons will be the researcher’s personal interpretations, based on his/her own culture, history, and experiences (Ivankova & Stick, 2007). Finally, new questions raised by the data will also be included (Creswell, 2009).

## 5. Ethics

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### 5.1. Ethical Issues

Ethical issues are present in any kind of research (Orb, Eisenhauer & Wynaden, 2001). The research process creates tension between the aims of research to make generalizations for the good of others, and the rights of participants to maintain privacy (Orb, Eisenhauer & Wynaden, 2001). Ethics thus pertains to doing good and avoiding harm. Harm can be prevented or reduced through the application of appropriate ethical principles. The protection of human subjects or participants in any research study is imperative. In line with this approach multiple safeguards will be used to protect the rights of the participants in the qualitative phase of this study. Firstly, permission to be interviewed will be received from each participant. Secondly, the research purposes and a description of how the data will be used will clearly be articulated verbally and in writing to the interview participants so that they are clearly understood. Thirdly, the participants will be assured that their names and titles will not be revealed at any stage during the research. Lastly, an introductory memorandum from Philadelphia University Institutional Review Board (IRB) and the Arts + Business Council of Greater Philadelphia will also be distributed to interview participants indicating that the research has been approved to proceed and that the process adequately and ethically protects the participants and their rights.

## 6. Conclusions

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The proposed study aims to assess the effectiveness of BOB graduate board members both on the internal control function of the boards on which they serve and on external functions of co-opting important elements of the organization's environment. The study will further also asses whether leadership development has occurred through social capital formation for both the non-profit organizations on which the BOB graduates serve as board members and for the organizations in which BOB graduates are employed.

A qualitative approach will be adopted for the research design, which will utilize semi-structured interviews for data collection. A purposeful sampling technique will be used in which the researcher will actively select the most productive sample to answer the research questions. This approach is clearly a flexible research design and an iterative, cyclical approach to sampling, data collection, analysis and interpretation. Thematic analysis will then be used to interpret the data and to establish the findings of the research.

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## Appendix A

# Semi-Structured Interview Guide BOB Graduates

## I. Interview Information:

In this section information pertaining to the interview and interviewee will be recorded:	
<b>a.</b>	Interview #
<b>b.</b>	Interviewee
<b>c.</b>	Date
<b>d.</b>	Time
<b>e.</b>	Medium
<b>f.</b>	Length of interview
<b>g.</b>	Place of interview
<b>h.</b>	Organization work/non-profit
<b>i.</b>	Experience of the interviewee work/non-profit boards
<b>j.</b>	Length of service of the interviewee on current board

## I. Introduction:

Topics:	
<b>k.</b>	<p>Recoding permission</p> <p>Obtain permission to record the interview from the interviewee before initiating the interview</p>
<b>l.</b>	<p>Purpose of the interview</p> <p>Board performance is widely recognized as a critical ingredient in a non-profit organization's ability to achieve impact and to meet its mission and goals. To speed up the learning curve, BOB provides advance training to prepare new board members to hit the ground running so that they will be able to participate in their initial meetings with confidence. BOB also provides training for current board members seeking to improve their governance and leadership competencies. The proposed project, is designed to measure the effectiveness of participating in the BOB program on <i>non-profit board behaviors</i> and the effect of participation in the BOB program on <i>leadership of the organization for which board members provide guidance as well as the companies for whom these individuals work.</i></p>

<b>m.</b>	Confidentiality	Review of confidentiality emphasizing that nobody but the researcher will know what was disclosed in the particular interview.
<b>n.</b>	Duration of the interview	This interview should take less than 45 minutes to complete
<b>o.</b>	How the interview will be conducted	Explain the structure of the interview and that in addition to the recording you will also be taking notes during the session.
<b>p.</b>	Opportunity for questions	Allow the interviewee an opportunity to ask any questions before continuing

## II. Internal & External Functions of Board Members:

	<b>Questions:</b>	
<b>Q1.</b>	Can you tell me about how you became interested in being a non-profit board member?	
<b>Q2.</b>	Can you describe your experience with the BOB training program?	
	<p><b>Topic guide for Q2.</b></p> <ul style="list-style-type: none"> <li>• BOB training program – 1) Classroom 2) Board observer</li> <li>• Effectiveness of BOB training program</li> <li>• Missing components from the BOB training program from your experience</li> <li>• Your employer’s view of non-profit board membership</li> </ul>	
<b>Q3.</b>	In which capacity (member/officer/chair/president) do you serve on the non-profit board of which you are a member?	
	<p><b>Topic guide for Q3.</b></p> <ul style="list-style-type: none"> <li>• What specific talents, skills, expertise, and experience do you contribute to the board</li> <li>• Contribution to the internal management/control functions of the non-profit</li> <li>• Linking your board to any external stakeholders, or resources in the environment</li> <li>• Additional skills which are not contributed to the board which could benefit the non-profit</li> </ul>	

<b>III. Leadership:</b>	
<b>Questions:</b>	
<b>Q4.</b>	How have you contributed to your non-profit's board as a result of completing the BOB training program?
<b>Q5.</b>	How has the board changed since your election to the non-profit board?
<b>Q6.</b>	Can you describe any relationships, contacts, resources or commitments you have developed for your non-profit organization?
<p><b><u>Topic guide for Q6.</u></b></p> <ul style="list-style-type: none"> <li>• Integrative way to build new commitments, relationships, access resources, coordinate activities and to develop new social networks</li> </ul>	
<b>Q7.</b>	What do you thinking you have learnt from the BOB program and your board membership?
<b>Q8.</b>	What have your learned from the BOB training program and being a board member that has had an impact on your professional life?
<b>Q9.</b>	Can you describe an example of a important decision or difficult conversation at a board meeting? Has this equipped you to better deal with work challanges in your own work environment?
<p><b><u>Topic guide for Q9.</u></b></p> <ul style="list-style-type: none"> <li>• Integrative way to build new commitments, relationships, access resources, coordinate activities and to develop new social networks</li> </ul>	

<b>Vi. Interview Conclusion:</b>		
<b>Topics:</b>		
<b>C1.</b>	Opportunity for closing questions	Allow the interviewee an opportunity to ask any closing questions
<b>C2.</b>	Thank you	Thank the interviewee for taking the time to meet with you to conduct the interview
<b>C3.</b>	Closing remarks	As may be applicable

<b>Vii. Interviewer Conclusions:</b>		
<b>Initial Impressions:</b>		
<b>IC1.</b>	What was the best quote that came out of the interview?	
<b>IC2.</b>	What was the best story or example that came out of the interview?	

## Appendix B

# Semi-Structured Interview Guide Board Members/Ex Officio Staff Members

## I. Interview Information:

In this section information pertaining to the interview and interviewee will be recorded:	
a.	Interview #
b.	Interviewee
c.	Date
d.	Time
e.	Medium
f.	Length of interview
g.	Place of interview
h.	Organization work/non-profit
i.	Experience of the interviewee work/non-profit boards
j.	Length of service of the interviewee on current board

## I. Introduction:

Topics:	
k.	<p>Recoding permission</p> <p>Obtain permission to record the interview from the interviewee before initiating the interview</p>
l.	<p>Purpose of the interview</p> <p>Board performance is widely recognized as a critical ingredient in a non-profit organization's ability to achieve impact and to meet its mission and goals. To speed up the learning curve, BOB provides advance training to prepare new board members to hit the ground running so that they will be able to participate in their initial meetings with confidence. BOB also provides training for current board members seeking to improve their governance and leadership competencies. The proposed project is designed to measure the effectiveness of participating in the BOB program on <i>non-profit board behaviors</i>.</p>

<b>m.</b>	Confidentiality	Review of confidentiality emphasizing that nobody but the researcher will know what was disclosed in the particular interview.
<b>n.</b>	Duration of the interview	This interview should take less than 30 minutes to complete
<b>o.</b>	How the interview will be conducted	Explain the structure of the interview and that in addition to the recording you will also be taking notes during the session.
<b>p.</b>	Opportunity for questions	Allow the interviewee an opportunity to ask any questions before continuing

## II. Internal & External Functions of Board Members:

Questions:	
<b>Q1.</b>	In which capacity do you serve on the non-profit board of which you are a member?
<b>Q2.</b>	Can you describe the specific talents, skills and expertise that your colleague from the BOB training program has contributed to your board?
<b>Q3.</b>	Can you compare BOB graduates to other new board members? Is there an observable difference?
<b>Q4.</b>	Can you describe how your BOB colleague has contributed to any internal function in your non-profit organization?
<b>Q5.</b>	Can you describe if your BOB colleague has linked your board to any external stakeholders, networks, new people or resources in your non-profit's environment?

<b>III. Leadership:</b>		
<b>Questions:</b>		
<b>Q6.</b>	Can you describe how your colleague from the BOB training program has contributed to your board?	
<b>Q7.</b>	How has the board changed since your colleague from BOB joined the board?	
<b>Q8.</b>	Can you describe any relationships, contacts or commitments you have developed for your non-profit through your BOB colleague?	
	<p><b><u>Topic guide for Q7.</u></b></p> <ul style="list-style-type: none"> <li>Integrative way to build new commitments, relationships, access resources, coordinate activities and to develop new social networks</li> </ul>	
<b>Q9.</b>	What do you think you have learnt from your BOB colleague?	

<b>Vi. Interview Conclusion:</b>		
<b>Topics:</b>		
<b>C1.</b>	Opportunity for closing questions	Allow the interviewee an opportunity to ask any closing questions
<b>C2.</b>	Thank you	Thank the interviewee for taking the time to meet with you to conduct the interview
<b>C3.</b>	Closing remarks	As may be applicable

<b>Vii. Interviewer Conclusions:</b>		
<b>Initial Impressions:</b>		
<b>IC1.</b>	What was the best quote that came out of the interview?	
<b>IC2.</b>	What was the best story or example that came out of the interview?	

## Appendix C

# Consent for Participation in Interview Research

I volunteer to participate in a research project conducted by Dr. Eugene Louis de Klerk from Jefferson University . I understand that the project is designed to gather information about non-profit board membership. I will be one of approximately 9 people being interviewed for this research.

1. My participation in this project is voluntary. I understand that I will not be paid for my participation. I may withdraw and discontinue participation at any time without penalty. If I decline to participate or withdraw from the study, this information will not be disclosed to anyone.

2. I understand that most interviewees will find the discussion interesting and thought-provoking. If, however, I feel uncomfortable in any way during the interview session, I have the right to decline to answer any question or to end the interview.

3. Participation involves being interviewed by researchers from Jefferson University. The interview will last approximately 30-45 minutes. Notes will be taken during the interview. An audio tape of the interview and subsequent dialogue will also be made. If I don't want to be taped or recorded, I will not be able to participate in the study.

4. I understand that the researcher will not identify me by name in any reports using information obtained from this interview, and that my confidentiality as a participant in this study will remain secure. Subsequent uses of records and data will be subject to standard data use policies which protect the anonymity of individuals and institutions.

5. Fellow board members, administrators or staff from my non-profit organization or my employer will neither be present at the interview nor have access to raw notes or transcripts. This precaution will prevent my individual comments from having any negative repercussions.

6. I understand that this research study has been reviewed and approved by the Institutional Review Board (IRB) for Studies Involving Human Subjects at Jefferson University. For research problems or questions regarding subjects, the Institutional Review Board may be contacted at [irb@philau.edu](mailto:irb@philau.edu).

7. I have read and understand the explanation provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study.

8. I have been given a copy of this consent form.

\_\_\_\_\_ My Signature

\_\_\_\_\_ My Printed Name

For further information, please contact:

Dr. Eugene Louis de Klerk [+267 206 0849, [deklerk0454@mail.philau.edu](mailto:deklerk0454@mail.philau.edu)]

\_\_\_\_\_ Date

\_\_\_\_\_ Signature of the Investigator