**Unit 2:   The Action Research Process and the MA Lead Framework**

**Overview**

In this second unit, we will explore the action research process by deconstructing major terms and concepts related to research and we will examine major factors that influence our research methodology. In this unit we will also examine the MA Leadership Competencies Framework and develop an understanding of how growth in selected competencies will be the conceptual framework for your action research projects.

**Topics**

This unit is divided into the following topics:

1. The Action Research Process
2. The MA Lead Conceptual Paradigm
3. The MA Lead Competencies Framework

**Learning Outcomes**

When you have completed this unit, you should be able to:

* Describe the action research process.
* Deconstruct major terms and concepts related to research, method, and methodology.
* Explain factors that influence research methodology.
* Describe the MA Lead Competencies Framework.

**Activity Checklist**

Here is a checklist of learning activities you will benefit from in completing this unit. You may find it useful for planning your work.

* **Activity 2.1:** Watch a video, read a chapter, reflect in your learning journal.
* **Activity 2.2:** Reflect on questions about your Birkman report.
* **Activity 2.3:** Read the monograph, complete a self-assessment, and reflect in your learning journal.
* **Assessment:** Complete Discussion Post and Assignment #1

**Resources**

Here are the resources you will need to complete this unit.

* Parsons, J., Hewson, K., Adrian, L., & Day, N. (2013). Engaging in Action Research A Practical Guide to Teacher-Conducted Research for Educators and School Leaders. Brush Education Inc.
* Atha, D. L. (Ed.), Castellon, A., George, I., Laird, P., Mitchell, K., Page, D., Peregrym, D., Strong, H., Willaume, D., Wollf, R., Wu, T. (2018) MA leadership and MA in educational leadership monograph 2018. Unpublished manuscript. Trinity Western University: Langley BC. Retrieved from <https://learn.twu.ca/pluginfile.php/232722/mod_resource/content/0/MA%20LEAD%20Monograph.pdf>

**Topic 1: The Action Research Process**

The action research process can be described as a series of four interwoven actions, engaged in no particular order and flowing almost seamlessly together. These actions are planning, acting, considering and acting upon the results of the action research your team has undertaken. What makes action research different from traditional research is that the process uses the team’s insights at each step to re-engage (if needed) the question and continue to solve the issue the action research initially engaged and, also, to engage other issues the action research team has generated by working together on that initial issue. Depending upon the research question, the purpose of the study, the centrality of the question to key school goals and the number of researchers involved, each of these steps can be reshaped or re-engaged.

The action research process lends itself to a spiral of steps, with a collaborative team of action researchers reflecting on each stage of the process then using their reflections to re-plan and re-engage. When the results of the first action have been studied, action researchers plan their next actions. Each reflective phase yields more information about the issue and increases the researcher’s understanding.

Sometimes teams of action researchers gather data that lead them to redefine their question or reshape their work. The most important skill a team of action researchers needs in action research is the ability to consider the **“What?”** that has been found, discuss the **“So What?”** that the data suggest for implications and further action and create a **“Now What?”** plan for re-engaging the question in ways that continue to improve teaching and learning at the site where the action research has been engaged.

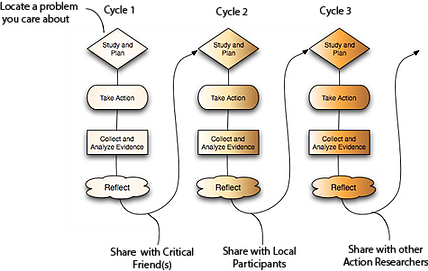


Image Source: Margaret Riel (mriel@pepperdine.edu). ["Center for Collaborative Action Research"](http://cadres.pepperdine.edu/ccar/define.html). *cadres.pepperdine.edu*.

**Learning Activity 2.1: Watch, Read and Reflect**

## Begin this learning activity by watching the following video by Margaret Riel “[Understanding Action Research](https://www.youtube.com/watch?v=aT7cB2u_Obo&t=56s)”. This video introduces you to the idea that action research is a form of deep inquiry into one’s practice that involves acting to address issues or problems followed by a systematic process for learning from the results of your actions.

## *\*Note to production: Use YouTube plugin to embed video.*

## Next, read chapter 2: Introducing Action Research in Parsons et al., Engaging in Action Research. In this chapter, Parsons et al., will deconstruct major terms and concepts related to research, method, and methodology and will examine factors that influence research methodology. Take notes as you read as through the chapter.

## Finally, in your reflective learning journal you will keep a record of your progressive understandings that you can review at a later date. Keeping a reflective journal is keeping data about your thinking.

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* Reflect on any part of action research that is unclear to you at his point.
* How will you increase your understanding?
* How do you think action research will help you learn more about yourself,  
  your practice, your community, and how to create and understand change?

*Note that some of these questions will be addressed in your assignment for this unit. See the Unit 2 Assessment for more details.*

**Topic 2: The MA Leadership Conceptual Paradigm**

The MA Leadership Program at Trinity Western University has an integrated foundational (Jesus) and theoretical/conceptual paradigm (transformational servant leadership) that defines the essence of the program and how it is uniquely potent in its practical study emphases and professional practice of organization leadership in individual work situations. Transformational servant leadership transcends informal relationships to include a study of leadership in organizations, with specific attention to how people are valued and empowered while also creating shared decision-making responsibility and authority over policy, program, and delivery systems, contributing to optimal organizational performance outcomes or results. Understanding the extent to which the leader is able to shift the primary focus of his or her leadership from the organization to the follower is the distinguishing factor in determining whether the leader may be a transformational or servant leader.

##### Foundational Base: Jesus

In Matthew's Gospel, chapter 20 beginning in verse 25 we have a clear statement of how Jesus' conception of leadership contrasted with the prevailing understandings of that day. He turned the prevailing paradigm upside-down by asserting, "Whoever wishes to become great among you shall be your servant" (verse 26, NASB). To further reinforce this new paradigm, Jesus pointed to himself as an example, and flatly stated, "The Son of Man did not come to be served, but to serve, and to give His life a ransom for many" (verse 28). John's Gospel records a graphic demonstration of this attitude—at the final meal with his disciples, Jesus removed his outer garments and, assuming the most menial of roles, washed his disciples feet (John 13: 1-17). Within a matter of hours, Jesus would fulfil the final task described in the last part of Matthew 20: 28. While the Apostle Paul was not an eye-witness of the foot-washing event, he was very familiar with the implications. In his letter to the church at Philippi, he issued this imperative: "Have this attitude in you which was also in Christ Jesus" (Philippians 2:5, NASB). Paul described in detail how this attitude was expressed in what Jesus accomplished on the cross, using emotionally charged terms such as "bond-servant" (verse 7) and "humbled Himself" (verse 8). The essence of Jesus' attitude was that his primary focus was on serving others, not self. The things he did were motivated by a care and concern for what was in the best interests of, first, his Father, and second, people around him. Thus, a primary attribute of Jesus is that he served others rather than self. Jesus was the archetypical servant, and as followers of Jesus Christ, we are admonished to exhibit the same fundamental attitude. Consequently, at the deepest levels, we as leaders must also be other-focused, not self-focused.

### Theoretical/Conceptual Base: Transformational Servant Leadership

The primary theoretical/conceptual base that underlies the Master of Arts in Leadership program can be characterized as transformational servant leadership, and the attendant values and ethics associated with transformational servant leadership. Transformational servant leadership is itself a compound term, consisting of elements of both transformational leadership and servant leadership. While there is significant conceptual overlap between the two terms, there are important nuances that differentiate them. In the Master of Arts in Leadership program, the term transformational is intended to be a modifier of the more important term servant leadership.

**TRANSFORMATIONAL LEADERSHIP**

Transformational leadership is not limited to a leader transforming and influencing followers. Building from the foundation of other-focus, transformational leadership is about leaders and followers transforming each other and the collective whole. Thus, the whole is greater than the sum of its parts. Transformational leaders engage others, thus creating a connection that raises the level of motivation and morality. It changes and transforms all individuals, treating all as equal human beings. It moves followers to accomplish more than merely what is expected of them. Burns (1978) was the first person who built upon this theory by trying to link leaders and followers in a relationship. Transformational leaders are often visionary, charismatic leaders. Bass (1985) argued that transformational leadership motivates followers to do more than expected by raising followers’ levels of consciousness regarding goals, getting followers to transcend their own self-interest, and moving followers to address higher level needs. Transformational leadership is not merely directive. It is concerned with the performance and development of followers to their maximum potential. Such leaders often have strong internal ideas and values, and they are capable of motivating followers to act in ways that support the greater good rather than acting out of self-interest. This can also include individualized consideration, where the leader understands the unique differences of each individual and responds accordingly (Bass, 1985; Burns, 1978; Northouse, 2013). Transformational Leadership is characterized by four primary behaviors: idealized (or charismatic) influence, inspirational motivation, intellectual stimulation, and individualized consideration (Avolio, Waldman & Yammarino, 1991). According to Stone, Russell and Patterson (2004, p. 352) these functional attributes are marked by accompanying attributes as follows: Idealized influence/charisma: vision, trust, respect, risk-sharing, integrity, modeling. Inspirational motivation: commitment to goals, communication, enthusiasm. Intellectual stimulation: rationality, problem solving Individualized consideration: personal attention, mentoring, listening, empowerment

**SERVANT LEADERSHIP**

Servant leadership builds upon transformational leadership. It is derived from two primary sources: the writings of Robert Greenleaf and as earlier stated, the Bible (particularly Jesus as recorded in the New Testament). Servant-Leadership is a practical philosophy which supports people who choose to serve first, and then lead as a way of expanding service to individuals and institutions. Servant-leaders may or may not hold formal leadership positions. Servant-leadership encourages collaboration, trust, foresight, listening, and the ethical use of power and empowerment**.**

**Robert Greenleaf (1977), the man who coined the phrase, described servant-leadership in this way:**

*The servant-leader is servant first… It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. He or she is sharply different from the person who is leader first, perhaps because of the need to assuage an unusual power drive or to acquire material possessions. For such it will be a later choice to serve – after leadership is established. The leader-first and the servant-first are two extreme types. Between them there are shadings and blends that are part of the infinite variety of human nature.*

*The difference manifests itself in the care taken by the servant-first to make sure that other people’s highest priority needs are being served. The best test, and difficult to administer, is: do those served grow as persons; do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? And, what is the effect on the least privileged in society; will they benefit, or, at least, will they not be further deprived*? (p.7)

In this particular course we will be synthesizing our leadership learning around the Servant Leadership principles described by Spears (2010) below.

**Note to ID: Please add some sort of icons/vectors as visual supports for these ten characteristics.**

**1. Listening:**Traditionally, leaders have been valued for their communication and decision making skills. Servant-leaders must reinforce these important skills by making a deep commitment to listening intently to others. Servant-leaders seek to identify and clarify the will of a group. They seek to listen receptively to what is being and said (and not said). Listening also encompasses getting in touch with one's inner voice, and seeking to understand what one's body, spirit, and mind are communicating.

**2. Empathy:**Servant-leaders strive to understand and empathize with others. People need to be accepted and recognized for their special and unique spirit. One must assume the good intentions of coworkers and not reject them as people, even when forced to reject their behavior or performance.

**3. Healing:** Learning to heal is a powerful force for transformation and integration. One of the great strengths of servant-leadership is the potential for healing one's self and others. Greenleaf (1977) writes, "There is something subtle communicated to one who is being served and led if, implicit in the compact between the servant-leader and led is the understanding that the search for wholeness is something that they have."

**4. Awareness:**General awareness, and especially self-awareness, strengthens the servant-leader. Making a commitment to foster awareness can be scary--one never knows that one may discover! As Greenleaf (1977) observed, "Awareness is not a giver of solace - it's just the opposite. It disturbed. They are not seekers of solace. They have their own inner security."

**5. Persuasion:**Servant-leaders rely on persuasion, rather than positional authority in making decisions. Servant-leaders seek to convince others, rather than coerce compliance. This particular element offers one of the clearest distinctions between the traditional authoritarian model and that of servant-leadership. The servant-leader is effective at building consensus within groups.

**6. Conceptualization:**Servant-leaders seek to nurture their abilities to "dream great dreams." The ability to look at a problem (or an organization) from a conceptualizing perspective means that one must think beyond day-to-day realities. Servant-leaders must seek a delicate balance between conceptualization and day-to-day focus.

**7. Foresight:**Foresight is a characteristic that enables servant-leaders to understand lessons from the past, the realities of the present, and the likely consequence of a decision in the future. It is deeply rooted in the intuitive mind.

**8. Stewardship:**Greenleaf's view of all institutions was one in which CEO's, staff, directors, and trustees all play significance roles in holding their institutions in trust for the great good of society.

**9. Commitment to the Growth of People:**Servant-leaders believe that people have an intrinsic value beyond their tangible contributions as workers. As such, Servant-leaders are deeply committed to a personal, professional, and spiritual growth of each and every individual within the organization.

**10. Building Community:**Servant-leaders are aware that the shift from local communities to large institutions as the primary shaper of human lives has changed our perceptions and caused a send of loss. Servant-leaders seek to identify a means for building community among those who work within a given institution.

**Activity 2.2: Reflect on Questions about Your Birkman Report**

Throughout the MA Lead program you will be given opportunities to develop new understandings about yourself through various self-assessment tools. For this learning activity, you will begin by reflecting on the results of your Birkman Assessment that you completed at or just after orientation by answering the following questions:

1. Based on your Birkman report, what new understandings about yourself—either confirming or disconfirming previously-held self-perceptions—have you gained?
2. Based on your Birkman report, how does your personality influence your natural leadership style? What are the strengths and challenges of this to this style?
3. If you were building a team, based upon the Birkman report, what personality strengths might you be seeking from others to build your team?
4. How do the insights you have gained about yourself from your Birkman report connect to conceptual paradigm of Transformational Servant Leadership? What elements of this paradigm do feel you already embrace? What elements of this paradigm do you need grow in?

*Note that some of these questions will be addressed in your Discussion Forum assignment for this unit. See the Unit 2 Assessment for more details.*

**Topic 3: The MA Leadership Competencies Framework**

The Master of Arts in Leadership program is specifically designed to foster the development of personal leadership competency in terms of the eleven leadership competencies depicted in the chart below. These may be thought of in terms of three dimensions. The first two dimensions, Transformational Servant Leadership Values and Ethics and Higher Ordered Thinking and Analysis, are considered to be foundational dimensions, and both undergird and are integral to the other nine (Dimension 3). Hence, Dimension 1: Transformational Servant Leadership Values and Ethics and Dimension 2: Higher Ordered Thinking and Analysis provide a foundation and a frame for the remaining nine leadership competencies subsumed in Dimension 3. The relationship may be visually depicted as follows:

**[ADD IMAGE HERE from:** [**https://www.twu.ca/leadership-ma/competency-model**](https://www.twu.ca/leadership-ma/competency-model)

The nine leadership competencies in Dimension 3 are not hierarchical in any way, and are numbered only for the sake of convenience. Every learner in this program is expected to graduate with skill in each and every leadership competency described here. For each learner, some competencies will be naturally stronger, and some will be weaker. Skills in these competencies will be developed over the course of the MA Lead program. Another way to view the chart above is to think of Dimension 1 as the “What,” and Dimension 2 as the “How” that undergirds the nine specific leadership competency actions embodied in Dimension 3. In terms of Dimension 1, Transformational Servant Leadership perspectives will be focused on the transformation of self, empowerment of others, and fulfilling organizational objectives in a socially responsible manner. In terms of Dimension 2, Transformational Servant Leadership principles will permeate learner’s thinking and learning processes. Here is a brief description of each of the competencies:

**Note to ID: Please add some visuals to enhance the content.**

**Leadership Competency: Visioning and Strategic thinking**

The ability to provide strategic leadership and direction and communicate the vision to encourage alignment within the organization. Has the skill and mindset to address issues for sustaining competitive edge and provide the relevant organizational response. The issues cover a wide spectrum of areas including people, technology, products, market opportunities, competitive threats and customers. Understands rapidly evolving environmental trends at national and global levels.

**Leadership Competency: Adaptability and Change**

Is open and responsive to personal change. Changes the overall strategy, tactical plan, goal or project to fit the situation. Personal willingness and ability to effectively work in, and adapt to change and adapts personal style/approaches to meet change requirements and is able to adjust to the changing needs.

**Leadership Competency: Results**

Motivated by success and passionate about working and achieving higher results. Persists to complete tasks/responsibilities, even in the face of difficulties, is optimistic and tenacious all through. Operates with personal ownership and looks for ways and means to improve performance all the time.

**Leadership Competency: Team Leadership**

Set s and champions a clear future direction and demonstrate the actions expected in others, including a high standard of performance. Takes responsibility not just for the deliverables but also for enabling success of the business enterprise. Sets high standards of performance for self and others and provides a clear direction for the team to achieve objectives.

**Leadership Competency: People Development**

A desire to work to develop the long term capability of others. Fostering the growth of people allows them to better meet organizational needs, to be more efficient, and gives them greater satisfaction in their contribution and role in the business enterprise.

**Leadership Competency: Innovation**

The ability to sight business opportunities and take them to a logical end. This is done by generating creative ideas, applying sound commercial acumen. Takes an innovative approach to problem solving. It includes the ability to “think out of the box”, to go beyond the conventional, and a willingness to try out different solutions. At the Sr. VP and above, it is the ability to champion innovation and encourage new ideas from employees.

**Leadership Competency: Service & Quality Orientation**

Understands and anticipates the needs of internal and external customers. Discovers and meets customer’s underlying needs. Partners with the customer to create value. Tracks and anticipates market trends and patterns, conceptualizes / customizes products and services to address and shape customer needs. Provides support and resources to his team members to serve their customers. Creates positive perception of own product / organization in the mind of the customer. Becomes a trusted advisor / and mentor to customers.

Promotes and maintains high standards of quality at work. Applies discipline and a detail orientation to work activities and constantly looks for ways to improve the quality of products or services. Encourages others to create and sustain high quality standards in their work.

**Leadership Competency: Relationships & Collaboration**

Leverages relationships with a diverse group of people across levels and functions for work and/or non work related goals. Gives equal attention to internal and external customer requirements. Handles disagreements and conflicts effectively and seeks to resolve them. Understands others’ underlying concerns, emotions and feelings. Focuses on building diversity and depth of relationship with associates and customers. Leads through awareness of the emerging needs to leverage relationships. Shows and encourages mutual respect.

**Leadership Competency: Planning & Organizing**

Effectively organizing and planning work according to organizational needs by defining objectives, needs and priorities. Efficiently manage their time and the time of others and effectively handle multiple demands and competing deadlines. Identify goals, develop plans, estimate time frames and monitor progress.

**Leadership Competency: Higher Ordered Analysis**

Resolves difficult issues and challenges through careful and systematic evaluation of available evidence, information, possible alternatives and consequences. Considers many sources of information and evaluates the information against possible courses of action, and carefully deliberates before a final decision is made.

**Leadership Competency: Values and Ethics**

Abides by a **strict code of ethics and behaviour**(i.e. chooses an ethical course of action and does the right thing, even in the face of opposition; encourages others to behave accordingly).

**Acting fairly**(i.e. Treats others with honesty, fairness and respect; makes decisions that are objective and reflect the just treatment of others).

**Taking responsibility**(i.e. Takes responsibility for accomplishing work goals within accepted time frames; accepts responsibility for own decisions and attempts to learn from mistakes). Understanding, identifying, assessing and managing risk while striving to attain objectives. Conducting risk assessment when identifying or recommending strategic and tactical options.

**Activity 2.3: Read, Complete a Self-Assessment and Reflect**

For this learning activity, begin by reading pages 44-54 of the MA Leadership Monograph found [here](https://learn.twu.ca/pluginfile.php/232722/mod_resource/content/0/MA%20LEAD%20Monograph.pdf). Next, complete the following competency worksheets found [here](https://docs.google.com/document/d/1AZ18kzPQDwvOvWlOamc6pcvaAWQEXLTeXrcOoIf_N08/edit?usp=sharing).

Finally, in your reflective learning journal, answer the following questions:

1. What competencies did you feel were your strongest?
2. What competencies did you feel were your weakest?
3. If you were to choose one or two leadership competencies to improve in, which ones would they be and why?
4. How do the leadership competencies that you chose impact your personal or professional life?
5. Do you notice any connections between the leadership competencies and your results on your Birkman report? If so, what stands out to you?

**Unit 2 Summary**

In this unit, you have had the opportunity to learn about the action research process, the MA Leadership conceptual paradigm and also the MA Leadership competencies framework. You have also learned that there are many ways to increase your expertise; action research is one way to do this.  You have started to reflect on who you are, what you need to grow in and how you plan to engage with action research as a leader.

**Assessment**

**Unit 2 Discussion Post**

After completing this unit, including the learning activities, you are asked to write a post on the Unit 2 discussion forum by answering the following questions.

* What are the characteristics of action research you find most compelling?
* What have you done in the past that comes close to the action research process?
* Describe your leadership experience to date and discuss a problem or concern you would like to investigate. What is important to your growth as a leader? What is one thing you would like to change? What personal gift or strength do you believe you should develop further?
* Post your reflection in the Unit 2 Discussion Forum and respond to 2-3 other posts.

**Grading Rubric**

| **Criteria** | **Excellent** | **Good** | **Fair** | **Unacceptable** |
| --- | --- | --- | --- | --- |
| **Reasoning** | Arguments or positions are reasonable and supported with evidence from the readings. Often deepens the conversation by going beyond the text, recognizing implications and extensions of the text. Provides analysis of complex ideas that help deepen the inquiry and further the conversation. | Arguments or positions are reasonable and mostly supported by evidence from the readings. In general, the comments and ideas contribute to the group’s understanding of the material and concepts. | Contributions to the discussion are more often based on opinion or unclear views than on reasoned arguments or positions based on the readings. Comments or questions suggest a difficulty in following complex lines of argument or student’s arguments are convoluted and difficult to follow. | Comments are frequently so illogical or without substantiation that others are unable to critique or even follow them. Rather than critique the text the student may resort to ad hominem attacks on the author instead. |
| **Reading** | Student has carefully read and understood the readings as evidenced by oral contributions; familiarity with main ideas, supporting evidence and secondary points. Comes to class prepared with questions and critiques of the readings. | Student has read and understood the readings as evidenced by oral contributions. The work demonstrates a grasp of the main ideas and evidence but sometimes interpretations are questionable. Comes prepared with questions. | Student has read the material, but comments often indicate that he/she didn’t read or think carefully about it, or misunderstood or forgot many points. Class conduct suggests inconsistent commitment to preparation. | Student either is unable to adequately understand and interpret the material or has frequently come to class unprepared, as indicated by serious errors or an inability to answer basic questions or contribute to discussion. |

**Complete Assignment #1:** Preliminary Assessment Reflection Paper

**Instructions:** Review and reflect on the results of the Birkman assessment that you completed prior to or at orientation. In a short 5-page paper, write a response to the following questions:

1. What new understandings about yourself—either confirming or disconfirming previously-held self-perceptions—have you gained?
2. Based on your Birkman report, how does your personality influence your natural leadership style? What are the strengths and challenges of this to this style?
3. If you were building a team, based upon the Birkman assessment, what personality strengths might you be seeking from others to build your team?
4. Describe your leadership experience to date and discuss a problem or concern you would like to investigate. What is important to your growth as a leader? What is one thing you would like to change? What personal gift or strength do you believe you should develop further?
5. There are many ways to increase your expertise.  Action research one way to do this.  In your own words, write a paragraph that describes why you plan to do action research.
6. Submit your paper on the Assignment 1 drop box on Moodle.

**Grading Rubric**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Criteria** | **Excellent** | | **Very Good** | | **Good** | **Fair** | | **Satisfactory** | | **Unacceptable** | |
| **In-Depth Reflection** | Exceptionally well-reasoned, compelling development of position and conclusions.  Extraordinary insight, critical, analytical and evaluative ability. Insightful and unusually well justified reflection. | Very well-reasoned, compelling development of position and conclusions.  Excellent insight, critical, analytical and evaluative ability, and creativity. Persuasive and very well justified reflections. | | Well-reasoned, persuasive development of position and conclusions.  Very good insight, critical, analytical and evaluative ability. Persuasive and well justified reflections. | | | Well-reasoned development of position and conclusions. Good insight, critical, analytical and evaluative ability. Reasonably well justified reflections. | Satisfactory insight, critical, analytical and evaluative ability. Passable graduate level of reflection. | | | Barely passable development of insight, critical, analytical and evaluative ability. Barely passable graduate level reflection. |
| **Organization and Clarity** | Exceptional organization of content. Exceptional use of linkages and transitions. Communication flows very smoothly. Outstanding introduction and conclusion. | Excellent organization of content. Excellent use of linkages and transitions. Communication flows very smoothly. Excellent introduction and conclusion. | | Very effective organization of content. Very good use of linkages and transitions. Communication flows smoothly. Superior introduction and conclusion. | | | Effective organization of content. Good use of linkages and transitions. Communication flows smoothly. Useful introduction and conclusion. | | Reasonably well organized. Adequate use of linkages and transitions. Communication generally flows smoothly. Satisfactory introduction and conclusion. Some minor organizational flaws. | | Organization inconsistent or vague. Some linkages or transitions missing or imprecise. Communication not always smooth. Weak introduction and/or conclusion. Some organizational flaws. |
| **Expression, Diction, Grammar, and Mechanics** | Superlative style and language usage. Superb sentence variety and word choice. Impeccable grammar, punctuation, spelling, and proofreading. | Excellent style and language usage. Very effective sentence variety and word choice. Impeccable grammar, punctuation, spelling, and proofreading. | | Commendable style and language usage. Effective sentence variety and word choice. Correct grammar, punctuation, spelling, and proofreading. | | | Commendable style and language usage. Good sentence variety and word choice. Generally correct grammar, punctuation, spelling, and proofreading. | | Generally correct style and language usage. Acceptable sentence variety and word choice. Generally correct grammar, punctuation, spelling, and proofreading, but with some minor flaws. | | Adequate style and language usage, but with weaknesses in some respects (e.g.: clarity, coherence, grammar, word choice). Overall quality shows noticeable deficiencies. |

**Checking your Learning**

Before you move on to the next unit, you may want to check to make sure that you are able to:

* Understand the action research process.
* Deconstruct major terms and concepts related to research, method, and methodology.
* Examine factors that influence research methodology.
* Describe the MA Lead Competencies Framework.

**References**:

*Greenleaf, R. (1977).*Servant as Leader.*Servant Leadership — A Journey into the Nature of Legitimate Power and Greatness, Paulist Press.*

Spears, L. (2010). Character and servant leadership: Ten characteristics of effective, caring leaders. *The Journal of Virtues & Leadership, 1*(1), 25-30.