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Influence of Leadership Approaches on Intrinsic Motivation of Career Professionals in Ontario Non-profit Employment Agencies: An Exploratory Case Study

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Abstract

This exploratory case study (Yin, 2009) investigated those leadership approaches that are used by mid-level managers of seven non-profit employment agencies in Ontario, Canada, to support the intrinsic motivation of seven career professionals who work with them. Unlike profit-earning organizations, career professionals of non-profit employment agencies in Ontario do not get any additional financial incentives for exceeding their targets of helping job seekers find sustainable employment. The research used a transformative learning theory lens (Mezirow, 1991), and also an Interpretivist framework (Merriam, 1998) to understand the data. This study also sought to find what motivates career professionals to reach and exceed their pre-set targets without the availability of any additional bonus. Seven mid-level managers and seven career professionals of non-profit employment agencies were interviewed. A semi-structured interview format was used for the one-on-one interviews. Additional data were collected via document perusal, and the researcher's reflective journals. Data were coded and analyzed thematically using a content analysis method. Triangulation and member-checking were performed for ensuring reliability of data (Yin, 2009). Findings of the study suggest that mid-level managers of Ontario non-profit employment agencies largely use transformational leadership approaches for building and sustaining career professionals' intrinsic motivation, although, they sometimes use transactional approaches as well. The study also suggests that the career professionals of the seven non-profit employment agencies are by and large, intrinsically motivated, and three of their key motivators are "passion for their jobs", "empathy for the clients" and "changing other people's lives".

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Chapter 1

Introduction

In the three years leading up to Canada's 2008 recession, Ontario's unemployment rate hovered between a low of 5.9% in May of 2006 and a high of 6.5% in September of 2008 (Tiessen, 2014, p. 15). The unemployment rate in Ontario rose to 9.1% in 2009 when the recession hit Canada, and the rate slowly dropped over time to 6.5% in 2017 (Statistics Canada, 2017). In light of the need to minimize unemployment, a number of non-profit employment agencies in Ontario receive funding from one or more tiers of the government for helping job seekers find sustainable employment.

The Greater Toronto Area (GTA) currently has a population of 5.5 million, with 2.7 million of those people living in the City of Toronto (City of Toronto, 2014). According to Employment and Social Development Canada (2014), the unemployment rate in Toronto was 7.8% in 2014, and unemployment rates for Toronto reduced somewhat in 2013, but have not returned to pre-recession levels of 7.5% in 2008. As of May 2017, unemployment rate in Toronto had been reduced to 7.2% (Toronto Economic Bulletin, 2017), while unemployment rate in Ontario remains at 6.4% (Ministry of Advanced Education and Skills Development, 2017). The number of Employment Insurance (EI) beneficiaries was lower in 2013 than in 2011 (Toronto Vital Signs, 2014). However, youth unemployment rates are still high in Ontario. For example, the 2013 unemployment rate for Ontario youth between the ages of 15 and 24 ranged between 16 and 17.1 per cent, higher than the average Canadian range of 13.5 to 14.5 per cent (CTV News, 2013). In The Globe and Mail newspaper, Chiose (2014) reported that recent graduates from different universities in Ontario were doing worse in almost all measures

of employment compared to those who graduated before the recession. In response to the above issues relating to the actual or possible unemployment of Ontarians, a number of not-for-profit organizations are delivering various government-funded programs to help people find sustainable and meaningful jobs, which means jobs aligned with job seekers' professional fields and/or educational/training backgrounds. For example, if a newcomer with relevant experience and a mechanical engineering degree from Iran finds a job in Toronto as a customer service representative at a retail store, the employment will not be considered 'meaningful' by the Ministry of Advanced Education and Skills Development (MAESD), which provides funding for the Employment Ontario program; however, if the client finds a job as a mechanical designer or heating, ventilation and air conditioning commissioner – the employment will be considered meaningful to the funder, namely, The Ministry of Advanced Education and Skills Development.

By way of explanation, the non-profit sector is comprised of private, voluntary, and non-profit organizations and associations. It refers to a set of organizations and activities that, in effect, exist next to the institutional complexes of government, state, or public sector on the one hand, and the for-profit or business sector on the other. Sometimes referred to as the "third sector" (Anheier, 2005, p. 4) with government and its agencies of public administration being the first, and the world of business or commerce being the second, the non-profit sector is one that has gained more prominence in recent years especially in the fields of welfare provision, education, community development, international relations, the environment, or arts and culture (Anheier, 2005). In its recent trend analysis for volunteers' board of directors of community organizations of Canada, Ontario Non-profit Network (2015) claimed that Canada's non-profit sector is the second

largest in the world, just behind that of the Netherlands. In Canada there are 1, 61, 227 non-profit organizations in this sector, which employ 1.3 million people who constitute 8.5% of the economically active people (Ontario Non-profit Network, 2015, p.3). The same report noted that 45.1% of the core non-profit sector's revenue comes from earned income, i.e., sales of goods and services, and an additional 17.1% comes from membership fees. Government transfers from the three levels of government comprise only 20.9% of revenue, with charitable donations being at 13.3%, and 3.6% comprising other sources (Ontario Non-profit Network, 2015, p.3). Non-profit employment agencies, funded by various levels of the government, offer different employment preparation and bridging programs to immigrants, internationally educated professionals, youths, and people with barriers to finding meaningful employment. One of the largest such programs is known as Employment Ontario, operated by the Ministry of Advanced Education and Skills Development and it is a 'one-stop' source of information and services for students, job seekers and employers. In 2007, Employment Ontario (EO) brought together employment and training services from the federal and provincial governments into one coherent and comprehensive service delivery system (Ministry of Advanced Education and Skills Development, 2014). According to the Ministry of Advanced Education and Skills Development (2014), the ministry operates EO as a one-stop source of information, services and programs for students, job seekers, and employers.

As the operator of Employment Ontario, the Ministry is responsible for:

- delivering employment and training services to the public across the province;
- developing policy directions for employment and training;

- managing provincial programs to support workplace training and workplace preparation, including apprenticeship, career and employment preparation, and adult literacy and basic skills;
- undertaking labour market research and planning. (Ministry of Advanced Education and Skills Development, 2017)

Employment Service, one of the programs of Employment Ontario, offers a range of resources, supports, and service components to respond to the career and employment needs of individuals and the skilled labour needs of employers. The Employment Service is delivered by a network of third-party service providers, which are also known as non-profit employment agencies. Services are tailored to meet each individual's needs and can be provided one-on-one or in a group format (Ministry of Advanced Education and Skills Development, 2014). As well, Employment Service can help individuals get on a path to higher skill training and employment. The Employment Ontario program, which is delivered via different non-profit employment agencies in the province, serves any job seekers irrespective of age, nationality, and ethnicity as long as they are eligible to work in Canada. The four components of the Employment Service listed above provide a highly flexible 'tool kit' of services that can be customized to a client's particular needs (Ministry of Advanced Education and Skills Development, 2017).

Some of the non-profit employment agencies also run sector-specific bridging projects for 'eliminating the gap' between newcomers' employability skills and labour market requirements. Ministry of Citizenship and Immigration provides funding for a number of 'bridge training projects' for helping immigrants integrate into the Canadian

labour market. Eleven new Bridge Training projects are receiving \$3.35 million over two years to help highly skilled immigrants put their skills and experience to work in Ontario (Ministry of Citizenship and Immigration, 2016). Ontario Ministry of Citizenship and Immigration (2016) requires that Ontario Bridge Training Programs help skilled newcomers get their license or certificate in their profession or trade, so they can find employment in Ontario that is commensurate with their skills and experience. The Government of Ontario funds employers, colleges, universities, occupational regulatory bodies, and community organizations to deliver bridge training programs, with partial funding support also coming from the Government of Canada. Non-profit employment agencies help job seekers find meaningful jobs through the support provided by employment consultants and job developers. While employment consultants provide employment preparation services to job seekers, job developers continuously promote job seekers to local employers, ideally helping newcomers and foreign trained professionals find meaningful jobs.

According to the National Occupational Classification, Government of Canada (2016), employment counselors provide assistance and information to job-seeker-clients (people who look for jobs) on all aspects of employment search and career planning. The employment counselors and job developers also provide advice and information to employer-clients (employers who want to hire candidates through non-profit employment agencies) regarding relevant employment issues and human resource matters.

Employment counselors are employed by human resource departments of establishments, employment service organizations, consulting firms, correctional facilities, and by federal and provincial governments.

Employment counsellors perform some or all of the following duties:

- Interview clients to obtain employment history, educational background, and career goals;
- Identify barriers to employment and assist clients with such matters as job readiness skills, job search strategies, writing résumés, and preparing for job interviews;
- Assess need for assistance such as rehabilitation, financial aid, or further training and refer clients to the appropriate services;
- Provide established workers with information and strategies for maintaining a job or moving within an organization, dealing with job dissatisfaction, making mid-career changes, and adjusting to workplace transitions;
- Collect labour market information for clients regarding job openings, entry and skill requirements and other occupational information;
- Advise employers on human resource and other employment-related issues;
- Provide consulting services to community groups and agencies, businesses, industry, and other organizations involved in providing community-based career planning support or resources;
- May administer (if necessary) and interpret tests designed to determine the interests, aptitudes, and abilities of clients. (Government of Canada, 2016)

In this non-profit industry in Canada several terms are also used for employment counselors, e.g., employment consultants, career counselors, career coaches. Another group of career professionals (who promote job seekers to employers and assist them in finding jobs) are known by various names including job developers, employment

outreach counselors, and employer marketing and outreach consultants. In this study I used the term career professionals for both employment consultants and job developers.

This exploratory case study investigated why, how, and what leadership approaches are being used by mid-level managers of non-profit employment agencies for building and supporting the intrinsic motivation of career professionals, who include employment consultants and job developers, from the standpoint of both the managers themselves and the career professionals.

Outline of the Client Service Process in Ontario Non-profit Employment Agencies

Typically, employees of a non-profit employment agency include frontline staff such as administrative assistants/ receptionists, employment consultants, and job developers. Some employment consultants, who provide resource and information and assessment services to clients, are called resource and information consultants or specialists. Figure 1 depicts the basic client service process at non-profit employment agencies:

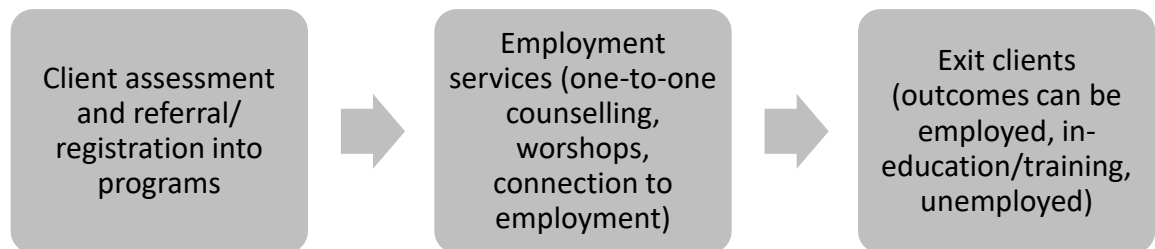


Figure 1: Client service process at non-profit employment agencies

Generally, when prospective clients visit a non-profit employment agency in Ontario looking for employment or training services, they initially meet with a resource and information consultant/specialist whose role includes assessing the clients' needs,

and referring them to an appropriate program or service. For example, an internationally-educated engineer may get referred to a bridging program whereas a recently laid-off Canadian citizen may get referral to the ES (Employment Service) program, which is part of the Employment Ontario (EO) program. At that stage, different types of interventions occur according to clients' needs. Each ES client is assigned to an employment consultant whose role is to provide employment preparation which in effect, takes place in several steps. For example, clients receive various services including one-on-one counseling on different areas of employment preparation including resume writing and targeting, job search techniques, networking, and using social media for job search. Many clients also benefit from attending job search workshops.

In Ontario, a large number of clients tend to find sustainable employment by utilizing job search skills gained through these services. Some clients who fail to find sustainable employment through the support of employment consultants are referred to the Job Matching and Placement Incentive (JMPI) service, where they are supported by job developers, who build relationships with employers and promote those clients for possible hire. The job developers' role is to build relationships with employers through cold-calling or networking, and promoting job seekers to employers. Job developers also organize job fairs and invite employers to take part in different events. Under the EO program, job developers, in collaboration with prospective employers, identify clients' potential barriers to employment and offer some financial incentives to employers for accommodating or overcoming these barriers. For example, incentives may be offered to employers for providing on-the-job training to new hires. The employment consultants have to open or register clients, and subsequently 'exit' them. 'Exit' occurs at a point

when clients in the assisted Employment Service reach their employment plan goal, are no longer actively participating in service, have decided against continuing with service, or cannot be assisted further (Ministry of Advanced Education and Skills Development, 2014, p. 29). The job developers also have to exit clients. The clients are exited when they find employment, start attending training or education, or stop job searching for personal reasons. Over the course of a month, employment consultants and job developers have to exit a certain number of clients with employed outcomes for reaching their monthly targets. They are also given some quotas for closing/exiting clients into education, or as unemployed. For example, 71% of clients might need to be exited as 'employed', 11% into 'education/training', and 18% in 'other', which includes 'unemployed'. Employment Service of the Employment Ontario program of each Ontario non-profit employment agency is managed by a manager of employment services. Many of those managers are also assigned to the responsibility of managing the whole site, and hence are also known as site managers. These managers need to strictly monitor the performance of career professionals in order to ensure that the standards set by the funding ministry are met, or preferably exceeded in most cases. I conducted this study as an insider, e.g., at the time of this study, I was an insider, which means I worked in an agency of the type that formed part of the focus of this research.

Statement of the Problem

As noted earlier, unlike profit-earning organizations, employees of non-profit employment agencies do not get any additional financial incentives for exceeding their monthly or yearly targets for helping clients find employment. Anheier (2005) suggests that Canada has over 66,000 (p. 7) organizations with formal charitable status, that

provide a range of services from education, youth programs, health, culture, and the arts.

Those organizations serve all sectors of the population.

Wright (2015) states:

The Canadian non-profit sector is the second largest in the world – in 2012 it contributed \$176 billion to the national economy accounting for 8% of GDP, employing two million Canadians and benefiting from over 13 million volunteers. Despite the significance of these figures, the non-profit sector is increasingly faced with challenges that impede growth and sustainability, leaving marginalized populations without access to life saving and life changing services (p. i).

With the almost universal reduction in government funding at all levels (federal, provincial, and municipal) in Canada, these non-profit organizations, similar to other public sector institutions, are increasingly being asked to do more with less (McMurray, Pirola-Merlo, Sarros & Islam, 2009). With limited resources and increasing client needs and demands for services, the only way for the organization to survive is to adapt to the needs of this rapidly changing environment (Uzonwanne, 2015). This is true in the context of non-profit employment service providers. My personal observation of the leadership styles in non-profit employment agencies over 12 years in this field suggests, because of employees' typically having limited extrinsic motivation, leaders need to adjust their leadership styles to more fully reward the intrinsic motivation of employees in order to better support and retain employees. In other words, the larger context and employees' mostly intrinsic motivation means leaders should adapt and reward/support that motivation, i.e., the intrinsic motivation. For example, as noted earlier, career professionals, i.e., employment consultants and job developers of Ontario non-profit employment agencies are given specific targets for helping clients find meaningful jobs. Also as noted earlier, the term 'meaningful jobs' implies that these are jobs that align

with job seekers' field and level of education and work experience. Employment consultants provide employment preparation supports to job seekers, which includes resume preparation and customizing, facilitation of job search workshop on various topics, interview preparation and other similar services. Job developers build relationships with employers, promote both employment programs and their clients and eventually place clients, ideally, in meaningful jobs.

In Ontario, the funding ministry establishes numeric annual targets for each agency, and accordingly the respective agency has to help a certain number of job seekers to find jobs. The funding is allocated according to the number of people that each agency is assigned to serve. In terms of the Employment Ontario (EO) program funded by the Ministry of Advanced Education and Skills Development (MAESD), the funding ministry allocates the number of people to be served by each agency and distributes funding accordingly. Not only does each agency need to reach its targets, but also an agency is often required to exceed targets in order to ensure that continuous funding is received from the Ministry. For example, a certain amount of funding is allocated by MAESD to a non-profit employment agency to serve 600 job seekers in a year. The service provider agency has to determine how this fund can be utilized for reaching and ideally exceeding the target for serving certain number of clients or jobs seekers. Accordingly, the funding for an agency which serves 1000 clients a year should understandably be higher than that of another agency which serves 800 clients.

Non-profit employment agencies allocate the target of clients (i.e., unemployed people to be served) equally among the number of career professionals (employment consultants and job developers). This target allocation warrants career professionals to

bring in and 'exit' certain numbers of clients every fiscal year. This process involves assessing clients, referring or registering clients into appropriate programs, providing employment services, and exiting them either when clients find employment, or start an education/training program, or stop job searching for personal reasons. The yearly target is divided into monthly targets, which career professionals need to meet, and sometimes exceed in order to ensure that their employer agency continues to receive funding from the Ministry.

The career professionals in Ontario-based non-profit employment agencies are either on salaries, or paid on an hourly basis. One reason why they do not receive bonuses or commissions for exceeding their targets is because these agencies do not make profits. By contrast, recruiters in private employment agencies in Ontario receive commissions in addition to their base pay for exceeding their recruitment and placement targets. In those scenarios, the more clients are placed by private recruiters, the higher is the revenue of for-profit organizations.

Baines, Compey, Cunningham, and Shields (2014) identified negative aspects of working in the non-profit organizations as being a lack of helpful supervision; inadequate funding and pay; inequitable pay within programs of work units; restrictions; regulations; measurement tools; and accountability measures. Under the current circumstances, mid-level managers of non-profit employment agencies need to use various leadership approaches to ensure that employees' intrinsic motivation is sustained and recognized appropriately so that the job remains as a source of inspiration or meaning, and productivity is also either maintained or improved. Leonard (2012) notes that non-profit employees respond more favourably to leadership behaviours that are employee-oriented.

In the absence of being able to reward extrinsic motivation, mid-level managers in non-profit employment agencies need to use effective leadership approaches that tend to support or build career professionals' intrinsic motivation.

Purpose of the Study

The purpose of the study was to explore why, how, and what leadership approaches are used by mid-level managers of Ontario non-profit employment agencies and identify whether, why and in what ways that leadership builds career professionals' intrinsic motivation. The reason that this study is important is because the research findings may help non-profit employment agencies do their work even better. At present non-profit employment agencies help a large number of job seekers including immigrants, youths, and people with multiple employment barriers. They also assist local employers to find suitable candidates for various positions. Hence, not only do they help job seekers find employment, but they also indirectly contribute to the economic growth of the country by assisting employers in filling their vacancies, which in turn leverages the smooth functioning of both the manufacturing and service sectors.

Findings from this research will potentially help the managers of non-profit employment agencies understand more about the potential organizational value and the impact of particular leadership approaches on the intrinsic motivation of career professionals.

Research Questions

The perceptions of mid-level managers and career professionals were drawn upon via one-to-one interviews with mid-level managers and career professionals to respond to research questions. As well, document perusal was drawn upon to provide triangulated

data. To recap, the study used following questions for addressing the above during data analysis:

Question 1: As formal leaders of non-profit employment agencies, how do mid-level managers support and reward the intrinsic motivation of career professionals?

Question 2: Why do mid-level managers of non-profit employment agencies use particular leadership approaches to lead their teams in ways that may build intrinsic motivation?

Question 3: What are the reasons behind building the intrinsic motivation of the career professionals of non-profit employment agencies?

Question 4: What motivates career professionals to reach and sometimes exceed their targets?

The research questions have been answered in the “Findings and Discussions” section in Chapter Five, and “Conclusions, Implications, and Recommendations” section in Chapter Six, by identifying the leadership approaches being used by mid-level managers to strengthen employees’ intrinsic motivation, and sources of intrinsic motivation for career professionals.

Definition of Key Terms

Definitions of key terms used in the study are described below:

Exploratory case study. An exploratory cases study can be used as a “pilot” study to identify research questions and procedures to be used in subsequent studies. As well, some types of “what” and “why” questions are exploratory (Yin, 2009, p. 9). This study asked “what” and “why” questions to identify Ontario mid-level managers’ leadership approaches, and career professionals’ motivators to build their intrinsic motivation.

Units of analysis. Yin (2009) pointed out that a tentative definition of the unit of analysis is related to the way the initial research questions have been defined. Yin (2009) states, “Selection of the appropriate unit of analysis will start to occur when you accurately specify your primary research questions.” (p. 30). Mid-level managers as well as career professionals of seven Ontario non-profit employment agencies were the units of analysis for this study.

Interpretivist approach. The strength and power of an Interpretivist approach lies in its ability to address the complexity and meaning of perceptions, experiences and situations. Beyond subjectivity, the interpretive paradigm is one that thrives upon subtlety, and one where hidden and important meaning maybe located within inflections of voice, body language, and/or situational details (Black, 2006). The interpretivist/constructivist researcher tends to rely heavily upon the ‘participants’ views of the situation being studied (Creswell, 2003, p.9) and recognises the impact on the research of their own background and experiences (Mackenzie & Knipe, 2006).

Transformative learning theory. Transformative learning theory as presented by its chief ‘architect’, Jack Mezirow (1991, 2000), points to the view that significant learning in our lives involves ‘meaning making’ that can lead to a transformation of our personality or worldview (Anfara, & Mertz, 2006). This framework picks up on the value and importance of meaning-making, which is what intrinsically oriented employees’ value. Kitchenham (2008) suggests that two major elements of transformative learning are critical reflection or critical self-reflection, on assumptions and critical discourse, where the learner validates a best judgment (Mezirow, 2006) or “the process an

individual evokes to monitor the epistemic nature of problems and the truth value of alternative solutions” (King & Kitchener, 1994, p. 12).

Leadership: Definitions of leadership by different authors and researchers point out that leadership involves influence, groups of people and common goals. The relationship between leadership and power has been described by Burns (1978) who stated that leadership is an aspect of power, but it is also a separate and vital process in itself. According to Burns, “Leadership is exercised in a condition of conflict or competition in which leadership contend in appealing to the motive bases of potential followers” (p.18). Bass and Riggio (2006) pointed out that leadership can occur at all levels and by any individual. While describing the components of leadership, Northouse (2016) stated that leadership is a process, it involves influence, it occurs in groups, and involves common goals. According to Northouse (2016), “Leadership is process whereby an individual influence a group of individuals to achieve a common goal.” (p. 6).

Intrinsic motivation. Speaking generally, when someone performs an activity because of finding it interesting, and obtaining satisfaction from the activity, the performer will be considered intrinsically motivated. Gagne and Deci (2005) stated that intrinsic motivation involves people doing an activity because they find it interesting and derive spontaneous satisfaction from the activity itself.

Extrinsic motivation: A person will be considered extrinsically motivated when performing a task for instrumental reasons. According to Gagne and Deci (2005) extrinsic motivation requires an instrumentality between the activity and some separable consequences such as intangible or verbal rewards, so satisfaction comes not from the activity itself but rather from the extrinsic consequences to which the activity leads.

Design Elements in this Case Study

Case study researchers should make explicit the theoretical/conceptual framework that supports the choice of participants (Gay, Mills & Airasian, 2012). As noted previously, the study used the lens of transformational learning theory (Mezirow, 1991), which, according to Anfara and Mertz (2006) hypothesizes that significant learning in our lives involves meaning-making that can lead to a transformation of our personality or worldview. Transformative learning is learning that, in effect, transforms problematic frames of references or fixed assumptions and expectations (habits of mind, meaning perspectives, mindsets) to make them more inclusive, non-discriminating, open, reflective, and emotionally able to change as an outcome of that learning. Such frames of reference are better than others (to try to understand) because they are more likely to generate beliefs and opinions that will prove truer or justified to guide action (Mezirow, 1991). Transformative learning can apply to the context where mid-level managers of non-profit employment agencies, through their leadership approaches, are able to support the intrinsic motivation of career professionals. As indicated earlier, it focuses on how adults make meaning of their life situation and, in turn, how this meaning-making impacts individual and/or development (Anfafa & Mertz, 2006).

A transformative learning framework assisted in characterizing the phenomena, identifying who or what was and was not included in the study and analyzing the data. Again, this study analyzed what leadership approaches were used by mid-level managers of non-profit employment agencies in Ontario for building career professionals' intrinsic motivation. The perception of career professionals' intrinsic motivation was considered in light of the leadership approaches provided.

As noted earlier, an Interpretivist framework was also used in the study. Researchers within the Interpretivist paradigm rely on an emic view (an insider perspective) often nested in small-scale, specific projects such as case studies (Yin, 2009). Brooke (2013) stated, “there are many differing realities in the world and hence research needs to take into account how human situations, behaviours, and experiences construct realities which are inherently subjective” (p. 431). In this paradigm, researchers can freely evaluate each other’s work as an explanation rather than a truth. So, the study relied on the perspectives of mid-level managers and career professionals respectively when collecting data and interpreting data.

Key Parameters for the Study

Transformative learning theory (Mezirow, 1991), and an Interpretivist approach (Creswell, 2003) were used in the study as frames for understanding data. Different leadership approaches, including, and especially transformational, and transactional leadership were considered while analyzing data.

Conceptual Framework

The main topic and the three sub topics of the study are described below prior to depicting the conceptual framework.

Main topic. Mid-level managers of a non-profit employment agency use particular leadership approaches to build and sustain the intrinsic motivation of employment consultants and job developers so that they can provide highly effective support to job seekers

Subtopic 1. What does a mid-level manager of a non-profit employment agency do to acknowledge the achievements of career professionals, and how does the mid-level manager do that?

Subtopic 2. What are the key motivators for sustaining and building the intrinsic motivation of employees of non-profit employment agencies?

Figure 2 illustrates how the conceptual framework of the study interweaves theoretical frameworks, research topics, sub-topics, and major questions.

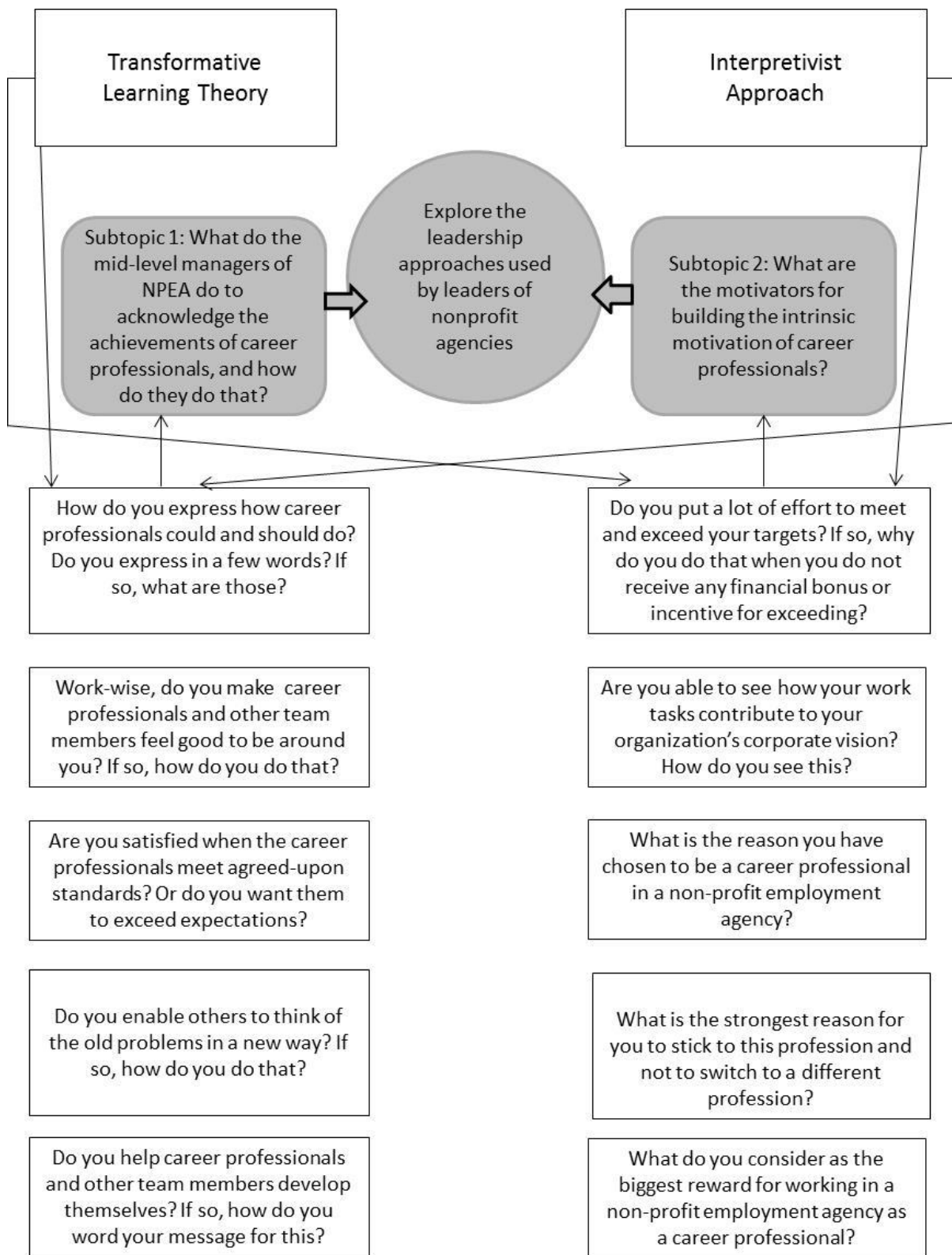


Figure 2: Conceptual Framework

Figure 2 depicts that Transformative Learning Theory and Interpretivist lenses were used for interpreting data obtained from both the mid-level managers and career professionals. For nominal purposes five out of 15 interview questions for mid-level managers and five out of 12 interview questions for career professionals have been shown in the diagram. Information obtained from mid-level managers were fed into subtopic one and information obtained from career professionals were fed into subtopic two.

Mid-level managers' responses to the questions helped to unveil whether their perceptions of (their own) leadership behaviour indicated transformational, transactional, or other approaches to leadership.

Figure 2 conceptual framework usually specifies the topics, sub topics and theoretical framework of the study.

How the research questions connect, and whether they are broadly sequential, have been described below:

Subtopic one and interview with managers: Connections between subtopic one and the questions for managers of non-profit employment agencies that were used in the interview are related because these questions seek answer to a major question, "What does a mid-level manager of a non-profit employment agency do to acknowledge the achievements of career professionals, and how does the mid-level manager do that?"

Subtopic two and interview with career professionals: The interviews for career professionals of non-profit employment agencies helped to provide the answer to subtopic two.

Leadership Approaches in the Non-profit Sector

This section discusses the nature of work performed by non-profit employment agencies, and how different leadership styles are used by managers in those agencies to motivate employees. The non-profit sector employs over 600,000 people and represents 2.6% of Ontario's GDP, making non-profits a major contributor to the province's economic growth. Paid workers, like volunteers, drive community-building work in the province (Ontario Non-profit Network, 2014). It is a demanding task for non-profit leaders to ensure that employees remain motivated almost all the time at work.

Most Ontario non-profit organizations run their activities for the well-being of different target groups including immigrants, job seekers, and youths. Non-profit organizations have both paid employees as well as volunteers working towards the accomplishment of their organizational goals. The vast majority of charities and non-profits in Canada are smaller community-based organizations. For many of these organizations, it is a significant challenge to recruit and retain staff due to the lower salaries and fewer benefits (including pension plans) they can offer prospective and existing employees given their limited financial resources (Imagine Canada, 2012). As a manager of employment services at a non-profit employment service provider in Ontario, I have to make sure that our team members, consisting of employment consultants and job developers, reach (and sometimes exceed) their targets. Again, we do not make any profit - we are not able to offer our career professionals any bonus or additional financial incentive for their achievements. This sometimes makes it potentially challenging for the mid-level managers of non-profit organizations to motivate their career professionals.

Chen (2014) and Leonard (2013) suggest that human motivation can in varying degrees be both or either intrinsic or extrinsic, and findings of this Ontario-based study imply that many non-profit employees are generally intrinsically motivated. Any claim that “non-profit managers are motivated intrinsically instead of extrinsically” would be somewhat misleading due to the intrinsic-extrinsic dichotomy not recognizing that it is a mix rather than one form alone and the comparison with ‘only’ extrinsically motivated business sector workers (Chen, 2014). As a result, a number of researchers including Gagne and Deci (2005), Chen (2014), Chen and Bozeman (2013) used Self Determination Theory to explain motivational styles as being on a spectrum moving from intrinsic motivation, different levels of extrinsic motivation, to amotivation (Chen & Bozeman, 2013). Not everyone can be motivated by intrinsic or extrinsic factors. Some people show no motivation at all toward certain behaviours that others may perceive as instrumental to desired outcomes. Self-determination theory identifies it as amotivation, a regulatory style implying “not valuing an activity” and consequently “not believing it will yield a desired outcome” (Ryan and Deci, 2000a, p. 61).

As noted earlier, this study examined the leadership behaviour of the mid-level managers of non-profit employment agencies and considered that in light of transformational, and transactional leadership in particular.

Limitations of the Study

The study used purposeful sampling method for selecting participants. The sample size consisted of 14 participants, which comprised mid-level managers and career professionals (i.e., employment consultants and job developers) of 14 non-profit employment agencies. Clearly, this small sample size did not adequately represent the

entire Ontario-based populations of such managers, employment consultants, and job developers. This limitation did not significantly impact the research because, as Creswell (2002) asserts, the data collection in qualitative research often consists of collecting information from a small number of individuals or sites. Because qualitative researchers collect data to gain insight into the phenomena or interest (Gay, Mills & Airasian, 2012), richness of data is more important than the size of sample.

In the next chapter, a literature review is provided in order to understand what other research suggests about relevant leadership approaches and motivation.

Chapter 2

Literature Review

The literature review is organized into three sections namely, search methodology, findings from the review of literature, and some salient points emerging from the literature review.

Search Methodology

Upon identifying appropriate literature, I completed a review, and organized information under certain categories. Those categories include transformational and transactional leadership approaches, use of transformational leadership in education, and impacts of leadership approaches on leader-follower leadership. When I conducted interviews for collecting data for my study, the responses of mid-level-managers indicated that most of them use transformational, and sometimes transactional leadership approaches. This is why I focused on these two leadership approaches in particular while conducting the literature review. Different concepts of motivation and how they influence the workgroup performance were also included in the search. Hence, empirical studies on leadership and motivation in public service, non-profit and relevant large and medium-sized organizations were also included in this section because my exploratory case study attempted to identify the leadership approaches of Ontario non-profit employment agencies, and their influence on career professionals' intrinsic motivation. Research was drawn from peer-reviewed works of leadership researchers which has been published in local and international journals of education, management and psychology, and books on various topics of leadership, and transformative learning theory. I also

reviewed literature on transformative learning theory (Mezirow, 1991) because I used this theory as the theoretical framework for my study.

A literature search was performed using specified terms such as leadership approaches, transformational leadership, motivation, intrinsic motivation, and non-profit leadership. While searching for relevant literature, three different approaches were utilized: 1) online library of Western University using the summon function, 2) other online portal like Google Scholar, and 3) key article reference searches. For Western University's library as well as Google Scholars, key words such as "leadership", "non-profit organizations", "motivation" have been used. Other key words that have been used for the search include, "transformational leadership", "transactional leadership", and "intrinsic motivation".

After finding relevant literature on main research question, I reviewed, and synthesized information in the body of the literature review. The searched literature shed some light on my main research question, which is, how the mid-level-managers of non-profit employment agencies support and reward the intrinsic motivation of career professionals. In particular, the literature review helps us understand how, and which leadership approaches motivate employees in non-profit and other types of organizations. Major features of transformational and transactional leadership approaches, and various aspects of leadership practices in non-profit, public, and education sectors were discussed in the literature review. The literature review discussed different leadership approaches, such as transformational and transactional leadership, and described how the leaders who use these approaches lead and motivate their followers. The literature review also

addressed the importance of building employees' intrinsic motivation and how extrinsic motivation can even be counterproductive.

Findings from the literature review

The following discussion focuses on transformational and transactional leadership approaches:

Transformational and transactional leadership approaches. Leadership is a widely researched area, and different leadership approaches came into being at different times describing various aspects of and perspective to leadership. Burns (1978), the originator of transformational leadership, stated that one of the most universal cravings of our time is a hunger for compelling and creative leadership, and also pointed out that the crisis of leadership is the mediocrity or irresponsibility of the people who are in power. According to Northouse (2016), the transformational leadership approach has gained popularity since the early 1980s. Bass and Riggio (2006) suggested that one of the reasons for the popularity of transformational leadership is its emphasis on intrinsic motivation and follower development. As per Northouse, transactional leadership differs from transformational leadership in that the transactional leader does not individualize the intrinsic needs of followers or focus on their personal development. Burns argued that mutual needs, empathy and growth characterize all leadership, and he rejects the elitist (great-man) and anti-elitist (populist) theories alike as ignoring the dialectical relationships between those who lead and those who follow. Seven years later Bass (1985) based his theory of transformational leadership on Burn's earlier conceptualization, and modified, as well as elaborated on Burn's transformational leadership theory.

Transformational leadership. Burns (1978) defined transformational leaders as people who seek to increase followers' consciousness by appealing to their higher ideas and values and not their baser instincts. Avolio and Bass (1999) stated that conceptualization of transformational leadership included four leadership factors, which they labeled as charisma or idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Burns (1978) stated that the concept of charisma has enriched the study of leadership, and defined the term as the endowment of "divine grace" (p. 243).

Charismatic leaders were described from a followers' perspective by Evans, Hassard and Hyde (2013), who mentioned that followers attribute charismatic qualities to a leader, based on their observation on the leaders' behaviours and outcomes associated with it. Anderson and Sun (2017) discussed whether charismatic leadership and transformational leadership are distinct styles. Referring to existing literature, they pointed out that there are more similarities between these two leadership approaches/styles than differences. Anderson and Sun further informed of a very similar distinction to the socialized/personalized distinction in charismatic leadership as the distinction between pseudo and authentic transformational leadership. Some researchers, for example, Bass and Steidlmeier (1999) and Rowold and Heinitz (2007) emphasized the significance of transformational leaders' having a moral foundation and ethical value besides the charisma. The essence of the distinction is that authentic transformational leadership rests on "a moral foundation of legitimate values" (Bass & Steidlmeier 1999, p. 184). Such an ethical foundation is essential to the charismatic/transformational leader's vision (Rowold & Heinitz 2007).

The four dimensions of transformational leadership (Bass, 1985) are described below:

1. Idealized influence or charisma represents the degree to which the leader behaves in admirable ways that cause followers to identify with the leader. These leaders act as role models for followers, and have very high standards of moral and ethical conduct.

2. Inspirational motivation describes leaders corresponding high expectations to followers. These leaders motivate followers to become committed to the shared vision of the organization, and challenge them with high standards.

3. Intellectual stimulation refers to a leadership behaviour that stimulates followers to be creative and innovative. Leaders with this characteristic also inspire followers to challenge their own beliefs and values and those of their leader and the organization.

4. Individualized consideration is a magnitude of leadership where leaders provide a supportive climate by paying attention to the individual needs of their followers. Northouse (2016) pointed out that leaders with this leadership capacity act as mentors and coaches to the followers. In addition, Parolini and Winston (2009) found that transformational leadership is motive-driven, which also puts this leadership style in a position to be helpful during challenging situations and trying to move the organization towards accomplishing organizational motives or objectives.

Transactional leadership. The three dimensions that conceptualize transactional leadership are: contingent reward and two forms of management by exception (Bass, 1985). According to Judge and Piccolo (2004), management by exception can be active

and passive, depending on timing of the leaders' intervention. They pointed out that active leaders monitor follower behaviour, anticipate problems, and take corrective actions before the behaviour creates serious difficulties, while passive leaders wait until the behaviour has created problems before taking action. Judge and Piccolo described contingent reward as the degree to which a leader organizes constructive transactions or exchange with followers. For example, the leader clarifies expectations and sets up the rewards for meeting those expectations. So, transactional leadership involves the process of reward and corrective actions in order to achieve organizational goals. Transactional leaders reward followers for meeting expectations, and take corrective actions when followers fail to meet expectations. According to Nye Jr. (2013), while transformational leaders use conflict and crisis to raise followers' consciousness and transform them by appealing to their higher ideals and moral values rather than emotions of fear, greed, and hatred, transactional leaders rely on the hard power measures of 'carrots and sticks' to appeal to their followers' self-interests. Transactional leadership focuses on the task-related exchange of actions and rewards between followers and leaders, which often needs the existence of hierarchy and authority to be displayed (Tyssen, Wald & Heidenreich, 2014). Transactional leaders reward their followers if they do what is expected of them and penalize them if they deviate from expectations (Bass, 1990). According to Nye Jr. (2013), transactional leaders rely on the hard power resources of carrots and sticks to appeal to their followers' self-interest. Although Burns (1978) claimed transformational and transactional leadership represent opposite ends of a single continuum (Judge & Piccolo, 2004), Bass (1985) argued that the best leaders are both transformational and transactional. Nye Jr. provided several examples of historical

leaders like Franklin Roosevelt and Harry Truman who demonstrated different aspects of both transformational and transactional approaches in their leadership behaviour.

During a comparative analysis of transformational and transactional leadership in the non-profit sector, McMurray, Sarros and Isalm (2010) showed that the source of power for transformational leadership is trust while power comes from reciprocity and hierarchy and position in transactional leadership. Later in the study the authors also pointed out how a supportive leadership style relates to the wellbeing of the followers. Avolio (2007) analyzed different theories of leadership and showed how most of them are considered theoretically inadequate because they primarily excluded followers when examining what constituted leadership.

The above discussion shows that there are some overlaps but also some differences among certain leadership styles and approaches. This discussion provides valuable information for my study, which explored the influence of leadership approaches used by mid-level managers of non-profit employment agencies on career professionals' intrinsic motivation.

Influence of leadership approaches on non-profit employees' commitment and performance. Study findings support the view that, for better or worse, leadership approaches influence the workgroup climate of respective organizations. Several articles suggest that both transformational and transactional leadership approaches are used in non-profit organizations; however, their impacts on workgroup climate are often different from one another. Transformational leadership has been defined as a managerial capability that “raises the level of human conduct and ethical aspirations of both the leader and the led, and thus it has a transforming effect on both” (Burns, 1978, p. 20).

According to Northouse (2016), “Transformational leadership involves a leader providing an exceptional form of influence that moves followers to accomplish more than what is usually expected of them” (p. 161).

According to Bass (1985), transactional leadership is linked to ‘position power’ sources such as reward and authority whereas Burns (1978) compared transactional theory to that of the short-lived relationships between sellers and buyers because they cannot repeat the identical exchange and must move on to new types and levels of gratifications. In one sense, transactional leadership is evident in the bulk of leadership models, which focus on the exchange that occurs between leaders and their followers (Northouse, 2016). McMurray, Sarros and Islam (2010) conducted a measurement of leadership styles in a study by using the transformational leadership scale (TLS, Podsakoff et al, 1990) on permanent full-time, permanent part-time and casual employees in Melbourne, Australia, and revealed a strong positive effect of leadership on employee commitment amongst those leaders who demonstrated a transformational style. The study findings also suggest that more highly educated employees are likely to apply and experience transformational leadership. This can be connected to Mezirow’s (1991) transformative learning as he stated, “Employers can encourage or discourage perspective transformation among employees. Employees who have become critically reflective can help employers develop creative strategies for dealing with change.” (p. 194). Mezirow also noted that ‘perspective transformation’ may occur when occasionally we are forced to assess or reassess the basic premises we have taken for granted and find them unjustified. Avolio, Bass and Jung (1999) conducted a study to test the six factor model of transactional and transformational leadership proposed by Bass (1985), using a larger

and more heterogeneous sample than included in prior research. Avolio et al.'s study found that the best of leaders typically displayed mostly transformational but also sometimes displayed transactional leadership.

Findings of a study conducted by McMurray, Islam and Pirola-Merlo (2012) from a survey of 200 permanent, full-time, part-time and casual employees depict a positive relationship between leadership characteristics and workgroup performance. The findings in that study identified that leadership individually influenced workgroup climate in non-profit church-based organizations, but which in turn did not significantly influence workgroup performance. This information is useful for the study, which, as noted earlier attempted to find out what leadership approaches are used in non-profit employment agencies and how these approaches support and reward intrinsic motivation of employees. In this section I reviewed some literature focusing on the influence of leadership approaches on non-profit employees' commitment and performance, and in the next section I reviewed literature discussing the use of transformational leadership in education.

Use of transformational leadership in education. Leadership plays a crucial role in the public education sector in particular because it is a non-profit area. Leithwood and Sun (2012) navigated through unpublished research for exploring the nature and effects of transformational school leadership (TSL). Among the conclusions arising from the study is that several of the most widely advocated models of effective educational leadership actually include many of the same practices. Aggregate TSL as well as each of the individual TSL practices had moderate effects on teachers' internal states and behaviors, as a whole, as well as on school conditions as a whole. One reasonable

interpretation of these two sets of results is that TSL has direct effects on teachers' internal states and behaviors and these, in turn, influence school conditions. This interpretation is consistent with recent efforts to conceptualize the indirect influence of leaders on students (Leithwood, Patten, & Jantzi, 2010; Silins, Mulford, & Zarins, 2003). Because of the similarities between non-profit-employment agencies and educational institutions, this finding is important for my study which explored the influence of leadership approaches of mid-level managers of non-profit employment agencies on career professionals' intrinsic motivation.

Jantzi and Leithwood (1996) conducted a study with the dual purposes of developing a theoretical account of how teachers' perceptions of transformational school leadership are formed, and providing an initial empirical test of the theory. The study inquired about the extent to which variation in teachers' perceptions of transformational leadership by principals is accounted for by selected unalterable characteristics of leaders, teachers, and schools, as well as by alterable conditions inside and outside of the schools in which teachers work. Jantzi and Leithwood showed six dimensions of leadership practice such as, identifying and articulating a vision, fostering the acceptance of group goals, providing individualized support, intellectual stimulation, providing an appropriate model, and high performance expectations. They showed a general model of information processing involving short-term memory and long-term memory, and apply the model to leader perceptions. Data for this study were collected from surveys of teachers and principals during the second and third years of a larger five-year study of policy implementation in the Canadian province of British Columbia. Three important implications arose from the results, two practical and one more theoretical. First, doing

good work on behalf of one's school, and being seen to do such work, is likely to be the most powerful strategy for positively influencing teachers' perception of one's leadership; put simply, it is what people do, not who they are, that matters to teachers. Another implication of the study concerns the role of a leader's gender. Results in that study suggest significant gender effects but do not indicate how much of the total variation in teacher leader perceptions are explained by gender.

Because of the similarities between non-profit employment agencies and educational institutions, particularly in terms of their broader goal, which is to provide services rather than making profits, this article is important for my study. Besides, the content of this article resembles one of my research questions, which is, "Why do mid-level managers of non-profit employment agencies use particular leadership approaches to lead their teams in ways that may build intrinsic motivation?" In my study, most of the career professionals pointed out that they like their occupation because they are able to help in changing their clients' lives. Similarly, Jantzi and Leithwood informed that teachers and principals do good work on behalf of one's school, and being seen to do such work, is likely to be the most powerful strategy for positively influencing teachers' perception of one's leadership.

Leithwood and Azah (2016) conducted a study as part of the annual evaluation and research work associated with Ontario Leading Student Achievement (LSA) Network for Learning project, and the primary goal of the study was to develop the professional capacities of their individual members in order to provide more effective leadership in individual schools. Leithwood and Azah stated that several of those practices are similar to the transformational leadership practices. Evidence from the study, in combination

with arguments about the value of transformational practices in network contexts, have important implications for future research on network leadership. Such research, according to Leithwood and Azah, should test a more comprehensive set of leadership practices on both mediating and outcome network variables. This study addressed two questions: the primary question concerned the characteristics of effective leadership networks while the second question asked about the relative contribution to members' learning of their network engagement. Guided by a model of network effectiveness, data for the study were collected from responses to a 53 items survey by 450 principals, all of whom belonged to a network of their peers in their own districts and, in some cases, outside their districts as well.

Transformational leadership has been described by Bottery (2001) as a form of leadership that goes beyond the application of generic managerial and administrative techniques because it has values and purposes that surpass the transactional relationship between leaders and followers. There exists a genuine danger, as pointed out by Bottery, that 'transformational leadership' may be undermined to a form which serves centralized political and economic concerns. Until practitioners and theoreticians in education recognize the power and importance of policy makers in setting the agenda, steering the practice, and shaping the values of educators, Bottery believes that many suggestions for the improvement of education and society in general will remain unconnected. The arguments of Bottery further suggest that educators make a difference only if they want to, and this will be largely determined by whether their professional culture is such as to suggest that this is change which matters. The conclusion drawn by Bottery asserts that

teaching profession must examine its own values, priorities, and those of its government's.

Accountability and sustainability in school leadership: Mulford and Moreno (2006) identified two areas that educational leaders need to focus on, which are accountability and sustainability. Through the metaphoric use of a true story of sinking a huge ship in 1625, Mulford and Moreno (2006) illustrated the importance of sustainability in education leadership. First Mulford and Moreno described the story of building an enormous ship by the order of King Gustavus II of Sweden, and how the ship sank soon after it had launched its first voyage. After this disastrous failure, which caused the lives of some 50 people on board, the king tried to figure out who was responsible for the failure so that the responsible person could be punished, but he was not able to punish anyone because no one took the responsibility for the failure of keeping the ship afloat. Mulford and Moreno compared this historical disaster incident to the context of school reform and addressed the significance of accountability and sustainability in educational leadership. The moral of the story by Mulford and Moreno reveals important concepts of educational leadership, such as, accountability pressure and absence of accountability, the myth about the need for “bigger ships” (p. 207) for productivity and efficiency in the delivery of public service, and the failure of middle management to communicate and pass crucial disquieting evidence. Mulford and Moreno pointed out that sustainable leadership is related to the sustainability of public school systems, and sustainable leaders are those who engage the school community in deep democracy, which they described as involving respect for the worth and dignity of individuals and their cultural traditions, respect for and proactive facilitation of free and open inquiry, recognition of

interdependence, individual participation in free and open inquiry and collective choices, and actions in the interest of the common good. Similar to an educational set up, accountability and responsibility also play an integral role in non-profit employment agencies, where leaders' decisions impact the respective projects/programs, organization, and clients' lives.

The above discussion of educational leadership delves into several important aspects including the significance of using an appropriate leadership approach, and significance of accountability and sustainability of school leadership. Findings from the above literature are considered pertinent to my study because of similarities between educational institutions and non-profit employment agencies, both of which tend to be directed towards serving public interest.

Impacts of leadership approaches on leader-follower relationship. A number of analyses of the evolution of leadership approaches reveal how different leadership approaches impact the relationship between leaders and followers. Avolio, Walumbwa and Weber (2009) examined the ways in which the field of leadership was evolving and the consequences of its evolutionary path for the models, methods, and populations. They pointed out that presently the field of leadership focuses not only on the leader, but also on followers, peers, supervisors, and work setting/context. The review of leadership theories conducted by Avolio et al (2009) illustrated the evolution of leadership over time, and asked the question: what do we know about leadership and what do we need to know about leadership? Transformational, and transactional leadership theories in particular were overviewed in this review to examine the ways in which the field of leadership is evolving. The authors also pointed out what the future research on these

approaches should address. For example, Avolio et al. (2009) suggested that future research should focus on why some leaders engage in charismatic leadership, or transformational leadership behaviour, and others do not.

Leaders' close relationship with frontline staff motivates employees. As mentioned in the previous section, it is a recent tendency of leadership research to focus on followers, peers, supervisors, and work setting/context. Accordingly, some scholars studied the relationship between leaders' proximity to frontline staff and employee motivation. Some leaders stay close to the frontline staff and some choose to stay away from them. This leadership tendency may have an impact on employee motivation. For example, Buskey (2014) pointed out that the further up the hierarchy one goes, 'the more removed from the ground' one becomes. Buskey also indicated that servant leaders remain closest to the ground, which acts as a motivating force to the followers. This finding is potentially of relevance to the study, which focused on leadership approaches used in Ontario non-profit employment agencies, and their relationship to employee-motivation; however, Buskey did not assess whether transactional or transformational leaders stay close to the ground or not.

Vandenabeele (2014) attempted to assess the impact of one particular type of transformational leadership behavior - which is, promoting public values on public service motivation development. Also, Vandenabeele revealed some notable findings about leadership and motivation in public service organizations as an outcome of recently carrying out a survey among Flemish state civil servants from central ministries and some associated agencies. Public service motivation (PSM) refers to the motivation to "do good for others and shape the well-being of society" (Perry & Hondeghem, 2008, p. 3).

Vandenabeele noted that transformational leadership is popular in public administration as a means to establish a form of value-based management in public sector.

In their paper exploring the impact of leadership on workgroup climate and performance in a non-profit organization, McMurray, Islam and Pirola-Merlo (2012) assert that transactional leaders usually work within existing organizational culture to progress and complete goals, while transformational leaders usually try to change culture as they attempt to achieve the organizational goals and mission. Tebeian (2012) conducted a vast literature review in Romania aiming at presenting a new approach to motivating and increasing their performance. His approach was based on the assumption that the leader is the key factor, the generator, and sustainer of a healthy work environment. His research focused on identifying how two leadership styles: transformational and servant leadership that are used by existing leaders to achieve desired team performance. Findings from Tebian's study suggest that there is an obviously close interdependence between the degree of satisfaction and the motivation of the employees. The two factors have a bidirectional connection between them. This finding was helpful to the study, which, as noted earlier, attempted to identify the leadership approaches of mid-level managers of non-profit employment agencies, and their impact on career professionals' intrinsic motivation, which, according to Leonard (2013), are usually different from those of for-profit organizations.

Autonomous motivation achieves better outcome compared to controlled motivation. Intrinsic motivation has been defined by Gagne, Forest, Gilbert, Aube, Morin, and Malorni (2010) as doing something for its own sake because it is interesting and enjoyable. This definition was derived from the findings of a study, where data were

collected through convenience sampling from Canadian workers in different industries. In their article titled “The motivation at work scale: Validation evidence in two language”, Gagne et al. (2010) defined several terms relating to intrinsic and extrinsic motivation. Extrinsic motivation was defined as doing something for instrumental reasons. Gagne et al defined external regulation as doing an activity to obtain rewards or avoid punishment, and introjected regulation as people’s behaviour through self-worth contingencies such as ego-involvement and guilt. Further, they defined identified regulation as doing an activity because one identifies with its value or meaning, and accepts it as one’s own, which means that it is autonomously regulated. Finally, according to Gagne et al, integrated regulation refers to identifying with the value of an activity to the point that it becomes part of a person’s habitual functioning and part of the person’s sense of self. Gagne et al. stated that external regulation lies at the low end of SDT continuum, and next to it lies introjected regulation. Next to introjected regulation sits identified regulation, and next to it lies integrated regulation. If the continuum is broken down the middle, we can categorize the types of motivation such that external regulation and introjections represent controlled motivation, and identification, integration, and intrinsic motivation represent autonomous motivation. These findings have relevance to the study which attempted to find what leadership approaches non-profit managers use for supporting and rewarding the intrinsic motivation of employees.

Chen (2010), another user of SDT in research, designed the STD-related motivational items in the National Administrative Studies Project (NASP-111) to solicit information about reasons for respondents to accept their current jobs. Chen thought it would be important to examine whether non-profit employees are also influenced by

identified and introjected motivation (controlled), or are merely motivated by intrinsic motivation (autonomous). Chen (2010) suggests that there may be other ways to understand the intrinsic-extrinsic dichotomy while examining the impacts of different motivational styles on job satisfaction, job involvement, and pride in terms of working for the current organization.

Impact of monetary compensation on motivation, and motivation's impact on performance. A model of the motivational effects of compensation system that attempts to reconcile the self-determination theory view, and literature on compensation was produced by Gagne and Forest (2008). Although compensation can be monetary or non-monetary, the model evaluates how compensation system characteristics, such as the amount and variability of pay, can influence the satisfaction of the needs for autonomy, competence, and relatedness, which, in turn, influence individuals' autonomous work motivation. The authors argued that there is a link between need satisfaction, autonomous motivation, and transformational leadership. More broadly, Chen (2014) found that non-profit employees receive lower wages and benefits compared to other sectors. Chen undertook the study to find out how STD could be applied to the non-profit context, and also to examine the impacts of different motivational styles on job satisfaction, job involvement, and pride in working for their respective organization. Chen found that non-profit managers' positive attitudes grounded in high intrinsic motivation could be compromised by the negative effects stemming from high external motivation.

Some study findings suggest the presence of intrinsic motivation and transformational leadership in the non-profit sector. Intrinsically motivated workers find superior non-pecuniary compensation when working in the non-profit industry, and

therefore agree to sacrifice a part of their wages in return (Becchetti, Castriota & Tortila, 2013). Dwyer, Bono, Snyder, Nov and Berson (2013) examined the extent to which personal motives and leadership behaviors influence volunteers' perceptions of how meaningful their work is, which may subsequently affect higher levels of satisfaction and contribution. Findings of the study of Dwyer et al. (2013) suggest that organizations should cultivate transformational leadership and emphasize how volunteering benefits others.

Extrinsic incentives can be counterproductive. Findings of research conducted by Benabou and Triole (2003), and to James Jr., (2005) imply that rewards, which are considered as important components of extrinsic motivation, are not necessarily capable of strongly reinforcing people all the time. Benabou and Triole (2003) conducted a study to analyze the 'hidden costs' (p. 490) of rewards and punishments from an economic and cognitive perspective. In the first part of the publication from the study, Benabou and Triole (2003) studied the attributions made by an agent when a principal with private information makes a decision, such as selecting a reward, delegating a task or more simply, encouraging the agent, which impacts the latter's willingness to perform the task. Benabou and Triole showed that rewards might be only weak reinforcers in the short term and that they might have hidden costs, and that they became negative reinforcers once they were withdrawn. They also showed in the study that explicit incentives may, but need not, be negative reinforcers; the analysis actually suggests when, how, and why rewards and punishments work, and when, how and why they backfire. These are useful concepts for my study, which attempted to assess how employees of non-profit

employment agencies are motivated, and how their intrinsic motivation is influenced by the leadership approaches used by their managers.

According to James Jr., (2005), ‘motivation crowding out’ occurs when explicit rewards are perceived as controlling, which results in individuals having greater satisfaction by not being intrinsically motivated. James Jr. presented the idea that ‘motivation crowding out’ can be understood from a model in which agent utility comprises both extrinsic and intrinsic utilities. Referring to Newman and Layton (1984), James Jr. argued that reward size is negatively related to intrinsic motivation, and showed that under certain circumstances the use of extrinsic incentives could backfire by reducing the ‘effort choices’ of people interested in generating profits for the firm.

Interestingly, there are some links between the notions of ‘motivation crowding out’ and transactional leadership. So, explicit reward apparently is the controlling factor here, which, according to James Jr., results in individuals having greater satisfaction by not being intrinsically motivated.

Employee motivation in public and non-profit sector is stronger compared to other sectors. While studying the variation in levels of intrinsic motivation across 51 countries, Cowley and Smith (2014) found that there is a tendency for public sector workers to have a higher level of intrinsic motivation than private sector workers. Clearly this is far from being a universal or all-encompassing situation/explanation. This finding was obtained by using a cross-country framework to show corruption, appropriately instrumented, has a negative effect on the (average) proportion of motivated workers in the public sector relative to the private sector. Although Ontario non-profit employment agencies that were studied in this research are not known to have experienced corruption,

the research of Cowley and Smith brings important aspects of intrinsic motivation, which plays a significant role in my study. Cowley and Smith suggested that the level of corruption in the public sector was likely to affect its mission – a more corrupt public administration was likely to be less attractive to intrinsically motivated workers. The authors showed that corruption, appropriately instructed, had a negative effect on the (average) leader of motivated workers in the public sector relative to the private sector. Cowley et al. also showed that intrinsically motivated workers were less likely to work in the public sector when levels of corruption are higher. Using SDT to compare various intrinsic and non-intrinsic motivational styles between public and non-profit managers, Chen and Bozeman (2013) showed that non-profit managers' work motivation is even stronger than that of public managers, and that public managers are less self-determined than their non-profit sector peers.

Baines (2010) drew on data collected as part of a larger study of the experience of restructuring in the non-profit social services in Canada and Australia, which explored the responses of employees of non-profit sector to four overlapping interview questions. The questions included (i) their motivation drawing them to the sector, (ii) the positive, (iii) the negative aspects of working in the sector, and (iv) if given the power, the one thing would they change. As for motivation drawing employees to the sector, the study found that working in a job consistent with their values was a major motivation drawing the employees of non-profit organization to the sector. Some participants indicated that an opportunity to work with service users and provide necessary supports to them was a source of motivation for them to work in this sector. Findings about negative aspects of working in the non-profit social services included lack of helpful supervision, absence of

opportunity to 'live own values in work', routine types of tasks in serving people, the presence of increased workplace violence and harassment, intensity of crises and delayed intervention and stressful experiences of dealing with other peoples' experiences. In response to the last question about one change that respondents wanted, most respondents wanted increased funding for the sector, higher wages for employees, more training for supervisors and development of leadership capacities, and more focus on management's priorities on service users and staff. Overall findings of the study suggested that value-based practices draw and keep workers in the non-profit sectors (despite many of the limitations that this sector now commonly faces). Some of the findings of this study echo several findings of my study. For example, the literature review revealed that leaders of educational organizations generally use transformational leadership, and my study found that mid-level managers of Ontario non-profit employment agencies mostly use transformational leadership approach. As noted earlier, there are similarities between the educational organizations and non-profit employment agencies in terms of their broader goal of serving the public instead of making profits. The literature review pointed out that leaders' close relationship with frontline staff motivate employees, similarly, my study also indicated that mid-level managers of non-profit employment agencies maintain a close relationship with career professionals, and this helps career professionals stay motivated. Finally, the literature review suggested that employee motivation is stronger in non-profit organizations, and my study showed that generally the career professionals are intrinsically motivated.

Relationship between transformative learning theory and transformational leadership. Mezirow's transformative learning (1991) theory was reviewed by

Kitchenham (2008) from its inception to a decade ago. The review built on the earlier discussion of Taylor (1997), who had conducted a critical review of Mezirow's transformative learning theory, but unlike Kitchenham's review, the history of transformative learning relied predominantly on Mezirow's publications to authenticate the discussion from the extant literature.

Calleja (2014) described the evolution of Mezirow's transformative learning theory (1991) and pointed out that this theory is grounded in robust theoretical traditions, and presents a process of transformation among adults which leads the learner through a process that initiates in a moment of disorientation and ends in transformative self-reflection that result in the transformation of one's perspective. The paper formed part of a larger work that had tracked the transformative experience of nine educators in a confessional school on the island of Malta. Data were generated through literature review and ordered, coded and categorized according to the main data groups and subgroups utilizing a theoretical framework spreadsheet to help organize the themes and subthemes generated by the research. This paper underscored those factors that help bring about both personal and professional transformative learning amongst adults and emphasized that transformative learning is a mutually interdependent experience. Calleja also showed that individual transformation amounted to, and was influenced by, the collective transformation, and also noted that adult learning transforms action and, in turn, transforms the community in which learning takes place.

I used transformative learning theory as the theoretical framework because of its applicability to the area of my study which in my professional experience often involves transformational and (to a lesser extent) transactional leadership, and often engages

colleagues' intrinsic motivation. For example, transformative learning process transforms the learner's perspective, and similarly, transformational leaders transform followers' behaviour through idealized influence, inspirational motivation, individual consideration and intellectual stimulation (Bass, 1985). Besides, a framework like transformative theory of adult learning is applicable to my study of leadership approaches of mid-level managers in non-profit employment agencies, where all followers happen to be adults, and leaders often have to play a role somewhat similar to be a coach, mentor or even teacher.

Some Points Emerging from the Literature Review

The above literature search revealed some important points that have relevance to my study. These points include:

- Sustainability and accountability are of utmost importance in educational leadership and government-sponsored non-profit agencies
- The best leaders typically displayed both transformational and transactional leadership, but overwhelmingly they used transformational leadership approach
- Both transformational and transactional types of leadership have a strong impact on quality of workgroup performance, but the positive effect of transformational leadership is higher than transactional leadership. Transactional leadership can be extremely negative in its effect on employees in many occupations.
- Needs satisfaction, autonomous motivation, and transformational leadership are inter-linked
- Extrinsic motivation can be counterproductive under certain conditions and is linked to the enactment transactional leadership

- Employees' intrinsic motivation in public and non-profit sector is stronger compared to other sectors

- Non-profit managers' work motivation is stronger than that of public sector managers

- Jobs consistent with their values can be a major motivation drawing the employees of non-profit organization to the sector.

This literature review delves into important concepts of leadership approaches, and presents information in various areas of leadership including the importance of leadership network in educational leadership, leadership and workgroup performance, and organizational culture and motivation. This review also provokes a number of thoughts in me including what approaches of leadership are used by certain types of organizations, why and how they influence employees' motivation. The literature review draws a conclusion that transformational leadership approach is more widely used in non-profit and educational leadership because it responds to intrinsic employee needs and values; however, transactional leadership is also used in these sectors, particularly among the mid-level managers. The review also points out the importance of intrinsic motivation in non-profit sector, and also suggests that extrinsic motivation can under particular circumstance be even counter-productive.

An exploratory case study was used for conducting my study, and the following chapter described the research methodology in detail. The next chapter explains the sampling and data collection techniques, methods for achieving validity and reliability and data analysis procedures.

Chapter 3

Methodology

An exploratory case study methodology was used to investigate and understand the impact of leadership approaches used by mid-level managers on employees' intrinsic motivation in non-profit employment agencies in Ontario. Yin (2009) indicated that if all the cases turn out as expected, these cases, in aggregate, would provide compelling support for the initial set of propositions. This qualitative case study was conducted to (A) explore the leadership approaches used by mid-level managers of seven non-profit employment agencies that provide employment services to job seekers in various Greater Toronto Area locations. The study also investigated (B) whether the mid-level managers of non-profit employment agencies build the intrinsic motivation of career professionals (employment consultants and job developers) in non-profit employment agencies.

Gay, Mills and Airasian (2012) define case study research as a qualitative research approach in which researchers focus on a unit of study known as a bounded system (e.g., individual teachers, a classroom, or a school). By contrast, Yin (2009) claims case studies can be qualitative, quantitative, or mixed method research. Yin states, "Some case study research goes beyond being a type of qualitative research, by using a mix of quantitative and qualitative evidence" (p. 19). According to Eisenhardt (1989), the case study is a research strategy which focuses on understanding the dynamics present within single settings. In this study, the research focused on both mid-level managers and career professionals (employment consultants and job developers) of non-profit employment agencies. The case study method allows investigators to retain the holistic and meaningful characteristics of real-life events – such as individual life cycles,

small group behaviour, organizational and managerial processes, neighborhood change, school performance, international relations, and the maturation of industries (Yin, 2009).

This study also investigated what motivates career professionals (n=7) to reach, and sometimes exceed their targets.

Sampling Technique

The research term used for one common qualitative sampling approach is termed purposeful sampling, in which, researchers intentionally select individuals and sites to learn or understand the central phenomenon (Creswell, 2002). Qualitative sampling is a process of selecting a small number individuals for a study in such a way that the individuals chosen will be good key informants who will contribute to the researcher's understanding of a given phenomenon (Gay, Mills & Airasian, 2012). Sampling in case study research is largely *purposeful*, that is, it includes the selection of information-rich cases for in-depth study. Information-rich cases are those from which the researcher can learn a great deal about issues of central importance to the purpose and investigated phenomena of the study. The case study approach offers flexibility in terms of the justification of sampling choice, the number of investigated cases, and sampling techniques (Mills, Durepos & Wiebe, 2010).

Because purposeful sampling, in effect, tends to help readers learn about or understand the central phenomenon (in this specific instance, namely the leadership approaches and motivation in non-profit employment agency) by selecting information-rich cases, the study used purposeful sampling and chose seven non-profit employment agencies in the Greater Toronto Area. Site managers of each agency were purposefully selected (to approach) for interviewing. Besides, seven career professionals including

employment consultants and job developers (four employment consultants and three job developers) were purposefully selected from seven agencies for participating in interviews.

The following section describes the data collection methodology.

Data Collection

Conducting a case study potentially involves gathering an extensive array of data related to the central phenomenon under investigation, which is, accumulating evidence about 'the case'. Data resources can include documentation, archival records, artifacts, interactions, or direct observations; all can become evidence in case study research (Mills, Durepos & Wiebe, 2010). The various data are woven together either into a coherent description, exploration, or explanation of the case. In this particular case study, secondary data were collected from different published materials and primary data through one-to-one interviews, where the researcher asked questions and recorded answers (Creswell, 2002). Questions of 'why' were also addressed. According to Mills, Durepos and Wiebe (2010), any form of data may be collected, including interviews, observations, and documents that show evidence of action that occurs in the case.

Two sets of semi-structured interview questions were used in the study. One for understanding the leadership approaches of mid-level managers, and the other for understanding the intrinsic motivation of the career professionals (employment consultants and job developers) of non-profit employment agencies. Questions for mid-level managers aimed at understanding what leadership approaches they use for supporting and sustaining the intrinsic motivation of career professionals, and questions

for career professionals aimed at finding what motivates them to reach and exceed their targets.

Interviews. Interviewers have three basic choices for collecting their data: taking notes during the interview, writing notes after the interview, and audio or (video) taping the interview (Gay, Mills & Airasian, 2012). All three choices were applied during data collection in this research through interviews. In this study, both mid-level managers and career professionals were interviewed. One of the major purposes of interviewing the mid-level managers was to identify their perceptions regarding leadership approaches they use to motivate employees. Similarly, an important purpose of interviewing career professionals was to find out how they were intrinsically motivated, and whether their supervisors' (i.e., mid-level managers') leadership approaches built their motivation. As previously noted, the interviews were semi-structured rather than structured in nature (Yin, 2009). The interviews were consistent in terms of seeking information about mid-level managers' leadership approaches and career professionals' intrinsic motivation; however, the actual stream of questions was fluid rather than rigid as per Yin's (2009) suggestion. This interview technique was helpful in building a rapport with the interviewees because of less rigidity and formal tone in the interview.

Documents. The documents collected for this study included printed, published, and online information about the Employment Ontario program and different bridging programs run by non-profit employment agencies in Ontario for helping job seekers find sustainable jobs, policies and procedures of respective organizations, and various online and printed reports on such programs.

Reflective journals. Field notes and reflective journals were used in the study. Field notes contain the description of what has been observed. They should contain everything that the observer believes to be worth noting (Patton, 2015). I took some brief field notes during the interviews in order to capture participants' expressions, e.g., their facial expressions, their emphasizing on certain words, non-verbal communications such as shrugging, smiling, frowning, leaning forward, and other similar gestures. According to Patton (2015), "Field notes also contain what people say. Direct quotations, or as near as possible recall of direct quotations, should be captured during fieldwork, recording what was said during observed activities as responses garnered during interview" (p. 388). I compared field notes with interview data for obtaining a better understanding of participants' responses. The journal allowed me, as the researcher, to take note of various experiences while conducting the research. Pavlovich (2007) argued that the act of writing facilitates deeper analysis of the experience through assessing and articulating it, and this activity assists the writers to stand outside the experience, to see it more objectively, and to become detached from the emotional outcomes. This journal helped me, while conducting the study, to reflect on my own experience working in the non-profit employment agencies both as a career professional and mid-level-manager at different stages.

The next section describes how validity and reliability of data were maintained in the study.

Validity and Reliability

In qualitative research, validity is the degree to which qualitative data accurately gauge what we are trying to adjudge (Gay, Mills & Airasian, 2012). Data triangulation

and one form of member-checking were used in the study for validating findings. Triangulation is the process of corroborating evidence from different individuals (e.g., a participant and another type of participant), type of data (e.g., field notes and interviews) or methods of data collection (e.g., documents and interviews) in descriptions and themes in qualitative research (Creswell, 2002). In the study, transcripts were respectively checked both by career professionals and managers of non-profit employment agencies who participated in the study, and also against various documents, for example, organizational policies and other relevant published materials. I did not have to make any changes to any interview data after having the participants check transcripts. Creswell (2002) described one form of member-checking as a process where the researcher asks one or more participants in the study to check the accuracy of the account. The account can be for example transcriptions or a summary of tentative findings. In the study, transcripts were taken back to the respective participants for checking the accuracy of data. Each participant was invited to add, modify, or delete anything in their transcript. Eleven participants responded and informed that they did not want me to make any changes to the transcripts. Three participants did not respond to my request for checking respective transcripts.

Reliability is the degree to which study data consistently measure whatever they measure (Gay et al, 2012). Yin (2009) notes that the general way of ensuring reliability is to make as many steps as operational as possible and to conduct research as if someone were always looking over your shoulder. The purpose of reliability is to minimize errors and biases in a study, and Yin (2009) suggests using a case study protocol to deal with

the documentation problem. The following sections of a case study protocol, as depicted by Yin (2009), were used in the study:

- An overview of the case study project (for example, project objectives and auspices, case study issues, and relevant readings about the topic investigated)
- Field procedures (presentation of credentials, language pertaining to the protection of human subjects, sources of data, and procedural reminders)

Units of Analysis

As noted earlier, two groups of professionals in non-profit employment agencies, namely mid-level managers and career professionals (employment consultants and job developers) comprised of the units of analysis. Patton (2015) stated that one or more groups are selected as the units of analysis when there is some important characteristic that separate people into groups and when that characteristic has important implications for the program. Only those mid-level managers who supervise career professionals were considered for inclusion in the study. Other managers responsible for functional areas of management including finance, marketing, HR and IT were excluded.

Data Analysis

This section outlines the plan that was used for analyzing data. Yin (2009) suggests four general strategies of analyzing data for case studies, such as relying on theoretical proposition, developing a case description, using both qualitative (and quantitative data if relevant) and examining rival explanations. A theoretical proposition shapes the data collection plan and therefore gives priorities to the relevant analytic strategies. Following was the proposition for the study:

Leaders of non-profit employment agencies use a variety of leadership approaches which, in turn can positively influence the intrinsic motivation of employees. This proposition also helped when answering the “how” and “why” questions of the study.

One way to proceed with analysis is to follow three iterative, or repeating, steps: reading/memoing, describing what is going on in the setting and classifying research data (Gay, et al, 2012). According to Gay et al (2012) the process focuses on (1) becoming familiar with the data and identifying potential themes (i.e., reading/memoing), (2) examining the data in depth to provide detailed descriptions of the setting, participants, and activity (i.e., describing), and (3) categorizing and coding pieces of data and grouping them into themes (i.e., classifying). Creswell (2002) indicated that the qualitative researchers engage in the process of preparing and organizing the data for analysis, exploring the data, describing and developing themes from the data, representing and reporting the findings, interpreting the finding, and validating the accuracy, and credibility of the findings. The following steps were taken for analyzing the data of the study:

Transcribing data. Transcription is the process of converting audiotape recordings or field notes into text data (Creswell, 2002). First the audiotape interviews were transcribed verbatim in word processed documents. In transcribing data, phonemes were used, such as "um" "aaa" and similar terminologies to portray participants' expressions as accurately as possible. Similarly, when a participant paused, it was mentioned in the transcript in a bracket, such as, (pause). Field notes were taken during the interview process, and later these field notes were read when analyzing data. The transcribed data were provided into several tables for organizing them.

Organizing data. Two matrices or tables of sources were used to help organize data. For example, all audio-taped interviews were transcribed first, and then relevant information was entered in the first table named “Data Analysis Organizer for Codes”. On that table, all interview questions were listed on the first column in the left side; answers from each participant to each question were listed in the next columns. Similar answers were colour-coded and collapsed into patterns or codes. The other table listed all codes in the left hand column, recurrence of each code was listed in the next column, emerging themes were listed in the next column, and the pertinent leadership approaches were listed in the last column (to the right).

Data analysis. A preliminary exploratory analysis in qualitative research consists of obtaining the general sense of the data, memoing ideas, thinking about the organization of the data, and considering whether more data are needed (Creswell, 2002). In keeping with that line of argument from Creswell (2002), the transcripts were read thoroughly and carefully so that all details are captured. In the analysis of the data, researchers sometimes need to use a ‘window’ (Guest, McQueen & Namey, 2012), a process of focusing on some of the data and disregarding other parts of it (Creswell, 2014). In broad terms content analysis method was used in analyzing data, which, according to Patton (2015), refers to searching text for and counting recurring words or themes. He stated, “Even more generally, content analysis refers to any qualitative data reduction and sense-making efforts that takes a volume of qualitative material and attempt to identify core consistencies and meanings” (p. 541). Patton (2015) gave an example of case studies, which can be content analyzed. I have deployed content analysis method as the ‘window’ for focusing on important data for this case study.

As previously noted, I carefully and thoroughly read the transcripts of 14 participants and identified recurring phrases, which helped me to code information. For example, three out of seven mid-level managers mentioned in answering to question seven that they believed career professionals have complete faith on them. This answer was listed as a code, 'Followers have complete faith in me'. An example of another code, derived from six mid-level managers observing that their employees feel good to be around them. Another code was obtained from responses of three mid-level managers who informed that they model how career professionals should provide services. Finally I combined similar codes together to obtain important themes. For example, I combined the two codes derived from mid-level managers, e.g., 'Followers have complete faith on me', or 'Employees feel good to be around me' to form a theme, which is 'Trust'. This process has been graphically shown as below:

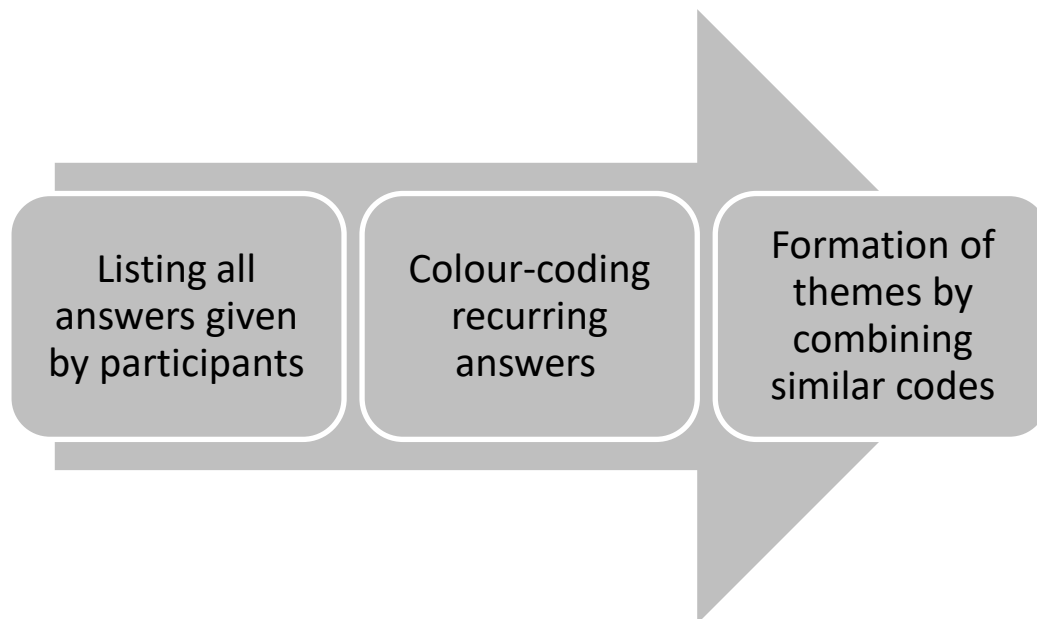


Figure 3: Phases of data analysis

Figure 3 shows the three phases of data analysis that I used for obtaining themes of the study from the raw data. Although there was no statistical generalizability; however, the study offers analytic generalizability.

Interpretivist paradigm. I took an Interpretivist stance in my research whereby I attempted to understand phenomena through the meanings that people assign to them. Interpretive research focuses on the full complexity of human sense-making as the situation emerges. According to Thanh and Tanh (2015), it is theoretically understood that the interpretive paradigm allows researchers to view the world through the perceptions and experiences of the participants. Thanh and Tanh also pointed out that in seeking the answers for research, the investigator who follows an interpretive paradigm uses those experiences to construct and interpret her/his understanding from gathered data. I took an interpretive approach because I wanted to view the world through the perceptions and experiences of the participants of my research, namely, mid-level managers and career professionals of Ontario non-profit employment agencies. The purpose of my study was to explore why, how and what leadership approaches are used by mid-level managers, and I wanted to grasp all information through the perceptions and experiences of the mid-level managers of non-profit employment agencies. Similarly, I also wanted to understand whether, why and in what ways the leadership approaches build career professionals' intrinsic motivation, and I wanted to get the answer to this through career professionals' experiences to construct and interpret information. So, basically I wanted to put myself in the participants' shoes in order to obtain the closest meaning of their answers to the semi-structured questions that I used for obtaining data from participants.

Ethical Review

As the research included human subjects, the initial proposal was reviewed and approved by the University of Western Ontario ethics committee. I, as the field researcher, made sure that there was minimal or no risk or threat for the participants of the study. Optimum efforts were made to ensure that the participants did not feel uncomfortable or stressed while taking part in the study. All participants' identities and relevant information were kept confidential and never used for any other purposes.

After approaching 16 potentially relevant employment agencies and subsequently obtaining written consent from 14 interested personnel who ultimately became participants, interviews were audio-taped and transcribed and stored under lock and key for security purposes. Five years after the completion of the study all data, transcripts, audio-tapes, consent forms, and similar case documents will be destroyed. Instead of using real names of organizations and participants, pseudonyms were used for maintaining confidentiality.

Each transcribed interview was provided to the respective participant in order to verify accuracy of information. The final study report will be given to those participants who showed an interest in obtaining them (and if they subsequently wish to have a copy of a summary or access to the thesis will be provided).

The participants were provided with a detailed letter informing about the study which they had read before signing the consent form. Their consent document correctly indicated that they would be free to discontinue taking part in the study at any point they wished.

In this chapter the research methodology of the study was described; the data collection method was outlined; and matters concerning validity and reliability, units of analysis, data analysis, and the ethical review process were discussed. The next chapter presents three stories of mid-level managers, and three stories of career professionals. These stories provide a portrait of the leadership approaches used by mid-level managers in Ontario non-profit organizations for building the intrinsic motivation of career professionals, and illustrated whether career professionals are largely intrinsically motivated or not, and why so.

Chapter 4

Mid-level Managers' and Career Professionals' Stories

This chapter contains the voices of a selection of mid-level managers, and career professionals of non-profit employment agencies. To orient and acquaint readers with the voices of mid-level managers and career professionals, three stories of mid-level managers and three stories of career professionals are presented. Then six themes emerging from mid-level managers' interviews and seven themes from career professionals' interviews are presented in the next chapter. By analyzing data collected through interviews, I have compiled six stories reflecting the voices of three mid-level managers and three career professionals of non-profit employment agencies. As indicated in chapter three, pseudonyms have been used for mid-level managers and career professionals of non-profit employment agencies. Table 1 shows participants' basis demographics, e.g., pseudonyms, gender, and country of origin. Pseudonyms of the six participants whose stories have been presented in this chapter have been highlighted:

Table 1: *Participant Demographics*

Pseudonym	Role/position	Gender	Immigrated to Canada/ Born in Canada
Julie	Mid-level manager	Female	Immigrated to Canada
Suzie	Mid-level manager	Female	Born in Canada
Paul	Mid-level manager	Male	Born in Canada
Sharon	Mid-level manager	Female	Born in Canada
Helen	Mid-level manager	Female	Born in Canada
Hussein	Mid-level manager	Male	Immigrated to Canada
Peter	Mid-level manager	Male	Immigrated to Canada
Diana	Career professional	Female	Immigrated to Canada
Tanmoy	Career professional	Male	Immigrated to Canada
Zayed	Career professional	Male	Immigrated to Canada
Jane	Career professional	Female	Born in Canada
Tarek	Career professional	Male	Immigrated to Canada
Samir	Career professional	Male	Immigrated to Canada
Mahmoud	Career professional	Male	Immigrated to Canada

The following stories, composed by using data collected from interviews of mid-level managers, provided us with insights into their leadership approaches.

Julie's Story: Lead by Being a Role Model. Julie is a manager of a nonunionized non-profit employment agency who believes that employees feel good to be around her. Instead of frequently telling career professionals how they should do their jobs, she often acts as a role model and shows how to do a particular task by doing it herself in their presence. For example, she says she treats everyone professionally and tries to help her clients as much as possible in order to demonstrate what customer service should look like. She says in a humble voice, "I do think that I make career professionals and other team members good to be around me, because ... everyone deserves to be treated with respect and dignity, and that is first and foremost". By maintaining an open door policy, Julie encourages career professionals to "open up" and discuss their work-related issues with her so that mutual trust can be built between career professionals and the manager. She wants career professionals to develop, and be able to think 'out of the box' in order to solve problems relating to serving clients. Each career professional has a target to meet on a monthly basis, and Julie wants them not only to meet, but also exceed their targets. She informs the career professionals of the consequences of not meeting the target of the organization, which can be met only when each career professional meets individual targets. She expresses this as, "You always have to have that fire to move forward. So, I want them to exceed." She understands that professional development plays a crucial role in developing career professionals' potentials, and so she tries to put aside some resources for providing professional development opportunities for career professionals.

Because it is not always feasible to spend money for employees' professional development in the non-profit set up, Julie wants career professionals to take advantage of all development opportunities that are offered free of cost at the community level. Julie clearly understands that working in the same way may not always achieve desired results, so she is sometimes not content to seeing career professionals' always work in the same way. For example, if it is evident that they are not reaching targets, Julie tries to make them change the way they are performing their tasks. So, she often encourages career professionals to change their way of doing things as long as in doing that, funders' mandates are not violated.

Julie strongly believes in the power of exchanging feedback, and is pretty open to receiving feedback. She says, "...if I don't receive criticism as a leader, then I don't know where I have to improve". She also formally provides fuller feedback to the employees who report to her; however, she does this every quarter. Julie recognizes the importance of rewarding career professionals, but also understands that it is difficult to reward a staff member individually while they are all working in a team setting. So, she often ends up sending private emails congratulating career professionals for their success individually. Julie never misses any chance to celebrate! Not only does she celebrate individual or agency success, but she also celebrates challenges! As a great advocate for change, Julie keeps herself informed of all changes that are happening in the community for non-profit organizations, and also reflects on whether career professionals in her organization can also do things differently. Often she is not able to implement changes because of various limitations including systematic constraints, such as funders' restrictions. She says about this, "But I am always looking for ways to improve,

sometimes we cannot [do so] because of the limitations or what we are mandated to do, but ... I personally ... I try to change. I try ... I am not always successful, but I try”.

Being proud of staff retention, Julie comments, “...we have a high retention. We have staff [who have been here] for 20 years, we have staff for 15 years, and ... because of my own personal attention”. A common tendency of many agencies is to replace older employees with younger ones. When that arises in her non-profit employment agency Julie’s plan is to retain and deploy older staff members to various tasks. She says about this, “.... but I look at my old standing staff and I always think of different things that they can do.....whenever we have the small projects, I try to involve the older, the senior staff to take on these.” She explains the standards and expectations to her staff members, and pays close attention to those who are struggling to meet expectations so that she can help overcome their underperformance issues. Julie understands the stress associated being a career professional who has to listen to unemployed peoples’ stories every day, and so she is very careful not to add to their stress level by asking for more than what is essential. .

Suzie’s Story: Lead by Believing in Career Professionals’ Capacities. Suzie knows her career professionals (and other staff members) very well, and she is sure that they feel good to be around her. She says:

As a manager at this environment ... you know, we use management practices about ... you know ... making sure we know our staff, we know them personally, we know them professionally, we know their background, we know their education you know, it’s not just all about the job, it’s also about what’s happening in their own lives, you know ... their own stresses, ... so I think when you have those kind of conversations, that aren’t just work related, it just [involves learning from them how to make] other people to feel good to be around you.

Suzie doesn't need to tell her staff members how to do their jobs because, in her view, they are already seasoned employees who are aware of how their jobs need to be done. She informs the career professionals about the targets, and outcomes of not meeting them. Suzie and her team think of the 'old problems' [relating to serving clients] in a new way. She understands how the whole team is challenged by targets, numbers and restricted funding for the program, and in order to cope with these – she always encourages staff members to share their ideas through brain-storming and other similar activities. Fortunately, their unionized organization provides enough opportunity for employees' professional development, and Suzie encourages career professionals to take advantage of this entitlement.

The career professionals in this organization are already aware of the fact that funding for their program depends largely on their reaching, and also exceeding agreed-upon standards, and Suzie always reinforces this point. She understands that it can be very difficult to motivate those career professionals who are not naturally motivated. While describing this dilemma, at one point Suzie's eyes brightened as she says, "... luckily ... we have a lot of ... strong members who are just intrinsically motivated to do their job to help people they care ... they want the numbers, they want to do everything. ... what do they get for that ... I think it's just their own satisfaction" and she laughs! She is comfortable with career professionals' continuing to work the same ways they always have because she thinks radical changes are not happening in this field in terms of standards, which are set by the funding ministry. Sometimes she also demonstrates to career professional how a particular task needs to be performed. Suzie suggests that the stories clients share are the same old stories that earlier clients brought

to the career professionals. Although Suzie isn't sure whether career professionals have faith in her, she thinks they trust her because, when career professionals make a mistake, they come over to her seeking suggestions instead of hiding their mistakes from her. However, she is happy with her working relationships with them because they discuss various topics with her and communicate new ideas to her. Suzie informs the career professionals she works with about how they are doing through annual performance evaluation, yet, she still expresses her experience as, "I think ... most people already know how they are doing, they already know if they are performing or not performing, by having ... conversation ... ongoing throughout the year and then also ... if improvements are needed, it is followed up with formal emails or direct ... counseling memos or disciplinary letters."

When career professionals reach or exceed targets, Suzie claims she unfortunately isn't able to offer any tangible rewards or recognition to those individuals. At most she arranges a breakfast or lunch for all career professionals. In terms of bringing changes about even when things are working, Suzie says, "As long as things are working I try not to change things because there's been too much change over the last six years." She fondly reflects, and speaks with enthusiasm, "I think they are proud to be associated with each other, (pause)... how do I help them find meaning in their work ... honestly I think there's a lot that I do, ... they are counselors, they are job developers, they are very giving people ... they are the blue at heart, they enjoy what they do, some of them have been doing it for decades, ... so, I don't think ... I think they found their own meaning". Suzie fosters open communication with career professionals, and also values their ideas, but she is not sure how she can make them rethink ideas that have never been questioned

before. For example, if the number of clients at the agency drops, she asks career professionals to express their thoughts on why this is happening, and what can be done to overcome this issue. She says, “I don’t know how I get others to rethink ideas. Maybe sometimes posing questions, ... you know sending out you know ... things that other organizations are doing and saying - hey, what do you think about this, what’s your thought on this ... they are the frontline staff, so we rely on them to feed us back the information, ... so maybe there is a prompter too, an email or two, an idea or two, and we let them elaborate and make decisions as much as possible on their own”. She described her organization as a less-layered one having just two layers, which are, management and frontline staff which includes career professionals and administration staff. This limited number of tiers enables her to maintain a one-on-one, direct relationship with career professionals. Such a flat organizational structure also helps her to pay attention to those career professionals who may feel in some ways ‘rejected’. Although Suzie rotates in several different locations to manage the Employment Ontario program, she is still able to maintain a personal relationship with every career professional. In her own words, “I think we do definitely when we see there’s someone who (pause) stressed or not feeling as part of the team. We are confidently trying to work with that and re-evaluate that and ... and ... give everybody personal attention. I would say here, and maybe that is different from a lot of other organizations, I have a personal relationship with every single staff member in the several locations.” Suzie understands that her organization has already set a very high standard of performance for career professionals.

Paul’s Story: Lead by Showing the Big Picture. Paul says he believes in building on the strengths of career professionals, although he is aware of their

weaknesses as well. He considers himself to be a 'hands-on' manager who jumps in to help out career professionals whenever needed instead of only delegating tasks and waiting for them to complete the tasks. Paul describes himself as 'more of a front line kind of individual', and says, "I'd rather be a front line than at an arm's length at a higher level. I'd rather help steer the ship than manage it head on sitting there to retire ... to get my drift." He strongly supports ongoing professional development for career professionals, encourages them to take part in both in-class and online courses that are offered through the organization. He himself regularly attends Cannexus, the National Career Development Conference, using his own money to do so. He disseminates his learning to the career professionals to help them remain updated with the field all the time. Paul says with a smile, "I'm attending a conference, ... that information might be relevant to them ... I'll always share that information." When Paul tells career professionals what to do, he gives them a snapshot of the 'big picture' so that they understand the meaning or importance of the task. This is revealed when he says, "And I am more of a big picture person myself, so I try to explain to them what the big picture is so that way ... I am not just giving them a blind instruction to do something, so they understand why they are doing something."

According to Paul, although it gets challenging in a unionized environment, he always wants the career professionals to exceed expectations. Paul describes his technique of using this peer pressure as, "I don't have to be the one cracking the whip. I look at it as a team, and my staffs look at as a team as well. So ... you are only as strong as your weakest link, if you are carrying dead weight, then you are the one who is carrying the person's extra weight. So... you know, it falls on everybody else's shoulder

if somebody is not doing what they should be doing. So, I rely on that a lot, to ... to help us get through.” Paul finds it challenging to tell career professionals what to do if they want to be additionally rewarded for their work because of lack of tangible resources for doing so. He tries to use his authority and generosity in offering some sort of rewards to acknowledge career professionals’ success. For example, he sometimes allows one of the career professionals to leave an hour early and provides coverage for that career professional. His organization also has a monthly newsletter which publishes the name of the ‘employee of the month’.

Paul maintains an ‘open door policy’ and encourages career professionals to feel comfortable talking to him about anything; however, if they bring a complaint or problem relating to another staff member, he suggests that complainant talk to the other staff member directly to resolve the matter. If this cannot be resolved through direct conversation among career professionals/staff members, only then Paul intervenes. He uses a solution-focused approach and wants career professionals not only to bring problems, but also to bring solutions along. He says with a chuckle, “... I don’t want to hear people complaining [in ways] that gets to nowhere ... very negative, but need to look at how we can actually solve the issue, what can we do to resolve the problem, and thus put the energy in there instead of complaining about it, just do something about it, so ... so I use that policy, if you have ... if you have any problems you want to bring forward, you better have a solution,” He encourages career professionals to speak up even when they think he is doing something wrong, which demonstrates his commitment to maintaining an open door type of policy, and gaining subordinates’ trust.

Before giving feedback to career professionals in terms of how they are doing, Paul asks for their permission first. He also expects the career professionals to show same type of respect to his authority and position in reciprocity. He says smiling, “I know I have the right for the particular site, so ... I don’t see a ... I just don’t sit here and bring them up ... (chuckles) ... I don’t have time to do that ... yeah ...”. When career professionals reach targets, a senior manager sends a nice message to Paul, who shares that with the whole team to enhance their motivation. The agency personnel, including Paul, go through constant changes in terms of the way they work, which are required by head office and the funder. Such changes include changes in the system, ideas, processes, and initiatives, and Paul himself initiates changes from time to time. But when things are working, he prefers career professionals to stick to them, and does not consider bringing any changes. He explains this by saying, “I am more reactionary than anything else; ... if our walk in traffic is down then we’ll do something to effect change that can increase our walk-in traffic.”

Paul works for a non-profit employment agency that puts advertisement of their services in the media, but he finds ‘word of mouth’ beings the biggest source of referral for clients, although the advertisements bring them employers who show interest in hiring clients from Paul’s agency. Paul tries to motivate career professionals in several ways, including for example, serving popcorns and allowing them to watch comedy movies during lunch time, offering them Spanish coffee on Fridays, and he himself buys fresh pastries from a farmers market every Friday for treating career professionals and other staff members. He does all this as his token of respect for and of the career professionals. He says about this, “... I do that ... I help steer the ship, but really (chuckles), they are

the one rowing the boat, right? I jump in attempting to help out when we are short staffed, but I need my rowers to row, and I have got to recognize and reward them for that, right?” He considers every career professionals’ ideas very seriously, but doesn’t encourage them to rethink ideas because of the specificity of Employment Ontario program structure and guidelines. He tells them the quantitative and qualitative aspects of the service standard. He also shows the intertwined relationships among the standards set by the funder (Ministry of Advanced Education and Skills Development), and the career goals of clients and their targets. For example, the Ministry wants them to help a certain number of clients find sustainable employment, the clients tell them what type of employment they want, and accordingly career professionals prepare clients’ service plan steps. Paul doesn’t ask more of the career professionals than necessary to do the job well. He is content as long as their clients are satisfied. He says, “... I don’t need to ask them for more than needed. They are asked to satisfy the needs of their clients ... whatever they are and the career professionals ... while helping clients with their job search and other needs , eventually the career professionals do more than what is expected.” So again, this is an example of how Paul believes in working towards the broader goals as shown in the ‘big picture’ that Paul talks about, and how this helps his team to reach their goals without having to ask more of them than necessary.

The analysis of data, namely the transcripts, documents that were perused, and tables comparing mid-level managers’ and career professionals’ responses reveal six broad themes about the leadership approaches of mid-level managers of non-profit employment agencies, namely: use of transactional exchange process, encouragement of

learning and innovation, open communication, trust, modeling, and showing appreciation of or valuing employees.

The following section presents three stories of career professionals of non-profit employment agencies, who participated in this study.

Diana's Story: 110% of Passion! To express her degree of passion about her job, Diana, an employment consultant of a non-profit employment agency says, "I am definitely passionate about my work, and if it is in degree, then it comes to 100% or 110%. I mean I love what I do, and why? I believe this is the only thing I could do! That's the most suited job for me." She points out that she does understand that money is an important factor to motivate people; however, she finds motivation in doing something that she believes in, that contributes to the community and also something that she really likes to do, is a great source of inspiration for her to stay in this profession. Diana explains the reason for her efforts to exceed her target as, "I am getting paid for this; however, maybe what I do extra ... [I do that because] I try to achieve more, for which I might not get a direct incentive, but that stays with my experience and it's actually more like a mental and emotional involvement with my work, and that gives me peace of mind." So, Diana believes that her hard work does not remain unpaid for, rather, her extra-efforts continuously add to her wealth of experience in her field. She understands that employment is one of the most important factors in a newcomers' life, and so she is able to see the direct impact of employment in the lives of her clients, of whom, a majority are newcomer jobseekers.

According to Diana, the field which she works in is stable because there will always be the need for employment services in Canada, which brings a large number of

immigrants to this country every year. She reflects on her own experience as a newcomer and job seeker in Canada, and says, "... looking for a job and getting a job ... I felt like this is an ongoing situation. [Demand for] our field is going to be there, I mean, and that was another reason to [become a career professional] ... like it's a more stable field. It's like employment will be there, if I am an employment professional, that is also giving me some sense of security, and at the same time as I said, like the passion is still there, and there is no reason to change my job because it's helpful for me and for my clientele." So Diana loves her profession and sticks to it because she believes in the work she does. She also recognizes that this field enjoys an ongoing demand, and hence gets some job security.

Although she works in a non-profit employment agency, Diana indicates that the vision of her organization is similar to that of a corporation because all its goals are target-based. She further maintains that her work experience in this non-profit agency gives her some peace of mind. In her own words, "It is really rewarding, and the client satisfaction [is rewarding] too. I mean, when we see our clients attending a workshop, we make them job-ready, and when they get hired they come back with a big smile. That really takes me somewhere." So, although there is no monetary rewards available for rewarding career professionals who exceed targets, Diana gets her mental satisfaction by seeing her clients succeed in finding jobs. She receives clear guidance from her manager regarding her target, what to do to meet the target, and how to do that. Her supervisor explains to her the importance of meeting targets, and also points out how the survival of the organization depends on reaching, and often exceeding targets. When required, her supervisor shows her how she should do her job so that standards are met. Her supervisor

also provides some on-the-job learning opportunities for career professionals. Diana finds such support, guidance, and opportunities for open communication very helpful for her to strategize how to reach and exceed targets. At the same time, she enjoys some autonomy in using her own judgment and discretion about doing her job. Diana's supervisor delegates some projects or tasks to her sometimes. She says, "... we sometimes get small funding from here and there, and that funding has to be utilized and ... [to] introduce new things, and I believe I'm the ... one of the most versatile one in the agency. I'm always picked up ... and this is easier on their employers' perspective as well because, for a small project prospect like that it's not easy to hire a new person".

Despite having worked in this field for over seven years, Diana thinks it will be an exaggeration if she says she has become a master in what she does. She believes learning in this field is an ongoing process, and she is still learning new skills while progressing with her career. She further informs that she receives verbal recognition from her managers when she achieves success in her job, and also gets clues of non-verbal recognition. She also indicates that her manager often demonstrates how to deal with the job. For example, when a new staff joins the organization, it is Diana who turns out to be the one chosen for offering on-the-job training, or job-shadowing to the new hire. Her employer celebrates success by discussing it in team meetings, which Diana explains as, "As I said ... if we meet the target, and if we do a good job, and if we have outstanding stories with the clients and stuff, that comes in our team meetings, we talk about it and ... and I believe in our sector when we get the funding for another year, that is a celebration. That's kind of a recognition as well that, you know, it's a high performing agency, and we've been good, and ... I believe if in settlement sector we are known as a high

performing agency.” While saying this, Diana implies that it is getting harder to obtain funding from the ministry because of strict measures for service standards, and outcome-based program evaluation. When asked if she receives evidence towards progress, Diana says, “... our contracts are yearly done, so there is a three-month-performance-evaluation, and after another three months there is a ... we’ll see where we are ... when we are in the benchmark, and if we are less than our benchmark so that ... there’s a performance issue definitely. Then on the ninth month there is another one, and if we get renewed with the full amount of funding... we are going there”. Diana informs that she wants to contribute more to her clients’ lives, and progress with this profession as far as possible.

Tanmoy’s Story: Move Ahead Although There is Little Support. Tanmoy had a lot of experience working in the non-profit sector even before he joined the organization where he is employed now. Like many other newcomers, Tanmoy also faced difficulty in finding a sustainable job when he first came to Canada. Besides, he received substantial support from non-profit employment agencies when he first came to this country. The purpose of the program that he attended as a newcomer is to provide funding for skills development to laid-off people in a field different from their previous employment. That training contributed to his beginning a career as an employment consultant. Currently he is employed as an employment consultant for a bridge-to-work program for internationally educated professionals.

Tanmoy believes that he is in his consolidation phase in career, and so he decided to stick to this profession. Very confidently he provided an overview of the management, leadership, and motivation in his program and organization. While talking about

management's sharing information with career professionals, Tanmoy says that strategic plans are not made clear to frontline staff, nor is it made clear how their tasks contribute to the organization's corporate vision. As a result many career professionals fail to see the big picture, and how their work contributes to the overall goal-achievement of the organization. He also points out that participatory decision making process is absent in the culture of the organization where he works. In his view, he is not given much autonomy in terms of how he should do his job. For example, sometimes he feels that the curriculum for resume writing workshop for foreign-trained professionals needs to be revised and modified; however, he does not have enough authority or autonomy to do that. Tanmoy's manager provides him with enough opportunity to run different programs, and allows him to communicate work-related ideas openly to her.

Having come from a training background, Tanmoy often reflects on his past experience and tries to apply the adult learning principles in his workshop, but the current curriculum doesn't allow him to do that. According to Tanmoy, his supervisor does not delegate any important project to him; however, the supervisor does give him the responsibility for carrying out certain activities. For example, sometimes he is asked to mobilize his community connections for bringing in more referrals for the program. Because of having no background in that particular sector for which the bridging program is being run, one of Tanmoy's biggest challenges was to understand the labour market for that particular sector in Canada, and also to learn about the skills sets that are required to work in that field. He had to overcome this challenge by self-teaching himself because he didn't receive any organizational support for developing this skill in himself.

In terms of getting recognition from his supervisor, Tanmoy says, "... this is something I'll say the 'gray part' of my career here in this environment. I don't know if it is a country issue, if it is an industry issue or if it's an organization issue I don't know. But here, the recognition part is very fragile. It is not that much as I used to have before [when worked in the non-profit sector before immigrating to Canada]. ... they know what I did ... but it is not something [that is] continuously renewing, it is not something [that can be called] continuous encouragement ... 'Oh you did it' – that's all 'that's very good ... go ahead' that's it. That's kind of ... a very dry kind of reward and appreciation." His supervisor encourages him to openly communicate with her, and to keep her posted of progress about the program. Tanmoy's organization observes an annual staff retreat attended by all staff members where the CEO talks about some success stories and how great the organization is doing. Career professionals in this organization receive formal feedback about their performance typically once a year (during the annual performance evaluation). Tanmoy often goes out of his way to help clients, but in his view, the management doesn't see that, or pay much attention to this. He says:

First of all, my manager never sees that kind of contribution to the program. They [the supervisor/managers] don't have that kind of window to see what I am doing apart from my regular portfolio. They never see that kind of extra services. Whatever I do, I do because of my commitment. Because I was in their shoes ... several years back. I exactly know what the challenge to integrate into the new society is. Whatever journey they are completing right now, I completed that journey. So this is my personal commitment, this is my mandate for myself, and this is the commitment for my newcomers. So whatever I do, I do entirely for my own satisfaction, for my own inner peace.

Tanmoy shares an example of how he helped one of his clients, a structural engineer; find a sustainable job in Toronto. Tanmoy had explained the effectiveness of

networking to this client, and suggested him to network with industry-professionals as much as possible. Accordingly, that client found some professionals on LinkedIn. Then Tanmoy advised that client to invite some of those professionals to take part in an informal meeting with him at their convenience. Eventually one of those professionals, an engineer, agreed to have an informal meeting with that client. During the meeting, the client asked questions about the engineering field in Canada, and also informed that engineer about his past experience, skills and training. Finally that engineer helped Tanmoy's client to find a potentially sustainable job in his organization.

Zayed's Story: A Dream Job. Working as a career professional has always been Zayed's career goal ... so what he does now is absolutely his dream-job. Contentedly, Zayed indicates that he is proud and happy to be able to work as a career professional, and he aspires to grow within this field. He confirms that he is highly passionate about his job, and that he puts a lot of efforts to meet and exceed his targets. He explains that despite the absence of financial incentives for exceeding targets, he continues to help people find jobs even after reaching his targets because he understands the demand for this service in the community. He says in a positive tone:

It's not that we only achieve our targets and we sit back. ... we feel like there's still more need ... need for work [among the job seekers]. There are people who need more help. So, that's why we always try to exceed our targets because there is a need in the community. That, I think, is the best reason I can say ... I always try to exceed my targets.

His intention to work as a career professional was influenced by his past experience and education. Zayed says that he first got attracted to this field when he met with some counselors at his school, and was fascinated to see how the guidance counselors provided appropriate support to the students. After obtaining a diploma,

Zayed volunteered at a non-profit employment agency. While volunteering there, Zayed was fascinated to see how the career professionals positively impacted the lives of job seekers, and became further inclined to work in this field.

The strongest reason why Zayed, who describes himself as a ‘people person’, sticks to this profession is because he loves to communicate with people. With his current role as a job developer, Zayed has to regularly communicate with job seekers for understanding their employment needs, and also for learning about their experience, skills, and knowledge in the field. On the other hand, he also has to promote his clients to the employers through regular communication with them. According to Zayed, he finds it rewarding to empower people and serve the community. He expresses his feeling about this by saying:

... the biggest reward is, when you are helping someone in ... in my point of view, [with] employment, or being a career professional, or working with [the] employment sector is ... the best thing in the community because when you employ someone, when you find someone a job, you solve all the problems that he is facing in the community. So from my point of view, I ... I like job development. I like helping people in terms of finding them jobs.

Zayed says that he considers his job is to build the bridge for job seekers, who know what they are looking for, but are unable to get there because of not knowing how to overcome the obstacles. He thinks that his service is the ‘bridge’ for enabling job seekers to overcome their barriers.

Zayed notes that he obtains instructions from his manager, and demonstration regarding how to do his job. His manager also shares great ideas regarding how to do his job best. Such ideas are generally shared during bi-weekly meetings. Zayed enjoys his work environment, where he can seek suggestions from his supervisor whenever needed.

He points out that the career professionals are given the opportunity to discuss different barriers they face in helping clients, how to overcome them, and how they can attain success in achieving targets. Zayed's supervisor delegates important tasks to him and provides him with necessary autonomy to carry out the task, and also demonstrates how to do the job. When career professionals achieve success, Zayed's supervisor, a mid-level manager, recognizes that by arranging occasional potluck or pizza lunch, or dinner for the team. He states: "...so [those] who have performed well get recognition in terms of ... like most of ... all get gifts or we can say they [get] some recognition awards and all those things were distributed in that annual dinner."

So, success in Zayed's organization is celebrated during annual work dinners, and by providing recognition awards to team members, but Zayed confirms that his source of motivation is not merely these awards or recognition; he gets motivated by working in his 'dream-job', and helping the community at the same time.

The analysis of data obtained from career professionals' interviews reveals seven themes: passion, change other peoples' lives, empathy, putting in a lot of efforts, exceeding targets to help the community and for own satisfaction, past experience brings career professionals to this profession, and sticking to this profession because of loving this job. Chapter 5 presents the findings and subsequent discussion.

Chapter 5

Findings and Discussion

As noted earlier, the analysis of data reveals six broad themes about the leadership approaches of mid-level managers of non-profit employment agencies, namely: use of a transactional exchange process, encouragement of learning and innovating, trust, open communication, modeling by managers, and showing appreciation of employees. The seven themes obtained from analysis of career professionals' data include: passion, change other peoples' lives, empathy, putting in a lot of efforts, exceeding targets to help the community and for own satisfaction, past experience brings career professionals to this profession, and sticking to this profession because of loving this job. Data obtained from seven mid-level managers and seven career professionals were analyzed by taking the following steps:

Identify Patterns of Responses

In the Data Analysis Organizer (Tables 5, 6), I listed each participant's responses to interview questions, and identified different ideas expressed by participants. For example, question three asked the mid-level managers, "Do you enable others to think about old problems in a new way? How do you do that?" One of the mid-level managers answered:

"... every individual is different in terms of clientele. And they will come to you for different reasons. So we have to deal and come out with different strategies, and these are [done through] open communication. So these people in here, what they do is, they come to me and [say that] so and so is looking for [a particular type of job]... because [they think] I should be able to see them, I should be able to talk to them. I meet with these clients personally. I'll figure out and then communicate The employment counselors will come to me and they will brief me that so and so is looking for ... and this is what you do, what you think, and then we could go and then I just give them my feedback if they do need them here

with their colleagues. So there is always communication in terms of what is going to happen in here and when we go through the process from employment counseling to job development to whatever they need in here.

By analyzing this excerpt (as an example) from the transcripts, two patterns were identified: mid-level managers have to deal with career-professionals' client-related issues, and identify strategies to resolve them, and there exists a practice of open communication between career professionals and mid-level managers.

Categorize Similar Patterns of Responses

When several participants gave same or similar responses, I categorized recurring responses into one particular pattern or code. For example, in responding to the third question of the interview for mid-level managers, four out of seven participants informed me that they help career professionals to think out of the box for solving problems (Table 1). So, 'think out of the box' became a pattern or code.

Combine Similar Patterns/Codes in Themes

At the third stage of data analysis, I arranged similar patterns/codes into themes. For example: think out of the box, reflection, and sharing of experiences, provide/encourage professional development activities, offer insights and reflective thoughts as a form of professional development, look for free professional development opportunities for staff are the five patterns or codes that were collapsed into the theme 'Encourage learning and innovating'.

All themes emerging through the analysis of participants' different answers are discussed in this section.

In this section, six themes are presented and analyzed emerging from mid-level managers' interviews and seven themes from career professionals' interviews, undertaken

document perusal, and answered the research questions from the findings of data analysis. Finally, I have provided a brief comparison between the findings from data analysis and literature review.

Table 2 depicts how the themes were generated on the basis of recurring patterns/themes, and how the themes were analyzed through the framework of leadership approaches:

Table 2: *Mid-level managers' themes and pertinent leadership approaches*

Number	Patterns/codes	Recurrence	Themes	Relevant leadership approach
1	Clarify expectations	4	Transactional exchange process between the leader and followers	Transactional (Contingent reward)
	Government/funders set targets for career professionals	3		
	I want them to exceed expectation	4		
2	Think out of the box	4	Encourage learning and innovating	Transformational (Intellectual Stimulation)
	Reflection and sharing of experiences	2		
	Provide/encourage professional development opportunity	9		
	Offer insights and reflective thoughts as a form of professional development	2		
3	Discussions	2	Open communication	Transformational (Individualized consideration)
	Staff are seasoned, they know already	2		
	I don't micromanage	2		
	Open communication	21		
4	Employees feel good to be around me	5	Trust	Transformational (Idealized Influence)
	Include staff in decision-making	4		
	Followers have complete faith on me	3		
5	I model how to perform	3	Modeling how to perform tasks	Transformational leadership (Idealized influence)
6	Employees are proud to be associated with me	4	Showing (mid-level-managers) appreciation to employees	Transformational leadership (Individual consideration)
	Values others' ideas	2		
	Maintains close relationship with employees because of less layered organization structure	2		

In what follows, an analysis of each theme obtained from interviews with mid-level managers of Ontario non-profit employment agency is provided.

Analysis of Themes Emerging from Mid-level Managers' Interviews

Use of transactional exchange process. This theme was generated from six codes suggesting that mid level managers of non-profit employment agencies use the transactional exchange process. These codes are, “Clarify expectations”, “Government/funder sets targets for career professionals”, “I want them to exceed expectations”, “I just want them to meet standards”, “Don’t want to listen to problems unless followers bring solutions”, and “Expect employees to respect managers’ positions and authority”. Several mid-level managers described how their career professionals’ jobs depend on their reaching targets set by the funding-ministry, how they want the career professionals to respect their authority and position and follow instructions, and how they clarify expectations and want career professionals to reach goals. They explain to career professionals how their reaching targets, and the respective agency’s receiving funding from the ministry are related. So, the mid-level managers show a big picture to career professionals, and point out the significance of their helping certain number of job seekers to find sustainable employment. They keep reminding the career professionals that the funding-ministry will renew the contract only when the agency reaches its target, and that the agency reaches its target only when the career professionals reach their individual targets. Under this arrangement, the career professionals’ situations are ignored. This arrangement reflects the features of transactional exchange, which constitute a form of transactional leadership. Northouse (2016) noted that transactional leaders do not individualize the needs of followers, and they try to obtain agreement from

followers on what must be done and what the payoffs will be for the people doing it. So in that respect contingent reward (Burns, 1978), one of the important aspects of transactional leadership, is present and at least in the background in the leadership approaches used by the mid-level managers of non-profit employment agencies. While responding to a semi-structured interview question, one of the mid-level managers said, “Without financial incentives, it is difficult to motivate those employees who are not naturally motivated”. This expression resonates with Nye Jr’s (2014) statement about transactional leadership, “Transactional leaders rely on the hard power resources of ‘carrots and sticks’ to appeal to their followers’ self-interest” (p. 119). Instead of trying to enhance the intrinsic motivation of career professionals, some of the mid-level managers of non-profit agencies expressed their inability to motivate those career professionals who are not ‘naturally’ or intrinsically motivated. This theme only partially answers the second research question, which is, ‘Why do mid-level managers of non-profit employment agencies use particular leadership approaches to lead their teams in ways that may build intrinsic motivation?’ This theme describes why mid-level managers use a transactional leadership approach, although this theme does not address the second part of the research question, which is ‘... that may build intrinsic motivation?’ The following themes shed light to addressing research questions.

Encouragement of learning and innovating. Mid-level managers of non-profit employment agencies mentioned nine times that they encourage, and provide opportunities for professional development of career professionals. All participants were unanimous that there is lack of professional development opportunities in non-profit employment agencies because of inadequate funding. Despite this limitation they

indicated that they send their career professionals to free training opportunities offered by different community organizations, and by their own organizations. They also indicated that after attending trainings, workshops, or seminars, they share relevant contents of the training with their career professionals. The mid-level managers also try to provide informal training or learning by sharing their experiences with career professionals. Four of the participants said that they encourage career professionals to “think out of the box”. This resonates with ‘intellectual stimulation’, one of the components of transformational leadership which has been described by Evans et al. (2013) as a type of leadership that often challenges followers with ideas and approaches. Paul, an advocate for learning and innovating, spends his own money to attend conferences and relevant professional programs, and shares his learning with all career professionals so that it has a generative or multiplying effect. Suzie, Julie and Paul also continuously encourage their career professionals to take advantage of all professional development opportunities that are available.

This theme addresses the second research question, ‘Why do mid-level managers of non-profit employment agencies use particular leadership approaches to lead their teams in ways that may build intrinsic motivation?’ In an organizational set up which lacks adequate financial resources to offer opportunities for training and development, mid-level managers use transformational leadership approaches to challenge career professionals with ideas and approaches for finding opportunities for professional development that is either no cost or low cost.

Trust. Five of the seven mid-level managers indicated that they believed that career professionals feel good to be around them. Four of them mentioned that they

involve career professionals in decision making. They also mentioned that they encourage career professionals to give feedback on managers' decisions regarding client services and similar matters. These practices helped the mid-level managers to build trust with their career professionals. Put another way, a career professional feels good to be around her/his supervisor only when the respective career professional trusts the supervisor. Similarly, the career professionals can provide feedback and take part in decision making only when their supervisor has gained their trust. This trust has to be mutual because the manager may not be comfortable in involving career professionals to take part in decision making or providing feedback unless she/he trusts the career professional. Bass (1985) described this leadership behaviour as idealized influence, one of the components of transformational leadership, where they are deeply respected by followers who usually place a great deal of trust in the leader. This leadership behaviour also resembles 'empowering', one of the behaviours of transformational leaders (Northouse, 2016). How a mid-level manager of non-profit employment agency strives to build trust with career professionals was, for example, revealed when Julie said, "So I meet with them one-on-one. I have a very confidential conversation and I want them to open up if ... I want that trust, and what I do is [conduct] follow up meetings to help them design some sort of action plans in order to help them in [solving] whatever issue that they are facing, and I try to do that at least three or four times a year or if I notice that my staff [members are] individually demoralized, dropping or [when] something is disturbing them, then I would do that." This behaviour of a mid-level manager can be interpreted from the description of a transformational leader, who, according to

Northhouse (2016) creates trust in their organization by making their own positions or views clearly known and then standing by others.

This theme can be connected to the first research question, ‘As formal leaders of non-profit employment agencies, how do mid-level managers support and reward the intrinsic motivation of career professionals?’ It is evident that the mid-level managers try to build trust with career professionals for rewarding their intrinsic motivation, however, the career professionals, which is evident later, did not provide any solid examples of how their supervisors/ (mid-level) managers build trust for rewarding their intrinsic motivation.

Open communication. Mid-level managers of non-profit employment agencies claim they believe in and practice open communication with career professionals. This response recurred 21 times during the interviews with mid-level managers. All of the seven participants confirmed that they encourage open communication with career professionals, and offered several examples of how they maintain this. One of the mid-level managers of a non-profit employment agency, who has over two decades of experience in this sector said, “The whole idea is to get the entire unit to get the full issue or the problems in here and try to resolve them”. He further comments, “...they will tell me everything- I am ‘one of them’. The way I operate in here is not like management”. Another mid-level manager of a non-profit employment agency says, “...people should feel comfortable enough to speak freely without feeling that their job is in jeopardy”.

Having over 15 years of experience in this field, another mid-level manager of a non-profit employment agency says, “...even though I don’t know if they have faith in me, I think they ... they can feel, they can discuss the topic and communicate through

ideas.” So, it was evident from the interviews with participant mid-level managers that each of them individually believes that she/he fosters open communication with career professionals. This open communication implies the presence of the elements of transformational leadership (Bass, 1985) in mid-level managers’ behaviours. Northhouse (2016) stated that individualized consideration, one of the components of transformational leadership, is representative of leaders who provide a supportive climate in which they listen carefully to the individual needs of followers. The above three examples clearly show that the respective mid-level managers contribute to a supportive climate where they listen to the individual needs of career professionals. All participant managers mentioned that that they use this component of transformational leadership in terms of maintaining an environment suitable for open communication.

This theme can be aligned with the second research question, ‘Why do mid-level managers of non-profit employment agencies use particular leadership approaches to lead their teams in ways that may build intrinsic motivation?’ Mid-level managers foster an environment supportive of open communication for career professionals so that they can communicate with their supervisors whenever required. Career professionals did not mention any solid example of their supervisors’ maintaining an environment supportive of open, two-way communication, however; they indicated that they received instructions, suggestions and guidelines from their supervisors regularly.

Modeling how to perform tasks. Julie mentioned during the interview that she tries to play the role model for the career professionals. Rather than instructing career professionals on how to do a job, she prefers demonstrating to them how the job should be done. Because customer service is one of the focal points for career professionals,

Julie treats all her career professionals fairly so that they also serve the job seekers with same level of fairness. Another mid-level manager said that she does not make others to look at problems that are puzzling to find new ways of solving them; she rather works on it herself, solves the puzzle and then gives the results to the career professionals. For example, if it appears that one of the job-search workshops is experiencing low attendance, this manager analyzes the situation, finds reasons for low participant turnover, identifies corrective actions and then will inform the career professionals about the solution. This has a similarity with idealized influence, one of the components of transformational leadership. According to Northhouse (2016), idealized influence describes leaders who act as strong role models for followers, who identifies with these leaders. Idealized influence, as per Bass (1985), promotes pride, respect, and trust.

This theme also addresses the second research question, ‘Why do mid-level managers of non-profit employment agencies use particular leadership approaches to lead their teams in ways that may build intrinsic motivation?’ Mid-level managers of Ontario non-profit employment agencies role model how to do the jobs of career professionals for promoting pride, respect, and trust, and this has also been reverberated through the voice of the career professionals.

Showing appreciation to employees. All participant mid-level managers provided examples of showing value to employees. For example, Julie retains older staff members into the organization and tries to accommodate them in suitable roles. This is one of the reasons why high staff retention prevails in the non-profit employment agency where she manages the employment Ontario program. Suzie knows all her staff members very well; she shows she values them, and thinks that the career professionals she works

with are intrinsically motivated. Her relationship with career professionals goes beyond the supervisor-subordinate relationship, and turns out to be as a warm one-to-one work relationship because she always asks career professionals how their personal life is going on, how their family is doing, and other similar questions on a regular basis. Mid-level managers of non-profit employment agencies show they value employees. One of the mid-level managers expressed this by saying, "...as I said, most of the staff ... they do not intend to go away ... they have been there for a long time." This leadership approach of valuing career professionals resonates with individualized consideration, one of the components of transformational leadership, where the leader allocates time to followers, demonstrates respect and gives responsibility (Bass, 1985).

This theme echoes with the first question of this study, 'As formal leaders of non-profit employment agencies, how do mid-level managers support and reward the intrinsic motivation of career professionals?' Mid-level managers of non-profit employment agencies try to support the intrinsic motivation of career professionals by showing value to them. Although this theme did not directly match with any themes derived from the information obtained from career professionals, they indicated that their supervisors show their recognition through celebrating success, which is one form of showing value to career professionals.

The following section analyzes the themes that were generated from data obtained by interviewing seven career professionals that include employment consultants and job developers of Ontario non-profit employment agencies.

Analysis of Themes Emerging from Career Professionals' Responses

The following table depicts how the themes were generated on the basis of recurring patterns/themes:

Table 3: *Patterns/Codes, Recurrence Data and Themes from Career Professionals' Interviews*

Patterns/Codes	Recurrence	Themes
Passionate about work	7	Passion
Change other people's lives	4	Changing other people's lives
Empathy	4	Empathy
Putting in a lot of efforts	5	Putting in a lot of efforts
Past experience	3	Past experience brings career professionals to this profession
Exceed targets to help the community	5	Exceed targets to help the community, and for their own satisfaction
- Love this job	3	Sticking to this profession because of loving this job
- Do something meaningful	4	
- How work tasks contribute to organization's vision is clear	4	
- Inner peace		
- Managers recognize good performance	7	
- Managers delegate authority	4	
	6	

Passion. The career professionals who took part in the interviews mentioned seven times (once at least per career professional) that they are passionate about their work. This is also related to answering one of my research questions, i.e., what motivates career professionals to reach, and sometimes exceed their targets. It is noteworthy that all seven participants faced challenges in finding their own jobs, which, in part, made them motivated to work in the non-profit employment agencies because they could relate to the grief of being unemployed and joy of eventually finding employment. All of the depicted four male and two female participants are passionate about their work! All of them love the fact that they are serving the community and changing the lives of their clients. Being

passionate about one's work also implies that the respective employee loves doing her or his job. Diana, a female career professional says, "Yes I am very much passionate about my work because I am particularly working with newcomers". She also describes how she loves her job, "I mean I love what I do and why, I believe this is the only thing I could do ...". Mahmoud, another male career professional announces, "Well, serving people is my passion". Zayed said, "This is the work that I like. I liked it from the beginning. And to what degree, I can say it is the most like ... the top level of my career ... like I always wanted to be to work with [the] employment sector." Gagne and Deci (2005) mentioned that intrinsic motivation involves people doing an activity because they find it interesting and derive spontaneous satisfaction from the activity itself. All career professional participants indicated that they love their jobs, because of what they help to create opportunities for unemployed individuals and this, in a substantial way, implies that they are all intrinsically motivated.

Changing other people's lives. All participants have the same opinion, that they are passionate about their work because they potentially change other peoples' lives positively through their work. Tanmoy says, "I am working in this field for a long time, and it is a hugely rewarding opportunity for me to work with people and add value to other people's lives." Mahmoud, who has been passionate about helping others and changing their lives since his childhood, comments about this, "As I grew older, that habit grew [within me] and I desired to help others as well." Tarek struggled a lot to find himself a decent job. At that time employment services were not as available as they are now in Ontario, and this made it harder for him to land a sustainable job. Referring to his experience, Tarek said, "20 years ago [is the timeframe] I'm talking, that not many

services for newcomers, and I was feeling so lost and confused. So many complications! So I joined this sector, not to repeat those horrible experiences that newcomers [experience]. What happened to me at least should not happen to them.” Jane, who had prior experience working as a recruiter in the private sector, and apparently has the capability of working in that sector and earn more money, elected not to do that because she also loved changing other peoples’ lives via her current role. This suggests that these career professionals have chosen this field, and are working contently at least in part because they are doing this for their own sake as it is interesting and enjoyable to them. Gagne et al (2010) stated that intrinsic motivation is defined as doing something for its own sake because it is interesting and enjoyable. All these career professionals, accordingly, are largely intrinsically motivated in their orientation to their work.

Empathy: Out of the seven career professionals who were interviewed, 6 had experience of immigrating to Canada and facing the struggle of looking for a job. They understand what it takes to move to a different country for good in order to start a new life there. So, it is not difficult for them to put themselves in the newcomer job seekers’ shoes! Tanmoy states, “At one stage I had a similar situation, I was looking for jobs so I know how valuable it is to give some kind of guidance to the newcomers, job seekers and foreign-trained professionals”. Even Jane, who was born and raised in Canada, faced this issue and states, “Once upon a time, I too, was unemployed, and ... what that did to my self esteem, my self-efficacy, and my entire perspective of life was detrimental.” Tarek also gave a similar statement about this, “...when I landed myself, nobody helped me, nobody guided me in those days ...” So all of the career professionals empathized with newcomers (as well as others) looking for jobs in this country. This may be one of the

reasons why this sector employs so many foreign-trained-professionals. Career professionals' empathy towards their clients (job seekers) can be analyzed from two different perspectives. First, this can be considered as an example of intrinsic motivation because respective career professionals love helping others to find employment reflecting on the fact that they experienced the same challenge when they immigrated, or graduated from an educational institution, and stated to look for work. Again, this can be analyzed from the framework of identified regulation (Gagne & Forest, 2008), which refers to doing an activity because one identifies with its value or meaning, and accept it as one's own.

Putting in a lot of effort. All seven career professionals confirmed that they put a lot of efforts into their work. Tanmoy doesn't only put his efforts to meet his numeric targets, but he also tries to set a high standard for his quality of service. In his own words, "I do put a lot of efforts, and I always try to meet my targets.....not only the quantitative targets but also the qualitative aspects of my service." Diana, says, "Yes, I do definitely put a lot of effort to meet, I mean meet my targets, because it's ... not everything is like financial issue ... I mean definitely money is an important issue; however, it's also something you believe and you contribute and you ... it depends on overall work ethics I believe." Becchetti, Castriota and Tortia (2013) stated that intrinsically motivated workers, who find that their motivations are satisfied in their occupations and in the missions of their productive organizations, are willing, in effect, to donate labour to them by putting in longer hours, shortening lunch-time, and being very work-focused. All the career professionals who participated in my study indicated that they put a lot of effort to their work, often more than what is needed for meeting, and even exceeding their targets.

According to the claim made by Becchetti et al. (2013), these career professionals are largely intrinsically motivated.

Exceeding targets to help the community, and for their own satisfaction. All of the seven career professionals said that they exceeded their respective targets to help the community and the unemployed individuals concerned. This makes sense because, in the absence of additional financial rewards, career professionals found meaningful work in helping as many unemployed clients as possible and in that effort, exceeded targets. Nevertheless, some of the non-profit agencies may also push career professionals to exceed targets for ensuring that the funding- ministry continues to provide funding. Jane, one of the participant career professionals said, “That’s my target, a personal target”. Jane’s statement refers to her identifying as being intrinsically motivated because she is doing this for her own love of doing this job. Tanmoy’s answer to the question of why he exceeds his targets is similar, “.... I feel this is a very satisfying role I am playing right now and it gives me a huge pleasure and absolutely I feel good when I can see that some of my clients, or the clients of my organization found jobs and they are settled in their respective fields and there is a huge value adding.....and also the demand is increasing from the job seekers’ point of view. So it is not that I will limit myself with certain numerical targets, but I always try to increase the target both in terms of quality and quantity.” Samir’s answer to this question can be analyzed from a different perspective. Samir said, “... we work to exceed our targets, that’s not only because it’s like we have extra time, or we want to work late hours, that’s because we have our caseloads, we have clients who are looking for jobs. It’s not that we only achieve our targets and we sit back. So we feel like there’s still more needs like, need for work”. So, Samir exceeds his target

not merely because of the sheer pleasure of doing this, rather he does that because of the fact that he has a large caseload, and only meeting his target will not be enough to get employment opportunities for all his clients.

According to Samir, helping clients find jobs is a valuable activity, and Gagne et al (2010) described such a scenario as the one where people accept the regulation because the activity is judged valuable/useful and it fits their value system (Gagne et al., 2010). Tarek also pointed out something other than exceeding targets just because he loves his job. He said, “Unfortunately, in [the] not for profit sector ... I see a lot of abuse of human services, because we are human service providers. So, yes, I agree ... there should be some kind of incentives”. Although he loves helping people, he may need to exceed his target because of the pressure from management, which he mentioned as ‘abuse’. In that case, his motivation for exceeding targets may not be intrinsic; rather he is exceeding his targets to avoid the anxiety of jeopardizing his job because of not meeting targets. This type of motivation has been described by Valland and Ratelle (2004) as the one which makes people perform an action out of obligation to avoid anxiety, shame, and pressure (Vallerand & Ratelle, 2004).

Past experience brings career professionals to this profession. When asked why decided to become a career professional, Tanmoy said, “The first reason is that – I have over 25 years of experience in the non-profit sector mostly focused on human potential development.” Two other participant career professionals mentioned the same reason for choosing this profession. Their answers point out to the fact that these career professionals previously worked in a similar field, and that motivated them to work in this field. Jane’s reason for choosing this profession was described as, “... personally I

have a strong desire to help people, and I have a strong desire to feel that I am doing something meaningful”. Tarek has a different story for choosing this profession. Before immigrating to Canada he had a great job in a South Asian country, but after coming to Canada as an immigrant 20 years ago, he realized how difficult it is for people like him and many others to find a job. His previous experience did not get him much credit when he tried to find a job here. Eventually, when he found a job, which was less attractive than what he had before immigrating to Canada, people started telling him that he should be happy as he at least had a job whereas many others didn't even have one. Although Tarek's job in Canada pays his bills, he doesn't see much prospect for promotion or career advancement here. He says, "... so forget about promotions, or ... incentives, or ... any increases [of] any kind. So the reason again, it's my pure commitment, and dedication, and passion to do something different, bring some positive changes in the lives of newcomers.” So, one of the reasons why he chose this profession is for the purpose of helping people, which implies he was intrinsically motivated to the work. On the other hand, he also mentioned that he didn't leave his job, despite not having much potential for career prospects, because of the limited employment opportunity in the labour market.

Sticking to this profession because of loving this job. In responding to the question why sticking to this profession, three career professionals said that they remained in this profession because they loved this job. In Mahmoud's words, "I always wanted to become a career professional". Jane also confirmed that working as a career professional is something that she truly loves. According to Deci and Ryan (1987), intrinsic motivation means that the task itself is a reward, and intrinsically motivated

people thus consider themselves as initiators of their own behavior, select desired outcomes, and choose their own ways to achieve them. Six out of seven participants indicated that the major reason for their sticking to this profession is their love for this of being a career professional. Jane informed that she continues to help different community agencies to assist their clients in finding jobs. When helping people to find employment, she does not care whether the job seekers are clients of her organization or other organizations. She doesn't even bother about her own targets, because she has decided to keep helping people find jobs as long as any job seeker is left in the community! So, it is evident that Jane is highly committed to helping unemployed individuals directly (in her own agency) or indirectly. So, these participant career professionals, as per the statement of Deci and Ryan (1987), are largely intrinsically motivated. Only Tarek said something notably different! He said that one of the reasons why he sticks to this profession is the fact that there are not many suitable job vacancies in the labour market. Because of reduced opportunities for obtaining government funding, Tarek thinks that there are not as many jobs in the non-profit sector as there were before. He fears that he will not be able to find a job if he relinquishes the one that he already has.

The following section provides responses to the research questions on the basis of data analysis, and compares findings from literature review with those of data analysis.

Reliability of the Study through Triangulation

Data triangulation was performed by comparing themes emerging from mid-level managers, career professionals and pertinent information obtained through document perusal. Triangulated data suggest the validity of following themes:

Transactional exchange process: Information provided by mid-level managers of non-profit employment agencies points out that a transactional exchange process is used in their organization. Career professionals also indicated that their supervisors do not delegate much authority, but only ask them to do the tasks. Policy documents of the Employment Ontario program also state that non-profit employment agencies will need to meet all its prescribed standards to receive funds for running the program. So, the elements of a transactional process are evident in all three triangulated sources of data. Three data sources show that mid-level managers clarify expectations which need to be met by career professionals if they want to remain employed, career professionals do not get much authority but do get responsibility to meet targets and standards, and sometimes exceed standards, and the Service Provider Guidelines of Employment Service (Ministry of Advanced Education and Skills Development, 2014) instruct non-profit employment agencies to meet all their service standards. Service Provider Guidelines for Employment Service states, “Funding is secure as long as overall results meet the Provincial Service Quality Standard, and they are in compliance with the ministry agreement.” (Ministry of Advanced Education and Skills Development, p. 43). Non-compliance to prescribed standards will lead to losing funding. Non-profit employment agencies also have to submit annual business plans to the funding ministry “... that propose performance commitments for the following year”. (Ministry of Advanced Education and Skills Development, 2014, p. 45). So, information obtained from the mid-level managers, career professionals and government’s policy documents refer to a ‘carrot and stick’ approach, which is a means for getting things done using a transactional leadership approach.

Modeling by managers. Mid-level managers of Ontario non-profit employment agencies informed me that they model how career professionals should do their jobs. Zayed, one of the career professionals, informed that he obtains instructions from his manager, and demonstration regarding how to do his job. His manager also shares great ideas regarding how to do his job best. This can be tied to modeling by mid-level managers how to perform tasks. Human Rights in Workplace Policy (2016) of YMCA, a non-profit organization which also provides employment services to job seekers states that managers and supervisors need to act as positive role models that demonstrate inclusive and respectful behaviour. So, the responses from mid-level managers and career professionals, and information presented in non-profit employment agencies' policy documents are all aligned to triangulate the theme that mid-level managers of Ontario non-profit employment agencies model how career professionals should do their jobs.

Answers to the Research Questions According to Study Findings

This study investigated the following overarching question and the four sub-questions emerging from that question:

Why, how, and what leadership approaches are being used by mid-level managers of non-profit employment agencies to intrinsically motivate their career professionals?

The perceptions of managers and career professionals were drawn upon to respond to this question. As well, interviews of mid-level managers and career professionals plus a reflective journal and some policy documents provided triangulated data. Answers to the questions, as obtained through data analysis, have been given below:

Question 1: As formal leaders of non-profit employment agencies, how do mid-level managers support and reward the intrinsic motivation of career professionals?

Seven mid-level managers outlined how they support and reward the intrinsic motivation of career professionals. They mentioned that they support and reward career professionals' intrinsic motivation by providing encouragement for learning and innovating, building trust, fostering open communication, modeling how to perform tasks, and showing appreciation of employees. The mid-level managers further indicated that they also support and reward career professionals' intrinsic motivation by providing them with the opportunity to openly communicate with one another, and maintaining a personal relationship with them. Besides, the mid-level managers indicated that they practice 'hands-on' management, help out career professionals whenever needed, maintain an open-door policy, and help them in solving problems using a solution-focused approach.

The career professionals did not echo what the mid-level managers mentioned about supporting and rewarding the intrinsic motivation of career professionals. All of them pointed out that they are motivated because of their passion to help job seekers, and empathy for job seekers derived from the reflection of their own experience as newcomers and/or job seekers. However, they indicated that their managers provided them with instructions, modeled how to do their job, and offered them some autonomy to perform their tasks, but they did not say that they are motivated exclusively because of their supervisors' particular leadership approaches.

Question 2: Why do mid-level managers of non-profit employment agencies use particular leadership approaches to lead their teams in ways that may build intrinsic motivation?

The analysis of data collected from mid-level managers of Ontario non-profit employment agencies suggest, in absence of adequate extrinsic motivation, they largely use elements of transformational leadership approach to lead their teams and build motivation. They also occasionally practice transactional leadership to some extent because of the structure of their organization as well as the funding-ministry's mandate about meeting targets for sustainability of respective agency. Continuation of funding for those employment agencies which are funded by various levels of the government is dependent on each agency's reaching targets. Hence the mid-level managers also have to ensure that career professionals reach, and sometimes exceed their individual targets. Mid-level managers' maintaining an open-door policy, showing appreciation to career professionals for their contributions, using their own money to buy treats for career professionals as a token of care and appreciation, and providing professional development opportunities reflect on their using elements of a transformational leadership approach for building career professionals' intrinsic motivation.

Question 3: What are the reasons behind building the intrinsic motivation of the career professional of non-profit employment agencies?

Because of an apparent lack of extrinsic motivation, and due to the fact that career professionals often need to exceed their targets so that agency funding continues, the mid-level managers of Ontario non-profit employment agencies have to build career professionals' intrinsic motivation. As mentioned earlier, the mid-level managers are responsible for ensuring that their site/branch reaches the targets set by the funding-ministry. The senior management team generally instructs the mid-level managers to exceed targets so that the flow of funding does not get interrupted. As a result, the mid-

level managers often encourage the career professionals to exceed targets ‘to be on the safe side’ although they know that there will not be any incentives for exceeding the targets. Hence, they build on the intrinsic motivation of employment consultants and job developers. The real prospect of the work being threatened or discontinued has almost a galvanizing or harnessing effect and so with most career professionals’ being highly engaged in their work, they then work harder to exceed the targets. On the one hand that is potentially terrific for job seekers. On the other, it seems somewhat mercenary towards career professionals.

Question 4: What motivates career professionals to reach and exceed their targets? The study finds that career professionals are motivated to reach and exceed their targets because they love their job, are able to empathize with the job seekers, want to help people and also to obtain job security. All of the seven career professionals were found to largely be intrinsically motivated; however, only one was found to be motivated to remain in the job because he understands that it will be difficult to get another job in Ontario’s labour market if he loses the existing job.

As indicated in chapters one and two, transformative learning theory has two major elements, namely, critical reflection, or critical self-reflection on assumptions and critical discourse, where the learner validates a best judgment (Mezirow, 2006). I viewed the findings of this study through the transformative learning theory lens and used critical self-reflection of my present experience as a mid-level manager of a non-profit employment agency, and previous experience as a career professional. My critical self-reflection resonates with mid-level managers’ disclosing that they build and sustain career professionals’ intrinsic motivation by providing encouragement of learning and

innovation, trust, opportunities for open communication, being a role model, and showing appreciation of employees. Similarly, my reflection of previous experience as a job developer echoes participant career professionals' responses. So, my self-reflection helped me understand what the career professionals meant when they mentioned that their sources of motivation are empathy, and willingness to serve the community. In a similar vein, the mid-level-managers' understandings of the career professionals' (to some extent from reflection) suggests that they understand how important it is that the career professionals experience meaningful work in order to boost or satisfy their larger intrinsic motivation.

Out of the seven career professionals, only one was born and raised in Canada. All the other (six) career professionals who had immigrated to Canada faced some barriers in finding their employment in this country as a newcomer. Even the one who was born and raised in Canada also mentioned facing difficulty in finding her first job after graduating from a Canadian post-secondary educational institution. While describing their reasons for choosing this profession, all seven career professionals reflected on their past memories in terms of the difficulty in finding their first employment in this country. This can be interpreted through the lens of Transformative Learning Theory (Mezirow, 1991), which shows how meaning is made through reflection. Mezirow (1991) stated, "Reflection is the central dynamic in intentional learning, problem solving, and validity testing through rational discourse. Intentional learning centrally involves either the explication of the meaning of an experience, reinterpretation of that meaning, or application of it in thoughtful action." (p. 99). Three stories of career professionals and the data obtained through transcripts suggest that all

seven career professionals reflected on their past experience of hardship in finding their first employment in Canada, reinterpreted this finding in deciding that they wanted to work in a field that would enable them to help job seekers, and acted on finding employment for themselves as career professionals. While working as career professionals, their reflection continues to motivate them to assist the job seekers as much as possible to find sustainable employment.

The following section shows a comparison between findings of the literature review and data analysis.

Comparison between Findings from the Literature Review and Findings from the Study

The literature review in chapter two revealed some important points that have relevance to my study findings. These points include:

- The best leaders typically displayed mostly transformational, but sometimes used transactional leadership as well (Avolio, Bass and Jung, 1999).
- Both transformational and transactional types of leadership have a strong impact on quality of workgroup performance, but the positive effects of transformational leadership are higher than transactional leadership (McMurray, Sarros & Islam, 2010).
- Transactional leaders, in a sense, usually work within existing organizational culture to progress and complete goals, while transformational leaders usually try to change culture as they attempt to achieve the organizational goals and mission (McMurray, Islam & Pirola-Merlo, 2012)

- There is a tendency for public sector workers to have a higher level of intrinsic motivation than private sector workers (Cowley & Smith, 2014).

Findings from the analysis of data reveal that mid-level managers of non-profit employment agencies maintain close relationships with career professionals in order to gain their trust. All participant managers of non-profit employment agencies indicated that they foster open communication, which also is an example of leaders' maintaining close professional relationships with career professionals. However, although most of the mid-level managers of Ontario non-profit employment agencies indicated their leadership styles, which comprised elements of transformational leadership approach, the analysis also found some mid-level managers use transactional leadership approach.

The review of literature revealed that often times employee motivation in non-profit employment agencies is stronger compared to private sectors. Although the scope of my study is limited to investigating the leadership approaches in non-profit employment agencies only (and hence excludes private organizations), all seven participant career professionals claimed that they were strongly motivated, and are able to sustain their motivation for continuing to help unemployed people find employment. One out of the seven career professionals mentioned that she would not like to stick to her role as a career professional in the long term, which is incongruent to other six career professionals who indicated that they would like to stay in the same profession because they loved their job.

This section provides a discussion of the findings from data analysis. All the 13 themes were reviewed to identify their relevance to some leadership approaches and intrinsic motivation. Leadership approaches used by mid-level managers of Ontario non-

profit employment agencies were discussed in the previous chapter in relation to the six themes obtained from mid-level managers' transcripts. Similarly, what motivates career professionals to meet and exceed their targets has also been discussed in relation with the seven themes generated from their transcripts.

Five out of six themes emerging from the analysis of mid-level managers' data refer to their use of transformational leadership approach. These themes are: encouragement of learning and innovating, open communication, trust, modeling the way, and showing appreciation. Two elements of a transactional leadership approach have also been identified in mid-level managers' responses, namely, use of a transactional exchange process and centralized information sharing. These two elements of transactional leadership have been combined into a single theme titled 'Transactional exchange process'. Triangulated data support mid-level managers' use of one of those two components (transactional exchange process) of transactional leadership approach, and suggest the validation of one theme, i.e., transactional exchange process. An overall analysis of the themes revealed that mid-level managers mostly use a transformational leadership approach for sustaining and building intrinsic motivation of career professionals.

The study also reveals that features of several leadership approaches are sometimes overlapping, so it is difficult to determine and specify which particular leadership approach a mid-level manager of Ontario non-profit employment agency consistently uses. Besides, the tasks of a mid-level manager of an Ontario non-profit agency entail more managing than leading, and this may explain why they use some elements of transactional leadership. Tyssen et. al. (2014) inform that transactional

leadership is more suitable for temporary organizations and projects because it handles the day-to-day tasks. Mantel et al. (2011) assert that projects are parts of overall programs and may be broken down into tasks, subtasks, and further as needed. Employment Service of the Employment Ontario program, and different sector-specific bridging programs delivered by non-profit employment agencies have several components or parts. These components include client service planning and coordination, resource and information, job search, job matching-placement and incentives and job/training retention (Ministry of Advanced Education and Skills Development, 2014). Because mid-level managers are responsible for managing the overall program as well as each component of the program, they do need to use transactional leadership approaches as per the assertion of Tyssen et. al. (2014).

Some aspects of transformational leadership overlap (in theory) with other leadership approaches, and this has been pointed out by Anderson and Sun (2017). Findings of this study also suggest that mid-level managers of non-profit employment agencies change their leadership approaches depending on situations. For example, interviews of mid-level managers revealed that they use components of transformational leadership for motivating career professionals; however, their way of reminding career professionals repeatedly about the importance of exceeding targets resembles a transactional approach. When mid-level managers explain the targets outlined by the funding-ministry, and how the career professionals need to meet, or exceed those targets for the sake of maintaining their employment, the mid-level managers adopt a transactional approach. Leadership approaches of mid-level managers of non-profit employment agency are also influenced and shaped by many aspects of organizational

structure, restrictions imposed by funding-ministry, managers' own background and experience, and the organization culture.

All mid-level managers who participated in the study informed that they use non-monetary rewards to acknowledge career professionals' achievements and contributions to the program/organization. For example, the mid-level managers described that they acknowledged career professionals' achievements verbally or via emails. They also informed that sometimes they bought treats for career professionals using their own money. The mid-level managers also celebrated success of career professionals as an indication of positive acknowledgment.

Two of the seven themes obtained from the transcripts of career professionals supported what the mid-level managers said. These themes are 'transactional exchange process', and 'modeling by managers'. Government's and non-profit employment agencies' policy documents also supported the validity of this information. The following section discusses different leadership approaches used by mid-level managers of Ontario non-profit employment agencies for building intrinsic motivation of career professionals.

Use of Transformational Leadership Approach

Building trust through idealized influence. Mid-level managers' close working relationship with career professionals potentially helps them gain credibility and build trust (which they viewed as important). All participant mid-level managers informed me that they infer from career professionals' actions that career professionals trust them. They also revealed through our discussions that career professionals have faith in them, and they are encouraged to take part in some decision making. Bass (1985) described idealized influence as the development of vision, in turn promoting pride, respect, and

trust. Julie described how career professionals feel comfortable when their manager (Julie) is around, and this was implicitly portrayed by her as she said,

.... I think they have faith in me ... I think so because um ... I was away for 20 days of vacation and when I came in, it was like, *Oh thank god that you are here, it's good to have you back.* So I think that is ... is ... something that I feel happy about, and even if I go to the head office, they ... they tell me *Oh, when are you back? We want you here, we need you here.* So, I think that's part of having faith in me. So I think that's how I know.

This example of mid-level managers' establishing trust among their followers, including the career professionals, points out that they use elements of a transformational leadership approach. Bass (1985) posited that transformational leaders promote pride, respect, and trust among followers. While answering to the question whether career professionals have faith on him, Paul said:

And if there is something that I am having to ... to ... implement, and it's coming from a higher level, I explain to them that it's coming from the ministry level, and why ... to the best of my ability I explain to them why ... without giving any confidential information, but as long as they understand the bigger picture, they should be okay with it. They may not agree with it, but they'll understand that this time I am aware of all of their concerns, and if something that is raised that I haven't thought of, then I say.. *Oh, it's a good point, and I'll bring that forward.* So, umm ... you know ... it's two way dialogue, I believe it's important, you know people should feel comfortable enough to speak freely without feeling that their job is in jeopardy.

So here Paul was making his position clear to the career professionals by showing the big picture, and informing them that he was standing by them. This is an example of Paul's using transformational leadership approach, because, according to Northouse (2016), transformational leaders create trust in their organization by making their own position clearly known and then standing by those values, beliefs or claims (such as standing by committed colleagues).

Motivating career professionals via inspiration and modeling how to

perform. Mid-level managers of non-profit employment agencies indicated that they try to motivate career professionals through inspiring and modeling on how to do their jobs best. One of the mid-level managers said,

I try to role model it ... I think. Um ... I really like what I do and I want everyone to ... it sounds a little dramatic, but it is true I want people to enjoy their day. So ... I think we really focus on who we are helping because they need us and in a non-judgmental framework and all those things. So I think a lot of it is acknowledging good work and that's calling out in team meetings, all-staff emails, um

Yukl (1989) mentioned that transformational leaders elevate followers, which, according to Northouse (2016) can be done through inspirational motivation. According to Judge and Piccolo (2004), "Inspirational motivation is 'the degree to which the leader articulates a vision that is appealing and inspiring to follower' and 'challenging followers with high standards, communicate optimism about future goal attainment, and provide meaning for the task at hand.'" (p. 755). Kouzes and Posner (2012) mentioned 'model the way' as one of the five best practices of exemplary leadership, and described two steps for modeling the way as: clarify values by finding your voice and affirming shared values, and set the example by aligning actions with shared values. Julie indicated that she also plays the role model to the career professionals.

Okay, um ... how I express how career professionals could and should do their jobs ... is [by] being a role model. Um ... number one is customer service. Every person deserves attention. And I think if a person is confided in a stranger, their most intimate doubt, which is to pervade for their families, we have to be respectful of that ... the career professionals. So I think, and I translate this same think [message] to my staff. Um ... that is number one. The time that the client invest to come to ... to talk to us, that is valuable. Um ... I think that is the best way I could express.

Julie provided a clear depiction of how she practically models the roles of career professionals. Despite being the site manager, she sometimes performs the tasks of a career professional.

So, from time to time I would be out at the front, I would cover the front desk, I would meet with the client, I would ask the client what it is they are looking for, what jobs they are interested in, I would do intakes, just to have the feeling of what the clients are facing and ... and so even though I am not a frontline worker, to understand what are my frontline workers' challenges, ... and also to be aware of the challenges of the clients [I do exactly what a career professional does]. So, so I go out and I ... I do outreach as well, and I meet people and talk with them.

Julie indicated that she maintained alignment between her words and deeds.

Kouzes and Posner (2012) described such leadership behaviour as “Words and deeds must be consistent” (p. 17). Also Kouzes and Posner suggested leaders to clarify values, and Julie did clarify to the career professionals the core value, which is customer service, and also set an example by serving her customers with appropriate attention to their needs and being respectful of them.

Mid-level managers' individualized consideration for career professionals.

Mid-level managers of non-profit employment agencies indicated that employees feel good to be around them. This aspect has been discussed from two points of views, i.e., physical proximity and mental bonding between mid-level managers and career professionals in seven Ontario non-profit employment agencies. In non-profit employment agencies - site managers or managers of employment services (mid-level managers) generally get a small separate office for themselves. Some of the managers prefer their offices to be located close to the resource area where clients use various resources including computers; photocopier, and printer. Some managers have their offices inside the staff area, which enables them to be available to provide support to staff

members for solving various issues. For example, if a career professional has a question regarding the process of writing case notes in the internal system, the manager can provide quick support to resolve the issue. The participant mid-level managers of Ontario non-profit employment agencies informed during the interview that they are very approachable to career professionals. They also confirmed that they foster an open-door policy for the career professionals, and encourage them to bring their questions, issues and ideas anytime. Bass (1985) described individualized consideration as leaders' allocation of time to followers, demonstrating respect and giving responsibility. The mid-level managers of non-profit employment agencies allocate their time to help career professionals resolve issues, suggest on how to do the job and clarify responsibilities and also show respect by listening to career professionals' concerns.

According to Paul and Julie, both of them value career professionals' input, show respect for what they have to say, and also share their own thoughts with career professionals. Besides, they also jump into every opportunity to help them do their jobs, and they think these behaviours make career professionals feel good to be around them. Although such behaviour of the mid-level managers of Ontario non-profit employment agencies implies that they may be micro-managing instead of providing leadership, Paul and Julie believe such behaviour makes career professionals happy. Kouzes and Posner (2012) indicated that leadership is a relationship between those who aspire to lead and those who choose to follow, and pointed out that it is the quality of this relationship that matters most when engaged in getting extraordinary things done. It has been revealed from interviews that career professionals feel good to be around, or stay close to those leaders who they trust. These are the leaders who have credibility for their followers.

When people perceive their immediate manager to have high credibility, they are significantly more likely to feel proud about their organization, feel a high degree of team spirit, feel a strong sense of ownership and commitment to the organization, and be motivated by shared values and intrinsic factors (Kouzes & Posner, 2012). Most of the statements from the career professionals pointed to their managers' credibility.

Empowering career professionals through individualized consideration. All seven participant mid-level managers of non-profit employment agencies state that they treat career professionals as family, value their ideas and maintain a close relationship with them. One of the outcomes of this leadership behaviour includes high staff retention. Five mid-level managers mentioned that within the last three years, none of the career professionals left their organization. Another outcome of such behaviour is career professionals' feeling proud to be associated with their managers. These behaviours of mid-level managers of non-profit employment agencies strongly imply that they use individualized consideration to empower followers. Through individualized consideration a transformational leader builds follower' self-confidence and heightens personal development, which, in turn, leads to the empowerment of followers (Conger, 1999). This individualized consideration (Bass, 1985), is an element or component of transformational leadership. An example of this type of leadership is a manager who spends time treating each employee in a caring and unique way (Northouse, 2016).

In the following statement, Julie provided some examples of her use of individualized consideration.

Um that ... it helps. Because they understand that this is a non-profit. Um ... also I try to have an open um ... and a flexible environment. If they have to do run an errand, if they have to do anything, with their family, we try to have a

flexible schedule, but we are also aware that we don't accept abuse. So, the staff they are aware of that and they are grateful because of that everywhere you can caught us I am running late because I have to take my son to a doctor and I am going to make up this time. So we try to have that flexibility. And at the same time people abuse, but we call them immediately and I say you know what? I am flexible but it has to be two way. I give you; you give me, but ... so I think that is the way that we look.

So, the above statement implies that Julie takes into consideration every career professional's requirements.

Encouragement of learning and innovating through intellectual stimulation.

Encouragement for career professionals' learning and innovation emerged as an important theme in this study. Mid-level managers of non-profit employment agencies mentioned that they encourage career professionals to think out of the box, and provide them with as much professional development opportunity as possible. This leadership behaviour closely resonates with intellectual stimulation (Bass, 1985), one of the components of transformational leadership. Intellectual stimulation is "the degree to which the leader challenges assumptions, takes risks, and solicits followers' ideas" and how much they "stimulate and encourage creativity in their followers" (Judge & Piccolo 2004, p. 755). One of the mid-level managers said that she encourages career professionals to think out of the box. Two other managers mentioned that they, along with career professionals, think of new solutions to the old problems. Another manager informed that she collaborates with career professionals through brain storming sessions or team meetings for generating new ideas. For example, if the number of client-referral from other agencies decline, a manager may seek ideas from all career professionals in a team set up for generating ideas about new ways of conducting outreach.

Great ideas are sometimes obtained from career professionals. For example, in order to attract more clients, an employment consultant may come up with an idea of delivering a job search workshop in another organization which provides settlement services. When she delivers that workshop at the settlement agency, she demonstrates to clients how effective and informative her workshop is, and eventually, the settlement agency starts referring more clients. It may be mentioned that settlement agencies provide settlement services, including sharing information about how to settle in Canada as newcomer. These agencies do not provide employment services. Some examples of their typical services include providing Language Instructions for Newcomers to Canada (LINC) classes, sharing information regarding how to obtain a social insurance card or permanent resident card, how to prepare for citizenship test, how to submit taxes without any fees and so on. Despite fund-constraints, mid-level managers of non-profit employment agencies try to send career professionals to attend various professional development opportunities that are offered by other community agencies for free. For example, Paul reflected:

Well I always encourage staff to go out there and, um.. you know ... learn new things and courses and come back and share their findings with the team. Right? Um ... I can't force them to do that, quite often if they are really impressed with something, they'll let me know, so for instance if they went to some, um ... conference where they hear something really inspirational speaker, they'll come back and talk about that, we may bring that speaker in here as a guest speaker as a presenter. Um ... if they went to a course and they heard about um ... that's like how [they] find about motivational interviewing, they have got through some training on that, and they thought it's really worthwhile to do that so we looked at further and um you know...

Some non-profit employment agencies provide a certain amount of professional development funds, and managers encourage career professionals to take the opportunity

of attending training and workshop using that fund. The above two behaviours of mid-level managers of non-profit employment agencies reflect on intellectual stimulation, which, according to Bass (1985), continually challenge followers with ideas and approaches. Julie stated about setting aside some money for career professionals' learning and professional development,

And also we encourage professional development. We set aside a small budget ... um ... professional development, and we try to rotate. And whenever we have um ... um ... that thing that a community partner might have a free professional development that might be useful to the career, we give the time for the staff to develop.

When allocation for training budget is inadequate, mid-level managers indicated that they encourage career professionals to take opportunities to use cost-free training that are offered by other community organizations rather than miss out entirely.

Use of Transactional Leadership Approach

One of the themes generated from the interviews of mid-level managers implies the use of transactional leadership approach. Managers clarify expectations to the career professionals in terms of how many client-files they need to open, how many of them should be 'exited' (closing clients when they find employment, start training or stop job searching for personal reasons) as employed, how many of them could be exited in training and how many as unemployed. For career professionals, reaching targets may get challenging because of the external factors that are uncontrollable. For example, the number of clients exited as employed largely depends on the labour market. Besides, career professionals are expected to help their clients in finding jobs that are related to their areas of expertise, training, and expectations.

A large number of clients turn out to be internationally educated professionals immigrating to Canada with overseas experience and training in various professional fields. So, a client with an engineering background expects to find a job in the field of engineering; however, generally most employers ask for relevant Canadian training and experience. In that case, it will be challenging for the respective career professional to exit this client as employed in a relevant sustainable field. Besides specifying quantitative targets, managers also clarify expectations relating to the quality of services, including customer service. When career professionals consistently meet and exceed their targets, they get good scores in their performance evaluation, and may get considered for internal promotions. If a career professional consistently fails to meet targets, the career professional is given a warning, and eventually (if nothing changes/improves) this may lead to the process of termination.

Bass's (1985) 'full-range' model of leadership conceptualized transactional leadership as consisting of three dimensions; contingent reward and two forms of management by expectation (MBE). Judge and Piccolo (2004) described contingent reward as "...the degree to which the leader sets up constructive transactions or exchanges with followers: the leader clarifies expectations and establishes the rewards for meeting those expectations" (p. 755). All mid-level managers of non-profit employment agencies clarify expectations for career professionals, which are, although not limited to, specified as meeting and exceeding targets. The reward for meeting these expectations in these agencies include job security and some acknowledgement, which often turns out to be only informally congratulating them for their achievements. Judge and Piccolo (2004) stated, "Management by exception 'is the degree to which the leader takes corrective

action on the basis of results of leader-follower transactions” (p. 755). In view of the funding-structure and subsequent targets for non-profit employment agencies, it becomes imperative for the mid-level managers to exercise limited forms of transactional leadership. However, the study findings suggest that they largely use elements of a transformational leadership approach for building and sustaining the intrinsic motivation of career professionals.

Career Professionals’ Expressions of Intrinsic Motivation through a Transformative Learning Theory Lens

Findings from the study suggest that by and large, career professionals of non-profit employment agency are generally intrinsically motivated. While describing the reasons for working in Ontario non-profit employment agencies, career professionals mention passion, gaining satisfaction by changing other people’s lives, empathy, helping the community, and loving their job. They also pointed out that they put a lot of efforts to perform their work because they find this job rewarding. Most of them also reflected on their previous experience of looking for job in Canada as newcomer, or as a Canadian graduate, and indicated that they find it rewarding to help people get jobs and reduce their struggles to enter the labour market. As indicated earlier, intrinsic motivation involves people doing an activity because they find it interesting and derive spontaneous satisfaction from the activity itself (Gagne & Deci, 2005). One of the career professionals (a job developer) comments,

I am extremely passionate about my work. As a matter of fact, I am a 24/7 job developer, and employment advisor ... because you want to know why? Because once upon a time, I too, was unemployed, and ... what that did to my self-esteem, my self-efficacy, and my entire perspective of life was detrimental. So I was a client of [name of the agency where she sought employment services],

I came in because I was having ... for 25 years I was having the most painful career process ... ever ... I just couldn't figure out what I wanted to do, where I wanted to be and it's not like I didn't go to school, I still went to university, I made it through - but it was just brutal, and it was just taking such a toll on every aspect of my life. That [unfavorable job search experience] motivated me even further for my passion and to make sure that everybody has an opportunity to have the dignity of an employment, for sure, meaningful and long time sustainable employment ... so that's kind of what led me into this whole world..

The same job developer informed at one stage of her interview that she could have easily taken a job as a recruiter and made a lot more money had she wanted, but she decided to stick to this profession because of her intrinsic motivation. Another employment consultant said,

I've been doing this work for the last 20 years, and I'm a people person. So I myself was a newcomer at one point in my life. So, and then when I landed myself, nobody helped me, nobody guided me in those days ... 20 years ago I'm talking, that not many services for newcomers, and I was feeling so lost and confused. So many complications! So I joined this sector, not to repeat those horrible experience that newcomers. What happened to me at least should not happen to them. So that's the reason where my passion is coming from, and to what degree – I, I think the passion has no degrees. Passion is endless, and that's what my passion is.

The above statement also implies that these two career professionals are intrinsically motivated. One statement by the employment consultant infers that one of the motivators for him is empathy. Most of the responses of the career professionals testify that they are intrinsically motivated. As we look through the lens of transformative learning theory (Mezirow, 1991), the above statements imply that both of the career professionals are transformative learners, because, according to Mezirow (1997), transformative learners move toward a frame of reference that is self-reflective and integrative of experience. The above job developer and employment consultant reflected on their previous experience of facing multiple barriers while job searching in Canada,

and informed that these experiences motivated them to become career professionals so that they can help job seekers in finding sustainable employment. Another job developer said:

When I was younger, I enjoyed helping my mom with household works. As I grew older, that habit grew and I wanted to help others as well. I like helping people find solution that meet their specific needs. Working as a career specialist is a rewarding job, and I like it. On a scale of 10, 1 is lowest, and I would say I like it as 9. I am passionate about making a difference when I am involved with a project at work, I want most of all to achieve success. I feel the same way about what I do in my personal life.

The above statement illustrates how this job developer's values, and tendency to help his mom as a child gradually flourished, and eventually led him to choose job development as his career. This job developer loved helping his mom as a child, and as he grew older he elaborated on his point of view and his passion expanded to helping people at a larger context. One process of learning for adults, according to Mezirow (1997), is to elaborate an existing point of view and expand the range or intensity of our point of view. Another employment consultant said:

I was a ... a ... working in a very high profile, high paid position before coming to Canada. There were 20 people working under me. And when you ... and plus ... having a chauffeur who will drive me everywhere, going far away places, staying in five star hotels, travelling in first class. And when you come to Canada you start from zero, and as you know everything has a price tag. So you have to start from somewhere, and as in Canada we always say you are lucky that you have a job to pay your bills. So that's what here we talk about, so forget about promotions, or um ... incentives, or ... aa... any increase of any kind. So the reason again, it's my pure commitment, and dedication, and passion to do something different, bring some positive changes in the lives of newcomers. That's the reason I have chosen to be part of this career.

The above career professional had been an affluent person, and well placed in a prestigious job before immigrating to Canada. Previously he was used to living a lavish life, but his life was totally changed, and he had to start fresh in Canada. This helped him

transform his point of view. He is gaining some different types of experience in another culture resulted in his critically reflecting, and changing in point of view toward the newcomers to Canada. He started thinking how he could help another group of people, who struggle to find employment in Canada. This types of experience and process is akin to what Mezirow (1997) described as "...to transform our point of view". (p.7).

Through the analysis of information and discussion of findings, it becomes evident that the participant career professionals of non-profit employment agencies are intrinsically motivated who have had transformative learning experiences. As for leadership approaches used by mid-level managers of Ontario Nonprofit employment agencies, the study suggests they largely use transformational leadership approach to sustain and build career professionals' intrinsic motivation.

Chapter 6

Conclusions, Implications, and Recommendations

Conclusions

This exploratory case study responded to the broad research question: why, how, and what leadership approaches are being used by mid-level managers of Ontario non-profit employment agencies to intrinsically motivate their career professionals. The findings pointed out that mid-level managers mostly use transformational leadership approaches for building and sustaining the intrinsic motivation of career professionals. The reason for them using this leadership approach is their sense of the capacity of this approach to motivate people by creating an environment where mid-level managers and career professionals have, at the least, a basic level of trust of each other. Mid-level managers use this leadership approach by encouraging learning and innovating, fostering open communication, modeling the way to perform jobs, and showing appreciation of career professionals. Mid-level managers in this study mentioned using what in essence are non-monetary rewards such as showing appreciation, celebrating successes, and buying treats for career professionals as symbols or tokens of appreciation. In order to signify the importance of reaching and exceeding employment targets, they share their understanding of the 'big picture' to career professionals by depicting the funding-structure of these agencies. A further elaboration of each research question and how this study answered them are given below.

The first question asks: how do mid-level managers support and reward the intrinsic motivation of career professionals. This study suggests that mid-level managers of Ontario non-profit employment agencies support and reward career professionals'

intrinsic motivation by building trust, fostering open communication, encouraging career professionals to think ‘out of the box’, celebrating success, providing individual recognition, being a role model and demonstrating to them how tasks should be performed, allowing the opportunity to conduct open communication, and maintaining somewhat a personal relationship with them.

The second question asks why mid-level managers of nonprofit employment agencies use particular leadership approaches to lead their teams in ways that may build intrinsic motivation? This research suggests, in the absence of adequate extrinsic motivation, mid-level managers largely use transformational leadership approaches to lead their teams and build motivation. The reason behind using this particular approach, as described by Avolio (1999), is because the concern with this approach is to improve the performance of followers and develop them to their fullest potential. In the absence of additional financial incentives, the mid-level managers find this approach both meaningful and suitable for ensuring that career professionals meet, and often exceed their targets. Career professionals know not to expect any additional financial incentives.

The third question considers the reasons behind building the intrinsic motivation of the career professionals of Ontario non-profit employment agencies. While studying the variation in levels of intrinsic motivation, Cowley and Smith (2014) found that there is a tendency for public sector workers to have a higher level of intrinsic motivation than private sector workers. Findings of my study suggested that career professionals realized that it is somewhat pointless to be extrinsically focused beyond their salary/pay. To be extrinsically focused is thus literally futile, and so the career professionals turn more to gaining satisfaction from and becoming more intrinsically motivated toward clients’

needs. This research also points out that because of a lack of extrinsic motivation, and for the fact that career professionals need to exceed their targets so that funding continues, the mid-level managers of Ontario nonprofit employment agencies have to build career professionals' intrinsic motivation.

The fourth and last question asks what motivates career professionals to reach and exceed their targets. The study informs, on the basis of voices obtained from career professionals of Ontario non-profit employment agencies, that they are motivated to reach and exceed their targets because they love their job, are able to empathize with the job seekers, want to help people, and also to obtain job security for themselves.

This study illustrates that Ontario non-profit employment agencies promote a comfortable and homely environment where career professionals have relatively easy access to reach their supervisors (mid-level managers) almost whenever they need. The mid-level managers of Ontario non-profit employment agencies tend to stay as close as possible to the career professionals so that necessary supports can be offered all the time. The mid-level managers understand that career professionals need to be intrinsically motivated in order to meet and also exceed targets in the absence of additional financial incentives. Notably, the career professionals' intrinsic motivation was shaped, in part, by both their past experience of struggles in finding employment in Canada, plus empathy, and willingness to help job seekers find employment. The intrinsic motivation of career professionals is further harnessed by mid-level managers' use of a transformational leadership approach. The career professionals emphasized that they love changing their clients' lives by assisting them in finding jobs, and that happens to be one of the major reasons why the career professionals love their job so much. The mid-level managers

enhance career professionals' intrinsic motivation by encouraging them to learn and innovate, fostering open communication, building trust, becoming role model by demonstrating how to do different tasks, and showing value to employees

These Ontario non-profit employment agencies play a crucial role in building Ontario's economy by bridging the gap between job vacancies and job seekers, and by preparing and connecting skilled professionals with Ontario's major employers. Career professionals directly impact the lives of jobs seekers, and mid-level managers impact the lives of career professionals. So, the mid-level managers indirectly impact the lives of job seekers. Hence, it is imperative for the mid-level managers to build and sustain the intrinsic motivation of career professionals for helping the economy of Ontario grow, and reducing the unemployment rate in the province of Ontario and indirectly bringing opportunities to unemployed or underemployed individuals to gain employment or new career work experience.

Implications of the Study

This section provides suggestions for mid-level managers of Ontario non-profit employment agencies in terms of using appropriate leadership approaches for sustaining and building the motivation of career professionals. As noted earlier, this study delved into the leadership approaches used by mid-level managers of non-profit employment agencies for sustaining and building career professionals' motivation. Earlier, it was mentioned that Ontario non-profit employment agencies are funded by various levels of the government, and funding renews at the end of each fiscal year upon meeting, and generally exceeding agreed upon targets. Mid-level managers of Ontario non-profit employment agencies have to be very attentive to meeting targets because otherwise their

agencies may lose funding for the next fiscal year. Because of a lack of incentives for exceeding career professionals' targets, the individual who is the agency's site manager (i.e., mid-level manager) has to make sure an appropriate leadership approach is practiced for motivating their career professionals.

My suggestion for the mid-level managers of Ontario non-profit employment agencies is to increasingly use transformational leadership approaches for sustaining and building career professionals' motivation. The study findings, and two of the themes validated through triangulation of the data, suggest that most of the participant mid-level managers use a transformational leadership approach. The findings, by and large, also point out that career professionals are intrinsically motivated, and their motivation is sustained as well as strengthened by their supervisors' (mid-level managers') leadership approaches. The literature review used in the study also revealed the applicability of a transformational leadership approach in non-profit agencies because of the connection between the purposes of such organizations and elements of transformational leadership. Throughout the findings and conducts of the study I noticed the dominance of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration in the behaviour of mid-level managers. Another important finding of my study, as elaborated in the "Findings and Discussion" chapter, points out that, in the main, the career professionals are transformative learners, who move toward a frame of reference (in terms of their learning) that is self-reflective and integrative of experience.

Recommendations for Future Research

In my attempt to identify the leadership approaches used by mid-level managers of non-profit employment agencies for sustaining and building intrinsic motivation of

career professionals, it is clear that I interviewed mid-level managers and career professionals only. I did not interview any job seeker, who constitutes a client of non-profit employment agencies. It may significantly contribute to the literature of leadership and motivation if the clients' perspectives can also be investigated. This study unearthed how mid-level managers are attempting to build career professionals' intrinsic motivation for reaching and exceeding the targets of the Ontario organization; however, it did not look into what the clients think about the services of these agencies (in terms of them meeting their expectations). The focus of this study was mostly to understand whether the leadership approaches of mid-level managers succeed in intrinsically motivating career professionals, and eventually making the organization (and funders) satisfied, but whether the clients are satisfied with the service or not was not investigated. This is a gap in this study which opens avenues for future research in this area. Because the work of mid-level-managers and career professionals makes an important contribution to the lives of unemployed people in Ontario, research of that group of job-seeker clients of non-profit employment agencies will provide a public good that potentially in turn, supports non-profit employment agencies of Ontario.

When I reflect on this study as well as my own lengthy experience working in a non-profit employment agency, several points emerge as pertinent final thoughts. For example, although a majority of the mid-level managers' interviews imply that they use, by and large, a transformational leadership approach, at the same time the mid-level managers also pointed out that they have to run their services strictly following the guidelines outlined by their funding-ministry. So, they are not able to exercise much innovation and creativity for building and supporting the intrinsic motivation of career

professionals, neither are they able to allow the career professionals much liberty to ‘think out of the box’ or ‘solving the old problems in a new ways’. The mid-level managers of Ontario non-profit employment agencies use aspects of, or a transformational leadership approach to transform the career professionals’ values and beliefs to attain the key organizational objective, which is to help job seekers find sustainable employment. Fortunately, the career professionals are mostly able to align themselves with this objective by reflecting on their own experiences of facing difficulty in finding sustainable employment in Canada, no matter whether they immigrated, or were born and raised in Canada.

As noted earlier, the interviews of career professionals point out that they are intrinsically motivated; however, there are sometimes stronger reasons for them to be intrinsically motivated other than through the use of their supervisors’ (mid-level managers’) leadership approaches. The study suggests that even if the mid-level managers’ leadership approaches may not play a substantially strong role in building career professionals’ motivation, these approaches apparently help in supporting career professionals’ intrinsic motivation. The funding ministry provides funding, and necessary guidelines for serving clients, and meeting targets; however, this arrangement does not provide any options for rewarding career professionals for exceeding their targets. The study reveals that the mid-level managers use their own money for treating career professionals, and celebrating their success. This is an example of supporting career professionals’ intrinsic motivation.

Several limitations were encountered in conducting this study. As noted before, one of them happens to be a small sample size. Only seven mid-level managers and seven

career professionals cannot be considered as a proper, or indeed typical representation of the population; however, the rich data obtained through semi-structured interviews provided me with the opportunity to obtain deeper insights into the concepts of managers' leadership approaches and career professionals' intrinsic motivation.

Another limitation of the study is its validity and reliability. Member checking and data triangulation were used for strengthening validity and reliability of data. Although 11 out of 14 participants took part in member checking, none of them suggested any changes. I assume time constraints might have played a role in discouraging participants to suggest any changes. As for data triangulation, only two out of six themes generated from mid-level managers' interviews could be triangulated. So, that aspect of the study can be considered as a limitation.

Despite the above mentioned limitations, the findings of the study have important inputs for mid-level managers of Ontario non-profit employment agencies in terms of choosing appropriate leadership approaches for building and supporting the intrinsic motivation of career professionals. In the absence of being able to adequately address extrinsic motivation, it is imperative that mid-level managers use appropriate leadership approaches in Ontario non-profit employment agencies to build and support the intrinsic motivation of career professionals, who, as the study suggests, are mostly already intrinsically motivated because of obtaining satisfaction from changing lives of people by helping them in finding meaningful, (and hopefully) sustainable employment.

From this study and evidence gathered, I continue to have great respect for the work of these agencies and the impressive contributions of the mid-level managers and the career professionals. This sector and employees of these organizations are

contributing hugely to the economy, well-being of the residents, and prosperity of the country as a whole. So, the use of appropriate leadership approaches by mid-level managers, and building and supporting intrinsic motivation of career professionals can indirectly improve the lives of people in Ontario.

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Appendix A - Interview Questions

Semi-structured Interview Questions for Mid-level Managers of Ontario Non-profit Employment Agencies

1. Do you make career professionals and other team members feel good to be around you? If so, how do you do that?
2. How do you express in which way career professionals could and should perform their tasks? Do you express in a few words? If so, what are those?
3. Do you enable others to think of the old problems in a new way? If so, how do you do that?
4. Do you help career professionals and other team members develop themselves? If so, how do you word your message for this?
5. Are you satisfied when the career professionals meet agreed upon standards? Or do you want them to exceed expectations? If so, how do you do that?
6. How do you tell career professionals and other team members what to do if they want to be rewarded for their work? In absence of financial bonus or incentives, how do you motivate career professionals and other team members to meet and exceed their targets?
7. Are you content to let others work in the same ways always? If not, how do you pass the message?
8. Do your followers have complete faith on you? How do you know this?
9. Do you provide appealing images about what you can do? If so, how do you do this?
10. Do you provide others with new ways of looking at puzzling things? Can you give an example of how you do it?
11. When career professionals reach targets, do you provide recognition/rewards? In what form do you recognize/reward their work?
12. As long as things are working, do you not try to change anything? How do you try to change things at work?
13. How do you help career professionals find meaning in their work? Do you give personal attention to those who seem rejected?
14. Do you get others to rethink ideas that they had never questioned before?

15. How do you tell career professionals the standards they have to know to carry out their work?

Semi-structured Interview Questions for Career Professionals

1. Are you passionate about your work? If so, to what degree, and why?
2. Do you put a lot of efforts to meet and exceed your targets? If so, why do you do that when you do not receive any financial bonus or incentive for exceeding your targets?
3. What is the reason you have chosen to be a career professional in a nonprofit employment agency?
4. What is the strongest reason for you to stick to this profession and not to switch to a different profession?
5. Are you able to see how your work tasks contribute to your organization's corporate vision? How do you see this?
6. What do you consider as the biggest reward for working in a nonprofit employment agency as a career professional?
7. Do you have significant autonomy in determining how you do your job? If not, how you are instructed on how to do your job?
8. Does your manager/supervisor delegate important project/tasks to you that significantly impact your team's overall success?
9. Have you mastered the skills necessary for your job?
10. Does your manager/supervisor recognize when you competently perform your job? What type of recognition do you receive?
11. Does your program celebrate its progress towards achieving its goal throughout the year? How does this happen?
12. Do you regularly receive evidence/information about your progress toward achieving your overall goal?

Appendix B - Table 3: Midlevel Managers' Key Themes

Midlevel Managers	Key Themes	Synthesis	Common Themes
Manager 1:	<ul style="list-style-type: none"> -Clarify expectations -One-on-one discussion -Trust-building - People feel good doing their jobs -Open door policy -Work together as a unit -Encourage professional development -Government standard is basically the standard -Contractual relation with the government -We help the community - I am one of them -You need to go out of the box and try to help the person in here 	<p>Manager 1 maintains an open door policy for career professionals, who feel comfortable working there in a team environment. He has to inform career professionals that the standards or targets are set by the government, so these standards need to be met for the survival of the organization. He believes in helping the community through his job.</p>	<ul style="list-style-type: none"> - Open Communication - Encourage learning and innovation - Trust - Modeling how to do the job - Show value to employees - Transactional exchange process between the leader and followers
Manager 2: Paul	<ul style="list-style-type: none"> - Rigid parameters for standards and targets - Regimented and bureaucratic structure - Offer non-financial incentives like popcorn and movie, and pastries on Fridays - Open to ideas - Wants a balance between quantity and quality of client services - Focus on customer satisfaction, not only reaching targets 	<p>Manager 2 works in a regimented and bureaucratic environment, explains the standards to career professionals, but also offers them non-monetary incentives. He is open to ideas and believes in putting the client services first, and also believes that serving clients will eventually lead to reaching targets automatically.</p>	
Manager 3: Julie	<ul style="list-style-type: none"> -Role model -Customer service -Think out of the box -People person -Confidential conversation - Trust - Wants career professionals to exceed targets - Celebration -Encourage professional development -Wants career professionals to change the way they do their job 	<p>Manager 3 exhibits her as a role model to career professionals. She encourages career professionals to think out of the box, and also to change the way they do their jobs. She cares for her staff and place older staff members to suitable roles, and as a result enjoys high staff retention. She promotes professional development, shows the big picture and, fosters trust,</p>	

	<ul style="list-style-type: none"> - Believe in changing way of delivering service if expectations are not met - Acknowledge success by sending individual emails - High staff retention - Involve senior staff in smaller projects - Close relation with staff - Shows the big picture - Explains standards - Do not ask for more than it is essential 	and celebrates success and even challenges.	
Manager 4:	<ul style="list-style-type: none"> - Show big picture - Think of new solutions - Career professionals take pride in what they do - Role model - I want people to enjoy their day - Acknowledge - Inform ED of their success - Send 'thank you' emails and inform the ED - Because it's not my success. - I think so, they tell me - I need management training 	Manager 4 shows big picture and role model to encourage career professionals to do their jobs. She acknowledges career professionals' achievements, acknowledges them by sending individual emails and informs the Executive Director about their achievement.	
Manager 5: Suzie	<ul style="list-style-type: none"> - Think of old problems in a new way - Brainstorm at team meeting - Show the big picture by pointing out that government standard is the standard to follow - Help community - Provide non-financial motivation, e.g., half a day off - Do not want changes unless essential - Funders' and our organization structures are bureaucratic - Rewards the group only, not individually - Non-financial incentive, e.g., lunch ... food - Proud to be associated with manager - Our standards are already high 	Manager 5 thinks that their organization structure and the funders' organization structures are bureaucratic. She thinks that standards set for career professionals are already high. She acknowledges career professionals' success as a group, not individually, and offers non-financial incentives.	

Manager 6:	<ul style="list-style-type: none"> -Work together to accomplish goals - Do not micromanage - Solve problems together - Set high standards - Give personal attention to those who feel rejected - Don't need to tell them standards - Some word of motivation suffice 	<p>Manager 6 works along with career professionals to accomplish goals and solve problems together. While standards are set high, personal attention is given to those who feel rejected. He doesn't micromanage, and tries motivate career professionals.</p>	
Manager 7:	<ul style="list-style-type: none"> - Career professionals have freedom -Standards are set by the ministry -Work together as a team -Reflect on past experiences -Very supportive -Want career professionals to exceed - Non-financial incentive - Trust - Show big picture - Congratulates on email - Non-financial incentives 	<p>Manager 7 provides autonomy and freedom to career professionals in terms of how they do their jobs. She works with them as a team, and often reflects on her past experience. She is very supportive, and wants career professionals to exceed targets. She shows the big picture to them and offers non-financial rewards.</p>	

Table 4: *Career professionals' themes*

Career professionals	Key Themes	Synthesis	Common Themes
Career professional 1: Tanmoy	<ul style="list-style-type: none"> -Puts lots of efforts to meet targets - Finds his role satisfying - Cares for quantitative and qualitative targets - Doesn't bothered by lack of financial incentives - Passionate - Empathize with clients - Experience - Labour market for career professionals is good - Not sure about own contribution to organization's success - Strategic plans are not shared with career professionals - Non-participatory decision making - Impact of services on clients' families are motivators 	<p>Tanmoy loves his job, and the way it changes the lives of his clients, he finds this rewarding. He is not much concerned about the lack of financial incentives, because he is passionate about his work. He came to Canada as an immigrant and that make him understand clients' problems. He understands that there is lacking of career professionals' participation in organizational planning and decision making.</p>	<ul style="list-style-type: none"> - Passionate about work - Rewarding work - Empathy - Put a lot of efforts to work - Exceed targets to help the community - Past experience and labour market - This job gives inner peace

	- Lack of recognition	
Career professional 2:	<ul style="list-style-type: none"> -Passionate - Empathy - Some managers career only for targets - Exceed targets - Wants to keep helping job seekers all the time - Love what I am doing - Continuous learner - Understands her contribution to organization's success - Loves changing peoples' lives - Has autonomy at work - Doesn't get recognition from management - Program doesn't celebrate success - Employer doesn't care for career professionals progress 	Career professional 2 is passionate about her work, she exceeds targets and loves helping people find jobs. She is a continuous learner who enjoys autonomy at work, however; doesn't get any recognition from her employer.
Career professional 3:	<ul style="list-style-type: none"> -Passionate - Loves his job - Exceeds targets to help people - Teamwork - Non-financial incentive/recognition 	Career professional 3 is relatively new to this profession. He can relate this job to his own experience of job searching as a newcomer. He loves this job and exceeds targets so that he can help people better.
Career professional 4:	<ul style="list-style-type: none"> -Passionate - Finds his job rewarding - Loves helping people - Put a lot of efforts to exceed targets - Receives encouragement from manager - This is my dream job - Manager delegates projects - Manager recognizes competencies 	Career professional 4 is passionate about his job, which he finds rewarding. He puts lots of efforts to exceed targets, and also received encouragement from his manager. He always wanted to be a career professional.
Career professional 5: Javed	<ul style="list-style-type: none"> -Passionate about serving people - Empathize with newcomers - Nonprofit sector abuses human services - There should be some kinds of incentives - There is no promotion, bonus or incentives - Manager delegates tasks - Doesn't get recognition 	Career professional 5 is passionate about helping people and empathize with newcomers, but also admits that nonprofit sector abuses human services. He strongly believes that there should be some incentives for exceeding targets. He doesn't think he gets enough recognition.
Career professional 6:	<ul style="list-style-type: none"> -Passionate - Empathize - Finds job rewarding 	Career professional 6 is passionate about work and empathizes with clients.

	<ul style="list-style-type: none"> - Puts a lot of efforts to meet targets - Chose this profession because of past experience - Love this environment - Organization has no vision - Manager delegates tasks - Celebrates success - Management recognizes 	<p>She finds job rewarding and puts a lot of efforts to meet targets. She loves this environment, however; doesn't think that this organization has any vision. Her manager delegates tasks, celebrates success and recognizes.</p>	
Career professional 7:	<ul style="list-style-type: none"> -Passionate - Puts a lot of efforts to meet targets - Puts his heart to work - Gets peace of mind by doing her job - Chose this profession because of past experience and education - Job security - Gets peace of mind - Manager delegates tasks - Only verbal recognition given - Informally celebrates 	<p>Career professional 7 is passionate, puts a lot of efforts to meet targets and receives peace of mind from her work. She chose this profession because of her past education and experience in this field. She like the job security and also receives peace of mind from this job. Her manager delegates tasks, but provides only verbal recognition.</p>	

Appendix C – Curriculum Vitae

Habib Ullah

Academic and Business Research – Training and Adult Education - Program
Management –Leadership and Team Building

Summary of Qualifications

- Received Doctor of Education (EdD) degree from the University of Western Ontario
- Obtained Master of Education (M. Ed) and Master of Commerce (M. Com) in Management, and certificates in Human Resource Management and Project Management
- Gained significant experience in the fields of research, teaching, adult education, organizational training and development, program and project management in public, private, post-secondary education and non-profit sectors in Canada and abroad
- Skilled in conducting research using both qualitative and quantitative methods
- Gained solid program development, project management, and strategic planning skills by managing different government-funded programs for helping job seekers find sustainable employment
- Built outstanding leadership, supervisory and team building skills by managing diverse groups of people in various government-funded programs in a unionized environment
- Established a trend of maintaining sturdy collaboration and partnership with a wide range of stakeholders and community workgroups for achieving mutual benefits
- Proficient in using MS Office suite, and Salesforce, and able to use MS Project and SPSS

Professional Experience

Manager, Employment Services (Site Manager)

March 2010 - Present

ACCES Employment, North York

- Manage and supervise the Employment Ontario team of North York, which includes Employment Consultants, Job Developers and Administrative Assistants providing employment and training services to job seekers
- Handle budgets for Employment Ontario program, and also oversee the overall activities of the North York site of ACCES Employment
- Provide leadership and expertise to a team of career professionals in areas of assessment, case management, problem solving, intervention, crisis management, and understanding the principles and ethics of career counseling and career education
- Coordinate the recruitment, training and management of new employees, volunteers and placement students, and manage staffs of the site
- Manage and coordinate programs and services, ensuring all funding requirements and commitments are met as required, liaise with agency funders to ensure projects are meeting identified needs and that all contract obligations are being fulfilled
- Participate in strategic thinking and visioning for the organization and work collaboratively within the management and leadership teams
- Prepare project proposals, regular reports & statistics.

Project Coordinator**April 2009 – March 2010**

Engineering Connections Project, ACCES Employment

- Assisted with planning and scheduling of all program/project activities including intake of participants, developing curriculum and running bridging project
- Worked with the Project Manager to oversee daily project administration
- Assisted with file audits to ensure proper documentation of career education
- Assisted in development and implementation of systems and procedures for the evaluation of the program, ensure compliance with funder guidelines and targets.

Employer Marketing and Outreach Consultant (Job Developer)**Jan 2007 – April 2009**

ACCES Employment

- Developed and implemented marketing and outreach strategies to promote clients including internationally trained professionals, youths and fresh graduates
- Liaised with employers to create competitive jobs and employment opportunities including job trials, job shadowing and mentorship
- Monitored all placements, oversaw training plan and conducted on-going follow-up to ensure successful employment outcomes for program participants
- Facilitated career education workshops and participated in various programs as a member of the Toronto Job Connect Partnerships.

Employment Counselor/Job Developer**Feb 2006-Dec 2006**

Operations Springboard

- Outreached, conducted intakes and assessments of clients including youth and fresh graduates, and screened candidates to identify appropriate referrals
- Provided job coaching, training and development, and facilitated career education workshop
- Evaluated work sites to ensure safety standards and training requirements are being met, provided onsite mediation, monitoring, and job fair coordination.

Labour Market Researcher**2005-2006**

Riverdale Community Development Institute, Ralph Thornton Centre, Toronto

- Prepared industry profiles for job seekers of the South Riverdale community
- Researched services offered to employers/businesses by local employment agencies and the government to hire people from vulnerable groups
- Worked in partnership with the designer and market coordinator to produce an Employment Assistance directory and design market strategy to promote it.

Employment Screening Administrator**2002-2005**

Intelysis Corp., Toronto

- Reviewed requests for background checks from different clients, process the requests in the database (CIBC, HP, GE are major clients).
- Conducted criminal record, credit and driver's record checks for applicants through vendors, and wrote and sent reports and lists to clients.

Report Writer**2002 - 2003****Intelysis Corp., Toronto**

- Wrote and word-processed employment screening interview reports.
- Checked reports, rated them and highlighted discrepancies.

Part -time Lecturer **2000 - 2001**
The University of Asia Pacific, Dhaka

- Delivered lecture on “Managerial Communication” in the MBA program and “Office Management” and “Research Methodology” in the BBA Program.
- Brought necessary changes in the syllabus and administer exams.

Associate Management Counsellor **1994 - 2001**
Bangladesh Institute of Management, (BIM), Dhaka, Bangladesh

- Coordinated and conducted management training programs and workshops for executives of different organizations addressing important management issues.
- Delivered lecture on general management and personnel management in Postgraduate Diploma Programs. Helped participants find jobs in related fields.

Education

- **Doctor of Education (Educational Leadership)** Sept. 2013-August 2017
University of Western Ontario, London, Ontario, Canada
- **Master of Education (M. Ed.) in Administrative Studies** 2003-2005
Brock University, St. Catharines, Ontario, Canada.
- **Master of Philosophy (M. Phil.) in Business Administration** 1994-1996
University of Dhaka, Bangladesh. Evaluated by UofT: Master’s Degree with Specialization in Business Administration.
- **M. Com., and B. Com. in Management** 1985-1991
University of Dhaka, Bangladesh. Evaluated by U of T

Certificates and Professional Designation

- **Project Management Certificate** Sept.2009-April 2012
Humber College, Toronto
- **Graduate Certificate in Human Resource Management** May 2007-April 2011
(With Honours) Seneca College, Toronto
- **Joint Health and Safety Committee Member Certification** October 2013
Ministry of Labour
- **C. Mgr. (Chartered Manager)** 2007
Canadian Institute of Management

Dissertations

- ***Influence of Leadership Approaches on Intrinsic Motivation of Career Professionals in Ontario Non-profit Employment Agencies: An Exploratory Case Study.*** Dissertation for fulfilment of Doctor of Education degree at Western University, London, ON.
- ***Adjustment Barriers and their Effects on Schooling: A Narrative Study of South Asian Immigrant Students.*** Project for fulfillment of Master of Education degree at Brock University, St. Cathrines, ON.
- ***Monitoring and Control System of Grameen Bank and its Effect on the Recovery Rate.*** Thesis for fulfilment of Master of Philosophy (M. Phil) degree in Business Administration, University of Dhaka, Bangladesh.

Publications

- ***Job development for today – a sector specific approach,*** Canadian Journal of Career Development, Volume 12, Number 1, 2013, <http://ceric.ca/cjcd/current/v12-n1/cjcd-vol12-issue1-full.pdf#page=60>
- ***Sector Specific Approach to Job Development for Foreign Trained Professionals,*** The Bulletin, Spring 2011, Contact Point, http://www.contactpoint.ca/index.php?view=category&id=102%3Aspring-2011&option=com_content&Itemid=37
- ***Employability Skills – A Leading Force for Promoting Clients,*** The Bulletin, Fall2009,ContactPoint, http://www.contactpoint.ca/index.php?option=com_content&view=category&id=93:fall-2009&Itemid=75&layout=default
- ***The Effect of Monitoring and Control System of Grameen Bank on Its Recovery Rate,*** Journal of Business Administration, ISSN 1680-90823, vol. 26, No. 3 & 4, July & October, 2000
- ***Financial Performance of a Denationalized Bank: A Study on Pubali Bank Limited,*** Management Development, ISSN 0378-7532, vol. 24, No. 4, October-December, 1995