

Exploration of Personal Learning Network Usage in the
Acquisition of Leadership Competencies

by

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ABSTRACT

This research is a purposeful case study exploring whether the use of personal learning networks (PLNs) by three digitally sophisticated educators contributes to their acquisition of leadership competencies. The study used an embedded mixed methods design that reflects a social constructivist worldview. Data was gathered from a self-assessment survey, individual activity logs, semi-structured interviews, and digital artefacts created by the participants as part of their normal PLN activities. Through reflecting on their self-assessment survey, being very conscious of what they wrote in their activity logs, and further expanding on their actions over the course of the interviews the educators expressed pleasant surprise at realizing the myriad of ways in which their PLNs contribute to their leadership skills.

It is hoped that the findings from this case study contain a depth and richness that provide readers the opportunity to judge for themselves the transferability to their own contexts. This is consistent with the premise of open and connected education, which is at the heart of PLNs. The results indicate that for the three participants in this study their PLNs play an important role in their acquisition of leadership competencies.

As a result of challenges that arose during the process, the researcher in conjunction with the participants constructed a method of categorizing organizational leadership competencies that led to the creation of individual PLN usage profiles. The usage profiles reflected the uniqueness of each participant's PLN and the diversity of approaches taken.

The study revealed that the participants saw PLN usage as an integral behaviour rather than an add-on activity. Relationships were viewed as the fundamental building

blocks of PLNs. The study brought forth questions as to whether PLNs are a new form of digital literacy or even a reworking of the way in which the three educators think.

Preface

The research design and execution of this thesis was developed collaboratively with the case study participants; Rhonda Jessen, Rick Stiles-Oldring and Terry Godwaldt. Dr. Thomas Barker, thesis advisor, provided further assistance. Additionally, the researcher's own Personal Learning Network (PLN) contributed in a variety of ways.

The research project, of which this thesis is a part, received research ethics approval from the University of Alberta Research Ethics Board, Project Name "PLN Usage & Leadership Competencies"

This thesis is an original work by Janet Maureen Crawford. No part of this thesis has been previously published.

Dedication

My thesis is dedicated to my father, Dr. Robert James Crawford (1929 – 2015),
University of Alberta Alumnus and Professor Emeritus

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CHAPTER 1 INTRODUCTION

The act of people networking in order to collect, create and share information is not new. However, the introduction of the Internet has led to new methods of connecting, and collaborating as a means of self-directing professional learning. The question of whether Internet-enabled relationships and interactions organized around communities of practice or shared interests, otherwise known by the term ‘personal learning networks’ (PLNs) influence the development of leadership competencies is the primary focus of this research.

This thesis used a case study approach where the sample consists of three adult educators with self-identified well-established PLNs. The study sought to discover and describe the ways in which PLNs had an impact on the participants acquisition of leadership competencies.

Competencies provide individuals the tools for being able to respond well to challenges and opportunities as they develop. The development of competencies is frequently a focus of leadership development systems (Have, Have & van der Eng, 2015; Bourantas & Agapitou, 2014; Norton, 2013; Hernez-Broome, 2004).

The United Nations Educational Scientific and Cultural Organization (UNESCO) defines a competency as “a coherent articulation of knowledge, skills, values and attitudes applied in daily-life situations” (Rychen & Tiana, 2004).

The Norwegian Education Ministry claims that,

Competence may be defined as being able to use
knowledge and skills efficiently and creatively in
interpersonal situations that include interacting with other

people in social contexts as well as in vocational or subject-specific situations. Competence comes equally much from attitudes and values as from skills and knowledge. (Farstad, 2004).

Given the skills, knowledge, and expertise of the professionals studied and the openness and connectedness that characterizes PLNs, the research design encouraged participant engagement, interaction, and collaboration in the developmental exploration and evaluation of the data using a social constructivist model. The educators were invited to join the researcher in constructing meaning based on the data collected and based on their already considerable expertise in the field of study.

To initiate the data collection process each educator completed an online, self-assessment survey where they made a judgement call as to whether the behaviour described in the specific indicators listed for each Edmonton Public School leadership competency was affected by their PLN usage. Subsequently the educators each tracked their PLN usage in an activity log. The content of the data from both the survey and the activity logs was analyzed and seven reoccurring themes or categories were identified. The frequency with which each category occurred in the survey results along with the content analysis was used to create a PLN usage profile that was then shared with each participant. A semi-structured follow-up interview was held in which the educators were encouraged to comment on, and contribute to refining the categories identified in the content analysis, as well as give feedback on the accuracy of their PLN usage profile, and discuss the process and the ways in which their involvement with the process had created new understandings regarding leadership competencies and PLN usage. Following the

interview, each educator identified two digital artefacts that they had created in collaboration with, or as a result of, engagement with their PLN.

A rich, thick picture of three very unique PLNs emerged from the data. All three participants indicated that they viewed their interactions with their PLNs as being part of their digital identity. There emerged a sense that their PLN connections created a sort of fluidity or literacy, which permeated their actions throughout the day. It appeared that the actions associated with having a PLN affected a wide range of the interactions the educators participated in through the course of their day. Their perceptions of the benefits of a PLN included, but were not limited to, acquiring leadership competencies.

The educators themselves were surprised by the value their PLNs had in shaping their leadership. Through their participation in the research they recognized that the leadership ways in which they were able to think and relate to others were affected by the collaborative interactions they participated in as a result of their PLN activities. Relationships and connections were viewed as primary; the PLNs were seen as providing a metaphorical petri dish for a type of Internet-enabled communal connected intelligence - or simply a new way of being, a new way of becoming. This new connected way of being and thinking was perceived by the participants as being an important contributing factor to the way in which they developed as leaders. The three educators in this study all indicated that they felt their PLN usage influenced their acquisition of leadership development competencies.

The criteria used to examine leadership competencies in this study was the Leadership Development Competencies document developed by Edmonton Public Schools. The findings of this research show that the three educators studied appeared to

further their development of leadership competencies as a result of accessing, contributing to, and interacting with their PLN. These results point to the use of a being of value in a leadership context. Edmonton Public Schools specifically, and the academic, education, and business sector generally may find value in the results of this evaluative research.

CHAPTER 2 LITERATURE REVIEW

This literature review identifies and analyzes published materials dealing with the tools, techniques and theories associated with personal learning networks (PLN). The first section looks briefly at the history and definitions associated with personal learning networks. The second section reviews the literature dealing with the structure and usage of PLNs. The final section considers PLN practice and usage and acknowledges the challenges inherent in any attempt to assess PLNs.

History and Definitions

There is a long, rich history of people using networks to both gather and share information. However, new network-dependent methods of receiving, processing, creating, and sharing have developed since the introduction of the Internet. This section will examine the history of the phrase, ‘personal learning network’ (PLN). In addition, the literature will be checked for similarities and differences between PLNs, Communities of Practice (CoP), and self-directed learning (SDL).

The world is awash in digital data. More and more frequently leaders are expected to take responsibility for their learning by participating in the process of converting information and experiences into competencies through building personal learning networks to connect, collaborate and co-create.

A PLN is a form of self-directed learning (SDL). SDL has always been with us, but in the 1960s it became an area for research and study for the first time (Karakas & Manisaligil, 2012).

SDL has been defined as “a process in which individuals take the initiative, with or without the help of others, in diagnosing

their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes” (Knowles, 1975, p. 18 as cited by Karakas & Manisaligil, 2012).

A significant addition to the SDL of the past is the expectation within PLNs to construct knowledge rather than simply record or memorize information (Karakas & Manisaligil, 2012).

The first documented use of the phrase ‘personal learning network’, occurred in 1998 when Daniel Tobin posted an article entitled, *Building your personal learning network*, on the Internet (Tobin, 1998). Tobin defined a ‘personal learning network’ as, “a group of people who can guide your learning, point you to learning opportunities, answer your questions, and give you the benefit of their own knowledge and experience.” (Tobin, 1998). The next year, in what appears to be an independent action, Dori Digenti, commented on the frequency of the acronym PLN being used, which she felt was important, “because it denotes a very precise and specific conceptual meaning attached to the phrase ‘personal learning network’ (Digenti, 1999).” Despite Digenti’s claim, PLNs were only sporadically mentioned between 1999 and 2004 (Downes, 2009). The term does not appear with any frequency until 2005, after the release on December 12, 2004, of George Siemens’ pivotal work, *Connectivism: A learning theory for the digital age*, which was created in conjunction with Stephen Downes (Siemens, 2004). Siemens uses the phrase, ‘personal learning networks’ (Siemens, 2004, p.3). Dave Warlick, another influential voice in the area of PLNs, first used the phrase in a blog post, December 31,

2005. While he was not consciously aware of the phrase prior to using it in his blog post, he later wrote, “I probably, subconsciously, captured it in reading Siemens work, and used it in that 2005 blog post.” (Warlick, 2009b). Once Siemens, Downes and Warlick started using the phrase, ‘personal learning networks’, it began showing up with increasing frequency.

Since 2005/06 the acronym, PLN has become ubiquitous. However, the meaning, just like the phenomena it describes, is fluid by nature. The “P” in PLN is sometimes used to represent ‘professional’, rather than ‘personal’ and while the meaning is altered depending on whether the P denotes personal or professional the ways in which the term is used do not appear to vary substantially. The singularly personal nature of a PLN is, however a defining characteristic and is frequently an important element in PLN definitions. “When a learning network is tailored to the individual, for instance to give learner-centric feedback or advice, it is called a personal learning network (PLN).” (Sie, Pataraiia, Boursinou, Rajagopal, Margaryan, Falconer, Bittner-Rijkema, Littlejohn & Sloep, 2013, p. 59). The substitution of the word ‘professional’ for ‘personal’ appears to occur primarily with people unfamiliar with the term or field of study.

Occasionally researchers misuse the term PLN, associating it with specific software programs that host a variety of functions commonly associated with personal learning networks (Trust, 2012).

Researchers and practitioners vary in their opinions as to whether PLNs are inclusive of resources as well as people. Weisgerber and Butler include resources by defining “PLNs as deliberately formed networks of people and resources capable of guiding our independent learning goals and professional development needs”

(Weisgerber & Butler 2011, p. 341). However, resources are generally viewed as being associated with personal learning environments (PLE) while PLNs are often restricted to a network of people (LaLonde, 2009). Another discussion point is whether reciprocal communication, or at least the potential for reciprocal communication is needed before a particular person can be considered a part of a PLN (Couros, 2010; Digenti, 1999; Lau, 2013).

An oft-cited definition is, “A personal learning network refers to the network of people a self-directed learner connects with for the specific purpose of supporting their learning.” (Rajagopal, Verjans & Sloep, Costa, 2012 p. 252). This definition makes the distinction between purely social networks and learning networks but it is somewhat meagre in that it falls short of recognizing the epistemological changes associated with PLNs and their usage. While connections within PLNs are not exclusively digital links, as mentioned above, the term is primarily used in reference to digital interactions (LaLonde, 2011).

Benkler and Nissenbaum’s definition of a commons-based peer production reflects essential principles of a PLN, namely the inherent self-motivation and lack of commercialism.

COMMONS-BASED peer production is a socio-economic system of production that is emerging in the digitally networked environment. Facilitated by the technical infrastructure of the Internet, the hallmark of this socio-technical system is collaboration among large groups of individuals, . . . who cooperate effectively to provide

information, knowledge or cultural goods without relying on either market pricing or managerial hierarchies to coordinate their common enterprise. (Benkler & Nissenbaum, 2006, p. 394).

In the massive open online seminar, *Exploring PLNs*, facilitated by Jeff Merrell and Kimberly Scott of Northwestern University's, Master's in Learning and Organizational Change program the definition of PLNs was playfully considered through challenging participants to explain personal learning networks to one's mother within the confines of a Twitter message. The results are documented in a Storify (Sorokti, 2013).

Most definitions of PLN either allude to, or overtly delineate, two essential characteristics; the inherent agency of the individual, each of whom negotiates their involvement on their own terms, and the motivation or energy fuelling the individual as being social cues and interactions which support their ongoing learning and development.

PLNs, enabled by peer-to-peer technologies, are a manifestation of the original vision of the World Wide Web as “encompassing the decentralized, organic growth of ideas, technology, and society.” (Berners-Lee, 2000, p.1).

Any network where the primary practitioner does not have full agency is not a **personal** learning network although it may be an organizational or community learning network.

It is not altogether uncommon for researchers to treat PLNs as being synonymous with Communities of Practice (CoPs). Etienne Wenger's work centres on Communities of Practice, a phrase he originally coined (Wenger, 1998). In, *Promoting and assessing value creation in communities and networks: A conceptual framework*, Wenger

compares, contrasts and shows the overlap associated with CoPs and PLNs (Wenger, Trayner & De Laat et al., 2011). Communities and networks share many qualities and practices but they have some fundamental differences, which distinguish them from each other. Communities of Practice represent a shared identity bound together by a common focus and a collective intention to steward a domain of knowledge. In contrast PLNs consist of a set of linked personal relationships, created to manage information flows and contribute to collaborative problem solving and knowledge creation on a personal level. (Murillo, 2011; Wenger, et al., 2011)

Social learning is enhanced by a dynamic interplay of both community and network processes. Such interplay combines focus and fluidity as it braids individual and collective learning.

(Wenger, et al., 2011, section 2.4 para. 4).

In other words, all communities are networks but not all networks are communities.

Several scholars have articulated attributes of PLN such as; self-directed, intended to capture information, reliant on feedback, collaborative, and oriented to being their own “nodes of production” (Wheeler, 2014); autonomous, diverse, open and interactive (Downes, 2010); multi-modal information processing, navigating the infospace, interpersonal communication, hyperacy, and coping with complexity (Voogt & Roblin, 2010); informal, people oriented, learner interaction, intentional and rhizomatic (Merrell, 2014).

Another way of conceptualizing much of the essence of PLNs is the term, ‘Personal Knowledge Mastery’ (PKM) on a networked level. PKM is “a framework for individuals

to take control of their professional development through a continuous process of seeking, sensing-making, and sharing” (Jarche, 2014). Jarche’s categories of: seeking, sensing-making and sharing can be used to determine if the data provides evidence of a framework for self-regulated professional development.

The preceding discussion has covered the elements of PLNs and their definitions. For the sake of the present study, a PLN is defined as....

an interactive network facilitated by the infrastructure of the Internet, which an individual develops, nurtures and navigates on their own terms and at their own pace. PLNs are essentially networks of linked personal relationships, created to: manage information flows, contribute to collaborative problem solving, spark creativity, share resources and support knowledge development on a personal level.

Knowing the definition the next question is how are networks organized. A literature review of the architecture of networks allows us to understand how they can effectively contribute to knowledge-making activities.

Structure

This section examines the literature concerning the architecture of networks. The central issue under consideration is what the literature says regarding associations between network structure and the acquisition of competencies.

PLNs consist of people (nodes) connected to other people by multiple links (edges). The links function as learning ties enabling the flow of information (Wenger, et

al., 2011). Additionally, the edges or connections in networks are the nexus for the creation and generation of new knowledge (Siemens, 2004) and competencies.

The expansive boundaries of the open education movement and its symbiotic relationship with PLNs result in shifts where the learning encompasses not only skills and knowledge but also includes “values and attitude applied in daily-life situations” (Rychen & Tiana, 2004). In other words fitting UNESCO’s definition of competencies. PLNs provide access to a plethora of information and resources and afford a multitude of opportunities for engagement, interaction, and discussions (Cormier & Siemens, 2010).

Historically the introduction of a new communication medium is initially viewed as simply a more efficient tool adopted out of convenience with no expectation that it will fundamentally change the way people communicate (McLuhan, 2003). However, with use an evolution in thinking inevitably results. Network connections have caused major shifts in thinking because the connections themselves are viewed as social meeting spaces available for constant intellectual negotiations and self-organizing learning activities (Cormier & Siemens, 2010; Downes, 2004; Siemens, 2004). Content is no longer delivered to learners. Instead it is constructed and negotiated with and between them. (DeFreitas & Conole, 2010). PLNs afford the opportunity to:

. . . fashion new kinds of networks that extend far beyond our immediate location and face-to-face connections, and to grow our networks, based not on explicit decisions, but through the ideas of other nodes (people and resources), whose ideas intersect with ours (Warlick, 2009a, para. 5). (Weisgerber & Butler 2011, p. 339).

George Siemens', *Connectivism: A learning theory for the digital age*, is "a theory where we grow knowledge, rather than acquiring it, where we learn by immersion in a field of study rather than by being told about it." (Downes, 2013, para. 6). David Weinberger succinctly epitomizes this concept with his phrase, "the smartest person in the room is the room itself" (Weinberger, 2014). The result is more and more people taking control of their learning through choosing to connect to each other. However, the level of interaction amongst PLN practitioners does not necessarily correspond to the practitioner's perceived level of knowledge, experience, or sophistication as many who may be perceived as novices may in fact be silent experts (Williams, Karousou & Mackness, 2011).

The math associated with connectivism is astounding. If 12 individuals sitting in a circle are limited by space and time to only interact with their immediate neighbour to either side the possibility exists for 12 links around the circle. However, if each of the twelve people can link with every other individual or group of individuals there is the potential for 66 possible individual links around and across the circle and 479,001,600 (12!) possible groupings. Assessing 12 links is doable, assessing 66 connections is daunting, but assessing 479,001,600 possible groupings is impossible and illustrates the magnitude of the shift needed when contemplating the task of assessing a network.

When considering Internet usage and connections David White at Oxford steers away from speaking of networks preferring instead the terms visitors and residents (White & Cornu, 2011). According to White, visitors use the Internet for reference and recreation, they look up weather forecasts, sports schedules, elusive facts, or they use it to play games. White's categories of visitor and resident describe 'modes of engagement'

along a continuum where the use of the web varies by context and motivation. All Internet users operate as visitors at times. However, all visitors do not become residents. Residents seek information but they interact with the information and the people and collaboratively create new materials and resources, which they share. Resident behaviour is a mode of social behaviour associated with PLNs.

Residents . . . see the Web as a place, perhaps like a park or a building in which there are clusters of friends and colleagues whom they can approach and with whom they can share information about their life and work. A proportion of their lives is actually lived out online where the distinction between online and offline is increasingly blurred (White & Cornu, 2011, Section IV.2. Residents, para 1).

PLN Practices

This section will consider what the literature has to say regarding the use of a PLN as a medium for communication, learning and knowledge management.

Alongside relationships, information flow is the lifeblood of PLNs. Networks house both realized and potential information flow, which may be accessed either intentionally or by chance. The “spontaneous connections and serendipity – and the resulting potential for collective exploration without collective intention or design – is a key aspect of the value of networks for learning” (Wenger, et al., 2011, section Learning and network, para. 1). The middle ground between intentionally seeking information and stumbling upon it is the territory of filters. PLNs are, by their nature, associated with information overload (Trust, 2012). A key function of many PLNs is the filtering of

information. PLN practitioners set up alerts and feeds to push, identify or flag requested information and suppress or restrict other information.

Many of the activities associated with PLNs are spontaneous, informal, fast-paced and create a broad digital footprint. Often evidence is spread across a variety of platforms and domains (DeLaat & Schreurs, 2013). This makes researching and assessing PLNs a daunting task. “There is not, and cannot be, a common and strict pattern for an innovation and learning network, as one of their main goals is to create and experiment with new forms of developmental cooperation.” (Ramstad, 2009 p. 182).

Review Discussion

PLNs, visitors and residents, and digital literacy the terms are important but at times it may be warranted to step back and consider the larger context, the big picture. As Marshall McLuhan warned we are inclined to have blurred vision by trying to consider a new communication technology, such as the Internet and its integrated use, in terms of old technologies.

Robert Logan theorizes that computers and the Internet are a new human meta-language (Logan, 2007). He views the Internet as being the sixth human meta-language to radically change our ways of thinking, acting and communicating. Logan claims that the first five human meta-languages in order of appearance are: speech, written language, math, science and computers. “Each new language emerged as a new level of order in response to the chaos of the information overload that arose in conjunction with the use of the earlier languages” (Logan, 1995, p. 31). Going further, Logan illustrates that “The Net has its own unique semantics of Web sites, Web pages, Internets, Intranets and

Extranets and it has its own unique syntax which is hypertext and hyperlinks” (Logan, 2000, p. 46). Logan lists the following five features of the language of the Internet:

1. Two way communication;
2. Ease of access of information;
3. Continuous learning;
4. Alignment and integration;
5. Community

Examining the data collected from this study invoked the question, “are PLNs akin to being the language of the Internet”? Each one of Logan’s features of the language of the Internet are characteristic of PLNs. The possibility exists that PLNs are a manifestation of a new epistemology.

Conclusion

A great deal of time, talent and resources are spent on personal learning networks. PLNs are part of how society thinks, learns, communicates and creates. The importance of personal learning networks would be hard to overestimate.

The fact that PLNs are inherently dynamic with fluid boundaries and deal with information overload further complicates doing research on PLNs. There is very little in the educational literature dealing with assessing PLNs and most of the business literature on assessment focuses on organizational networks with assessment aimed at measuring productivity rather than learning or problem solving (Skerlavaj, Dimovski, & Desouza, 2010). The Internet is a significant resource for developing leadership across the entire spectrum of government, education, health and business. This research will contribute

valuable information to the question of how building competencies through the intentional cultivation and nurturing of a PLN supports leadership development.

The results of this evaluation will provide indications of areas for future research, contribute examples of PLNs in use, and illuminate emergent themes and practices in the PLNs studied.

To date, informal learning through PLNs have not had the attention commensurate with its importance and prevalence partially because it is often invisible and is so difficult to measure (Conlon, 2004; Thomas & Seely Brown, 2011). “Networking is a kind of ‘invisible work,’ not accounted for in workflow diagrams or performance evaluations.” (Nardi, Whittaker & Schwarz, 2000, Introduction, para. 3).

Given both the centrality of PLNs and the lack of attention paid to PLN research this thesis addresses a small portion of a large and important gap in the literature and research on learning.

CHAPTER 3 METHODOLOGY

This study explores how engagement with PLNs affects the acquisition of leadership competencies of three educators from a social constructivist perspective. The research uses an embedded mixed methods design in the form of an instrumental case study as the primary method (Mills, Durepos, & Wiebe, 2010). “Cases are bound by time and activity, and researchers collect detailed information using a variety of data collection procedures over a sustained period of time.” (Stake, 1995; Yin, 2009, 2012 as cited by Creswell, 2014, p.14).

PLNs are idiosyncratic complex systems that cannot be replicated. Using qualitative inquiry and developmental evaluation processes to identify patterns of emergence, common attributes, and to describe themes and issues is in keeping with the nature of PLNs and is therefore an appropriate approach to use in studying the development of leadership competencies within PLNs. I acknowledge that the nature of PLNs is that they are never fixed, static or stable. The use of several methodologies in case studies provides for both triangulation, and rigour (Creswell, 2013) as does the use of an audit trail. (Mayan, 2009). I documented my “decisions, choices and insights” (Morse & Field 1995 as cited by Mayan, 2009. p. 112) throughout the research phase by maintaining an audit trail (Appendix A - Audit Trail). Perhaps more importantly, from a social constructivist standpoint, the involvement of the three participants in the process, and the impact of the research on them, along with my knowledge of the field, is a valid measure of rigour and quality control. Four leaders in the field of social media and PLN usage were contacted and provided input and feedback on the first draft, which added to the validity of the findings. At the conclusion of the study the results were shared with

my PLN. A total of 21 people, read, reviewed and offered comments. This process of working, sharing, adjusting, and confirming is consistent with PLN practice and provided added rigour. Creswell & Miller (2000) “highlight three different lenses by which qualitative researchers choose procedures for validating their work: the researcher herself; the viewpoints of participants; and external auditing.” (as cited by Bali, 2013 p.107).

The use of a several of methods in this study provides the opportunity to view each case study from a variety of angles. This lends itself to a crystallization or multi-dimensional view of the results (M. Bali, personal communication, August 31st, 2015). By using a case study approach, this evaluation attempts to explore the emerging patterns associated with the use of PLN's in the acquisition of leadership competencies. It explores the intellectually networked environment in which the three digitally literate educators expand their leadership competencies through both work and play. Their lived PLN practices are diverse, and heterogeneous. The research is designed to capture the complexity and variety of their PLN usage and expression of leadership competencies.

Within a social constructivist worldview, “The goal of the research is to rely as much as possible on the participants’ views of the situation being studied.” (Creswell, 2014, p. 8). Constructivism focuses on the role of the learners and the ways in which they scaffold and build their knowledge and understanding based on formal learning, experience, and peer-to-peer interactions. It assumes that learners want to learn and that experiences will be absorbed, processed, made sense of, and ultimately will influence future behaviour (Duit & Treagust, 1998). Open, broad questions, interaction among participants, sharing of information throughout the data gathering phase, and the

subjective involvement of the researcher are all purposeful elements in social constructivist research (Creswell, 2014; Crotty, 1998).

The purposefully selected sample for this research consisted of three adult educators chosen “to collaborate, to conceptualize, design, test and reflect on approaches” (Patton, 2008. p. 278) by exploring how engagement with their individual PLNs influences their acquisition of leadership competencies.

In keeping with the requirements of the University of Alberta, Review Ethics Board proposal associated with this study all three participants were offered the option of having their data anonymized at the conclusion of the study. All three participants chose to be identified throughout the study by name, role and/or organization at discretion of the researcher.

The three participants: Rhonda Jessen, Rick Stiles-Oldring, and Terry Godwaldt were selected for convenience. They are each educators, who in the opinion of the researcher, have sophisticated PLNs. While the researcher knew each of them prior to the study, and while each one was aware that Edmonton Public Schools had adopted a competency model of leadership development (Appendix B), none of them was familiar with the specifics of the model or the criteria before their involvement with the research. Themes and attributes that emerged provided insight into the use of PLNs in association with leadership development competencies. No extrinsic incentives were offered.

The specific data collection strategies used for this case study are: identification of a leadership competency reference document (Appendix B – EPSB Leadership Competency Document), a participant survey to assess PLN usage in the context of leadership competency indicators (Appendix C– Self-assessment Survey), an activity log

of PLN usage kept by each participant over the course of three days (Appendix D – Activity Logs), semi-structured interviews (Appendix E – Interview Transcripts) and the collection of two digital artefacts from each participant as a means of illustrating engagement with their PLN. The initial design expectation was that each step in the process would serve as a data filter with the end result being the identification of two or three leadership competencies that PLNs impact strongly. It was anticipated that the process would produce results consisting of a tightly focused set of data to analyze.



Illustration 3.1 The five steps of the initial research design

Step 1 Leadership Competencies

Step 1 in the process was to identify a leadership competency model to use as the standard for this study. The model selected was, Edmonton Public School District’s “Leadership Development Competencies,” (Appendix B – EPSB Leadership Competency Document). I currently hold the position of Leadership Development Consultant with Edmonton Public Schools Board (EPSB). I participated in the creation and writing of the reference document. I acknowledge that this informed and influenced the research, particularly the content analysis. From a qualitative social constructivist perspective my involvement is considered to be a positive factor (Creswell, 2014; Crotty, 1998).

I am aware of the background research and conversations that lead to EPSB choosing seven competencies and then selecting specific indicators for each of the seven competencies. However, it is the process with which the EPSB competencies were originally developed that makes them appropriate to use in this study as the standard for evaluation of leadership.

Work on the competencies document reflected a broad sampling of current theories and practice of leadership in education. The competencies were determined by:

- researching leadership development competencies of other educational and public service organizations
- consulting with a committee of experienced district leaders consisting of principals, assistant principals and exempt managers
- ensuring alignment with Edmonton Public School guiding documents; the Principal Quality Professional Standards, and the Professional Practice Competencies for Central Leaders
- securing the approval of the District Support Team consisting of the Superintendent, Assistant Superintendents and Senior Central Leaders

The document entitled *Leadership Development Competencies* outlines a framework comprised of seven competencies:

1. builds relationships
2. communicates effectively
3. engages and manages resources
4. envisions the future
5. mentors and coaches for success

6. strives for excellence
7. understands the larger context.

The *Leadership Development Competencies* document identifies 19 - 23 specific indicators associated with each competency (shown in Appendix B – EPSB Leadership Competency Document). The EPSB document contains specific indicators that became the basis for the survey. The design of this research focused on questions about PLNs using the EPSB indicators with the intention of creating a picture of PLNs from a leadership perspective. Based on this rationale, the EPSB competencies became the sole standard against which acquisition of leadership competencies were viewed for the purpose of this study.

Step 2 Self-assessment Survey

Step 2 consisted of a self-assessment survey completed by each of the three educators. Taking the indicators for each Edmonton Public School competency and turning them into self-assessing statements was the basis for the survey. For example: the indicator, “demonstrates a collaborative mindset”, became, “I demonstrate a collaborative mindset”. For the sake of clarity, some minor adjustments were made resulting in a different number of indicators on the survey than are present in the original Edmonton Public School document. For example: - “represents the District professionally in the local, provincial, national, and international community”, was split to become the following two self-assessment statements;

- I represent the organization I work for professionally in the provincial community
- I represent the organization I work for professionally in the national and/or international community

Each participant completed the survey form consisting of basic personal data such as name, age, contact information, followed by identifying the specific EPSB indicators they felt were positively affected by their engagement with their PLN (Appendix C – Self-assessment Survey). If they chose five indicators or more for a particular competency they were instructed to select five key indicators. The responses to the digital self-assessment surveys were electronically compiled in a Google+ spreadsheet (Appendix F – Spreadsheet for Survey Results & Content Analysis).

The expectation that the results of the survey would, act as a filter and greatly narrow down the number of specific indicators from 146 to a much smaller number, was not met. Each educator's survey results showed that they considered almost half of the 146 specific indicators as being positively affected by interaction with their PLN. Of the 146 specific indicators, 120 were chosen by at least one participant. These were far higher numbers than expected. In the social constructivist tradition, this feedback meant that, with input from the educators, I had to re-examine and modify my methodology to build upon and respond to the survey results.

The question that emerged from careful consideration of the data was, “Are there common categories, or threads, running through all specific indicators chosen by the participants in their responses to the self-assessment survey”? In order to address this question I performed a content analysis on the specific leadership competency indicators chosen by the educators in the survey. The new iteration of my research design now included six steps (see Illustration 3.2)



Illustration 3.2 The six steps of the modified research design

The “patterns of relationships in practice” (May & Mumby, 2010, p. 174) and the structure of each participant’s PLN were what lead to the shift in the design of the research, allowing the findings in step two to guide the explorations and emergent questions in subsequent steps. This switch meant that rather than focusing closely on the EPSB competencies the research used categories that emerged from the content analysis performed on the data. Therefore, the research design was modified to make Step 3 a content analysis step.

Step 3 Content Analysis

The content analysis was both quantitative and qualitative. It identified emergent categories, and patterns. Content analysis is used as,

a research technique for the objective, systematic and
 quantitative description of the manifest content of
 communication ... a quantitative method of describing and

categorizing messages in specific contexts. (Berelson, 1952, as cited by Curry, 2014)

as well as,

a research technique for systematically describing or revealing the latent meaning in already existing material. (adapted from Schreier, 2012)

The results of the preliminary content analysis assisted me, in conjunction with the participants, in fine-tuning the focus of the evaluation. The content analysis of the survey response findings produced the seven coding categories of:

1. Respect
2. Creativity
3. Relationships
4. Purpose
5. Multiple Perspectives
6. Interactions
7. Reflection

Each of the indicators chosen by a participant on the survey portion of the data collection process was coded using either one or a combination of two or three of the category codes. For example, the indicator that states, “I create meaningful partnerships and networks to move the work of the organization forward.” was coded under the three categories of: “creativity,” “relationships” and “purpose,” whereas the indicator that stated, “I contribute to initiatives and facilitate strategy alignment to achieve goals” was coded solely under the category of “purpose.”

I then created a spreadsheet to record the survey responses and the designated coding. (see table 3.1 and Appendix F – Spreadsheet for Survey Results & Content Analysis).

NAME	RESPECT	CREATIVITY	RELATIONSHIPS	PURPOSE	MULTIPLE PERSPECTIVES	INTERACTIONS	REFLECTION	INDICATOR	COMPETENCY	KEY
TERRY			X	X		X		AF	1	
TERRY			X	X		X		AU	2	
TERRY		X	X	X				CE	4	
TERRY			X	X				DF	5	
RHONDA	X		X			X		AQ	2	
RHONDA	X		X					AT	2	

Table 3.1 Sample portion of the spreadsheet (Appendix F – Spreadsheet for Survey Results & Content Analysis) created to seek for patterns in the data

The spreadsheet was used to identify patterns and tally the number of times each category was used and the correspondence between the codes and specific EPSB competencies. A table was created for each participant that indicated how often each code occurred, whether the indicator chosen was a key indicator and the frequency of the EPSB numbered competencies associated with the indicator (Appendix F – Spreadsheet for Survey Results & Content Analysis).

A quantitative analysis of the frequency with which each category was coded was cross-referenced with the most prevalently occurring EPSB competency to enable identification of heavily weighted specific indicators. The activity logs were then assessed to determine if the recorded PLN usage from the logs provided evidence of the identified indicator. This process created a concise list of indicators that were used to create PLN user profiles. I am a colleague of each participant and am familiar with his or her PLN usage. This knowledge was brought into play in making the final choices of which weighted indicators to use in creating the PLN user profiles. For example, with Rhonda I saw that her many of her responses fit under the relationship code. I have witnessed Rhonda’s leadership style and her emphasis on relationships throughout her PLN usage. Based on both my personal familiarity of Rhonda’s use of her PLN and her

survey responses I included the statement, “A key motivator for her nurturing and using a PLN is the building of relationships within a leadership capacity”, in her PLN profile.

To ensure rigour in the ways in which the indicators were coded I chose to code each indicators at each of two sessions. The codings from the two sessions were then compared with each other. With very few exceptions I chose exactly the same codings for each indicator at each of the two coding sessions.

Data checking was taken one step further when both Rhonda and I considered the coding for a number of individual indicators and were then able to predict the gist of the indicator with a fair degree of accuracy. For example, indicator DO states, “I provide encouragement and support to others for continuous improvement”.

NAME	RESPECT	CREATIVITY	RELATIONSHIPS	PURPOSE	MULTIPLE PERSPECTIVES	INTERACTIONS	REFLECTION	INDICATOR	COMPETENCY	KEY
TERRY			X	X				DO	6	X
RHONDA			X	X				DO	6	
RICK			X	X				DO	6	

Table 3.2 Sample portion of spreadsheet for indicator DO

The indicator was coded as both “relationship” and “purpose.” From these two codes, Rhonda and I were able to surmise that the gist of the indicator would be, “I work with others/groups/teams (relationships) to assist them in reaching a goal or fulfilling a purpose (purpose)”. When we checked the wording of indicator and discovered that it stated, “I provide encouragement and support to others for continuous improvement” we felt that our manufactured statement matched well with the general idea of the original indicator. In another instance we considered an indicator, which was coded with the categories, “multiple perspectives” and “interactions.” This coding implied that the descriptor would be something like, “I consider a variety of options and alternatives (multiple perspectives) when collaborating or communicating (interactions)”. Upon checking we discovered that the indicator in question states, “I utilize a variety of

communication techniques”. We felt that we were consistently able to predict the essence of the indicator simply by knowing the way in which it was coded. In this way the data were triangulated.

Step 4 Activity Logs

Step 4 focused on activity logs (Appendix D – Activity Logs). Rhonda, Terry and Rick, individually tracked their PLN interactions. They indicated whether their PLN interactions consisted of using Twitter, G+, Skype, email, blogs, video conferencing etc. Additionally, they tracked their access points (laptop, phone, tablet etc.) over the course of three days that they deemed to be representative of ‘typical’ PLN involvement. The activity logs were compiled after they had taken the survey and prior to the interviews. Each participant annotated usage that they thought was particularly relevant or warranted further exploration or explanation.

Step 5 PLN User Profiles

As indicated above, I used the participant tables to ascertain which code had been selected most frequently and to cross reference the information with the EPSB competency most often represented. For each participant I noted the three most commonly chosen codes along with the most common EPSB competency associated with that particular category. Participant activity logs were consulted, looking for examples of PLN activity that provided supporting evidence of the behaviours reported in the survey. Using this information I compiled an approximately 200-word PLN user profile for each participant indicating the motivation and usage they made of their PLN within the context of EPSB’s leadership competencies.

The creation of the PLN user profiles (see pp. 40-43), as a way of sharing the early results and provided a mechanism for the three educators to give me feedback during the interview process. PLN user profiles added another step to my research methodology.

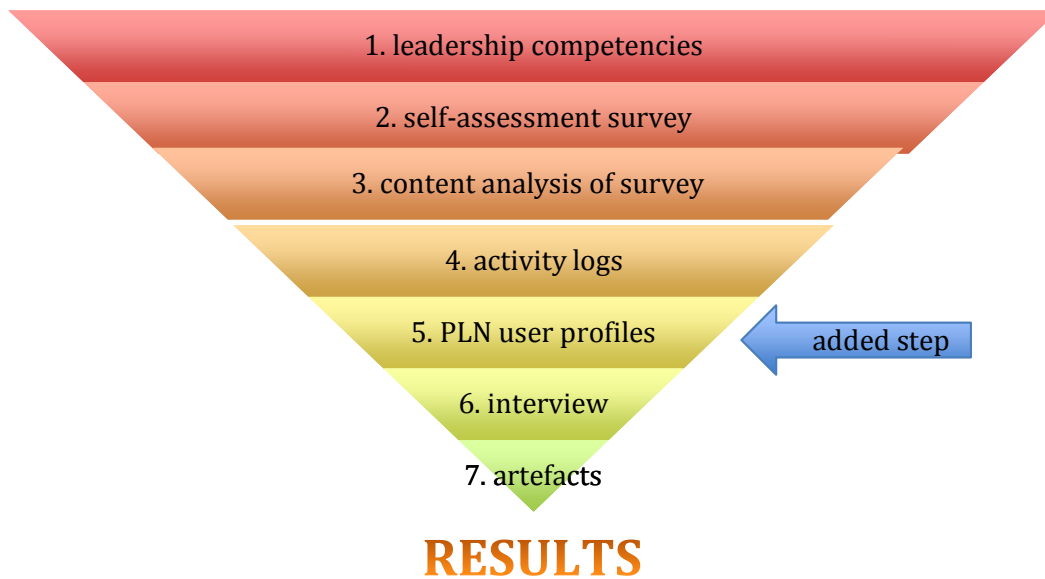


Illustration 3.3 The finalized seven steps of the research design

The PLN user profiles relied heavily on the EPSB indicators for wording and phrasing. For example Terry’s profile contained the sentence, “Terry uses his PLN in a purposeful way to foster dialogue and meaningful conversations that are goal oriented.” The wording came from EPSB specific indicators, AZ and BE which read: “I foster dialogue and meaningful conversation with individuals, teams and stakeholders” (AZ) and “I plan work that contributes to key goals and team initiatives” (BE).

Packages containing the results of the preliminary analysis of the survey and the activity log, along with the PLN user profile statements, were shared with participants prior to the interview.

Step 6 Interviews

Semi-structured epistemic follow-up interviews (Brinkmann, 2007) were conducted as part of the ‘member check’ process (Appendix E – Interview Transcripts). Interviews took place after participants viewed the combined results of the survey and the activity log and had an opportunity to read their individual PLN user profile statements. In the interview participants were asked clarifying questions regarding their perception of the accuracy of the PLN user profile statements. The intent and tone of the interview is captured by the following questions:

- What did you think of the PLN user profile I sent you?
- Perhaps tell me some of the things that really resonated with you as being true to your experience?
- Did anything surprise you? If so, what?
- Did you have any ‘aha’ moments?
- Is there anything that relates to you that you would like to clarify or any corrections you would like to make?
- Is there anything that has come up for you during the course of this data collection that has expanded your understanding of the way in which PLNs relate to the acquisition of leadership competencies?

During the interview Rhonda, Terry and Rick were encouraged to give feedback, and make suggestions regarding my evaluation of the data.

The iterative nature of the research meant that some of the categories used to code the collected data were modified based on participant feedback given during the interviews. For the most part, the interviews served as a means of clarifying and

documenting actions and leadership behaviours associated with PLN use. Direct quotations from the interviews were used as evidence to both determine and support the findings of this study.

Step 7 Digital Artefacts

At the conclusion of the interview participants identified two digital artefacts they created or were involved in a collaborative effort to create. The artefacts illustrated their engagement in expanding their leadership competencies through interaction with and contribution to their PLN. I requested that each participant provide me with a reflexive written statement concerning how they viewed each artefact as being reflective of their PLN and how the artefact contributed to their acquisition of EPSB leadership competencies.

CHAPTER 4 RESULTS

The three educators who accepted an invitation to participate in this study are:

- Rhonda Jessen, female, age 48, Curriculum Manager, Career and Technology Foundations, Alberta Education
- Rick Stiles-Oldring, male, age 44, Consultant, District Technology, Edmonton Public Schools
- Terry Godwaldt, male, age 38, Director of Programming, The Centre for Global Education

The results indicate that the three participants in this case study perceived and were able to demonstrate evidence that their usage and engagement with their personal learning network (PLN) was associated with the acquisition of leadership competencies as measured against Edmonton Public Schools, “Leadership Development Competencies” document (Appendix B – EPSB Leadership Competency Document). Rigour within the data set was provided by cross-referencing the results of the self-assessment survey, activity logs, interviews and digital artefacts selected by participants.

Survey Results

The survey was administered first and was designed to assist the participants in assessing if specific indicators aligned with their PLN usage (Appendix F – Spreadsheet for Survey Results & Content Analysis). The three educators assessed a total of 146 specific indicators, spread over seven competencies. Of the 146 possible indicators, 120 indicators were selected by at least one person with 78 indicators being chosen by more than one person.

There are five indicators that all three respondents marked as being a key indicators. They were:

- I incorporate contemporary, innovative, and effective uses of technology to support learning, teaching leadership, and management
- I create meaningful partnerships and networks to move the work of the organization forward
- I demonstrate a collaborative mindset
- I seek out, consider, and apply feedback, information, advice, and suggestions from mentors
- I champion effective and innovative use of technology

EPSB leadership competency	Rhonda	Rick	Terry	Total	Mean
1. builds relationships (23)	14	15	19	48	16
2. communicates effectively (23)	13	11	13	37	12.3
3. engages and manages resources (17)	5	8	6	19	6.3
4. envisions the future (19)	12	14	8	34	11.3
5. mentors and coaches for success (22)	11	10	10	31	10.3
6. strives for excellence (23)	11	12	7	30	10
7. understands the larger context (19)	5	10	13	28	9.3
Total	71	80	76	227	10.8
Total as a percentage	49%	55%	52%		

Table 4.1 Survey Results Table. The number in parenthesis in the competency list represents the number of indicators associated with that particular competency.

Content Analysis Results

The content analysis of the 120 chosen indicators along with the information in the activity log revealed seven recurring categories that were evident across competencies. The seven recurring categories were:

1. **Respect** for other people. Words associated with this code include: honour, value, agency, celebrate, and inspire
2. A sense of using the PLN for **creativity**. This was associated with challenges, quandaries, change, growth, technology, solutions, play, half-baked ideas and emergence
3. **Relationships** and associations were important within each PLN. This category included terms such as: team, group, other, represent, and partner
4. The **purpose** behind actions was often an important aspect of PLN usage. Words associated with this category include: goal, intention, mission, decision, judgment, direction, and improvement
5. **Multiple perspectives**, choices, opportunities and options represented another important code. This category was associated with research, data, alternatives, cultural differences and sensitivities
6. **Interactions** was another category prevalent throughout the research. Words associated with this code include: dialogue, reciprocate, exchange, flow, connect, collaborate, communicate, share
7. The final category was challenging to name. It represents a sense of leadership presence, self-efficacy and the self-motivation required to grow through **reflection**. It includes a sense of personal responsibility, nurturing, hosting,

wayfinding/way-providing and the use of feedback as a communication tool for self and others

The words in bold were chosen as the labels for each category (Appendix F – Spreadsheet for Survey Results & Content Analysis).

	All Indicators				Key Indicators Only			
	Rhonda	Rick	Terry	Total	Rhonda	Rick	Terry	Total
Respect	16	14	19	49	4	2	7	13
Creativity	20	32	19	71	13	13	7	33
Relationships	30	34	41	105	11	13	21	45
Purpose	17	21	20	58	4	8	10	22
Multiple Perspectives	28	27	20	75	18	17	8	43
Interaction	24	26	19	69	13	9	9	31
Reflection	20	21	17	58	7	12	8	27
TOTAL	155	175	155	485	70	74	70	214

Table 4:2 General Content Analysis Table

By far the most commonly used code was “relationships” with each participant selecting it on more than 30 occasions. The only other category to ever exceed 30 was creativity as selected by Rick.

RHONDA			
category /code	Key indicators	All Indicators	Competency
Respect	4	16	7(1), 2(2), 2(4), 5(5)
Creativity	13	20	2(1), 4(3), 6 (4) , 4(5), 3(6), 1(7)
Relationships	11	30	10(1) , 7(2), 2(3), 3(4), 6(5), 2(6)

Purpose	4	17	2(1), 3(2), 3(3), 2(4), 2(5), 4(6), 1(7)
Multiple perspectives	18	28	2(1), 2(2), 3(3), 9(4) , 4(5), 3(6), 5(7)
Interactions	13	24	7(1), 9(2) , 3(4), 3(5), 2(6)
Reflect	7	20	2(1), 5(2), 1(3), 4(4), 1(5), 5(6), 2(7)
TOTAL	70	155	32(1), 28(2), 13(3), 29(4), 21(5), 123(6), 9(7)

Table 4.3 Rhonda Content Analysis Table. In the competency column the first number represents how often the category occurred for the EPSB competency indicated within the parenthesis. Figures in bold represent the most commonly coded categories and competencies.

Rhonda’s most prevalent coding for indicators were:

1. Relationship (with the majority of indicators representing EPSB’s “builds relationship” competency). Rhonda’s blogging, retweeting and hosting others in a digital environment indicated her use of her PLN to build relationships and work with others.
2. Multiple Perspectives (with the majority of indicators representing EPSB’s “envisioning the future” competency). This was evident in her activity log through her use of Twitter in her capacity as a Twitterchat host and as a consumer (Rhonda’s activity log, 3/29/15 & 3/26/15 - Appendix D – Activity Logs).
3. Interaction (associated with EPSB’s “communicates effectively”). Rhonda’s work with others to collaboratively plan and create was evident in her activity log through her blog posts and her slide sharing.

Rhonda’s activity log made it clear that there was a fair amount of overlap between one category and another. These results were instrumental in the creation of Rhonda’s PLN user profile.

RICK			
	KEY	All Indicators	All indicators Competency
Respect 16	2	14	7(1), 2(4), 3(5), 1(6), 1(7)
Creativity 45	13	32	3(1), 3(3), 7(4), 3(5), 7(6), 9(7)
Relationship 47	13	34	9(1) , 5(2), 4(3), 5(4), 4(5), 3(6), 4(7)
Purpose 29	8	21	2(1), 3(2), 5(3), 4(4), 2(5), 4(6), 1(7)
Multiple perspectives	17	27	3(1), 3(2), 2(3), 6(4) , 4(5), 5(6), 4(7)
Interaction 35	9	26	6(1), 8(2), 1(3), 3(4), 5(5), 3(6)
Reflection 33	12	21	3(1), 3(2), 2(3), 2(4), 6(5), 3(6), 2(7)
TOTAL	74	175	33(1), 22 (2), 17(3), 29(4), 27(5), 26(6)

Table 4.4 Rick Content Analysis Table. In the competency column the first number represents how often the category occurred for the EPSB competency indicated within the parenthesis. Figures in bold represent the most commonly coded categories and competencies.

Rick’s most prevalent coding for indicators were:

1. Relationships (with the majority of indicators representing EPSB’s “builds relationships” competency). Rick’s activity log supports this with entries regarding checking in on communities (Rick’s activity log, 2/23/15, Appendix D – Activity Logs) and collaborating with contacts (Rick’s activity log, 2/24/15)
2. Creativity (associated with EPSB’s’ “understands the larger context” competency) is demonstrated in Rick’s activity log through his collaboration with contacts, and use of a poll in association with creating a webinar.
3. Multiple perspectives (associated with EPSB’s “strives for excellence”) This is evident in Rick’s activity log by how often he mentions using his PLN to search for solutions and “support and learn new ways to use tech for teaching and learning.” (Rick’s activity log, 2/26/15)

TERRY			
	KEY	All Indicators	All indicators Competency
Respect	7	19	10(1), 3(2), 2(4), 3(5), 1(7)
Create	7	19	3(1), 2(3), 3(4), 1(5), 2(6), 8(7)
Relationships	21	41	12(1) , 8(2), 4(3), 4(4), 7(5), 3(6), 3(7)
Purpose	10	20	3(1), 2(2), 3(3), 4(4) , 2(5), 4(6) , 2(7)
Multiple perspectives	8	20	3(1), 3(2), 1(3), 3(4), 3(5), 1(6), 6(7)
Interact	9	19	7(1) , 6(2), 1(4), 3(5), 2(6)
Reflect	8	17	3(1), 5(2), 1(3), 1(4), 4(5), 1(6), 2(7)
TOTAL	70	155	41(1), 27(2), 11(3), 18(4), 23(5), 13(6), 22(7)

Table 4.5 Terry Content Analysis Table. In the competency column the first number represents how often the category occurred for the EPSB competency indicated within the parenthesis. Figures in bold represent the most commonly coded categories and competencies.

Terry’s most prevalent coding for key indicators were:

1. Relationships (with EPSB’s “builds relationships” competency the most prevalent). The weight Terry puts on working with others and building relationships is in evidence throughout his activity log.
2. Purpose (with an equal number of indicators representing EPSB’s “envisions the future” and “strives for excellence” competency). Terry’s work on the DeforestACTION launch is a clear example of this. <http://dfa.tigweb.org/>
3. Interactions (in association with EPSBs “builds relationships” competency). Terry’s activity log is full of entries dealing with planning, meeting, hosting retreats, and preparing for presentations, all with the context of “identify[ing] common interests, needs and aspirations of others” (indicator BX)

Activity Log Results

The activity logs showed that each participant had multiple interactions with their PLN throughout each day. The types of activities varied greatly from monitoring, asking for assistance, passing along information, organizing, planning, inviting, wasting time, collaborating, conversing, exploring, creating, and publishing. (Appendix D – Activity Logs).

Scrutiny of the verbs used in the activity logs and the context with which they were used reveals that they reflect Personal Knowledge Management (PKM) categories of; seeking, sense-making and sharing (Jarche, 2014). This adds credibility to the assertion that PLNs constitute a framework for self-regulated professional development.

Seeking	Sense-making	Sharing
read, connect, attend, request, look, visit, find, poll, scan, search, research, participate, meet, update, collaborate, arrive, check, answer, follow, join, get, issue	accept, reflect, learn, converse, list, favourite, link, reuse, modify, close, remix, create, ignore, organize, write, manage, implement, disconnect, prepare, collaborate, catch-up, finish, waste, lead, work, relate, plan	tweet, mention chat, publish, host, send, direct, thank, retweet, share, reply, attach, present, post, inform, say, support, launch, collaborate, promote, encourage, direct-message, excite, teach

Table 4.6 Activity Log Verbs in PKM Categories

PLN User Profile Results

In response to the results above the following summaries or profiles of PLN usage were developed.

Rhonda's PLN Usage Profile

Rhonda uses her PLN to consider a wide range of different views, topics, stories, perspectives, options, opportunities, alternatives, data, and research as a means of

viewing the present and envisioning the future. She uses her PLN to serve both herself and others in a timely way that is a combination of serendipity and scheduled attention. She looks to her PLN for mentorship.

Rhonda's PLN supports her in thoughtfully and professionally connecting and representing her team in meaningful and innovative ways at the provincial, national and international level. A key motivator for her nurturing and using a PLN is the building of relationships within a leadership capacity. Rhonda's engagement in her PLN encourages her use of technology in a leadership capacity as a way to engage others and create an environment for meaningful, innovative and creative work and play for teams and groups.

Through providing the opportunity to use and explore a variety of contemporary communication techniques Rhonda's PLN has assisted her in developing her skills in crafting messages that are clear, relevant and understandable. Her PLN illustrates the value of both sharing and consuming messages. Within her PLN environment she fosters a collaborative mindset and facilitates dialogue and meaningful conversations.

Rick's PLN Usage Profile

Rick views his PLN as an effective research and communication tool to support his leadership role through analyzing trends in data and developing progressive, innovative practices with others. He uses it to seek feedback and input and to understand alternative perspectives and views. His PLN assists him in identifying and considering the multiple variables that impact his leadership decisions. Rick's PLN also serves as an effective instrument to assist him in reflecting and assesses his own strengths, values, contributions, and areas for growth.

A key component of a PLN for Rick is the opportunity it provides for him to create a meaningful digital environment to support the work of others, set the stage for collaboration, and assist in relationship building through making effective and timely connections. Rick's PLN contributes to his ability to create an environment for meaningful, innovative, and creative work for teams and groups.

Rick views his PLN as a way of extending a group's thinking capacity beyond the limits of any individual. He uses his PLN as a change agent to explore bold ideas, imagine possibilities, and weigh options. He sees his PLN as a way of encouraging and supporting others to use processes to think creatively and solve problems.

Terry's PLN Usage Profile

Terry's PLN is focused on developing rapport, mutual respect and trust with individuals, teams and stakeholders. His PLN is designed to intentionally forge relationships that will create a welcoming and inclusive culture.

Terry uses his PLN in a purposeful way to foster dialogue and meaningful conversations that are goal oriented. He accesses the expertise, wisdom and experience of people in his PLN in order to create a collaborative environment and develop meaningful partnerships and networks in order to support moving the work of the organization forward. He fosters the acquisition of leadership competencies within his PLN by providing encouragement and support to others as they seek to continuously improve and reach for excellence. Terry uses his PLN to take the lead in identifying the common interests, needs and aspirations of others.

Through engagement with his PLN Terry is able to listen actively thus encouraging the open exchange of ideas between individuals, teams, and stakeholders. He

facilitates and collaborates in leadership initiatives designed to respect a variety of perspectives and cultural sensitivities.

Interview Results

The semi-structured interviews provided the three participants with the opportunity to influence, clarify and shape the results (Appendix E- Interview Transcripts).

Participants responded to their PLN user profile and their perception of its accuracy at the beginning of their interview. Rhonda,

I thought it was good, I thought it sounded like me ... and it was interesting to look at yourself through somebody else's perspective, right? ... but I did think it was accurate and it sounded like how I use my PLN especially how I use my PLN right now (APPENDIX E, Interview 1: lines 4-7)

Terry

I felt the summary was pretty well exactly why I have the networks of support and collaboration that I have. It was interesting to see everything synthesized in one place like that (APPENDIX E, Interview 3: lines 12-14)

Rick did not open the interview by responding directly to his sense of how accurate the profile was, but rather articulated the importance of relationships.

So, the group thing stood out for me ... and it was really more just as a recognition that the cultivation of group think is actually a competency within leadership (Appendix E, Interview 2: lines 1-3)

The participants input and metacognitive attention was an essential aspect of the social constructivist worldview used in the design of the research. Categories were refined based on feedback from the three educators.

Rhonda influenced the tone of the **creativity** category when she identified the need to have ‘play’ represented “so the piece I didn’t see in here was how I use my PLN to play” (Appendix E, Interview 1: line 39) along with a sense of using her PLN for trial runs and being able to be informal within her PLN interactions.

I am willing to try something and I am now willing to put it out there whereas in my workplace I am still ... more aware of the image I am portraying and I feel less free to play or make something messy or share my half-baked ideas. (Appendix E, Interview 1: lines 56-59)

Feedback from Terry clarified the wording of the code **respect**, insuring that the focus was on respecting others rather than a demand to be respected.

I have to respect the culture that we are going into – respect the learning environments that are there, respect what the teachers are looking to accomplish and I think that you actually summarize it much better here where you say “designed to respect a variety of perspectives and cultural sensitivities” as opposed to the word ‘respect’ as a category (Appendix E, Interview 3: lines 61-65)

Rick felt that his consideration of how and why he used his PLN for “reflection” opened up a whole new understanding of the value he placed on his PLN as a leadership

and personal development tool. “I think PLNs are forcing me to be reflective” (Appendix E, Interview 2: lines 134)

I really think that is important ... honestly I never really thought of that before how the participation as reflection right? ... even though I might be making a comment on what somebody else said, it's in the making of the comment ... because of the asynchronous nature that this is reflective ... I am not making a comment in an immediate. . . you have said something and I am saying something back and so you're going to say something and I am going to say something back ... that's ... I don't know what the word is ... it is something it builds upon itself and it is not reflective conversation, I know that those can happen . . . but the asynchronous nature of the medium means that I sit . . . I read your statement . . . I think about it . . . how many times do we type something out . . . and then . . . and then . . . no, I don't want to send that that . . . why? . . . why because we actually reflect and in that reflection we must have internalized something . . . it is expediting thinking because it is forcing me to be reflective. (Appendix E,

Interview 2: lines 155-173)

Rick's input expanded the scope of the “reflection” category.

Digital Artefact Results

Each participant identified two digital artefacts (that they had contributed to making) that reflected their thoughts and actions concerning leadership and their use of PLNs.

Rhonda's selections were:

1. The blogsite #oclmoooc which was created for, "The Connectivist MOOC for Alberta Educators... & other interested trainers, teachers & learners" Rhonda was the team lead, or head conspirator, on the project (Jessen, 2015).
2. A peer reviewed paper entitled, "What makes a cMOOC community endure? Multiple participant perspectives from diverse cMOOC". (Bali, Crawford, Jessen, Signorelli & Zamora, 2015).

The #oclmoooc site was created in 2014 as a way for people interested in open online learning to interact. It was billed as a "hybrid between course and community - there will be scheduled webinars, shared resources and suggested activities each week but the emphasis will be on the development of connections – between ideas, information, and competencies, but also, and perhaps most importantly, between people." (Jessen, 2015).

In 2014, there were 4,700 #oclmoooc views from a total of 45 different countries, with the majority of viewers being from Canada, the USA and Australia. It was created and developed out of interest and passion by 10 'co-conspirators' with no organizational affiliation and no exchange of money. I was one of the co-conspirators.

The article, "What makes a cMOOC community endure? Multiple participant perspectives from diverse cMOOC", is an example of academic collaboration and learning resulting from PLN relationships.

Imagine the challenge of being immersed in a dynamic learning network where you play brinksmanship with being overwhelmed by a plethora of information, comments, and conversations on a topic of intense interest to you. Through adept facilitation, the comments and encouragement of fellow participants, and your own perseverance, you develop a network of personal connections which serve as metaphorical flying buttresses creating enough stability that you are able to learn in a new, yet profoundly meaningful way (Bali, et. al. 2015, p.1).

Terry's artefact selections were:

1. The website for the Centre for Global Education of which Terry is the Programming Director. (Centre for Global Education, 2015a).
2. A National Virtual Town Hall, COP20 Canadian Youth Whitepaper on Climate Change (Centre for Global Education, 2015b).

The skeleton of the Centre for Global Education website was professionally designed but is populated through the activities of Terry and his PLN; a network of teachers, students, academics, and community members.

Based in Edmonton, Alberta, the Centre for Global Education (CGE) facilitates programming for over 100,000 students every year from every corner of the planet, with a focus on peace and global education and higher-level learning and research. CGE

organizes approximately 100 videoconferences per year. (Centre for Global Education, 2015a)

The CGE website stitches together connections made using a variety of platforms such as Twitter, videoconferencing, and Skype. The words encounter, relationships, collaboration, and connections are peppered throughout the site.

Rick's selections were:

1. His personal, Wordpress blog space, Heeding Thamus, (Stiles-Oldring, 2015a).
2. His Google+ work/share/ community space (Stiles-Oldring, 2015b).

Rick uses his blog to reflect, share and inform, "My goal for this conference is to discover where technology is headed, see the latest in innovation in action, and think about how these new technologies will impact our lives and affect the way we teach and learn." (Stiles-Oldring, 2015a, January 5, 2015 post).

Rick's Google+ site is a bricolage of his thinking and his resources gleaned from his PLN connections. Through the comments and likes sections it gives an engaging picture of the sort of interaction and connection that take place between people in his PLN. Additionally, the site includes, photos, Hangout records, links to various G+ Communities, polls, conference notes, connections to blogs, information regarding technology, and a variety of programs. As of, July 13, 2015 there are 1,163 followers and 285,397 views.

Altogether the data collected created a picture of connections and interactions all swirling around and by the three participants. It is evident that their networks are extensive and active and that both their perception and the documented evidence point towards their PLNs supporting their acquisition of leadership competencies.

None of the three educators in my sample submitted any commentary associated with their artefacts.

CHAPTER 5 DISCUSSION

It was a surprise and a challenge to find that all the participants chose at least five indicators for each competency (for a total of 35 key indicators for each participant). One of the intentions behind having respondents complete a self-assessment survey that encompassed all seven of Edmonton Public School's leadership competencies was to narrow the focus of the research, based on the results of the survey. This resulted in two positive outcomes. The first outcome was the realization that for each participant PLNs appear to play a role-in their acquisition of leadership competencies. Their PLN usage was infused throughout their life as shown by the activity logs, the artefacts, and the fact that the survey responses revealed their perception that involvement with their PLNs supported many behaviours that were indicative of leadership competencies. Participants were instructed to, "indicate ALL indicators you feel are positively affected by your engagement with your PLN" (Appendix F – Spreadsheet for Survey Results & Content Analysis). They could pick as few or as many indicators as they thought met the criteria. It is remarkable to note that all three educators felt that approximately half the indicators were positively influenced by their PLN usage. (Rhonda 49%, Rick 55% and Terry 52%).

The use of PLNs, for these three educators, appears to be inseparable from their acquisition of leadership competencies. PLNs were not viewed as an 'add-on' by the participants. "When we try to pick out anything by itself, we find it hitched to everything else in the universe." (John Muir as cited by Morville, 2014, p.1).

Rick and Terry both spoke to the integration of PLNs into everyday life and actions. Rick was surprised,

I realized how often during the course of my day, during the course of my EVERY DAY I'm jumping to the PLN, if you

look at [the activity log], ... it is all through the course of my work, it is not even . . . its not even set aside . . . yeah its constantly on, it is constantly there, . . . and I am either pulling from or contributing to . . . as I am doing my day to day work (Appendix E, Interview 2: lines 191-199).

It is evident from Rick's Google+ artefact that he uses the site as a sort of composite record of who he is and what he is thinking. He uses G+ to record his thoughts, hold conversations, store information, ask questions, poll colleagues, research and share ideas and concerns. The portion of Rick's PLN documented in his Google+ site appears to function as both a communication tool and an extension of his brain.

Terry commented on his extensive PLN usage by simply stating, "It is totally woven throughout" (Appendix E, Interview 4: line 191).

The participants appeared to have no need to use the term PLN. Each one was aware of the acronym but they felt the PLN actions were so integrated into their way of being and way of acting that it was more like a fluency than something with a name. This sentiment was strongly reinforced by several reviewers in comments on the draft copy of this thesis.

Traditionally PLNs are treated as nouns, as a thing, but it seems that for the three educators in this study PLNs may be more of a verb than a noun - a way of navigating the threads of everything in the universe being hitched to everything else. PLNs appear to be engaged matrices of relationships. The variety and breadth of verbs used by the participants in their activity logs supports this view.

George Siemen's, *Connectivism: A learning theory for the digital age*, postulates that the edges, connections or flow in networks are the nexus for the creation and generation of new knowledge (Siemens, 2004). This supports the idea that PLNs are more verb than noun, more flow than stock.

The second outcome was a modification of methodology as a response to puzzling through how to deal with so many indicators being chosen. The ensuing modification ended up improving the study and strengthening the results. Once participants had checked off all the relevant indicators they were instructed to “please select the 5 MOST SIGNIFICANT (key indicators) and check them off in the second column.” (Appendix F – Spreadsheet for Survey Results & Content Analysis). By requiring the participants to carefully consider and rank their responses for each competency it was hoped that the evaluands would avoid response fatigue. In casual conversation with the respondents I was told that they valued this process and felt that the reflection was instructive, however it presented a research problem. The dilemma arose from the fact that some competencies had many indicators selected while other competencies had relatively few indicators chosen. This led to the key indicators for some competencies being given an inappropriately heavy weighting. For example Terry selected 19 indicators, (which represent 83%) of the indicators from the EPSB competency “builds relationships” and only 6 indicators (which account for 35%) from the EPSB “engages and manages resources” competency (see Table 4.5). Out of the 19 “builds relationships” indicators Terry then chose five key indicators representing 26% of his choices from “builds relationships”. However, in the “engages and manages resources” competency five of Terry's six choices, or 84% of his choices became key indicators. Because he was

restricted to five key indicator choices in each category it diminished the significance of “building relationships” and gave the impression that “engages and manages resources” was more significant than Terry intended.

In order to counter uneven weighting all of the chosen indicators were included in the content analysis. Identifying categories that were independent of the EPSB competencies but that were contained within the EPSB specific indicators provided a solution to having the results distorted. The content analysis process, which identified categories to code, was consistent with social constructivism.

The importance of “relationships” within PLN usage was very clear throughout the research. All three participants had “relationships” as their most frequently coded category. In Terry’s combined responses “relationships” had twice the weighting of anything else. In the interview Rick stated, “that is actually what this is all about .. is just the relationships” (Appendix E, Interview 2, line 184). Rhonda echoed the importance of relationship in her interview, “a key motivator for me is nurturing and using my PLN to build relationships within a leadership capacity.” (Appendix E, Interview 1: lines 24-25).

The importance of relationships to leadership was evident in the EPSB document with “builds relationships” being one of the EPSB competencies.

The geographic range of relationships with the PLNs was impressive. Terry’s network included 100,000 plus students in over 30 countries, Rhonda’s #oclmoooc site was viewed by people in 45 countries, and her peer reviewed article included authors from three countries.

No extrinsic rewards were offered in association with this research, however, participants found a great deal of value in the PLN profiles. They indicated that they

would be used to assist in their reflexive activities and I was asked to grant permission for the PLN usage profiles to be referenced in resumes, and covering letters. I was told the profiles would assist in the creation of future professional growth plans. This was an unexpected but positive outcome from the research that I feel has broad potential applications for leadership development programs in both the private and the public sector.

It is interesting to note that almost all, if not all, the PLN activities associated with this research have no direct monetary benefit, for example, all ten of the collaborators that were involved in creating and delivering #oclmoooc did so on a volunteer basis. None of the three participants were instructed by their employers to create PLNs although in a variety of ways all three have been rewarded professionally through their PLN use.

Twenty-six of the possible 146 indicators on the survey were not selected by any respondent (Appendix F – Spreadsheet for Survey Results & Content Analysis). The indicators that were not chosen tended to be focused on two, sometimes overlapping, categories; regulatory, supervision or compliance issues; and planning, outcomes issues. It is worthwhile remembering that the choice not to include an indicator simply meant that the participants did not feel the indicator described the particular leadership behaviour that resulted from PLN usage. This elimination did not preclude participants from exhibiting the behaviour; it simply meant that they saw no correspondence between the indicator and their PLN.

Initially, the coding sheet grew longer and longer and more and more complicated and unwieldy during the process of performing the content analysis. I began to realize that part of the issue was the lens I was using to view the information. Words and linear

sequencing were impeding my attempt to capture the essence of flowing dynamic networks. Donella Meadows, in her book, *Thinking systems*, indicates that she makes,

liberal use of diagrams . . . because there is a problem in discussing systems only with words. Words must, by necessity, come only one at a time in linear, logical order.

Systems happen all at once. They are connected not just in one direction, but in many directions simultaneously (Meadows, 2008, p.5).

I resolved the impasse with the content analysis by creating graphic icons to represent the categories I identified in the leadership indicators (Appendix G – Coding Sheet with Icons). I discovered that seven icons, sometimes used singly and sometimes in combination, were sufficient to code all the data. I then proceeded to code, by icon, all the indicators chosen by participants during the survey process. This was done prior to ever assigning labels or associating words or descriptions with the icons. Rhonda assisted in this process. Once the coding was complete I worked backwards and labelled the seven icons as: respect, creativity, relationships, purpose, multiple perspectives, interactions and reflection. After the broad labels were created I was able to comb back through the data and pinpoint other words that supported the concepts represented by the icons.

If this thesis were to accurately reflect the feel of PLNs and the ways they relate to leadership competencies more than one person would write the thesis. Additionally, it would contain multiple links and a variety of media. There is something bizarre about one person writing about networks, however, the collaborative nature of the research design tried, in a small part, to address this anomaly. In a further attempt to partially

remedy this quandary, and as a way of adding rigour in a social constructivist vein, I offered a draft of this thesis to my PLN for comments and feedback. I sent copies to each of the three participants and emailed a request for feedback to four scholars familiar with this field of study. Additionally, I sent direct messages via Twitter to eight other colleagues and using a different link to the document, I tweeted a general request for feedback. All three participants responded, all the scholars provided feedback, and all eight people contacted by direct messaging replied. The link provided in the general tweet resulted in twenty-one hits. I received feedback from Australia, Canada, Egypt, France, Ireland, Scotland and the USA. The comments and feedback added immeasurably to the research and they have now been incorporated into the thesis. Without exception the respondents conveyed support for the findings.

Thinking about PLNs as systems is consistent with how the three participants appear to use their PLNs and with the sense that PLNs are an integral part of the way they think and work. Rick came to the realization that his PLN “is expediting thinking because it is forcing me to be reflective” (Appendix E Interview 2: line 173).

I attribute the fact that none of the participants submitted a commentary on their artefacts to participation-fatigue combined with time of year. The artefacts were requested in June, which is an inordinately busy time of year for educators. I did not follow up by insisting on commentaries because I felt that I had sufficient data and I was grateful for the amount of time, effort and information that the three educators had already contributed.

During the interview process I brought up the idea that maybe PLN fluency could be considered a type of digital literacy. Both Terry and Rhonda immediately and strongly

agreed (Appendix E, Interview 4: line 160 - 164). An interesting off shoot of the discussion regarding whether a PLN was a form of literacy was Rhonda's contention that PLNs might not be something that could be taught but were something that could be aided by mentorship (Appendix E, Interview 4: line 139).

One of the remarkable findings was that each PLN was so unique and distinctive. This research supports the notion that one size or template for a PLN cannot fit all and that each participant in this study developed their own path to acquiring leadership competencies through the use of their PLN.

Future Research

While it is beyond the scope of this study, it is fascinating to contemplate a whole field of possible future inquiry, which opens up when one considers looking at PLN usage as either a form of literacy or as one of Logan's meta-languages of humanity (Logan, 2007).

I believe that the categories developed as a result of this research could be used to code leadership competencies of other organizations with the intention of creating PLN usage profiles that could be used to assess, understand and support leadership development. Further research could be done in this area.

Many questions arise from the fact that I found visual icons to be more effective than words in the process of doing the content analysis. Exploring the use of visual representations as an effective method for sorting and analysing data is an area that would warrant future research. Several reviewers were interested in having me elaborate further on the use of the icon within the analysis process.

The loops, links, nodes, and dynamic nature of PLNs are providing means for tagging, sharing and creating complex environments of understanding. “We must be fluent in frame-shifting so we can explore categories, connections and culture from multiple scales and myriad perspectives” (Morville, 2014, p. 35). It would be fascinating to research how PLNs shift the way people interact and how this in turn affects leadership.

Finally, inquiries of how we question, how we search, how we share and how we lead in an era of PLNs are all ripe for further research.

CHAPTER 6 CONCLUSIONS

Do PLNs contribute to the acquisition of leadership competencies? The exploration undertaken in this study would point to the answer being a solid yes. The findings from such a small sample cannot be generalized and it must be noted that each of the three participants were purposefully selected because of their sophisticated PLN usage. The fact that all three participants have at least a university bachelor's degree and work in an academic setting in a leadership capacity makes them atypical learners. However, many people in the process of developing their leadership capacities, whether they are aspiring, emerging or experienced leaders, have university educations and are digitally fluent. This research lends credibility to the idea of organizational leadership development programs investing time and effort in supporting staff engagement with PLNs and in mentoring the acquisition and nurturing of PLNs.

The technique that was developed, over the course of this study, for generating PLN usage profiles based on organizational competency documentation, participant self-assessment, and activity logs could be used to support individual professional growth plans as well as planning PLN mentorships.

The results of this exploratory research indicate that PLNs are not something one owns or can give to someone else, rather they are a way of acting, connecting and contributing. The findings of this study suggest that PLNs are in fact a way of leading.

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APPENDIX A – AUDIT TRAIL

DATE	ACTION
March 8/15	Sent email with consent letter to each of my “case studies” – wanted them to have a chance to review it prior to going over it with me – have set up a meeting with 2 on Tuesday and the 3 rd on Wed.
	Realize that I am going to have to have someone else cross code some of my materials – interoperator reliability
March 10/15	Terry and Rhonda signed the consent form
March 11/15	Rick signed consent form – all 3 willing to have full disclosure on using their names Rick helps refine and set out an electronic tracking method for the activity log
March 17/15	Rhonda completes survey
March 21/15	I become aware of the resident/visitor theory of interaction on the Internet – I am sure this will influence as it has great resonance and will likely be a theory that I will refer to in analyzing my data
March 22	Sent email to Terry, Rick & Rhonda about data collection
March 24	Rick completes survey
April 3	Sent email to Terry about doing survey
April 4	Send Terry an email with the link to the survey Look through the survey results to date To my surprise no one has had less than 5 indicators in a category (which means that no categories have been eliminated!)
	All surveys back – difficult to view as the responses are strung out across a spread sheet
	I print off a copy of the survey and then use using a different colour pen for each respondent I colour code the responses onto my master paper-copy of the survey, It is easier to view this way
	On my paper master I mark the excel sheet row number for each competency. i.e. AB, ED, etc. This gives me a quick and consistent way of labeling each indicator
	I rank the competency according to how many indicators were chosen. I have to use a % figure because the competencies have between 17 – 23 indicators each
	<i>Builds Relationships</i> is the most frequently and heavily weighted competency chosen – there is a real spread between it and the #2 spot which is held by <i>Envisions the Future</i>
	I read over all the indicators that were selected on the survey
	I reread the key indicators
	I make a table for each competency with 5 rows – (one for each chosen ‘key competency’) and a column for each participant. This way I can see all the indicators that were chosen as key competencies
	I make a list of words/clusters looking for patterns but I feel as if I

APPENDIX A – AUDIT TRAIL

	am trying to interpret the choices made by the School Board in identifying the competencies and indicators and not interpreting the responses of the people participating in my case study
	(of the 146 indicators – only 20 indicators were not chosen by any of the 3 respondents) I am surprised that the ‘coverage’ is so comprehensive! I make a list of the indicators NOT chosen to see if there is any commonality. I find that the indicators not chosen tend to refer rules and regulations and supervisory concerns – this is not a surprise
	After analyzing the competencies several times I come up with some common categories – but there seem to be too many of them – I really do not feel that I am getting anywhere
	I am very aware of the fact that this is a case study and that I am not comparing and contrasting the different responses. I know that I need to focus on going deeply into each respondents answers in an attempt to understand them – I have no where near the sample size I would need if I wanted to be able to generalize
	I make a document for each participant with a table for each competency - In the 1 st column I list the key competencies they chose and in the other columns I put the other indicators chosen for that competency
	At the bottom of each table I tabulate how many indicators in total they chose for that particular competency – this helps me see that some competencies have far more indicators relating to PLNs than other competencies – although it varies from person to person
	I decide to really concentrate on one respondent at a time. I start coding Rhonda’s responses and find that there are some of her responses that don’t fit any of my codes! I may need to come up with even more codes – I am beginning to feel like I am going in the wrong direction – things seem more muddled rather than clearer!
	I turn my focus to Terry’s responses and try to use a big picture lens – by focusing on Terry’s responses it becomes obvious to me that many of his responses deal with teams, partnerships or with representing a group in some way
	I think back to Maria Mayan’s qualitative inquiry course and decide that I need to change modalities for my coding – I am doodling as I try to sort my way through the coding/analyzing process – I tacitly develop 7 icons that seem to cover the essentials (often it takes 2 icons in combination to fully represent an indicator
	I start giving each indicator a graphic code using my icon system – I feel much more convinced that I am getting at the heart of the information I am looking at by using an icon rather than words
	I have a coding table with 2 columns. In column 1 I have the icon and in column 2 I start to jot down key words that keep cropping up in association with the icon.

APPENDIX A – AUDIT TRAIL

	Using a combination of icons I am able to code the key indicators for each competency for all 3 participants!
	By considering the key words I have jotted down for each icon I am able to come up with an overarching word for each of my 7 icons <ul style="list-style-type: none"> • Respect • Creativity • Team • Purpose • Multiple Perspectives • Interaction • Reflection
	I create a spreadsheet for my coding. Column A is for the name of the participant, B – H are labeled with the name I selected to represent each icon, column 'I' indicates the specific indicator using the labels from the survey spread sheet i.e. AB, ED, J indicates the competency (by number)
	I enter the codes for each key indicator, for each participant, for each competency into the spreadsheet.
	I have both created and entered the codes participant by participant. Using the sort tool in the spreadsheet I am able to sort by indicator and compare my coding from one person to the next on common key indicators. If very few exceptions I coded them the same way. This is reassuring and supports the rigour of my method.
	I will ask Rhonda to code several key indicators to determine if I have interoperator reliability
	I create a preliminary results page where I list each icon/code; <ul style="list-style-type: none"> • Indicate how many times that code came up in the composite responses of all three participants • Indicate how often each competency (and which indicator) was represented by each code • Indicated on a person-by-person basis how often the code came up for each person (along with which competency and the particular indicator)
	I now feel that I am seeing broad patterns that are distinctive for each person. I can see overlaps and individual differences.
May 23	I decide to add in the rest of the indicators (in another tab) that were not marked as key indicators but were nevertheless chosen. This necessitated coding all indicators that were chosen as key indicators and an additional column so that I could still sort by key indicator
	In the grid I use numbers but I need to move into using words and images. It is easy to cut and paste and so I cluster the actual indicators so that I can read them as a unit relating to the participant
	I go back to looking intensely at each participant individually with the intention of writing a summary/profile of their responses that I can then share with them and also use to unearth the questions I will

APPENDIX A – AUDIT TRAIL

	use during the interview stage.
	I create one more grid to assist me in creating the summary profile, the grid lists the icon/themes vertically and the horizontal columns are for the key indicators, all indicators and the competencies that relate to the icon/theme
May 24	I make a list with all the competencies and all the indicators and match the labeling (row numbers from the survey) to each indicator – the reason for this is to enable me to cut and paste the indicators chosen by each participant into the respective theme – then instead of looking at a series of numbers and labels I will be looking at the actual indicator
	I sort the spreadsheet in the following rank order: <ul style="list-style-type: none"> • Name of participant • The icon/code under consideration • The competency associated with the icon/theme • The name of the individual indicator
	I then create a grid: <ul style="list-style-type: none"> • make a heading for each participant • make a subheading for each icon/code • cut and paste the word statement for each indicator chosen for each icon/code • I make the key statements bold
	I consider the grid that indicated the icon/code – how many key indicators were included in each icon/code and how many indicators in total were chosen for the icon/code – taking all this into consideration I rank the icon/codes from 1 – 3 (if the numbers are fairly close I consider it a tie)
	To create the profile summary (approx. 200 word) for each participant. To create the summary I; <ul style="list-style-type: none"> • consider the most commonly occurring icon/code and I look to see the most prevalent competency matched with that particular icon/code • read all the indicators associated with the icon/code for the participant in question (several times) • note the key indicators • create a profile narrative based on the icon/code, the dominant competency, the tacit feel of reading the indicators many times (looking for repetition of concepts), the key indicators and my own bias of knowing the participants and the field • repeat the process for 2nd most prevalently coded icon and the 3rd most commonly coded icon/code
	I create a three-column table for each participant. In the first column I analyze each participant’s activity log for examples of activities that illustrate points in the summaries

APPENDIX A – AUDIT TRAIL

	<p>I replicate the summary with each sentence getting its own row. In the second column I select an entry from their activity log which illustrated the sentence. In the 3rd column I list the indicator that the sentence is based on. I include the icon coding and the competency code.</p>
	<p>I create a report of my process which</p> <ul style="list-style-type: none"> • summarizes the research process thus far • lists the EPSB competencies and indicators • contains each participant profile (see above)
May 31, 2015	<p>I share my analysis with each of the participants – they are able to see each other’s profiles. I ask them to:</p> <ul style="list-style-type: none"> • consider each sentence of their summary and each activity-log-note to see if they disagree with any portion of the summary • consider if there is a more appropriate activity than the one I choose to illustrate the indicator • identify any part of their PLN usage in relation to leadership competencies which is not represented • consider any questions they may have regarding the process, their profile or the profiles of either of the other participants • identify two artifacts from their PLN that they feel would illustrate their use of their PLN in acquiring leadership competencies • book time for an unstructured interview where we can collaborate in looking at the data, they can ask clarifying questions, give suggestions and I can ask questions
June 1	Interviews set up with Rhonda (June 2) & Rick (June 4)
	See Google docs for continuation
	Interview Rhonda and get feedback regarding categories
	Interview Rick
	Interview Terry

1. BUILDS RELATIONSHIPS

- a. fosters an environment of respectful, meaningful, professional relationships
- b. builds a culture of collaboration
- c. nurtures a community that considers the best interest and well-being of all parties
- d. builds team capacity and supports high performance

On a personal level

- connects thoughtfully and professionally to district, provincial, national and international communities
- takes action to ensure a caring and effective learning and working environment
- develops rapport and trust with individuals, teams and stakeholders
- takes initiative to support others
- seeks and considers feedback from others
- exemplifies core values of accountability, equity, collaboration, and integrity
- demonstrates a collaborative mindset
- models and promotes open dialogue and uses inclusive language
- seeks to understand the needs of others
- elicits feedback and input using various processes

At the decision unit level

- forges intentional relationships to create a welcoming and inclusive culture
- promotes and facilitates opportunities to enhance team performance
- creates an environment for meaningful, innovative and creative work for teams and groups
- makes observations and provides feedback to others
- shares knowledge, expertise and resources to support and challenge others
- encourages, contributes to and facilitates collaborative processes that access expertise, wisdom and experience to achieve goals
- acknowledges, honours and celebrates contributions and successes of individuals, teams and groups

At the District level and beyond

- contributes to and co-facilitates collaborative processes by engaging increasingly diverse groups to achieve goals

2. COMMUNICATES EFFECTIVELY

- a. ensures messages are clear, relevant, concise, accessible and transparent
- b. demonstrates sound judgment regarding content, timing, audience, and methods
- c. seeks to understand multiple perspectives
- d. influences others in order to achieve a specific outcome or effect

On a personal level

- listens actively and encourages open exchange
- practices presence and mindfulness
- utilizes proactive communications planning
- prepares communications thoughtfully
- crafts and delivers messages that are clear, relevant, understandable
- selects language that inspires others to do their best
- seeks feedback and input to understand alternate perspectives and views
- demonstrates sensitivity to cultural nuances
- recognizes the role of culture in effective communications
- cultivates open, respectful dialogue with teams and community
- represents the District professionally in the local, provincial, national and international community

At the decision unit level

- fosters open, clear, transparent, strategic communication within teams
- communicates decisions and their rationale
- ensures messages are accessible to relevant audiences
- writes and speaks effectively to achieve specific outcome or effect
- utilizes a variety of effective, contemporary communication techniques
- fosters dialogue and meaningful conversation with individuals, teams and stakeholders
- utilizes appropriate language and communication methods to ensure key messages are accessible to relevant audiences
- understands and communicates District vision, mission and priorities

At the level of the District and beyond

- assists with selection of communication methods to inform, consult, involve, collaborate and empower diverse groups
- takes a strategic approach to communicate with key stakeholders

3. ENGAGES AND MANAGES RESOURCES

- a. builds a safe, healthy, high quality learning and working environment
- b. ensures operations align with relevant policies, regulations and legal requirements
- c. leverages human, physical and financial resources to achieve teaching, learning and business goals
- d. utilizes effective principles and practices in support of teaching and learning to guide management decisions

On a personal level

- plans work that contributes to team and District goals and results
- makes effective use of the physical environment and resource available
- demonstrates knowledge and compliance of relevant policies, regulations and legal requirements
- demonstrates awareness of financial processes, practices, and structures
- identifies and considers multiple variables that impact decisions
- actively contributes to safe, welcoming and healthy environment
- uses technology innovatively, effectively, and efficiently
- considers best practices in contemporary teaching and learning to guide decisions

At the decision unit level

- collaborates with teams to achieve decision unit and District goals
- ensures resources are aligned with the District and decision unit plans
- demonstrates prudent stewardship in planning and utilizing financial resources
- utilizes and complies with applicable policies, regulations and legal requirements in decision making
- supports strategic goals and initiatives through actions and decisions
- considers past experiences, current practices and future impacts to guide decision making
- considers best practices in contemporary teaching and learning to guide management decisions
- promotes, facilitates and creates a safe and healthy environments
- incorporates contemporary, innovative, and effective uses of technology to support learning, teaching, leadership and management

At the level of the District and beyond

- works with teams and diverse groups to achieve decision unit and District goals
- supports and contributes to district resource management processes
- understands and demonstrates support of District goals through actions and decisions

4. ENVISIONS THE FUTURE

- a. embodies visionary leadership
- b. takes initiative based on District priorities, effective practices and current research
- c. envisions multiple models to achieve outcomes
- d. considers, understands and responds strategically to long-term and emerging issues and trends

On a personal level

- explores bold ideas, imagines possibilities and weighs options
- communicates passions to inspire others
- identifies common interests, needs and aspirations of others
- develops and articulates a personal vision based on multiple perspectives, knowledge and experiences
- seeks out, listens to and considers a variety of options
- challenges, supports and inspires others to do their best work
- stays abreast of current research
- takes initiative based on effective practices and current research
- demonstrates knowledge of local, national and global emerging issues and trends
- encourages and challenges others to develop and enhance leadership competencies

At the decision unit level

- invites, values and facilitates an environment for the exchange and synthesis of ideas
- engages and unifies others in crafting a shared vision of the future
- articulates clear goals, purpose and possibilities
- establishes a course of action to achieve goals
- communicates the significance and importance of decision unit work in relation to the District vision, mission and plan
- encourages others to take initiative and participate in research
- creates opportunities and facilitates open dialogue to imagine the future
- shares information, emerging issues and trends with others
- applies knowledge and understanding of the District's interconnectivity

At the level of the District and beyond

- facilitates meaningful engagement and dialogue about the future in support of District's vision
- creates meaningful partnerships and networks to move the work of the District forward
- looks beyond the District to anticipate and respond effectively with timely and innovative solutions

5. MENTORS and COACHES FOR SUCCESS

- a. flexes between coaching, collaborating and consulting
- b. models mentoring behaviors consistent with quality leadership and district values
- c. aligns teams and establishes appropriate actions towards achievable and aspirational goals
- d. nurtures a culture that supports professional growth and lifelong learning

On a personal level

- understands and applies collaborating, consulting and coaching skills on the mentoring continuum to support and challenge others
- seeks out, considers and applies feedback, information, advice, and suggestions from mentors
- creates and shares a personal leadership philosophy with supervisors and mentors
- seeks opportunities and challenges for professional and personal learning and growth
- recognizes personal assumptions, beliefs, interpretations, and judgments that influence leadership orientation
- reflects and assesses own strengths, values, areas for growth and contributions
- asks intentional questions for clarification and understanding
- takes accountability for how personal behavior affects others

At the decision unit level

- shares own experiences, suggestions, and expertise with others
- asks questions that assist others to reflect and determine action for growth
- cultivates an environment for collaborative, professional learning
- convenes groups to reflect, pose questions, explore and address problems
- supports and empowers others to take leadership roles
- assists others to recognize assumptions, beliefs, interpretations and judgments that influence perceptions
- provides specific, constructive, timely feedback in a safe and respectful manner
- promotes and facilitates dialogue to achieve goals
- acknowledges skills, attributes, and contributions of individuals and teams
- holds others accountable for actions and outcomes
- encourages others to be accountable for their professional development
- supports and encourages others as lifelong learners
- values and respects suggestions, advice and support from others

At the level of the District and beyond

- recognizes and builds leadership capacity within teams and groups
- acknowledges skills, attributes, and contributions of others both individually and on teams

6. STRIVES FOR EXCELLENCE

- a. continuously strives for high quality work and learning
- b. analyzes work to increase efficiency and utilizes new work practices
- c. evaluates the impact of decisions on students and analyses relevant evidence
- d. looks beyond the District for shifts, trends and innovative approaches that can be implemented to improve results

On a personal level

- reflects on work and introduces new practices, processes and technologies to improve efficiency
- utilizes several analytical techniques and sources of knowledge to solve complex problems
- collects and uses reliable, valid and current data when considering making decisions
- demonstrates a leadership philosophy based on sound research, personal experience and reflection
- provides encouragement and support to others for continuous improvement
- meets commitments and takes ownership for actions, behaviors and their impact
- initiates and aligns strategies to achieve desired outcomes and goals
- consistently takes a holistic and long-term view of challenges and opportunities
- understands pressing current issues and emerging trends within area of expertise
- champions effective and innovative uses of technology
- seeks continual ongoing, contextual professional development and growth
- stays abreast of emerging trends, processes and approaches
- encourages and challenges others to develop and enhance leadership competencies

At the decision unit level

- facilitates and collaborates in leadership initiatives with teams
- engages others when conceptualizing, framing and implementing change
- analyzes information from various sources and balances the use of evidence with experience
- fosters a collaborative, innovative mindset with others to build capacity facilitates the implementation of action plans to achieve goals
- holds individuals and teams accountable for actions, behaviors and results
- analyzes trends in data and develops progressive, innovative practices with others
- assists with monitoring, tracking and measuring success to achieve goals

At the level of the District and beyond

- engages in collaborative and shared leadership initiatives in the district
- uses social networking and other technologies to research, connect with others, share and collaborate
- contributes to initiatives and facilitates strategy alignment to achieve goals

7. UNDERSTANDS THE LARGER CONTEXT

- a. thinks big picture
- b. understands and responds appropriately to political, social, economic, legal and cultural contexts impacting the decision unit and the District
- c. navigates change wisely
- d. utilizes a variety of perspectives when creating and implementing plans to accomplish District strategic goals

On a personal level

- understands significance and impact of individual work in the larger context
- thinks creatively with a big picture lens
- demonstrates awareness of multiple perceptions, beliefs and positions
- focuses on appropriate level of contextual detail
- is informed about initiatives, current trends, and events and considers their implications
- demonstrates flexible, creative, innovative thinking when adapting to change
- understands change management theory and accepts change with an open mind
- actively contributes to change processes
- reflects on personal experiences, beliefs, and assumptions when implementing change
- seeks understand multiple and alternate perspectives and views
- identifies issues and initiates problem solving actions and processes
- contributes to student success and engaged students, parents, staff and community

At the decision unit level

- encourages and supports others to think creatively and solve problems
- considers and assesses a variety of options when considering change
- implements, manages and communicates change effectively
- involves individual, teams and groups when considering and implementing plans of action

At the level of the District and beyond

- values differences and seeks to understand multiple perspectives of individuals, teams, and stakeholders

APPENDIX C – Self-assessment Survey & Indicator Labels
**Personal Learning Networks (PLN) and Leadership Competency
Self-Assessment Survey**

The intention of this survey is to discover the ways in which your personal learning network (PLN)* contributes to your acquisition of leadership competencies (as defined by Edmonton Public Schools, Leadership Development Framework).

The results of the survey will contribute to Maureen Crawford’s data collection for research pertaining to her Master of Arts in Communication Technology from the University of Alberta. A content analysis will be performed on the data provided by the survey and the results will be shared with you, within three months of the completion of data collection. You will be invited to respond and give feedback concerning the content analysis.

Name:

Email address:

Phone Number:

Current job role/position:

Highest level of education:

Organization you are employed by:

Date of completion of survey:

Thank you for your participation. Please email completed surveys to: jmc3@ualberta.ca

If you have concerns about this study, you may contact Ms. Crawford (jmc3@ualberta.ca phone: 780-970-1475), Dr. Barker (ttbarker@ualberta.ca phone: 780-700-6555) or the Research Ethics Office, at 780-492-2615. The Research Ethics Office has no direct involvement with this project. Edmonton Public Schools has no involvement with this project.

* A personal learning network refers to the [digitally connected] network of people a self-directed learner connects with for the specific purpose of supporting their learning. (Rajagopal, Verjans & Sloep, 2012).

APPENDIX C – SELF-ASSESSMENT SURVEY & INDICATOR LABELS	Check if your PLN contributes	Select and check 5 key indicators
<p>1. Builds Relationships</p> <p><i>a. fosters an environment of respectful, meaningful, professional relationships</i></p> <p><i>b. builds a culture of collaboration</i></p> <p><i>c. nurtures a community that considers the best interest and well- being of all parties</i></p> <p><i>d. builds team capacity and supports high performance</i></p> <p>STEP 1: Using the column at the right please check ALL indicators you feel are positively affected by your engagement with your PLN.</p> <p>STEP: 2 If you checked more than 5 indicators in the first column, please select the 5 most significant indicators (key indicators) and check them off in the second column. If you chose fewer than 5 indicators in the first column, leave the second column blank and proceed to the next competency.</p>		
<ul style="list-style-type: none"> I take action to ensure a caring and effective learning and working environment 		
<ul style="list-style-type: none"> I understand the significance that modeling and owning my leadership behaviors and actions has on others 		
<ul style="list-style-type: none"> I develop rapport, mutual respect, and trust with individuals, teams and stakeholders 		
<ul style="list-style-type: none"> I take the time and initiative to support others 		
<ul style="list-style-type: none"> I demonstrate a collaborative mindset 		
<ul style="list-style-type: none"> I model and promote open dialogue and use inclusive language 		
<ul style="list-style-type: none"> I seek to understand the values, interests, and needs of others 		
<ul style="list-style-type: none"> I seek to respectfully share my values and interests in order to find common goals 		
<ul style="list-style-type: none"> I solicit feedback from others using a variety of processes 		
<ul style="list-style-type: none"> I connect thoughtfully and professionally to provincial communities 		
<ul style="list-style-type: none"> I connect thoughtfully and professionally to national and/or international communities 		
<ul style="list-style-type: none"> I utilize a sense of humour, enthusiasm and playfulness 		
<ul style="list-style-type: none"> I demonstrate a deep interest in serving others 		
<ul style="list-style-type: none"> I forge intentional relationships to create a welcoming and inclusive culture 		
<ul style="list-style-type: none"> I promote and facilitate opportunities to enhance team performance 		
<ul style="list-style-type: none"> I create an environment for meaningful, innovative and creative work for teams and groups 		
<ul style="list-style-type: none"> I make observations and provide feedback to others 		
<ul style="list-style-type: none"> I share knowledge, expertise and resources to support and challenge others 		
<ul style="list-style-type: none"> I encourage and contribute to collaborative processes that access expertise, wisdom and experience to achieve goals 		
<ul style="list-style-type: none"> I facilitate collaborative processes that access expertise, wisdom and experience to achieve goals 		
<ul style="list-style-type: none"> I acknowledge, honour and celebrate contributions and successes of individuals 		
<ul style="list-style-type: none"> I acknowledge, honour and celebrate contributions and successes of teams and groups 		
<ul style="list-style-type: none"> I contribute to and co-facilitate collaborative processes by engaging increasingly diverse groups to achieve goals 		
<ul style="list-style-type: none"> I reach out to understand and appreciate values of stakeholders when speaking to District mission, priorities and goals 		

APPENDIX C – SELF-ASSESSMENT SURVEY & INDICATOR LABELS

<p>2. Communicates Effectively <i>a. ensures messages are clear, relevant, concise, accessible and transparent</i> <i>b. demonstrates sound judgment regarding content, timing, audience, and methods</i> <i>c. seeks to understand multiple perspectives</i> <i>d. influences others in order to achieve a specific outcome or effect</i></p> <p>STEP 1: <i>Using the column at the right please check ALL indicators you feel are positively affected by your engagement with your PLN.</i></p> <p>STEP: 2 <i>If you checked more than 5 indicators in the first column, please select the 5 most significant indicators (key indicators) and check them off in the second column. If you chose fewer than 5 indicators in the first column, leave the second column blank and proceed to the next competency.</i></p>	<p>Check if your PLN contributes</p>	<p>Select and check 5 key indicators</p>
<ul style="list-style-type: none"> • I listen actively and encourage the open exchange of ideas 		
<ul style="list-style-type: none"> • I practice presence and mindfulness 		
<ul style="list-style-type: none"> • I utilize proactive communications planning 		
<ul style="list-style-type: none"> • I prepare communications thoughtfully 		
<ul style="list-style-type: none"> • I craft and deliver messages that are clear, relevant, and understandable 		
<ul style="list-style-type: none"> • I select language that inspires others to do their best 		
<ul style="list-style-type: none"> • I seek feedback and input to understand alternate perspectives and views 		
<ul style="list-style-type: none"> • I demonstrate sensitivity to cultural nuances 		
<ul style="list-style-type: none"> • I recognize the role of culture in effective communications 		
<ul style="list-style-type: none"> • I cultivate open, respectful dialogue with teams and community 		
<ul style="list-style-type: none"> • I represent the organization I work for professionally in the provincial/state community 		
<ul style="list-style-type: none"> • I represent the organization I work professionally in the national and/or international community 		
<ul style="list-style-type: none"> • I create a safe, supportive environment that builds mutual respect and trust for mentoring relationships 		
<ul style="list-style-type: none"> • I foster open, clear, transparent, strategic communication within teams 		
<ul style="list-style-type: none"> • I communicate decisions and their rationale 		
<ul style="list-style-type: none"> • I ensure messages are accessible to relevant audiences 		
<ul style="list-style-type: none"> • I write and speak effectively to achieve specific outcomes or effect 		
<ul style="list-style-type: none"> • I utilize a variety of effective, contemporary communication techniques 		
<ul style="list-style-type: none"> • I foster dialogue and meaningful conversation with individuals, teams and stakeholders 		
<ul style="list-style-type: none"> • I utilize appropriate language and communication methods to ensure key messages are accessible to relevant audiences 		
<ul style="list-style-type: none"> • I understand and communicate my organization’s vision, mission and priorities 		
<ul style="list-style-type: none"> • I assist with or makes decisions about appropriate communication methods and processes to inform, consult, involve, collaborate and empower diverse groups to achieve my organizations goals 		
<ul style="list-style-type: none"> • I take a strategic approach to communicate with key stakeholders 		

APPENDIX C – SELF-ASSESSMENT SURVEY & INDICATOR LABELS

<p>3. Engages and Manages Resources</p> <p><i>a. builds a safe, healthy, high quality learning and working environment</i> <i>b. ensures operations align with relevant policies, regulations and legal requirements</i> <i>c. leverages human, physical and financial resources to achieve teaching, learning and operational goals</i> <i>d. utilizes effective principles and practices in support of teaching and learning to guide management decisions</i></p> <p>STEP 1: <i>Using the column at the right please check ALL indicators you feel are positively affected by your engagement with your PLN.</i></p> <p>STEP: 2 <i>If you checked more than 5 indicators in the first column, please select the 5 most significant indicators (key indicators) and check them off in the second column. If you chose fewer than 5 indicators in the first column, leave the second column blank and proceed to the next competency.</i></p>	<p>Check if your PLN contributes</p>	<p>Select and check 5 key indicators</p>
<ul style="list-style-type: none"> • I plan work that contributes to key goals and team initiatives 		
<ul style="list-style-type: none"> • I make effective use of the physical environment and available resources 		
<ul style="list-style-type: none"> • I demonstrate knowledge and compliance of relevant policies, regulations and legal requirements 		
<ul style="list-style-type: none"> • I demonstrate awareness of financial processes, practices, and structures 		
<ul style="list-style-type: none"> • I identify and considers multiple variables that impact decisions 		
<ul style="list-style-type: none"> • I actively contribute to a safe, welcoming and healthy environment 		
<ul style="list-style-type: none"> • I use technology innovatively, effectively, and efficiently 		
<ul style="list-style-type: none"> • I consider best contemporary practices to guide decisions 		
<ul style="list-style-type: none"> • I collaborate with teams to achieve goals 		
<ul style="list-style-type: none"> • I ensure resources are aligned with the organization’s plans 		
<ul style="list-style-type: none"> • I demonstrate prudent stewardship in planning and utilizing financial resources 		
<ul style="list-style-type: none"> • I utilize and comply with applicable policies, regulations and legal requirements in decision making 		
<ul style="list-style-type: none"> • I support strategic goals and initiatives through actions and decisions 		
<ul style="list-style-type: none"> • I consider past experiences, current practices and future impacts to guide decision making 		
<ul style="list-style-type: none"> • I promote, facilitate and create safe and healthy working environments 		
<ul style="list-style-type: none"> • I incorporate contemporary, innovative, and effective uses of technology to support learning, teaching, leadership and management 		
<ul style="list-style-type: none"> • I facilitate meaningful engagement and dialogue about the future in support of the organizations vision 		
<ul style="list-style-type: none"> • I create meaningful partnerships and networks to move the work of the organization forward 		
<ul style="list-style-type: none"> • I look beyond the organization to anticipate and respond effectively with timely and innovative solutions 		

APPENDIX C – SELF-ASSESSMENT SURVEY & INDICATOR LABELS

<p>4. Envisions the Future</p> <p>a. embodies visionary leadership b. takes initiative based on District priorities, effective practices and current research c. envisions multiple possibilities and models to achieve outcome d. considers, understands and responds strategically to long-term and emerging issues and trends</p> <p><i>STEP 1:</i> Using the column at the right please check ALL indicators you feel are positively affected by your engagement with your PLN.</p> <p><i>STEP: 2</i> If you checked more than 5 indicators in the first column, please select the 5 most significant indicators (key indicators) and check them off in the second column. If you chose fewer than 5 indicators in the first column, leave the second column blank and proceed to the next competency.</p>	<p>Check if your PLN contributes</p>	<p>Select and check 5 key indicators</p>
<ul style="list-style-type: none"> • I explore bold ideas, imagine possibilities and weigh options 		
<ul style="list-style-type: none"> • I communicate ideas for the future to inspire others 		
<ul style="list-style-type: none"> • I identify common interests, needs and aspirations of others 		
<ul style="list-style-type: none"> • I develop and articulate a personal vision based on multiple perspectives, knowledge and experiences 		
<ul style="list-style-type: none"> • I seek out, listen to and consider a variety of options 		
<ul style="list-style-type: none"> • I challenge, support and inspire others to do their best work 		
<ul style="list-style-type: none"> • I stay abreast of current research 		
<ul style="list-style-type: none"> • I take initiative based on effective practices and current research 		
<ul style="list-style-type: none"> • I demonstrate knowledge of local, national and global emerging issues and trends 		
<ul style="list-style-type: none"> • I encourage and challenge others to develop and enhance leadership competencies 		
<ul style="list-style-type: none"> • I invite, value and facilitate an environment for the exchange and synthesis of ideas 		
<ul style="list-style-type: none"> • I engage and unify others in crafting a shared vision of the future 		
<ul style="list-style-type: none"> • I articulate clear goals, purpose and possibilities 		
<ul style="list-style-type: none"> • I establish a course of action to achieve goals 		
<ul style="list-style-type: none"> • I communicate the significance and importance of decision unit work in relation to my organization’s vision, mission and plan 		
<ul style="list-style-type: none"> • I encourage others to take initiative and participate in research 		
<ul style="list-style-type: none"> • I create opportunities and facilitates open dialogue to imagine the future 		
<ul style="list-style-type: none"> • I share information, emerging issues and trends with others 		
<ul style="list-style-type: none"> • I apply knowledge and understanding of the organization’s interconnectivity 		
<ul style="list-style-type: none"> • I facilitate meaningful engagement and dialogue about the future in support of the organization’s vision 		
<ul style="list-style-type: none"> • I create meaningful partnerships and networks to move the work of the organization forward 		
<ul style="list-style-type: none"> • I look beyond my organization to anticipate and respond effectively with timely and innovative solutions 		

APPENDIX C – SELF-ASSESSMENT SURVEY & INDICATOR LABELS

<p>5. Mentors and Coaches for Success</p> <p><i>a. flexes between coaching, collaborating and consulting</i> <i>b. models mentoring behaviours consistent with quality leadership and district values</i> <i>c. aligns teams and establishes appropriate actions towards achievable and aspirational goals</i> <i>d. nurtures a culture that supports professional growth and lifelong learning</i></p> <p>STEP 1: <i>Using the column at the right please check ALL indicators you feel are positively affected by your engagement with your PLN.</i></p> <p>STEP: 2 <i>If you checked more than 5 indicators in the first column, please select the 5 most significant indicators (key indicators) and check them off in the second column. If you chose fewer than 5 indicators in the first column, leave the second column blank and proceed to the next competency.</i></p>	<p>Check if your PLN contributes</p>	<p>Select and check 5 key indicators</p>
<ul style="list-style-type: none"> • I understand and apply collaborating, consulting and coaching skills on the mentoring continuum to support and challenge others 		
<ul style="list-style-type: none"> • I seek out, consider and apply feedback, information, advice, and suggestions from mentors 		
<ul style="list-style-type: none"> • I create and share a personal leadership philosophy with supervisors and mentors 		
<ul style="list-style-type: none"> • I seek opportunities and challenges for professional and personal learning and growth as a mentor and coach 		
<ul style="list-style-type: none"> • I recognize personal assumptions, beliefs, interpretations, and judgments that influence leadership orientation 		
<ul style="list-style-type: none"> • I reflect and assess my own strengths, values, areas for growth and contributions 		
<ul style="list-style-type: none"> • I ask intentional questions for clarification and understanding 		
<ul style="list-style-type: none"> • I take accountability for how my personal behaviour affects others 		
<ul style="list-style-type: none"> • I share my own experiences, suggestions, and expertise with other 		
<ul style="list-style-type: none"> • I ask questions that assist others to reflect and determine action for growth 		
<ul style="list-style-type: none"> • I cultivate an environment for collaborative, professional learning 		
<ul style="list-style-type: none"> • I convene groups to reflect, pose questions, explore and address problems 		
<ul style="list-style-type: none"> • I support and empower others to take leadership roles 		
<ul style="list-style-type: none"> • I assist others to recognize assumptions, beliefs, interpretations and judgments that influence 		
<ul style="list-style-type: none"> • I provide specific, constructive, timely feedback in a safe and respectful manner 		
<ul style="list-style-type: none"> • I promote and facilitate dialogue to achieve goals 		
<ul style="list-style-type: none"> • I acknowledge skills, attributes, and contributions of individuals and teams 		
<ul style="list-style-type: none"> • I hold others accountable for actions and outcomes 		
<ul style="list-style-type: none"> • I encourage others to be accountable for their professional development 		
<ul style="list-style-type: none"> • I support and encourage others as lifelong learners 		
<ul style="list-style-type: none"> • I value and respect suggestions, advice and support from others 		
<ul style="list-style-type: none"> • I contribute to the building of leadership capacity within teams and groups 		

APPENDIX C – SELF-ASSESSMENT SURVEY & INDICATOR LABELS

<p>6. Strives for Excellence</p> <p><i>a. continuously strives for high quality work and learning</i> <i>b. analyzes work to increase efficiency and utilizes new work practices</i> <i>c. evaluates the impact of decisions on students and analyses relevant evidence</i> <i>d. looks beyond the District for shifts, trends and innovative approaches that can be implemented to improve results</i></p> <p>STEP 1: <i>Using the column at the right please check ALL indicators you feel are positively affected by your engagement with your PLN.</i></p> <p>STEP: 2 <i>If you checked more than 5 indicators in the first column, please select the 5 most significant indicators (key indicators) and check them off in the second column. If you chose fewer than 5 indicators in the first column, leave the second column blank and proceed to the next competency.</i></p>	<p>Check if your PLN contributes</p>	<p>Select and check 5 key indicators</p>
<ul style="list-style-type: none"> • I reflect on my work and introduce new practices, processes and technologies to improve efficiency 		
<ul style="list-style-type: none"> • I utilize several analytical techniques and sources of knowledge to solve complex problems 		
<ul style="list-style-type: none"> • I collect and use reliable, valid and current data when considering making decisions 		
<ul style="list-style-type: none"> • I demonstrate a leadership philosophy based on sound research, personal experience and reflection 		
<ul style="list-style-type: none"> • I provide encouragement and support to others for continuous improvement 		
<ul style="list-style-type: none"> • I meet commitments and take ownership for actions, behaviors and their impact 		
<ul style="list-style-type: none"> • I initiate and align strategies to achieve desired outcomes and goals 		
<ul style="list-style-type: none"> • I consistently take a holistic and long-term view of challenges and opportunities 		
<ul style="list-style-type: none"> • I understand pressing current issues and emerging trends within my area of expertise 		
<ul style="list-style-type: none"> • I champion effective and innovative uses of technology 		
<ul style="list-style-type: none"> • I seek continual ongoing, contextual professional development and growth 		
<ul style="list-style-type: none"> • I stay abreast of emerging trends, processes and approaches 		
<ul style="list-style-type: none"> • I encourage and challenge others to develop and enhance leadership competencies 		
<ul style="list-style-type: none"> • I facilitate and collaborate in leadership initiatives with teams 		
<ul style="list-style-type: none"> • I engage others when conceptualizing, framing and implementing change 		
<ul style="list-style-type: none"> • I analyze information from various sources and balance the use of evidence with experience 		
<ul style="list-style-type: none"> • I foster a collaborative, innovative mindset with others to build capacity and facilitate the implementation of action plans to achieve goals 		
<ul style="list-style-type: none"> • I hold individuals and teams accountable for actions, behaviors and results 		
<ul style="list-style-type: none"> • I analyze trends in data and develops progressive, innovative practices with others 		
<ul style="list-style-type: none"> • I assist with monitoring, tracking and measuring success to achieve goals 		
<ul style="list-style-type: none"> • I engage in collaborative and shared leadership initiatives in the organization 		
<ul style="list-style-type: none"> • I use social networking and other technologies to research, connect with others, share and collaborate 		
<ul style="list-style-type: none"> • I contribute to initiatives and facilitate strategy alignment to achieve goals 		

APPENDIX C – SELF-ASSESSMENT SURVEY & INDICATOR LABELS

<p>7. Understands the Larger Context</p> <p><i>a. thinks big picture</i> <i>b. navigates change wisely</i> <i>c. understands and responds appropriately to political, social, economic, legal and cultural contexts impacting the decision unit and the District</i> <i>d. utilizes a variety of perspectives when creating and implementing plans to accomplish District strategic goals</i></p> <p>STEP 1: <i>Using the column at the right please check ALL indicators you feel are positively affected by your engagement with your PLN.</i></p> <p>STEP: 2 <i>If you checked more than 5 indicators in the first column, please select the 5 most significant indicators (key indicators) and check them off in the second column. If you chose fewer than 5 indicators in the first column, leave the second column blank and proceed to the next competency.</i></p>	<p>Check if your PLN contributes</p>	<p>Select and check 5 key indicators</p>
<ul style="list-style-type: none"> • I understand the significance and impact of individual work in the larger context 		
<ul style="list-style-type: none"> • I demonstrate awareness and appreciation of multiple perceptions, beliefs and positions 		
<ul style="list-style-type: none"> • I focus on appropriate levels of contextual detail 		
<ul style="list-style-type: none"> • I am informed about initiatives, current trends, and events and consider their implications 		
<ul style="list-style-type: none"> • I demonstrate flexible, creative, innovative thinking when adapting to change 		
<ul style="list-style-type: none"> • I understand change management theory and accept change with an open mind 		
<ul style="list-style-type: none"> • I actively contribute to change processes 		
<ul style="list-style-type: none"> • I reflect on personal experiences, beliefs, and assumptions when implementing change 		
<ul style="list-style-type: none"> • I seek to understand multiple and alternative perspectives and views 		
<ul style="list-style-type: none"> • I identify issues and initiate problem solving actions and processes 		
<ul style="list-style-type: none"> • I contribute to initiatives to foster student growth and success and engage communities 		
<ul style="list-style-type: none"> • I think creatively with a big picture lens of my organization, the community context and beyond to solve problems 		
<ul style="list-style-type: none"> • I encourage and support others with processes to think creatively and solve problems 		
<ul style="list-style-type: none"> • I consider and assess a variety of options when considering change 		
<ul style="list-style-type: none"> • I implement, manage and communicate change effectively 		
<ul style="list-style-type: none"> • I involve individuals, teams and groups when considering and implementing plans of action 		
<ul style="list-style-type: none"> • I value differences and seek to understand multiple perspectives of individuals, teams and stakeholders during change 		
<ul style="list-style-type: none"> • I demonstrate in behaviours and actions an understanding of the interdependence between the organization and the larger cultural contexts 		
<ul style="list-style-type: none"> • I seek information and resources to contribute to enhancing understanding of the past, current and trending contextual factors necessary for change 		

* based on Edmonton Public School Board's Leadership Development Framework (EPSB, 2014).

APPENDIX C – SELF-ASSESSMENT SURVEY & INDICATOR LABELS

If you have any comments regarding the survey, or if the survey prompted any reflections or insights on your PLN usage, please consider adding them below.

Thank you for your participation in this first step of Ms. Crawford's PLN case study!

Comments, insights, reflections

INDICATOR LABELS

1. BUILDS RELATIONSHIPS

- K) I take action to ensure a caring and effective learning and working environment
- L) I understand the significance that modeling and owning my leadership behaviors and actions has on others
- M) I develop rapport, mutual respect, and trust with individuals, teams and stakeholders
- N) I take the time and initiative to support others
- O) I demonstrate a collaborative mindset
- P) I model and promote open dialogue and use inclusive language
- Q) I seek to understand the values, interests, and needs of others
- R) I seek to respectfully share my values and interests in order to find common goals
- S) I solicit feedback from others using a variety of processes
- T) I connect thoughtfully and professionally to provincial communities
- U) I connect thoughtfully and professionally to national and/or international communities
- V) I utilize a sense of humour, enthusiasm and playfulness
- W) I demonstrate a deep interest in serving others
- X) I forge intentional relationships to create a welcoming and inclusive culture
- Y) I promote and facilitate opportunities to enhance team performance
- Z) I create an environment for meaningful, innovative and creative work for teams and groups
- AA) I make observations and provide feedback to others
- AB) I share knowledge, expertise and resources to support and challenge others
- AC) I encourage and contribute to collaborative processes that access expertise, wisdom and experience to achieve goals
- AD) I acknowledge, honour and celebrate contributions and successes of individuals
- AE) I acknowledge, honour and celebrate contributions and successes of teams and groups
- AF) I contribute to and co-facilitate collaborative processes by engaging increasingly diverse groups to achieve goals
- AG) I reach out to understand and appreciate values of stakeholders when speaking to District mission, priorities and goals

2. COMMUNICATES EFFECTIVELY

- AH) I listen actively and encourage the open exchange of ideas
- AI) I practice presence and mindfulness
- AJ) I utilize proactive communications planning

APPENDIX C – SELF-ASSESSMENT SURVEY & INDICATOR LABELS

- AK] I prepare communications thoughtfully
- AL] I craft and deliver messages that are clear, relevant, and understandable
- AM] I select language that inspires others to do their best
- AN] I seek feedback and input to understand alternate perspectives and views
- AO] I demonstrate sensitivity to cultural nuances
- AP] I recognize the role of culture in effective communications
- AQ] I cultivate open, respectful dialogue with teams and community
- AR] I represent the organization I work for professionally in the provincial/state community
- AS] I represent the organization I work professionally in the national and/or international community
- AT] I create a safe, supportive environment that builds mutual respect and trust for mentoring relationships
- AU] I foster open, clear, transparent, strategic communication within teams
- AV] I communicate decisions and their rationale
- AW] I ensure messages are accessible to relevant audiences
- AX] I write and speak effectively to achieve specific outcomes or effect
- AY] I utilize a variety of effective, contemporary communication techniques
- AZ] I foster dialogue and meaningful conversation with individuals, teams and stakeholders
- BA] I utilize appropriate language and communication methods to ensure key messages are accessible to relevant audiences
- BB] I understand and communicate my organization's vision, mission and priorities
- BC] I assist with or makes decisions about appropriate communication methods and processes to inform, consult, involve, collaborate and empower diverse groups to achieve my organizations goals
- BD] I take a strategic approach to communicate with key stakeholders

3. ENGAGES AND MANAGES RESOURCES

- BE] I plan work that contributes to key goals and team initiatives
- BF] I make effective use of the physical environment and available resources
- BG] I demonstrate knowledge and compliance of relevant policies, regulations and legal requirements
- BH] I demonstrate awareness of financial processes, practices, and structures
- BI] I identify and considers multiple variables that impact decisions
- BJ] I actively contribute to a safe, welcoming and healthy environment
- BK] I use technology innovatively, effectively, and efficiently
- BL] I consider best contemporary practices to guide decisions
- BM] I collaborate with teams to achieve goals
- BN] I ensure resources are aligned with the organization's plans
- BO] I demonstrate prudent stewardship in planning and utilizing financial resources
- BP] I utilize and comply with applicable policies, regulations and legal requirements in decision making
- BQ] I promote, facilitate and create safe and healthy working environments
- BR] I incorporate contemporary, innovative, and effective uses of technology to support learning, teaching, leadership and management
- BS] I facilitate meaningful engagement and dialogue about the future in support of the organizations vision

APPENDIX C – SELF-ASSESSMENT SURVEY & INDICATOR LABELS

BT] I create meaningful partnerships and networks to move the work of the organization forward

BU] I look beyond the organization to anticipate and respond effectively with timely and innovative solutions

4. ENVISIONS THE FUTURE

BV] I explore bold ideas, imagine possibilities and weigh options

BW] I communicate ideas for the future to inspire others

BX] I identify common interests, needs and aspirations of others

BY] I develop and articulate a personal vision based on multiple perspectives, knowledge and experiences

BZ] I seek out, listen to and consider a variety of options

CA] I challenge, support and inspire others to do their best work

CB] I stay abreast of current research

CC] I take initiative based on effective practices and current research

CD] I demonstrate knowledge of local, national and global emerging issues and trends

CE] I encourage and challenge others to develop and enhance leadership competencies

CF] I invite, value and facilitate an environment for the exchange and synthesis of ideas

CG] I engage and unify others in crafting a shared vision of the future

CH] I articulate clear goals, purpose and possibilities

CI] I establish a course of action to achieve goals

CJ] I communicate the significance and importance of decision unit work in relation to my organization's vision, mission and plan

CK] I encourage others to take initiative and participate in research

CL] I create opportunities and facilitates open dialogue to imagine the future

CM] I create meaningful partnerships and networks to move the work of the organization forward

CN] I look beyond my organization to anticipate and respond effectively with timely and innovative solutions

5. MENTORS and COACHES FOR SUCCESS

CO] I understand and apply collaborating, consulting and coaching skills on the mentoring continuum to support and challenge others

CP] I seek out, consider and apply feedback, information, advice, and suggestions from mentors [CQ] I create and share a personal leadership philosophy with supervisors and mentors

CR] I seek opportunities and challenges for professional and personal learning and growth as a mentor and coach

CS] I recognizes personal assumptions, beliefs, interpretations, and judgments that influence leadership orientation

CT] I reflect and assess my own strengths, values, areas for growth and contributions

CU] I ask intentional questions for clarification and understanding

CV] I take responsibility for how personal behaviour affects others

CW] shares own experiences, suggestions, and expertise with others

[CX] I ask questions that assist others to reflect and determine action for growth

CY] I cultivate an environment for collaborative, professional learning

APPENDIX C – SELF-ASSESSMENT SURVEY & INDICATOR LABELS

- CZ] I convene groups to reflect, pose questions, explore and address problems
- DA] I support and empower others to take leadership roles
- DB] I assist others to recognize assumptions, beliefs, interpretations and judgments that influence perceptions
- DC] I provide specific, constructive, timely feedback in a safe and respectful manner promotes and facilitates dialogue to achieve goals
- DD] I acknowledges skills, attributes, and contributions of individuals and teams holds others accountable for actions and outcomes
- DE] I encourage others to be accountable for their professional development
- DF] I supports and encourages others as lifelong learners
- DG] I value and respect suggestions, advice and support from others
- DH] I contribute to the building of leadership capacity within teams and groups
- DI] I value and respect suggestions, advice and support from others
- DJ] I contribute to the building of leadership capacity within teams and groups

6. STRIVES FOR EXCELLENCE

- DK] I reflect on work and introduces new practices, processes and technologies to improve efficiency
- DL] I utilize several analytical techniques and sources of knowledge to solve complex problems
- DM] I collect and use reliable, valid and current data when considering making decisions
- DN] I demonstrate a leadership philosophy based on sound research, personal experience and reflection
- DO] I provide encouragement and support to others for continuous improvement
- DP] I meet commitments and take ownership for actions, behaviour and their impact
- DQ] I initiates and aligns strategies to achieve desired outcomes and goals
- DR] I consistently takes a holistic and long--term view of challenges and opportunities
- DS] I understand pressing current issues and emerging trends within area of expertise
- DT] I champion effective and innovative uses of technology
- DU] I seek continual ongoing, contextual professional development and growth
- DV] I stay abreast of emerging trends, processes and approaches
- DW] I encourage and challenge others to develop and enhance leadership competencies
- DX] I facilitate and collaborate in leadership initiatives with teams
- DY] I engage others when conceptualizing, framing and implementing change
- DZ] I analyze information from various sources and balances the use of evidence with experience
- EA] I foster a collaborative, innovative mindset with others to build capacity
- EB] I hold individuals and teams accountable for actions, behaviours and results
- EC] I analyze trends in data and develops progressive, innovative practices with others
- ED] I assist with monitoring, tracking and measuring success to achieve goals
- EE] I engage in collaborative and shared leadership initiatives in the district
- EF] I use social networking and other technologies to research, connect with others, share and Collaborate
- EG] I contributes to initiatives and facilitates strategy alignment to achieve goals

7. UNDERSTANDS THE LARGER CONTEXT

APPENDIX C – SELF-ASSESSMENT SURVEY & INDICATOR LABELS

- EH] I understand significance and impact of individual work in the larger context
- EI] I demonstrate awareness and appreciation of multiple perceptions, beliefs and positions
- EJ] I focus on appropriate level of contextual detail
- EK] I am informed about initiatives, current trends, and events and considers their implications
- EL] I demonstrate flexible, creative, innovative thinking when adapting to change
- EM] I understand change management theory and accepts change with an open mind
- EN] I actively contributes to change processes
- EO] I reflect on personal experiences, beliefs, and assumptions when implementing change
- EP] I seek to understand multiple and alternate perspectives and views
- EQ] I identify issues and initiates problem solving actions and processes
- ER] I contribute to initiatives to foster student growth and success and engage communities
- ES] I think creatively with a big picture lens of the District, the community context and beyond to solve problems
- ET] I encourage and support others with processes to think creatively and solve problems
- EU] I consider and assess a variety of options when considering change
- EV] I implement, manage and communicate change effectively
- EW] I involves individual, teams and groups when considering and implementing plans of action
- EX] I value differences and seeks to understand multiple perspectives of individuals, teams, and stakeholders during change
- EY] I demonstrates in behaviours and actions an understanding of the interdependence between the organization and the larger cultural contexts
- EZ] I seek information and resources to contribute to enhancing understanding of the past, current and trending contextual factors necessary for change

APPENDIX D – ACTIVITY LOGS

Activity Log for Rick Stiles-Oldring

Timestamp	platform	Medium	Activity	Notes			
3/23/2015 14:11:55	desktop	Facebook	input only	Morning news scan			
3/23/2015 14:12:26	laptop	Google+	input & putput	Checking in on communities			
3/23/2015 14:13:03	laptop	email	input & putput	Support for tech purchase			
3/23/2015 14:13:33	laptop	email	input & putput	Supporting Chromebook implementation			
3/23/2015 14:14:29	smart phone	Forum	input only	Searching solution to tech issue			
3/23/2015 14:15:28	laptop	email	output only	Looking for COP presenters			
3/23/2015 14:16:43	laptop	email	input & putput	Organizing f2f with Edm Catholic EdTech leads			
3/23/2015 14:19:45	laptop	email	output only	Informing colleagues of tech options			
3/23/2015 14:48:47	laptop	Google+	input only	Learning about Read&Write update			
3/23/2015 15:48:37	laptop	Google+	input only	Info on a community			
3/24/2015 10:04:36	laptop	email	input & putput	Finding presenters through network			
3/24/2015 10:11:12	laptop	shared doc	input only	Info for upcoming work			
3/24/2015 10:49:31	laptop	Google Doc	input & putput	Collaborate with contacts			
3/24/2015 10:56:58	laptop	email	input & putput	Researching a solution for a person in my PLN			
3/24/2015 10:57:35	laptop	email	input & putput	Researching a solution for a person in my PLN			
3/24/2015 14:53:34	smart phone	Twitter	output only	Reading EdTech news			
3/24/2015 14:54:18	laptop	Google+	output only	Looking for information to answer a question from my pLN			
3/24/2015 14:55:24	laptop	Google+	input & putput	Enciuages PLN participation of colleague			
3/25/2015 18:46:23	laptop	Google+	input only	Sharing my work			
3/25/2015 18:46:47	smart phone	Twitter	output only	Reading edtech news			
3/26/2015 7:51:14	desktop	Facebook	input only	Tech news			
3/26/2015 9:19:31	tablet	email	input & putput	Support and learning new ways to use tech for teaching and learning.			
3/26/2015 11:48:02	laptop	blog/article	output only	Wrote a post			
3/26/2015 12:08:12	smart phone	Twitter	output only	Promoted post			
3/26/2015 15:23:29	smart phone	SMS	input & putput	Discussion about tech issues			
3/26/2015 15:25:53	laptop	Google+	input only	Poll on a topic for an upcoming webinar			
3/26/2015 15:27:48	laptop	Google+	output only	Sharing out info			
3/27/2015 6:05:29	laptop	Twitter	output only	Promote a post			

APPENDIX D – ACTIVITY LOGS

Activity Log for Rhonda Jessen

28/03/2015	phone	message	x																	
	laptop	email	x	x	checking the feed after getting up															
	laptop	Twitter	x		4 favourites, 1 rt															
	laptop	email	x		checking the feed															
	laptop	twitter	x		checking the feed															
	laptop	email/Linkedin	x	x	LinkedIn connection invitation accepted, visited profile of new connection															
	desktop	email	x																	
	desktop	Twitter	x	x	1 mention & 1 favourite, 1 RTed tweet with mention															
	desktop	email	x																	
	desktop	Twitter	x	x	2 new follows, followed 1 back															
	Phone	Message	X	X																
	Phone	Email	X		Checking feed															
	Phone	Twitter	X	X	Wasting time, 3 RTs															
	Phone	Twitter	X		1 RT															
	desktop	Twitter	x		3 Favourites, 2 RT															
	desktop	email	x	x																
	Phone	Twitter		x	shared photo (armistice day paper), I fourited 1 tweet															
	desktop	Twitter	x	x	reply to photo tweet, favourited															
29/03/2015	laptop	Email/linkedin	x		Accepted LinkedIn connection request, issued 2 of my own LinkedIn connection requests															
	laptop	Twitter	x		4 favourites, 3 RTs, 1 mention															
	laptop	email	x		checking the feed															
	laptop	Twitter	x		2 new followers															
	laptop	twitter/web	x	x	tweet led me to http://bit.ly/1GNisj9 , 1 RTd tweet															
	desktop	twitter/web	x	x	Tweet led me to http://ht.ly/3xxWUZ , 1RTd tweet															
	desktop	twitter	x		1 new follower															
	desktop	email	x		checking the feed															
	laptop	email	x	x	replied to conversation started on Friday															
	laptop	Twitter/Storify/T	x	x	I RTd 2 things, followed link to Storify https://storify.com/asb_research/technology-robotics-and-artificial-intelligence-su-1 then RTd post with link															
	laptop	Twitter/Web	x	x	Tweet led to http://t.co/9HMj AX7A (BC Open Texbook conference) I RTd tweet															
	laptop	email	x	x	looked for email with PPT attached (Beyond the Binder OER) to modify for OER session at ADLC on Monday															
	laptop	twitter	x	x	looked for Tweet from Feb 18 & replied to it (re reuse of slides in presentation) +1 more (editing slides re OER for my presentation)															
	laptop	twitter	x	x	while looking for tweet I found and RTd http://www.teachthought.com/learning/question-game-playful-way-teach-critical-thinking/															
	laptop	twitter	x	x	I RTd 1 thing, I was RTd once															
	laptop	email	x		checking the feed															
	laptop	twitter	x	x	1 mention (reply to conversation re reuse of slides), 1 new follow, 1 thanks for RT															
	laptop	email	x		checking the feed															
	laptop	email	x		checking the feed															
	laptop	Twitter	x	x	followed tweet to FB and closed, followed one tweet to http://explore.noodle.com/post/114594166583/like-a-great-mental-seesaw-every-thought-in-one and RTd															

APPENDIX D – ACTIVITY LOGS

	laptop	twitter/web	x	x	tweet led me to http://www.cbc.ca/news/canada/montreal/ken-dryden-simulcasts-mcgill-course-to-4-other-universities-1.3014083				
	laptop	PowerPoint/Twit	x		Working on OER presentation, remixing presentation created with @verenanz based on 1 created by @opencontent				
	laptop	email	x						
	laptop	Twitter	x		1 RT favoured				
	laptop	Twitter	x		RTd 1 tweet				
	laptop	Twitter	x		1 Favourite, 2 RTs				
	laptop	email	x		checking the feed				
	laptop	Twitter	x		1 tweep I followed followed me back + 1 new follower				
	laptop	email	x						
	laptop	email	x		checking the feed				
	laptop	twitter	x		checking the feed				
	laptop	email	x		checking the feed				
	laptop	Twitter	x		1 RT				
	laptop	Tw	x	x	DM link to OER slides do @verenanz http://bit.ly/1bHTRCP				
	laptop	Twitter	x	x	share link to OER slides http://bit.ly/1bHTRCP				
30/03/2015	laptop	Twitter/web			1RT, 1 reply, 2 favourites, 2 new followers,				
	laptop	email	x		checking the feed mentioned in peper.li http://paper.li/bradedwardsvt?edition_id=9df72b70-d6df-11e4-a46b-0cc47a0d164b				
	laptop	email/slideshare	x	x	sharing OER slides for this afternoon				
	laptop	email	x	x	details about presentation this afternoon being worked out				
	laptop	Twitter	x		1 RT, 1 new follow, 1 mention (thanks for a RT last night) I replied to mention				
	laptop	Twitter/web	x		checking the feed				
	laptop	email	x	x	replied to email about upcoming OER cMooc				
	Phone	twitter		x	tweet that I was ecited about OER session @ADLC in 1 hour (sent while walking to session)				
	Phone	email	x		Checking the feed before OER session				
	Phone	twitter	x		Checking the feed before OER session				
	Phone	email	x		checking the feed fter OER session				
	Phone	Twitter	x	x	3 mentions, 2 RTs, 1 RT of Tweet I was mentioned in - all related to OER session just finished, 1 RTs 2 Tweets				
	Phone	email	x	x					
	laptop	email	x		still ignoring a lot of emails				
	laptop	Twitter	x	x	1 RT, 1 Favourite, 1 RT of Tweet I was mentioned in, 1 new follow				
	laptop	WordPress/Slid	x	x	post about OER session with slides				
	laptop	email	x		checking the feed before I disconnect				
	laptop	Twitter	x		checking the feed before I disconnect				

APPENDIX D – ACTIVITY LOGS

Terry Activity Log

Date	Platform	Medium	Input	Output	Input & Outputs	note
2/21	Gmail/SKype/VC	Phone/Computer			x	Hosting Global Citizenship Education Writer’s Retreat @ UofA with 16 kids from across Canada joined virtually (All day)
2/22	Gmail/SKype/VC	Phone/Computer			x	Hosting Global Citizenship Education Writer’s Retreat @ UofA with 16 kids from across Canada joined virtually (All day)
2/23	Gmail	Computer			x	Checking emails upon arriving at work, (08:00)
2/23	Phone	Phone			x	Planning for UNESCO World Press Freedom event UNESCO (09:00)
2/23	Gmail	Computer		x		Directing next steps for students on their paper for UNESCO (10:00)
2/23	SKype	Computer			x	Planning meeting for national TRC paper (11:00)
2/23	Phone	Phone			x	Planning meeting for Edmonton Catholic session for Science 30 (12:15)
2/23	N/A	In Person		x		Presentation on Being A Global Citizen (13:30-15:00)
2/23	Gmail	Computer			x	Checking emails (15:30-17:00)
2/23	Gmail	Computer			x	Emails, Prep for this week’s national/international sessions (9:00-01:00)
2/24	Gmail	Phone			x	Checking emails upon waking up, checking new correspondence (06:40)
2/24	Gmail	Computer			x	Checking emails upon arriving at work, (07:30)
2/24	Gmail/Skype/VC	Phone/Computer (x2)			x	Prep and hosting of Middle East in Transition VC (8:00-11:00)
2/24	Gmail	Computer		x		Checking email and managing projects (11:00)
2/24	SKype	Computer			x	Planning meeting for Manitoba Red Cross Provincial Bullying event 11:30)
2/24	Phone	Phone			x	Duke Of Edinburgh Award provincial executive meeting (12:30)
2/24	N/A	In Person		x		Meeting with Grant MacEwan - English Collaboration (1:30-4:00)
2/24	Gmail	Computer			x	Checking emails (16:00-17:00)
2/24	Gmail	Computer			x	Emails, Prep for this week’s events (9:00-12:00)
2/25	Gmail	Phone			x	Checking emails upon waking up, checking new correspondence (06:40)
2/25	Gmail	Computer			x	Checking emails upon arriving at work, (07:30)
2/25	Gmail/Skype/VC	Phone/Computer (x2)			x	Prep and hosting of National Bullying RCMP event (8:00-11:00)
2/25	Gmail	Computer		x		Checking email and managing projects (11:00)
2/25	SKype	Computer			x	Planning meeting for Manitoba Red Cross Provincial Bullying event - Theatre Crew 11:30)
2/25	Phone	Phone			x	DeforestACTION launch meeting (12:30)

APPENDIX D – ACTIVITY LOGS

2/25	Gmail	Computer		x	Checking emails (1:30-2:30)
2/25	N/A	In Person		x	Meeting with Jim Parsons - UofA Good Earth - (3:00-4:30)
2/25	Gmail	Computer		x	Emails, Prep for this week's events (9:00-12:00)
2/26	Gmail	Phone		x	Checking emails upon waking up, checking new correspondence (06:40)
2/26	Gmail	Computer		x	Checking emails upon arriving at work, (07:30)
2/26	Gmail/Skype/V C	Phone/Comp uter (x2)		x	Prep and hosting of International DeforestACTION launch events (8:00-11:00)
2/26	Gmail	Computer		x	Checking email and managing projects (11:00)
2/26	SKype	Computer		x	Planning meeting for TRC Provincial Presentation 11:30)
2/26	Gmail	Computer		x	Checking emails (1:30-4:30)
2/26	Gmail	Computer		x	Emails, Prep for this week's events (9:00-12:00)
2/27	Gmail	Phone		x	Checking emails upon waking up, checking new correspondence (06:40)
2/27	Gmail	Computer		x	Checking emails upon arriving at work, (07:30)
2/27	Gmail/Skype/V C	Phone/Comp uter (x2)		x	Prep team for Provincial TRC presentation (8:30)
2/27	N/A	In Person		x	Provincial TRC Presentation @ Shaw Conference Centre (9:00-11:30)
2/27	N/A	In person		x	UofA Campus Connection meeting 11:30-1:00)
2/27	Gmail	Computer		x	Checking emails (1:30-4:30)
2/27	Gmail	Computer		x	Emails, Prep for this week's events (9:00-12:00)

APPENDIX E Interview Transcripts

Participant: Rhonda Jessen

Interview: 1

Albert's Pancake House, June 2, 2015

KEY

RJ: Rhonda Jessen
MC: Maureen Crawford
<um> non descript pauses
<uh> sigh
.. 2 dot – short pause
. . . 3 paced dots – long pause
Total interview TIME: 17:27

- 1 MC: Thank you Rhonda. Let's just start . . start talking <um> mainly with you having had
2 the chance to look over the package and let me know what you think of it.
3
4 RJ: <um> I thought it was good, I thought it sounded like me <um> and uh it was it's
5 interesting to look at yourself through somebody else's perspective, right? <um> but I
6 did think it was accurate and it sounded like how I use my PLN especially how I use my
7 PLN right now <um> one thing that stuck out for me as I was reading this . . . is how very
8 little my PLN has to do with my current work . . that I am paid to do . . which we know
9 <um> I mean we have talked about before but that incredibly tiny percentage of like . . .
10 not time . . cuz sometimes it is stuff I do at work .. with their knowledge and
11 understanding and they get a lot out of it at work .. but the people in my PLN <laughs>
12 there's nobody I work with in there and I hadn't really realized that
13
14 MC: Those relationships are not represented.
15
16 RJ: Yeah, not at all! And work benefits for sure .. all of the knowledge and expertise and
17 "oh let's do a webinar" and let me teach you stuff but there's . . . when I leave that place
18 it is not going to make much difference.
19
20 MC: Interesting, Yeah, <um>
21
22 MC: Anything that really resonated?
23 RJ: <um> well this, <uh> this .. you know .. to serve .. using my PLN to serve, and well I
24 like how you shove leadership in anything, right? <um> but yeah, a key motivator for me
25 is nurturing and using my PLN to build relationships within a leadership capacity. Its like,
26 oh yeah I think, that it . . . that is it exactly. That's it!
27
28 MC: Perfect. Yes, because that was trying to represent an entire competency because it
29 came out so strongly . .
30

APPENDIX E Interview Transcripts

31 RJ: Uh- heh

32

33 MC: instead of just taking an indicator and using that . . .it was a bit more

34 comprehensive

35

36 RJ: but also, like that has <um> like every other piece has an aspect of it. The other
37 thing .. and of course it is not in here because the framework for leadership
38 development is about work and developing oneself so the piece I didn't see in here was
39 how I use my PLN to play.

40

41 MC: OK

42

43 RJ: So you know Twitter vs. Zombies or DS106 things that are just fun and they are with
44 the same people often that I do professional work with or I facilitate stuff with so you
45 know the play doesn't become something separate and I think when it is not related to
46 my PLN like I can, you know, there is a big difference between the people I go to a bar
47 with or walk with then people that I study with for example but in my PLN those lines
48 are fairly blurred.

49

50 MC: Oh, that is neat, that is interesting, especially when you think that a PLN is a
51 Personal Learning Network, its not a Professional Learning Network an obviously there
52 are crossovers.

53

54 RJ: and I think in this realm, in this world, and of course with these people, partially I
55 started connecting with these people during the etmooc which was about playing and
56 using media and stuff and <um> the scene was set for us to be playing all along and
57 doing this kind of stuff, but there is that level of trust <um> and I am willing to try
58 something and I am now willing to put it out there whereas in my workplace I am still
59 <um> more aware of the image I am portraying and . . . I feel less free to play or make
60 something messy or share my half baked ideas.

61

62 MC: Ah, yeah that's good . . . I can really see that and what is interesting to me is that I
63 don't really see that is separate from learning how to be a leader . . . that ability to play .
64 . but not having it be represented there does make sense it may also be the activities
65 from that particular portion of your activity log that then.

66

67 RJ: <um> yeah, but I mean

68

69 MC: . . .fit in.

70

71 But you know in me kind of describing my work . . . and .. my role in it like this stuff . . . I
72 get this rich, deep, engaging, flow, rewarding, learning, playing, .. stuff. . . it 's different
73 at work, I mean, its not that I am not rewarded and not doing different research and
74 whatever but it is a different gig somehow.

APPENDIX E Interview Transcripts

75 (5:00)
76 MC: Yeah, So that sounds almost an aha moment.
77
78 RJ: Um hum, yes ,and I had thought of that and wrote something down but not . . .
79 didn't realize as deeply as when we are talking about it right now.
80
81 MC: Oh good, I saw you . .
82
83 RJ: I think maybe I need a new job <both laugh>
84
85 MC: There you go. I saw you had made some notes . . .
86
87 RJ: <Um hum>
88
89 MC: Do you want to share those?
90
91 RJ: I didn't make as much notes, so I read through it many times. I didn't have a lot of
92 time, I didn't have a lot of days, but still I didn't make any notes at first but I did make
93 some notes here as I went back .. so this wide range of different views .. perspectives
94 and I made notes on that later on for sure . . .to serve ourselves and others both within
95 and beyond the organization .. and then see I had this note about what we were just
96 talking about because there is not that much understanding to openness to the PLN
97 tools at work <um> and I am so lucky that my direct boss, Dave, even if he does not
98 understand what I am doing . . . he is open to me trying it <um> but I know that most of
99 them are not open to these ideas or they might be threatened by it in some cases
100 because . . . probably because it is such a hierarchical place ..
101
102 MC: that you work in? as opposed to PLN work
103
104 RJ: Yeah, as opposed to PLN world, yes .. <um> this is what I said yesterday "work is such
105 a tiny node in my PLN but the return on investment for my workplace is quite high
106 compared to the tiny little role it plays" .. so the stuff I do in my PLN even though it is
107 not directly obvious . . . like, oh, I found a neat webinar that we can all participate in,
108 which I do at times, or I learned a skill or last week I found a really good Google cheat
109 sheet so I gave it to all the secondies. But even if is not that obvious direct from point A
110 to point B the knowledge and the growing that I am doing has this huge impact on work
111 even though work is such a tiny node in my PLN. I added the play thing and <um> this
112 trust relationship and the some share relationships, I think that is really, really
113 important! That I do feel that I can play and be messy and not be my business self with
114 my hair all tied up <um> through providing the opportunity to use and explore, I
115 thought it was important to have that . . . contemporary communication techniques and
116 crafting messages and realizing the value of sharing messages, you know that thing ..
117 about starting to contribute and not just consume?
118

APPENDIX E Interview Transcripts

119 MC: Yes, yes, that's right

120

121 For me that would be a cornerstone of my PLN and it might have been a couple of years
122 ago .. but all of this trust, play – whatever is built on that, not only am I consuming but
123 I'm sharing and I'm co-creating

124

125 MC: well it goes into a two way street and then more than a two way street. The two
126 way street is the first interaction and then it actually moves towards collaboration.

127

128 RJ: yeah, absolutely! And of course meaningful conversations and <um> I just said this
129 the other day . . . I don't know if it was to you, I cant remember where it was we were
130 talking about tools and I said, I can't believe how . . . when I first started using Twitter . .
131 . I would never have imagined how I use Twitter to connect and share and collaborate
132 often DM on Twitter – but like 140 character messages? . . . Like that does make you be
133 very clear and concise in what you are saying and it is online! So you have to be even
134 more clear and more concise

135

136 MC: yes, yes and responsible

137

138 RL: Yeah, yeah . . . and you know in Twitter Verena and I rarely have one DM at a time,
139 it might be two or three in a row, but still that is only 140 characters each .. so that
140 really surprised me . . . and so and of course the words are coming from the leadership
141 framework but when you are talking about several times – about “communicating
142 clearly and concisely” and I thought yeah, especially because I thought Twitter is one of
143 my favourite medium but it is bigger than that too because there is also blogging and
144 the commenting on blogs too, I mean you have more words, I do it less frequently but it
145 is still important to to be clear and concise so <um> this range of different views, I
146 thought was really, I underlined that when I went through and I <um> you keep talking
147 about envisioning the future .. which is the words that are in there .. but also about
148 viewing the present <um> and I thought it was interesting especially here when you're
149 were talking about these different range of perspectives and you chose those two
150 examples and I think about especially how I would use Twitter and how I would
151 probably represent on Twitter as having this incredibly wide ranging interests and also
152 sources . . . that <um> even if you just consider what I retweet . . . you know it could be
153 about education, it could be about astronomy it could be a picture, <um> but what I am
154 saying and where I am getting it from is kind of broad. And it is not always in English . .
155 but it usually is <um> yeah ongoing, scheduled and serendipitous, so all of these kind of
156 engagements happen, right? <um> and <um> sometimes it a monthly twitterchat or
157 something like that but other times it is just stumble upon. (interruption)

158

159 RJ: So we talked about this idea that sometimes it is ongoing and sometimes it is
160 scheduled and sometimes it is serendipitous and they're all a really valuable <um>
161 <um> providing and receiving mentoring <um> and I don't want to seem that I am all
162 whining about work but I actually have had more mentorship opportunities, like to be a

APPENDIX E Interview Transcripts

163 mentor, through my PLN than I have had at work, for sure ... over that last three years
164 <um> and possibly it's the nature of my job, I'm not doing tech support and I am not
165 teaching so maybe that is it .. but the mentoring in not showing up at work for me.
166 <um> try, ask, innovate and share – which I mean .. of course . . .

167

168 MC: yeah, exactly

169

170 RJ: yeah, I mean exactly. That is what we learn <um> innovative ways at the provincial,
171 national and international level – oh this, so I was talking about this OER course but I
172 wanted to point out that this, cuz you're talking about representing whatever, but the
173 course, this course that I taught was a collaboration with Verena . . . of course as many
174 of the stuff is .. so little of what I have do these days is me entirely. It could be
175 something about that somebody told me about it could be an opportunity someone else
176 couldn't have taken advantage of but I am also doing these, you know, crazy
177 collaborations with Verena and we never see each other in person so you plan a DM on
178 Twitter and then I go in and present and she goes and presents in Calgary on a different
179 day but I know her so well that it works in a way that team teaching with somebody in
180 the same room sometimes hasn't worked for me <um> yes of course, key guy totally
181 would have put a purple heart around it if I had been using colours, for me using and
182 nurturing a PLN is what it is all about building and nurturing relationships. Everything in
183 my life is about building relationships. <um> play and creating opportunities to
184 collaborate <um> variety – oh yeah, so this idea that it was a variety of contemporary
185 communication techniques are essential to my PLN if I didn't have access to all of these -
186 to Twitter and to Hangouts or Skype or even blogging I wouldn't have this PLN .. because
187 you're probably the only exception of a person I see on a regular basis . . . and really I
188 mean if I had to think about the % of people in my PLN who I'd ever met face-to-face its
189 probably less than 40 . . . and I connect with people who don't even live on the same
190 continent..

191

192 MC: So you are saying 40 people not 40%?

193

194 RJ: No, 40% I would say, like maximum that I have ever met and I don't know <um>
195 maybe half . . . maybe being generous ½ of them are Canadians. So without these
196 contemporary communication tools my PLN wouldn't exist or .. it would look very very
197 different <um> and this idea about crafting messages that are clear relevant and
198 understandable . . . that international part helps with that and I don't think I realized as
199 much . . . <um> not just in terms of clearly communicating which is what I was thinking
200 about before if people just first if English is not somebody else's first language because
201 also that cultural piece .. you know working with Maha <um>

202

203 MC: In Egypt

204

205 RJ: In Egypt, not only do we have issues of time like we never we rarely ever
206 synchronously collaborated but also there were cultural pieces . . . you know .. an

APPENDIX E Interview Transcripts

207 example of that in a broader sense would be the transition of TvZ from a game about
208 "Z" Zombies to its still called TvZ but there are no longer any Zombies there because
209 culturally that is a more North American phenomena. And by the way isn't it just
210 fabulous that continued its still and amazing piece when the major premise of the game
211 changed but it is such a cool tool and the people involved are still so interested that it
212 just morphed and kept going. Yes I think that is all the notes I wrote
213
214 MC: OK, so the next piece is for really for me .. the next requests are that you take a
215 look and see if there are other pieces within your PLN that you think would illustrate the
216 summary.

Appendix E – Interview Transcripts

Participant: Rick Stiles-Oldring

Interview: 2

Padmanadi Restaurant, June 4, 2015

KEY

RSO: Rick Stiles-Oldring

MC: Maureen Crawford

<um> non descript pauses

<uh> sigh

.. 2 dot – short pause

. . . 3 paced dots – long pause

Total interview TIME: 21:33

1 RSO: So, the group thing stood out for me . . . because . . . and it was really more just
2 as a recognition that, that <um> the cultivation of ..of group think is actually a
3 competency within leadership . . . like <uh> <um> . . . we hear it and we see it all the
4 time about how you know . . . the will of the group . . . or you know .. I'm trying to find
5 what everybody wants to help make a decision .. we say a lot but how do we actually . . .
6 how do we actually access it .. in a PLN . . . right? .. it is one thing to sit in a meeting and
7 everyone be around a table and face to face and everyone gives their opinion or
8 whatever and it is another thing to elicit responses through digital mediums to help me
9 make a decision . . . to help .. for me to help make a decision . . . or .. even better yet to
10 follow the PLN and know that my Tweet here, my comment to this post is actually
11 steering group think to something that is achievable by the organization or within the
12 organizations goals and objectives . . . does that make sense?

13

14 MC: yeah

15

16 RSO: In one way it is sort of almost a little bit subversive but I wouldn't use the word
17 subversive . . . its being subversive but not malicious . . . it just being very intentional
18 about . . . I want people to feel free, to have a voice, to say what they want to say, but I
19 am also going to put my voice in and try and shift some of the thinking .. in a long term
20 slow process .. right .. rather than a top down . . . which is much more immediate but
21 does not get near the buy in ..

22

23 MC: but what I hear you . . . sort of saying is that if you've got a thought or process
24 that you will . . . have come to fruition over time and my question is . . . do you have a
25 thought or a process that gets modified and developed through the collaborative
26 process ..

27

28 RSO: absolutely!

29

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30 MC: .. over time so that it's not simply I'm waiting, I'm biding my time and I'll get where
31 I already know I am ..

32

33 RSO: right. . . .um . . . no, I find that my position switches as it goes through as well ...
34 so it is reciprocal . . . but being the .. either the leader or the main stakeholder in
35 something or the one with the most interest involved in a or something or in an idea
36 being pervasive throughout the District <um>. . . I tend to . . . I am . . . it is probably
37 easier for me to influence them than for them to influence me . . . however, that being
38 said, I am always open right? <um>to . . . and sometimes, just the way the brain works,
39 right, and sometimes when you think you have finally achieved what you wanted to
40 achieve you realize that looking back over time that you've changed just as much as
41 everybody else . . . right? . . . but then <laugh> the difference though is the intentionality
42 in that whole process in that I monitor my PLN, I monitor the G+ screens, I monitor
43 Twitter, I monitor things that in order to get my two cents in . . . intentional . . . and
44 yeah if my ideas change, great, I am totally open to that . . . I am fine with that . . . but I
45 think that that is the leadership component. Right? An example would be <um> even
46 just today we did this reflective piece we had all our participants from their community
47 of practice . . . tell us what they have learned by co-operatively building a Google slide
48 presentation. There were two slides in one of the presentations that were like . . . we
49 don't really agree . . . do we really want to promote this? Do we want to put this on our
50 web page because these aren't tools that we really support and they are not great, that
51 being said, we, I came to the decision that why not? Like ,why not? Just let them put
52 them up. I'm not going to say no to it. I'm not going to censor it. I'll let that conversation
53 go but we inundated it, you know, we moved it down we just had to shuffle the story a
54 little <laugh> so that the things we see are the things we want to see but . . . [interview
55 paused]

56

57 RSO: I am looking at some of the things like the uh . . . the . . . the finding solutions ..
58 and how often I find solutions using . . . I find answers to questions or support for
59 people come to me for advice and then I use my network to find the answer and it is
60 really not being a leadership decision its more just being a resource person or someone
61 whose a leader because of their connections more than anything else, right . . .um .. I do
62 find that . . . and I am reading now this one about looking for presenters because this is
63 another time I leverage my PLN in a self serving kind of way <um> setting the stage for
64 collaboration and relationship building . . . so . . .of this whole strand here around the
65 opportunity to provide, to create meaningful digital environments to support the work
66 of others and set the stage for collaboration .. and assist in relationship building through
67 timely connections . . . is really the, the stand out piece for that . . . and that is really why
68 the PLN works for me, because <um> because of the return on investment, so as a
69 leader and as I am organizing, as I have something that I need to organize <um> I could .
70 . . send individual emails out to staff or I can call people on the phone individually and
71 ask them to go through that phone call thing individually and or I could take the
72 connections that I have made, send out one comment that goes to hundreds of people,
73 or in one case thousands of people and then just see what I get back and I may only get

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74 back five things but then that is all I needed to get my job done and that just saved me
75 an exorbitant amount of energy and work.

76

77 MC: That was the network you cultured, so it didn't just happen.

78

79 RSO: no, exactly, it not just happenstance and I am not just putting it out on the
80 Twittisphere and hoping for a response from this scenario, these are all people that I've
81 made connections with in various different ways that then I can . . . and I have helped
82 them so its reciprocal, right, so I've done stuff for them . . . I put a call out because I
83 need a hand and they are going to help me out and in the end we all save, we all save
84 time and energy.

85

86 MC: Yup, yeh

87 RSO: Am I hitting the questions pretty good . . . at least getting close to them?

88 MC: Yeah, I think you are going well and as I say it is unstructured

89 RSO: good

90

91 MC: so

92

93 RSO: I do think that creative work . . . is creating that environment for creative work
94 and collaboration is HUGE that's , reading my update yeah, I can't remember what some
95 of those are but . . . we talked about this one already. . . Yeah and this change agent . .
96 .bold ideas. . .it seems for me . . . it's a yeah . . . as much as it is a great place to <um> for
97 other people to put their ideas and then I can kinda of craft a response and try and shift
98 some of those organizational/cultural understandings by providing my insight into topics
99 . . . I do think it is also great avenue to explore bold ideas right and to put out . . .you can
100 kinda be non-committal .. I think one of the nice things about some of these mediums
101 that we have being using is that . . . is that . . . I .. I think we are all under the impression
102 that because I said it once that does not mean forever and that you can change and
103 there is some flexibility in that . . . so it is a great place to try out bold ideas .. it's a great
104 place to read something and either agree or disagree . . . I am ok with people getting a
105 little angry online too. There is nothing wrong with a little bit of fire . . . right .. its ok .. so
106 I don't know ., I kind of like that part of it . . . and um yeah polling topics or trying to do
107 things to get people's interaction reaction to stuff is kind of helpful <um> I think my
108 approach to leadership is much like my approach to teaching where I feel my job isn't
109 necessarily to a tell people what to do but just to hold the reins and let the horses run
110 and just pull them in every now and then when things are kind of going one way or the
111 other . . . <um> lets see . . . is there anything I would like to clarify? No . . . I think I
112 clarified the point about how I think my main reason for leveraging . . . not using but for
113 leveraging . . . this is going to sound terrible . . . but my main reason for leveraging my
114 PLN is <um> expediency . . . to me it just makes my job a lot easier, right? I can find
115 things a lot quicker . . like really . . . I can put people together . . . groups together really
116 quickly .. I can contact people from a wide range .. all around the world in some cases ah

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117 just instantly, which is not possible in any other medium or form factor that I am
118 involved with.

119

120 MC: Does it also expedite thinking?

121

122 RSO: DOES IT EXPEDITE THINKING? . . . Hummm, does it expedite thinking? . . . I don't
123 know. . . . I think it expedites . . . That is a really good question. Because it exposes me
124 to ideas that I would not have come across normally, then yes. That expedites sort of a
125 change in thinking <um> but thinking .. it's a pretty deep statement.. right? like ah.. You
126 know what, yeah, . . . I'm going to have to go with yes on that and as I am thinking it
127 through, I think it expedites thinking, because not . . . and this is just personally for me .
128 .. because it it . . . not only does it expose me to ideas quickly .. that I wouldn't have
129 stumbled upon.. although you do have to be careful of the echo chamber .. that's why I
130 am going where it wouldn't.. that where I was stumbling around . . . I'm thinking the PLN
131 I craft becomes something . . . you know . . . 40 something bald white tech guys like
132 we're all . . . we're all the same . . . and you keep hearing that over and over again, so
133 like that does not expedite anything.. that being said I have been intentional about in
134 bringing in some other variables to try and mix that up a bit . . . but that had to be
135 intentional about that in order to expedite thinking . . . the other thing that it does for
136 me is that it force . . . I think PLNs are forcing me to be reflective because I can sit and
137 talk like we are doing here ... all day long.. I love just sitting and talking and coming up
138 with ideas together and **but to actually put pen to paper has always been difficult for
139 me so I need an audience** and maybe it is just part of my personality right? I just. . . . i
140 need an audience in order to <um> reflect I guess . . . or in order to have a purpose
141 I can't just do something in order to, this is going to sound wrong. . . but I don't do
142 something for myself . . . I do do stuff for myself. . .you know what I mean . . . but I'm
143 not . . . I don't just blog for myself to hear . . .I've never kept a journal because I didn't
144 understand why I would want to write something that only I am going to read . . . it's so
145 much effort for me to write that <um> that doesn't make sense to me, right? Whatever
146 that, whatever that thing is . . . so the PLN actually gives me a moment to reflect on
147 what I am doing . . . I can talk it out.. say things . . . change my mind as I am speaking . .
148 .but when I put . . . when I have to actually type it out, send it . . . and again I can
149 change it out later on but just the idea, the act of typing it . . . of sending it out,
150 contributing to the PLN I am actually being reflective in many cases right?

151

152 MC: that I think is an 'aha'

153 RSO: You're right. . . that . . . I think is an 'aha' cause I just had it right now!

154

155 MC: That is sort of neat. <both laugh>

156

157 RSO: yeah, I really think that is important . . . honestly I never really thought of that
158 before how the participation as reflection right? .. and even though . . . even though I
159 might be making a comment on what somebody else said, it's in the making of the
160 comment . . . because of the asynchronous nature that this is reflective . . . I am not. . .I

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161 am not making a comment in an immediate .. you have said something and I am saying
162 something back and so you're going to say something and I am going to say something
163 back . . . that's .. that's .. I don't know what the word is . . . it is something it uh it builds
164 upon itself and it is not reflective conversation, I know that those can happen . . . but
165 the asynchronous nature of the medium means that I sit .. I read your statement . . . I
166 think about it . . . how many times do we type something out . . . and then . . . and then ..
167 no I don't want to send that that . . . why? . . . why because we actually reflect and in
168 that reflection we must have internalized something to go well... my first reaction isn't
169 really what I think.. or maybe there is a better way about it . . . or whatever . . . yeah

170

171 MC: Yes, so I can see how that would build leadership skills

172

173 RSO: yeah, for sure, for sure . . . and coming back to expediting thinking . . . right? . . .it
174 is expediting thinking because it is forcing me to be reflective . . . does that make sense?

175

176 MC: yup

177

178 RSO: . . . and then on the flip side .. I am purposefully reflective in my blog posts
179 because I have an audience, because I want my, I want people to see my reflections on
180 things, I want people to know that I am thinking about something

181

182 MC: uh huh . . . that is good the relationships that you are building

183

184 RSO: **absolutely yeah, that it actually what this is all about .. is just the relationships**
185 **. . . right?** yah so lets see what else there is

186

187 MC: is anything missing?

188

189 RSO: so lets see, as an aside, I was surprised how often my PLN I used on my laptop
190 and how little I used my phone . . . because I would have thought that it was the other
191 way around but as I started recording it I realized how often during the course of my
192 day, during the course of my EVERY DAY I'm jumping to the PLN, if you look at, I don't
193 know if you have time stamped on them but it is all through the course of my work, it is
194 not even . . .its not even set aside

195

196 MC: yeah, like you take 15 minutes every morning and . . .

197

198 RSO: yeah its constantly on, it is constantly there, . . . and I am either pulling from or
199 contributing to . . . as I am doing my day to day work . . . so that was a bit of a surprise to
200 me because I also. . . I also start the day with I open up Twitter and I read through the
201 articles and I do that kind of thing but it was the fact that that everytime I was accessing
202 my PLN in whatever format . . . that was the other thing too . . .just looking through all
203 different formats . . . how often I did that . . . I was actually quite surprised, quite
204 surprised

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205

206 MC: that's cool

207

208 RSO: Yeah and I don't know if we put, if I put Google stuff in there like the Google+,
209 we did Google docs as well? Yeah, I've got a Google doc there . . . cuz that one . . . even
210 since the last little while. . . I have seen a huge increase in this . . . Google drive is even
211 [pause]

212

213 RSO: oh there is my breakdown, [pause] . . . yeah this is really interesting, a shared
214 doc yeah .. Twitter

215

216 MC: Even just having each in its own column makes it kind of neat to see

217

218 RSO: yeah the different ways, yah is that all I did? Is that it? Oh wow, and it does have
219 the time and the dates

220

221 MC: yeah

222

223 RSO: cool, yeah it is neat to see . . . I think if I was to do this again <um> I think for . . .
224 I think for whatever reason my scope is limited here, when I look through this more and
225 a see like and this is just on my mind because of the work I have been doing today . . .
226 but how I use Google folders and some of the other Google tools that are collaborative
227 in nature and are going to help us rethink what our PLNs look like . . . how and where we
228 put our information is going to effect our <um> culture in a way and how we answer
229 stuff . . . and in in yeah Google is about to come out with team folders for example in
230 the next month or two in Google Work and in Google Education by the end of the year .
231 . . so a team folder is going to where we can share content and a then a group can add
232 sort of like a group folder now only there is no owner it is actually owned by the team . .
233 . right? . . . so then you can try to define parameters and responsibilities within that
234 folder and . . . (into a technical discussion that was not totally on topic – all part of the
235 semantic web)

236

237 RSO: The importance of knowing what our PLN is based on these groups of

238

239 RSO: we need to be very intentional and thoughtful as to who we put in these folders
240 to get the answers that we are looking for . . . make sense? . . . and it is all the algorithm
241 is doing in this scenario is taking your answer and my answer to help expedite a program
242 there but ultimately to . . . who you choose for your PLN, who you choose to gather in
243 your sphere of influence is going to be very important to how your role is determined
244 and what information you are given to help make decisions about . . . kind of freaky in a
245 way . . . but it is both . . . It can be awesome as long as you are intentional. <um> I kind
246 of think, it was not an aha moment but a point of clarity around this is that I <um>
247 always knew the circles overlapped I mean there was never any real definition around
248 those PLNs but with me doing this and thinking that I am doing this kind of had me start

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249 to put them into circle right? . . . instead of . . . so this process helped me think about
250 who is this that I am talking about here.
251
252 MC: I think that is it, thank you very much

APPENDIX E Interview Transcripts

Participant: Terry Godwaldt

Interview: 3

Albert's Pancake House, June 9, 2015

KEY

TG: Terry Godwaldt

RJ: Rhonda Jessen

MC: Maureen Crawford

<um> non descript pauses

<uh> sigh

.. 2 dot – short pause

... 3 paced dots – long pause

Total interview TIME: 17:05

1 MC: Ok, we are ready to go, we are recording. So, how did it go Terry, what did you
2 think? How did you feel about the summary?

3

4 TG: I felt the summary was pretty well exactly what, why I have the networks of
5 support and collaboration that I have <um> it was interesting to see everything
6 synthesized in one place like that and <um> having you interpret that graph at the end
7 was really helpful because I wasn't quite sure what that meant in terms of I had
8 difficulty reading the summary in terms of <um> what's the where is the hierarchy
9 because I knew there was 146 indicators but where did they fit? Are these more
10 important just by reading it? I didn't know where they . . . they all seemed to be
11 weighted relatively equally <um> and so debriefing it ... I felt I needed more information
12 because the summary wasn't . . . these are all things but are they equal? Is there one
13 that is more? One that is less and the graph was not clear but I thought it was really
14 interesting and clear to uh to read through it and see everything kind of synthesized in
15 one place.

16

17 MC: now did you have any sort of 'aha' moments in reading it? Was there anything
18 that jumped out at you?

19

20 TG: Um, I was interested in respect that that was something that was in there and
21 again because that was something that I didn't know where it was in the hierarchy and
22 for me to see respect put on the same level as goals um or what was another one that
23 was really high? or um as relationships I think that was really high . . . to me I didn't
24 understand because to me it is not really something that I think a lot about in terms of
25 respect.

26

27 MC: yeah, and respect is celebration, honouring, uh, respecting, you know like there
28 are a whole series of different things that come into that respect element, even like
29 including some cultural sensitivity which I think is very much part of your work

30

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31 TG: um, ah, ok!

32

33 MC: so that is coming through in that component that that is an important
34 consideration from what your responses were on the survey and then what I did do was
35 that I paired some of your activity logs to show that this kind of shows this and this
36 shows this and . . . show that . . . and yeah here . . . so then I took each individual
37 sentence and showed which indicators sort of paired with it and I thought that this work
38 sort of gave some sense of this sentence being evidenced. (throughout all of this Terry
39 can be heard saying uh huh, and yeah in agreement to all that is being said)

40

41 TG: yeah, very cool, yeah, yup again I think just that that word again, respect –
42 probably because I just came back from the TRC [Truth and Reconciliation Committee –
43 national release in Ottawa] the word respect was one that was really thrown around a
44 lot and feeling that myself deserving of respect was not something that was all really
45 important in my dialogue and so I was filtering it through that . . .

46

47 MC: ah, ok!

48

49 TG: . . . and so

50

51 MC: this is more you respecting

52

53 TG: more me respecting. . . that is right, I have to respect the culture that we are
54 going into – respect the learning environments that are there, respect what the teachers
55 are looking to accomplish and I think that you actually summarize it much better here . .
56 . so where you say “designed to respect a variety of perspectives and cultural
57 sensitivities” as opposed to the word ‘respect’ as a category I guess

58

59 MC: ok,

60

61 TG: yup

62

63 RJ: yes I found that is probably very true especially having been at the TRC but one
64 thing that I found is interesting . . . because there is that leadership framework um
65 because I kept finding when I was reading mine, ‘well I’m going to use this in my
66 resume’ from now on because it was the whatever, whatever for leadership you know
67 and there were some words in there that I might not have selected or used but it was
68 really clear where it was coming from and it made sense, it was just a slightly different
69 lens than I might have used . . . and if you hadn’t just come back from the TRC you
70 might not have even noticed that, right?

71

72 MC: Do you think that there was anything missing?

73

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74 TG: <long pause> um . . . no I wouldn't say that there was anything missing. . . I think
75 that there is a challenge in synthesizing so much down, so much information into such a
76 small – like 200 words and so that makes it difficult to see some of the details that is
77 there because it makes me want to . . . and again . . . 200 words is just so very little!
78 Right and so it is very easy for me to superimpose my presuppositions and my view of
79 what the words mean . . . for me because I don't have enough context to understand
80 the words that you have to define . . . does that make sense?

81
82 MC: yes, it does completely, and that is also why we're doing an interview and why
83 we are expanding. It is sort of the neck of the hourglass . . . of convergence of all this
84 material that tiny little neck that you go through and then that you can't just boil
85 everything down to looking at the neck all the time . . . there has to be more to it . . .
86 good . . . let me look and see . . . so as far as, is there anything in there that you think
87 you would like to add to it, or corrections I think corrections is a funny word or term to
88 use

89
90 TG: no, I wouldn't say that there is any corrections I think that what um seeing some
91 of the ideas developed more . . . because I don't know where it is going to go – again
92 because it is simply 200 words at this point – so you have defined this one idea as going
93 north – but actually is it going to go north by north east east or is it going to go
94 northwest? Right now northwest is not where it needs to go but north east east would –
95 you know what I mean – because there is such an expanse in which you can take uh
96 sixteen words around a specific topic as opposed to if you were to expand each of those
97 16 words into 200 I would say actually, yeah, I see that you have actually veered off to
98 the left in that general direction but I would say that it needs to be focused more
99 towards the right. The only thing that I would um it is interesting because a lot of what I
100 do I don't really think of as leadership because one of my presuppositions about
101 leadership is that it involves a manager in an organization, a principal in a school, which
102 is essentially a manager in an organization . . . a um as opposed to this kind of myself
103 and my network that are just sort of going off and doing our thing that other people
104 either use or don't use <um> and then us trying to influence policy and practice uh so it
105 is a very different

106
107 RJ: you are thinking positional leadership opposed to situational leadership because
108 you have got a lot of situational leadership

109
110 TG: yeah, yeah

111
112 MC: and in a way you are talking about – we have a lot of different terms going on . . .
113 so there is a divide line between managing and leading and that is an important one and
114 then we also talk about transactional leadership and transformational leadership and I
115 think that what you are primarily involved in is transformational leadership not really
116 transactional leadership . . . that is not particularly where you are at right now

117

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118 TG: uh huh, un huh yep you are right although . . .there are. . . so the other I mean
119 where 80% of my time is spent, I think you are right on that other side that is
120 transformational but then there is that other 20% which is about really leading the
121 computer science initiative at Queen Elizabeth high school, leading the UNESCO
122 initiative – like that is the more – that is not where the bulk of my energy and creativity
123 really go into the other . . . and time!

124

125 MC: un huh (9:36) well, I think that pretty much is as much all we need to do right
126 now and then I would like to stop the tape and do all three with some of these other
127 questions if you are ok with that. Do you have anything else that you would like to add
128 right now?

129

130 TG: I don't think I have anything. Do you have? I mean when I thought about some of
131 these questions that were specifically to do with future orientated where the Centre is
132 very occupied with because of the nature of small business, it is very occupied with the
133 now . . . so we spend very little time planning, envisioning the future because in some
134 way we are already doing what some people would consider the future but it is so
135 occupying that I uh . . . for example new technology comes out at the school or even or
136 even video conferencing and I don't know about it because I am talking to someone
137 who is . . .i'm planning, I'm planning how to use our present technology to engage in
138 some imminent event that is going on on the planet . . .right now!. . . you know what I
139 mean? And so there is not that same, we are not actually very future orientated
140 because we are so occupied in the now which is a danger that we have in our
141 organization because we – something else can come up – some transformational
142 technology – maybe it is access – anyways that is the one piece that I thought was
143 interesting I felt that I didn't know exactly that you were trying to get at when you asked
144 about being future orientated so I didn't know how that would be interpreted I didn't see
145 it I didn't see any indicators here with respect to future and um though I did see some
146 with respect to goal orientated.

147

148 MC: yeah, so in looking through your material and in doing my sort of filtering
149 process, envisioning the future did not come up as a high marker for you whereas
150 having a vision in the present in the present . . . was more dominant.

151

152 TG: uh huh, our vision, my vision for the future of education has been actually
153 relatively static for the last five years of how we need to do things differently <um>

154

155 MC: it is kind of an oxymoron isn't it. . . we need to change and yet I am not looking
156 way ahead . . . I am looking right now

157

158 TG: yeah, yeah

159

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160 RJ: I remember noticing that, I can't remember what I said about it but I remember
161 in my notes I think at one point I also add but 'for the present' because that was sort of
162 stuck out for me too.

163

164 TG: yeah, so once we have a really clear idea of what something needs to look like
165 we are not necessarily as . . . I think someone like Rick is always looking . . . what is new
166 technology, how is it being used, like every day Google is coming out with something
167 different, he would be, which is where I used to spend a lot more time as a tech coach
168 right? You are always thinking about what the future is and how we can incorporate
169 and such and I have actually had a relatively static idea of what schools need to do in
170 the future, helping them to move towards being in the future but <um> there is not a lot
171 of <um> and there is tweaking and modifications but its not a matter of what is this new
172 thing that is going to be coming out?

173

174 RJ: I think the other thing too is that you could not be using the most bleeding edge
175 software and hardware for what you are doing because like many of your communities
176 don't have access to it.

177

178 TG: yes that is right

179

180 RJ: and so if you only were dealing with rich north American schools that might be a
181 focus for you but you are connecting with the Middle East and there are issues all the
182 time and you cannot live there because you would not be successful

183

184 TG: yeah, yeah, we spent a lot of time now honestly we are now just looking for
185 consistent technology because it is a pedagogical shift <um> and a world view shift that
186 we are asking teachers to make

187

188 RJ: and I I mean I didn't know you as well in the past but I think that that is a
189 transition that you and CGE have made . . . when you first started it was revolutionary
190 new equipment and software and you were using and you were trouble shooting right
191 from the start and now you have gotten to the point where it is more commonplace and
192 it is more ok we are going to maintain this and not 80% of your effort is trouble shooting
193 . . . oh my god I dropped the call now what am I going to do or whatever

194

195 TG: yup, yeah

196

197 RJ; and probably that is sort of evolved for you

198

199 TG: yeah we have a whole bunch of standard procedures in place to mitigate and
200 you know now when we go to Uganda we also are here now at the U of A so that if I
201 loose Uganda that is ok because I also have an expert here that we can work with <um>
202 as opposed to . . . I am only going to have this one piece . . . so there is a whole
203 structure and a set of fail safes to make sure that teachers get a experience. Now we

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204 need to , actually we are starting again right at the base level but it is the base level of
205 really understanding the physics of the structure that is needed as opposed to we are
206 going to build this and how ever it fits and . . .
207
208 RJ: hope
209
210 TG: and regardless if it is tilted to the side or whatever and now we are going to
211 deconstruct this entire piece and we are going to build a solid structure and it is going to
212 get us to exactly where we were before but now it has all the educational and
213 engineering and all of that kind of structure in place to make sure that it is what
214 everybody wants as opposed to everybody saying “oh, that is so cool” and then they
215 come and it only works ½ the time and we want them . . . how can we make sure that it
216 works all the time? And achieve everything that we say it is going to achieve?
217
218 MC: you are building pyramids instead of telephone towers
219
220 TG: yes, yes, that is exactly it, actually that is a really good . . .yeah
221
222 RJ: and when you rebuild it hopefully there will be a little less duct tape and less
223 glue here
224
225 MC: and it is so much more stable . . . the winds can come . . . whatever [Terry in the
226 background saying yes, yes throughout this]
227
228 TG: yes that is exactly and I have known we need to do it for the last probably 18
229 months and then hopefully . . . probably when funding comes in . . .again right now so I
230 have people who come in and help and they are all kind of duct taped onto the
231 structure and the structure can’t maintain them because it is not built for them if you
232 know what I mean and its unfortunate because there is incredible talent that could be
233 used that is not able to be used because it is duct taped on to this unstable structure
234 where if we can get hopefully now funding and the knowledge and the networks that
235 we have we are going to be able to have a place . . . now where they can fit and we can
236 co-produce something now that is special and we can know what we can offer as
237 opposed to we don’t even know . . . you know what I mean . . . and its . . .huh yup . . .
238
239 MC: sounds good!

APPENDIX E Interview Transcripts

Participant: Rhonda Jessen & Terry Godwaldt

Interview: 4

Albert's Pancake House, June 9, 2015

KEY

RJ: Rhonda Jessen
TG: Terry Godwaldt
MC: Maureen Crawford
<um> non descript pauses
<uh> sigh
.. 2 dot – short pause
... 3 paced dots – long pause
Total interview TIME: 17:27

1 MC: Terry and Rhonda, my first question is how much do you think your PLN evolves?

2

3 RJ: I think it evolves <uh> I think there probably are some core pieces that stay the
4 same <uh> but for me it evolves based on what I am doing . . . if I am taking or offering a
5 course or my area of interest . . . but also Paul has that cool expression about the mooc
6 family or whatever it is . . . I do tend to stumbleupon, oh Bonnie Stewart, yeah, what
7 are you up to? what is going on? . . . so I would say yes but some pieces remain
8 constant.

9

10 TG: <uh> there are kind of two different networks, <uh> there are <uh> relationships
11 that I have worked with them enough that they have grown into friends . . . and that
12 continues to be . . . kind of like this group . . . and <uh>then there is people who will
13 kind of come and go on contracts . . . we are really in a space together and I may never
14 see them again . . . but <uh> when I am with them . . . it is really meant to be a network .
15 . . say for example the RCMP then the RCMP will go over into these other groups that
16 the RCMP is working with and in turn I will work with as well and shape each others
17 practice and then if that one if . . .they could be gone and I would never see them again
18 <um> because it is often in their field . . . I don't know if that qualifies as a PLN but it
19 certainly <uh> maybe it is not a PLN as opposed to a network, like a really important
20 network that I am tapped into

21

22 MC: well . . . but a PLN is a personal learning network and what I am thinking I am
23 hearing is that there are strong ties and there are weak ties.

24

25 TG: yup

26

27 RJ: and they could be really strong ties for a chunk of time

28

29 TG: yup

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30

31 RJ: and they could be strong ties for a chunk of time like in your case working with
32 the RCMP or in my case if I actually did ***(2:10) this year or a mooc that I was deeply
33 engaged in and then for whatever you are no longer working with the RCMP or that
34 mooc you were working with is over now or maybe it is not over but it served my needs
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Appendix E Interview Transcripts

Participant: Rhonda Jessen & Terry Godwaldt

Interview: 4

Albert's Pancake House, June 9, 2015

KEY

RJ: Rhonda Jessen
TG: Terry Godwaldt
MC: Maureen Crawford
<um> non descript pauses
<uh> sigh
.. 2 dot – short pause
... 3 paced dots – long pause
Total interview TIME: 17:27

1 MC: Terry and Rhonda, my first question is how much do you think your PLN evolves?

2

3 RJ: I think it evolves <uh> I think there probably are some core pieces that stay the
4 same <uh> but for me it evolves based on what I am doing . . . if I am taking or offering a
5 course or my area of interest . . . but also Paul has that cool expression about the mooc
6 family or whatever it is . . . I do tend to stumbleupon, oh Bonnie Stewart, yeah, what
7 are you up to? what is going on? . . . so I would say yes but some pieces remain
8 constant.

9

10 TG: <uh> there are kind of two different networks, <uh> there are <uh> relationships
11 that I have worked with them enough that they have grown into friends . . . and that
12 continues to be . . . kind of like this group . . . and <uh>then there is people who will
13 kind of come and go on contracts . . . we are really in a space together and I may never
14 see them again . . . but <uh> when I am with them . . . it is really meant to be a network .
15 . . say for example the RCMP then the RCMP will go over into these other groups that
16 the RCMP is working with and in turn I will work with as well and shape each others
17 practice and then if that one if . . .they could be gone and I would never see them again
18 <um> because it is often in their field . . . I don't know if that qualifies as a PLN but it
19 certainly <uh> maybe it is not a PLN as opposed to a network, like a really important
20 network that I am tapped into

21

22 MC: well . . . but a PLN is a personal learning network and what I am thinking I am
23 hearing is that there are strong ties and there are weak ties.

24

25 TG: yup

26

27 RJ: and they could be really strong ties for a chunk of time

28

29 TG: yup

Appendix E Interview Transcripts

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31 RJ: and they could be strong ties for a chunk of time like in your case working with
32 the RCMP or in my case if I actually did ***(2:10) this year or a mooc that I was deeply
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Appendix G– Coding Icons

NAME	RESPECT	CREATIVITY	RELATIONSHIPS	PURPOSE	MULTIPLE PERSPECTIVES	INTERACTIONS	REFLECTION	INDICATOR	COMPETENCY	KEY
▼ X										
RHONDA			X				X	AA	1	
RICK			X				X	AA	1	
TERRY			X				X	AA	1	
RHONDA			X		X	X		AB	1	X
RICK			X		X	X		AB	1	X
TERRY			X		X	X		AB	1	
TERRY	X		X					AE	1	X
RICK	X		X					AE	1	
RICK			X	X		X		AF	1	
TERRY			X	X		X		AF	1	
TERRY			X				X	AO	2	
TERRY			X			X	X	AP	2	X
RHONDA			X			X	X	AP	2	
RICK			X			X	X	AP	2	
TERRY	X		X			X		AQ	2	X
RHONDA	X		X			X		AQ	2	
RHONDA			X					AR	2	X
RICK			X					AR	2	X
TERRY			X					AR	2	
RICK			X					AS	2	
TERRY			X					AS	2	
RHONDA	X		X					AT	2	
TERRY	X		X					AT	2	
RICK			X	X		X		AU	2	
TERRY			X	X		X		AU	2	
RICK			X	X		X		AW	2	X
RHONDA			X	X		X		AW	2	

Appendix G– Coding Icons

1	NAME	RESPECT	CREATIVITY	RELATIONSHIPS	PURPOSE	MULTIPLE PERSPECTIVES	INTERACTIONS	REFLECTION	INDICATOR	COMPETENCY	KEY
30	RHONDA			X			X		AZ	2	X
31	TERRY			X			X		AZ	2	X
32	RHONDA			X	X		X		BC	2	
33	RICK			X	X				BE	3	X
34	TERRY			X	X				BE	3	X
35	TERRY			X	X				BM	3	X
36	RICK			X	X				BM	3	
37	RHONDA		X	X					BR	3	X
38	RICK		X	X					BR	3	X
39	TERRY		X	X					BR	3	X
40	RHONDA		X	X	X				BT	3	X
41	RICK		X	X	X				BT	3	X
42	TERRY		X	X	X				BT	3	X
43	TERRY	X		X			X		BW	4	X
44	RHONDA	X		X			X		BW	4	
45	RICK	X		X			X		BW	4	
46	TERRY			X	X				BX	4	X
47	RICK		X	X	X				CE	4	
48	TERRY		X	X	X				CE	4	
49	RICK			X	X				CJ	4	
50	RICK			X	X				CM	4	X
51	TERRY			X	X				CM	4	X
52	RHONDA			X	X				CM	4	
53	RHONDA		X	X		X			CN	4	X
54	RICK		X	X		X			CN	4	
55	RHONDA		X	X			X		CO	5	
56	TERRY			X				X	CV	5	X
57	TERRY			X			X		CW	5	X
58	RICK			X			X	X	CX	5	X
59	TERRY			X			X	X	CX	5	








Appendix G– Coding Icons

NAME	RESPECT	CREATIVITY	RELATIONSHIPS	PURPOSE	MULTIPLE PERSPECTIVES	INTERACTIONS	REFLECTION	INDICATOR	COMPETENCY	KEY
RHONDA		X	X					CZ	5	
RHONDA	X	X	X					DA	5	
TERRY	X	X	X					DA	5	
RHONDA			X		X			DB	5	X
RICK			X	X			X	DC	5	
TERRY	X		X					DE	5	
TERRY			X	X				DF	5	
RHONDA	X		X	X				DG	5	
RHONDA	X		X					DH	5	X
RICK	X		X					DH	5	
RHONDA	X		X		X			DI	5	X
TERRY	X		X		X			DI	5	X
RICK	X		X		X			DI	5	
TERRY			X	X				DO	6	X
RHONDA			X	X				DO	6	
RICK			X	X				DO	6	
RHONDA			X	X			X	DP	6	
RICK	X	X	X					DW	6	
TERRY			X			X		DX	6	X
RICK			X			X		EE	6	
TERRY			X			X		EE	6	
TERRY		X	X	X				ES	7	X
RICK		X	X	X				ES	7	
RICK	X	X	X					ET	7	X
TERRY	X	X	X					ET	7	X
RICK		X	X					EW	7	
RICK		X	X		X			EX	7	X
TERRY		X	X		X			EX	7	X
TERRY	X		X					K	1	
TERRY	X		X					M	1	X

Appendix G– Coding Icons

NAME	RESPECT	CREATIVITY	RELATIONSHIPS	PURPOSE	MULTIPLE PERSPECTIVES	INTERACTIONS	REFLECTION	INDICATOR	COMPETENCY	KEY
RHONDA	X		X					M	1	
RHONDA	X		X					N	1	
RICK	X		X					N	1	
TERRY	X		X					N	1	
RHONDA	X		X		X			Q	1	
RICK	X		X		X			Q	1	
TERRY	X		X		X			Q	1	
RICK		X	X				X	S	1	
TERRY		X	X				X	S	1	
RHONDA	X		X			X		T	1	X
RICK	X		X			X		U	1	X
RHONDA	X		X			X		U	1	
TERRY	X		X			X		U	1	
TERRY			X					X	1	X
RHONDA			X					X	1	
RHONDA			X	X		X		Y	1	
RHONDA		X	X					Z	1	X
RICK		X	X					Z	1	X
TERRY		X	X					Z	1	

CODING SHEET

	respect agency, honour, celebrate, inspire, value
	creativity emergence, play, half baked ideas, challenge, solutions, change, growth, technology
	relationships team, represent, group, other, partner
	purpose goal, improvement, decision, mission, direction, intention, judgment
	multiple perspectives choices, opportunities, options, data, research, alternatives, culture differences and sensitivities
	interaction dialogue, reciprocate, flow, connect, exchange, collaboration, share, communicate
	reflection self motivation, personal responsibility, feedback, way-finding, way-providing, presence, nurturing, hosting, self-efficacy