Practitioner Expectations for Intern Leadership Skills: Implications for Interior Designer Education

by

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MASTER OF INTERIOR DESIGN

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Dedication

I dedicate this work to my most passionate advocates - my husband, my precious daughter, and my father. Each one inspires me to work hard and live an authentic honest life, as my mothers, who live on in my heart, did before me.
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Abstract

Intern interior designer leadership skills, expected by practitioners in Canada, were explored in this thesis to identify implications for interior designer education. Employment of a 16 question quantitative, online survey, examined National Council of Interior Design Qualification (NCIDQ) certified practitioners beliefs about intern leadership skills.

A majority of the 116 participants agreed a leader skill set, that includes authentic and design leadership skills, is valuable for interns to have in practice. Six authentic leadership skills: self-improvement, self-monitoring, goal-commitment, openness, positivity, and composure alongside four design leadership skills: adaptability, professional, building-relationships and collaborative rank as the top ten skills. Respondent practitioners also hold post-secondary interior design educators, interior designers, and interns most accountable for leadership education.

Recommendations for interior designer education include increasing authentic leadership development opportunities and practitioner involvement. Further, unification of leadership perceptions and consistent leadership language, along the full interior designer education path, is encouraged for programmatic success.

Keywords: Interior designer, intern, emergent leader, authentic leadership, design leadership development, leadership development
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CHAPTER 1 • INTRODUCTION

Interior design is a field perceived, on one hand, to have a significant inferiority complex (Caan, 2011; Fry, 1989; Havenhand, 2004; Hildebrandt, 2004; Turpin, 2001), yet in contrast a profession ripe for the cultivation of leaders and leadership (Birdsong, 2001; Caan, 2011; Farson, 2008; Hasell, 1996; Poldma, 2008; Roald, 2006; Stone, 2005; Vaikla-Poldma, 2013). This duality of perceptions is a critical issue that Robert Nieminen, (2010), editor of Interiors & Sources magazine, likens to an identity crisis. His solution: “the profession needs a unity of purpose and practice with a well-developed identity” (p. 501). I believe a clear strategy for leadership education could play an important role in framing a well-developed interior design identity.

In 1994, at the Polsky Forum, a panel of interior design leaders foresaw the importance of leadership (Dickson & White, 1994b). The authors of the forum’s “Vision 2010” report, define design as “a participatory process requiring the application of research, theoretical knowledge, passion, courage of conviction, integrity, and leadership in order to resolve issues that face society” (Dickson & White, 1994b, p. 10). Sheila Danko (2010) also asserts that interior designers are change agents who require strong leadership skills which, in turn, can lead to increased disciplinary confidence. Despite Dickson and White’s (1994b), and Danko’s (2010), assertions about leadership, Richard Farson (2008), a prominent psychologist, educator, and interior design advocate, believes that interior designers have not reached their full leadership potential (p. 4). In part, interior designers’ inability to reach their full potential may be due to the lack of a clear strategy for leadership education.

For over thirty years, interior design researchers have examined entry-level interior
design competencies with one intention being to produce evidence to assist educators in revising educational programs to meet ever-evolving practitioner expectations (Baker & Sondhi, 1989; Douthitt & Hasell, 1985; Hines, Albanese, & Garrison, 1994; K. J. Lee & Hagerty, 1996; Myers, 1982; Russ & Weber, 1995; Tew, 1991; Weber, 1979). Recent research about practitioner expectations for interns (Budd, 2011; Klinkhamer, 2002) was not focused exclusively on interior design leadership, but both authors did find that, today, interior design practitioners expect interns to have not only good design skills but leadership skills as well.

**Study Need and Purpose**

Given the potential importance of leadership in establishing a strong interior design identity, and recent studies about practitioners expecting todays interns to have leadership skills, there seems to be a clear need for a strategy for educating all interior designers about leadership. While such a strategy is an admirable goal, within the limits of this thesis, such a goal is not possible. What is possible, however, is a more focused study about strategies for educating interns about leadership.

With the goal of developing a leadership education strategy for interns, this study had two key objectives; first, to explore interior designer expectations for interns to display leadership skills upon entry into practice within Canada and second to identify specific leadership skills that Canadian practitioners believe are important. A third objective was identified as well, confirming Klinkhamer (2002) and Budd’s (2011) findings that practitioners today expect interns to demonstrate leadership skills. To achieve these objectives, two research questions were created:
1. What leadership skills do professional interior designers in Canada expect intern interior designers to demonstrate in practice?
2. What are the implications of professional interior designer leadership skill expectations for interior designer education in Canada?

Results of this study are meant to encourage the interior design community to nurture a leadership culture that supports emerging interior design leader development. The study is also a catalyst for further research about interior design leadership.

**Assumptions**

Two broad assumptions are required to support the premise of this study and resulting considerations for interior designer education. The first is that emerging interior designers want to acquire new knowledge to put into action within the field and beyond. The second assumption is that people exist who have the knowledge and desire to teach leadership theories and practices to interior designers.

**Limitations**

Three limitations affect this research. First, this study targets only interior design practitioners for participation. As interior design is a multidisciplinary field, there is risk in conducting research that isolates this segment. Second, privacy laws limit access to full interior designer membership lists held by governing bodies; therefore, this study employs a convenience sample of volunteer NCIDQ certified participants. Finally, as an NCIDQ certified interior designer registered with the Association of Registered Interior Designers of Ontario (ARIDO) personal bias might emerge. In Chapter 3, Methodology, the Population Sample section details the aforementioned limitations.
Operational Definitions

The following operational definitions are set out to complement the literature discussed in subsequent chapters.

Emerging interior designer: An individual studying or practising to become a professional interior designer.

Entry-level or intern interior designer: A recent post-secondary school graduate, on an educational route recognized by the NCIDQ, with fewer than five years’ qualified work experience, striving to attain professional interior designer certification in accordance with the 2014 NCIDQ exam eligibility requirements (Council for Interior Design Qualification [CIDQ], 2014).

Interior designer or interior design (ID) practitioner: An individual qualified by education, experience, and examination to facilitate change enhancing “the function and quality of interior space while upholding the professional code of ethics and practice standards” (American Society of Interior Designers [ASID], 2014c; Interior Designers of Canada [IDC], 2014; International Interior Design Association [IIDA], 2014).

Leadership: “Leadership is a process, whereby an individual influences a group of individuals to achieve a common goal” (Northouse, 2013, p. 5)

Skill: A particular ability, quality, attribute, trait, behaviour, or expertise (Merriam-Webster, 2015)

Document Overview

Identified in Chapter 2 is literature that explains the concept of leadership from a broad global perspective then from authentic leadership and interior design viewpoints. This chapter
establishes the theoretical framework, detailing relevant leadership skills for study. Next, general, authentic and design leadership development ideas, along with the current interior design education framework are examined to ground the discussion of implications for interior designer education in Chapter 5.

Chapter 3 is an explanation about the research methodology including the logistics of developing and administering the questionnaire, as well as analyzing the results. The population sample and research ethics are also featured in this chapter.

Explained in Chapter 4 are the results obtained for each item in the questionnaire. Overall survey administration data is given, to start the chapter, followed by the specifics of survey data for all five sections, by section, beginning with demographics.

Chapter 5 addresses the research questions identified in Chapter 1, Introduction, beginning with research question one, about practitioner expectations for intern leadership skills. The chapter also explains the intern interior designer leadership qualities model derived from the survey results. Implications for interior designer education complete this chapter in response to research question two.

The final chapter, Six, summarizes the study and identifies opportunities for further research on the topic of interior design leadership.
CHAPTER 2 • LITERATURE REVIEW

This chapter begins with a discussion about leadership definitions followed by a review of leadership theories outside of, and in, interior design. The second part of the chapter addresses global leadership skills, and then leadership skills in interior design. The third part of the chapter is a review of literature pertaining to general leadership education, and then leadership education in interior design specifically. A chapter summary identifies significant authentic and design theory ideas from the literature review.

Leadership Definitions and Theories

Leadership Definitions

Common in non-academic literature are either broad leadership definitions based on best practices and experience, or minimalist definitions that beg for contextual clarification (Carter, Ulrich, & Goldsmith, 2005; Hanley, 2014; Kruse, 2013). For example, Kruse’s (2013) claim that, “leadership is a process of social influence, which maximizes the efforts of others, towards the achievement of a goal” (para. 11) is an example of a broad definition.

Unlike non-academic authors, academic authors seem hesitant to limit leadership to a single definition. Instead, academic leadership theorists tend to describe leadership as a conceptualized set of value pillars. For example, Avolio (2004), Bryman, Collinson, Grint, and Jackson (2011), Grint (2001, 2010), and Northouse (2013), assert that leadership is not seniority or a position, it is not management, and it is not exclusive to extroverts with charisma. Instead, these authors claim that leadership is a process, is socially contingent, is group goal oriented, and can be developed. Although very much a minimalist definition, W. L. Gardner, Cogliser, Davis, and Dickens (2011) may have defined present day leadership the best possible way by stating
that leadership is a “multilevel phenomenon” (p. 5). Leadership definitions today are not entrenched as limiting definitions, but are live conceptualized sets of values poised to root leadership development in a field.

Although a universally accepted definition of leadership remains elusive, for the purposes of my research Northouse’s (2013) definition has been adopted. Northouse (2013) states that, “leadership is a process whereby an individual influences a group of individuals to achieve a common goal” (p. 5).

**Leadership Theories**

Leadership theories over the past 120 years have evolved into the modern idea that leadership is a social phenomenological process. Five core theoretical approaches emerge from the vast breadth of formal leadership discourse: trait, behaviour, contingency, power, and reciprocal (Gregoire & Arendt, 2004; Grint, 2010; Hernandez, Eberly, Avolio, & Johnson, 2011; Ling Chen, 2008; Western, 2013). The brief history of leadership theory offered in the following paragraphs shows a growing complexity in theory and leadership model development.

The earliest leadership theories are trait based. Trait theory suggests that leadership skill is innate; an individual’s personality is the main determinant of leadership acumen (K. G. Brown, 2011; Grint, 2010; Western, 2013; Zaccaro, 2007). As summarized by Brown (2011), “this approach focuses on the personal attributes (or traits) of leaders, such as physical and personality characteristics, competencies, and values” (p. 830). Behavioural theories, emerging in the 1950s, suggest that “the leader is one who has high concern for people and … work that needs to be done” (Gregoire & Arendt, 2004, p. 396). Contingency or situational approaches, build upon the limiting trait and behavioural approaches to consider the various contexts of
leadership. For example Fielder’s least preferred co-worker (LPC) model and Yukl’s multiple linkages model, consider traits and behaviours, but also delve into contextual forces impacting on the leader, follower, and goal attainment (Bryman et al., 2011; Gregoire & Arendt, 2004). In 1959, psychologists French and Raven introduced the five bases of power—legitimate, reward, expert, referent, and coercive—that situate power or influence leadership theories focused on the types of power a leader may exert over the work of others (Bryman et al., 2011; Gregoire & Arendt, 2004; Northouse, 2013). According to these theories, assigned position, experience level, or tactics “such as persuasion, consultation, ingratiation, and coalition-building”, give a leader a level of authority over a follower (Gregoire & Arendt, 2004, p. 396). From the 1960’s, modern theories of leadership build in complexity to consider reciprocal social processes, dynamic multi-contextual situations, as well as ethics. Most prominent is transformational leadership theory.

As evidenced by multiple studies, transformational leadership theory and Bass and Avolio’s (2014) expanded full leadership model (includes transactional and transformational elements) ground leadership skills research for many service-related professions, most notably police services (Dobby, Anscombe, Tuffin, & Britain, 2004) nursing (Everett & Sitterding, 2011; Foli, Braswell, Kirkpatrick, & Lim, 2014) and education (Browne-Ferrigno, 2001; Browne-Ferrigno & Muth, 2004). Evidence of transformational theory emphasis on layering social, ethical, and emotional components being the modern forerunner especially in service fields (Alimo-Metcalfe & Alban-Metcalfe, 2001; Antonakis, Avolio, & Sivasubramaniam, 2003; Kirkbride, 2006; Michel, Lyons, & Cho, 2011). Transformational theory is well suited to researching leadership in a multidisciplinary service profession like interior design. However, applying strict interpretations of transformational leadership theory research brings about concerns regarding the exclusivity of leadership skills.

One of the reasons this literature review explores beyond the transformational leadership theory and the full range leadership model is to move past trait-based leadership skill limitations. Northouse (2013) citing Bryman et al. (2011) stresses “transformational leadership treats leadership as a personality trait or personal predisposition rather than a behaviour that people can learn” (p. 202 and pp. 299-308). Even Bass (1999) questions whether one can learn to be a transformational leader. He points out that “to date, scant research attention has been devoted to this issue…more controlled and elaborated designs are needed to test the idea that transformational leadership can be learned and be associated with significant improvements in unit performance” (Bass, 1999, p. 29).
Another consideration for further exploration is that research centres on showing how individuals in assigned leadership positions, with designated followers, benefit most from transformational theory concepts, models, and assessment tools. Assigned leader examples in interior design would be team leaders, design managers, principals, and owners. In contrast, students’ and interns’ attending post-secondary institutions or employed within interior design firms are subordinates. Uhl-Bien, Marion and McKelvey (2007) postulate that “to the degree that organizations are hierarchical, so too are leadership models” (Avolio, Walumbwa, & Weber, 2009, p. 430). Interns as new recruits with limited leadership accountabilities are not typically in charge of making high-level decisions, setting business strategy, or motivating staff, a few examples of what a person may do as an assigned transformational leader (Northouse, 2013). However more broadly, as influential members of a group, students and interns may be considered emergent leaders exhibiting leadership through behaviour in or out of formally assigned positions (Northouse, 2013).

Wergin (2007), in his book Leadership In Place, affirms the emergent view, citing Peter Shapiro, former senior fellow at the James MacGregor Burns Academy of Leadership, who says that “leadership is an action, not a title, and the ability to lead can be found in every person. Each of us must claim our authority to lead at the right time and in the right place” (p. 169). In interior design, there is a place for both assigned and emergent leadership however modern leadership theories featuring individual leader education as well as design leadership are most meaningful to this study.
**Authentic Leadership Theory**


Authentic leadership theory is one of the newest according to Northouse (2013) attracting attention from practitioners and academics alike. In 1993, Terry established the authentic leadership action wheel, from a practice perspective, as a tool to frame action in five areas: mission, meaning, existence, resources, structure, power. Ten years later, George (2004) set down a leadership qualities approach describing authentic leadership as a four component journey that included “pursuing purpose with passion, practicing solid values, leading with heart, establishing enduring relationships, demonstrating self-discipline” (p. xxxi). From 2003 on, academic interest in authentic leadership theory increased (W. L. Gardner et al., 2011). Linking
positive psychology and moral components to the perceived success of leadership, a comprehensive study by Luthans and Avolio (2003) spurred further investigation.

Theorists distinguish between authentic leader, authentic leadership, and authentic leadership development. In synthesizing formal theory Northouse (2013) identifies these three theoretical viewpoints as; intrapersonal (Shamir & Eilam, 2005), reciprocal interpersonal process (Eagly, 2005), developmental (Avolio & Gardner, 2005; Avolio et al., 2009; W. L. Gardner, Avolio, Walumbwa, & University of Nebraska--Lincoln, 2005). Acknowledging the alignment of leader role with individual self-concept Shamir & Eilam (2005) believe an authentic leader has “achieved a high level of self-resolution” with “self-concordant” goals and “self-expressive” behaviour (p. 399). Eagly’s (2005; 2010) studies emphasize the followers role in sanctioning authentic leader advancement of values on their behalf. Authentic leadership development theories focus on positive development of both leaders and followers (Avolio, 2005; Avolio & Gardner, 2005; Avolio et al., 2009; Luthans & Avolio, 2003; Youssef-Morgan & Luthans, 2013). Northouse (2013) effectively synthesizes the developmental literature describing “authentic leadership as a pattern of leader behavior that develops from and is grounded in the leader’s positive psychological qualities and strong ethics” (p. 254).

W. L. Gardner, Cogliser, Davis and Dickens (2011) identify, in a recent review of authentic leadership literature, the developmental theories and resulting models formulated by Luthans and Avolio (2003), Avolio and Gardner (2005), W. L. Gardner, Avolio, Walumbwa, et al. (2005), and Bass and Steidlmeier (1999) most often set the theoretical foundation for authentic leadership studies. Most significantly Avolio and Gardner (2005) argue,
...authentic leaders are anchored by their own deep sense of self; they know where they stand on important issues, values and beliefs. With that base they stay their course and convey to others, oftentimes through actions, not just words, what they represent in terms of principles, values and ethics. (p. 329)


Ethics, positive psychological capital, leader self-regulation, authentic behaviour, follower self-regulation and relational transparency distinguish authentic theory from other leadership theories (Avolio & Gardner, 2005). Bass and Steidlmeier (1999) contend that authentic leadership theory extends from transformational leadership theory ethics constructs (Bass, 1990; Burns, 1978; Neider & Schriesheim, 2011). Luthans and Avolio (2003) argue authentic leadership is a “root construct” that “could incorporate charismatic, transformational, integrity and/or ethical leadership” (p. 104). Between transformational leadership and authentic
leadership, there are many crossover components for example both aim to create positive change (Avolio & Gardner, 2005).

However, for an authentic leader moral character and behaviours transcend personal, professional, or organizational gain in the achievement of goals. W. L. Gardner et al. (2011), in tracing the evolution of authentic leadership literature, generalize “that truly authentic leaders must lead, but they must do so in a way that honors their core values, beliefs, strengths — and weaknesses” (p.1142). Lord and Hall (2005) concur naming identities and self-regulation as the deeper structures that form the leadership foundations. Within their research Toor and Ofori (2008), Longman (2009), Neider and Schriesheim (2011), and Waite (2014) all identify authentic leadership as a foundational component of leadership, the authentic leadership stance adopted for this study.

The explicit moral dimension of authentic leadership theory meshes well with the ethical and relational basis of interior design. One of the reasons authentic leadership theory has been considered as part of this study is Danko’s (2000, 2003, 2010, 2015) assertion that values based leadership brings about greater success in designing change. As asserted by Danko (2015), the transcendence of positive values underscoring authentic leadership theory, make it relevant to interior design leaders as designing change is a reciprocal phenomenological process aimed at producing positive results. A description by Northouse (2013) reflects interior designer aspirations, he states “[a]uthentic leaders understand their own values, place followers’ needs above their own, and work with followers to align their interests in order to create a greater common good” (p. 268).
Higgs (2003), Best (2010), and Danko (2000, 2003, 2010) expose the importance of interior designers developing genuine relationships in designing change. Research done by Higgs (2003), in his own work as well as in independent collaborations with Aitken (2010) and Rowland (2008), best exemplifies the theoretical link between designing change and relational authenticity, introducing a “sense making” model of leadership driven by the demands of change. Focused on the impact of a leader on followers, meaning making takes an emergent leader perspective and emphasizes the criticality of emotional intelligence in leading sustainable change (Aitken & Higgs, 2010; Higgs, 2003; Rowland & Higgs, 2008). Change leadership capabilities, according to the aforementioned researchers, must include authentic leadership skills including authenticity, integrity, self-belief, and self-awareness alongside design leadership skills (Higgs, 2003, p. 278).

Further, relational influence, a feature of authentic leadership, plays a huge part in designing change for clients who are working with interior designers. The back and forth between a designer and client, supplier, general contractor, engineer, architect, mover, or colleague, designing change requires concrete knowledge but also personal strength, transparency and trust. Northouse (2013) shrewdly synthesizes these ideas describing influence as the *sine qua non*, an essential condition of leadership in which social interactions are mandatory (p. 5). From Danko’s (2010) perspective the success of a design relies on a “whole-systems” interactive approach rooted by social values and ethics (p. vi). Interior design practice is characterized by an interdependence indicative of “the new social context in which leadership occurs”, emphasizing collaboration, networks, and culture (Kezar, Carducci, & Contreras-

Aside from Danko’s (2000, 2003, 2015) explorations of authentic leadership within the interior design field and interior design education, a number of aspects make authentic leadership theory an ideal starting point for the study of intern interior designer leadership. Emphasizing developmental process rather than assigned leadership roles, authentic leadership is accessible to all willing to make the effort to learn (Avolio, 2004; Avolio et al., 2009). According to authentic leadership theorists the skills within the four necessary component categories cumulate over a lifetime of learning (Northouse, 2013).

Further measurement tools exist, like the Authentic Leadership Inventory for self-assessing individual leadership skills (Neider & Schriesheim, 2011; Walumbwa et al., 2008). Being leader-centric is one criticism of authentic leadership theory, however this works to this studies advantage as the individual scale most relevant for intern leadership exploration.

Finally, authentic leadership theory establishes clear attitudinal and behavioural guidelines for individuals who wish to become authentic leaders making an authentic leadership model a good map for development. As Waite, McKinny, Smith-Glasgow and Meloy (2014) conclude “[a]lthough not a panacea, authentic leadership provides a sound framework for students to develop a repertoire of leadership skills and personal leadership identity that enables graduates to practice to the full extent of their educational preparation” (p. 291).

**Interior Design Leadership Theory**

Turpin and Guerin (2010) offer the only leadership theory specific to the interior design discipline or profession. Because of the lack of interior design leadership theories, this study
takes into consideration more broad design leadership literature. However, as a number of theorists attest (Alnelind & Alvén, 2014; Miller & Moultrie, 2013b), design leadership literature is limited, with the area lacking substantive research. This section of the chapter includes research by Best (2010), Topalian (1980, 1984, 2002), Turner (2013), and Miller and Moultrie (2013a, 2013b) to trace the evolution of design leadership theory, from designing and to managing the design process to establishing design leader skills.

Turpin and Guerin (2010) deduce women interior design leaders challenge constructs, work for the good of the whole and strive for social justice (p. 1). Their research leads them to characterize design leaders as those who redefine their roles in business, educate public about design profession, and envision the profession’s future (Turpin & Guerin, 2010, p. 7). Aside from these generalized actions, specific interior design leadership skills are not elaborated upon within their study. Turpin and Guerin’s (2010) research alone does not set a comprehensive interior design leadership skill framework.

More broadly, interior designers have a unique opportunity to contribute as a leader, designer, or a design leader. Design is a globally recognized innovation based tool, culture and process (Danko, 2003; McBride, 2007; Roald, 2006; Walton, 2008). From a business perspective, Best (2010) espouses the power of design as: differentiator, integrator, transformer, and good business (p. 180). Roald (2006) also sees design as a competitive advantage, “not only as a tool for designing great products, but as a tool for designing great ventures” (p. 1). Danko (2010), an interior design educator and leadership proponent, has embraced this perspective relaying the message within the classroom that “design is also a process, a verb, a tool for communicating vision and for engaging people in the process of change” (Stone, 2005, p. 2).
Design theory and design thinking, featured in interior designer education, are successful innovation strategies for keeping up with change. While design scholars focus on how to introduce or maintain designers in leading strategic positions, business scholars suggest taking on a “design attitude” to problem solving (Roald, 2006). As Roald (2006) suggests, the area in which designers have operated, as superior complex problem solvers, is starting to become crowded (p. 4).

Gloppen (2009a) claims that design leaders are also responsible for embedding design thinking into organizations which means embracing the design process. Driven by the requirements of an end goal, Best (2010) describes the design process as “an iterative cyclical, non-linear process. It is a decision-making series of ‘feedback loops’ of creative inquiry that refine each successive ‘iteration’ with the goal of reaching a design solution” (p. 46).

Nevertheless, the resolve is always the same—to make positive change. From a broad practical perspective, as Press (2012) says “[d]esign leadership is fundamentally about empowerment, it is about vision, driving change through design in the wider world, and is about the primacy of values” (para. 21).

Design leadership theories are built on the unique, positive results of the design process. The design process, as a management tool for innovation, links people, processes and procedures to produce a product (2010; Muenjohn et al., 2013; Topalian, 1980; Turner, 2013; Walton, 2008). Since 1998 design management, a field in its own right, has been evolving in response to increased demand for innovation (Best, 2010). Globally, greater demand for leading change is shifting creative firm focus from “managing the cost of design operations toward a focus on leadership, revenue generation, and future-building” (McBride, 2007, p. 21).
Theorists Topalian (1980, 2002) and Turner (2013) are at the helm of defining design leadership from a practice point of view, each distinguishing design management responsibilities from accountabilities of design leaders. Topalian (1980, 1984, 2002) considers design management as integral to design leadership valuable for any business looking to innovate. Turner’s (2013) viewpoint extends Topalian’s contending “without design leadership, executives don’t know where they are going; without design management, they don’t have the means of getting there. One is a stepping stone to the other” (p. 141).

Focusing on the broad responsibilities of design leaders, or what successful design leaders do, Turner (2013) breaks down roles and responsibilities into six aspects: envisioning the future, manifesting strategic intent, directing design investment, managing corporate reputation, creating innovation environment, training for design leadership. Turner (2013) establishes the main responsibility of a design leader as envisioning the future. Envisioning helps an organization physically translate their company vision into strategic options (Turner, 2013, p. 112). Manifesting strategic intent denotes the ability to think strategically beyond the bounds of design tangibly linking decisions with daily activities. Directing design investment requires awareness of design activity taking place, at all levels within an organization and acknowledging that the activity is design (Turner, 2013, p. 118). Further strategically considering its implications is critical (Turner, 2013, p. 123). The final three responsibilities: managing corporate reputation, creating innovation environment, training for design leadership are considered human resource capabilities.

Touting design leadership’s strong impact on the design process, design leadership theorists Muenjohn, Chhetri, Hoare, As-Saber, Suzumura and Han (2013) affirm the ideas
brought forth by Turner (2013). Muenjohn et al.’s (2013) resulting theoretical model refines the core responsibilities of a design leader as envisioning the future, manifesting strategic intent, directing design investment, and creating and nurturing an environment of innovation. With a similar view, McCullough (2008) from a practical standpoint conceptualizes ten faces of design leadership, theorizing there are three common qualities among design agents whom others follow: “envisioning the future and constantly seek new opportunities,” “think strategically and identify resources to develop future scenarios,” “understand how to lead, develop and provide inspiration to design teams” (para. 2).

Still focusing on design leader actions, as Turner (2013), Muenjohn et al. (2013) and McCullough (2008) have, Jozaisse (2011) asserts successful design leaders exemplify qualities that align with Deepak Chopra’s “L-E-A-D-E-R-S” acronym: listen and look, emotional bonding, awareness, doing, empowerment, responsibility, and synchronicity. Lee & Cassidy (2007), with a behaviour based theoretical approach, support Jozaisses’ (2011) assertions in positioning a good design leader as a change agent who influences through “facilitation, encouragement, motivation, communication, giving information, giving chances for personal development and setting up standards and systems” (p. 24). All the aforementioned theories, as Miller and Moultrie (2013b) astutely point out, allude to what a design leader is supposed to do but little fundamental research addresses what leadership skills are needed in order to carry out these actions effectively (p. 36).

Miller and Moultrie (2013b), from a fashion design, industry perspective, examined what differentiates generic process-centred leadership models and design leadership to establish specific skills are required to lead design. The argument within the design leadership literature is
that design expertise may or may not be required to be a design leader. While Joziasse (2011), Topalian’s (2002), and Turner’s (2013) work reveals design practice may be unnecessary. Turpin and Guerin (2010), Miller and Moultrie (2013b) and Sherwin (2012a, 2012b) assert design expertise and practice experience are integral to operating as a leader within a creative domain. Industrial design theorists, such as Roald (2006), Muenjohn et al. (2013), and McCullough (2008), also reveal there are unique design competencies that influence design leadership ability. Interior design fundamentals like problem-solving skills, professionalism, and collaborative competencies are all required to practice interior design according to interior design authorities (Council for Interior Design Accrediation [CIDA], 2014a, 2014b; CIDQ, 2015; Guerin & Martin, 2005). Believing that design skills are integral to interior design leadership, Miller and Moultrie’s (2013a, 2013b) ideas pilot this study’s design leadership theory framework.

Miller and Moultrie (2013b) supplement a limited field of substantive design leadership research with broader, generic leadership theory, specifically skills approach theory. It is a leader-centric approach with an emphasis on “skills and abilities that can be learned and developed” with education and experience (Northouse, 2013, p. 43). Wright and Taylor (1985) conceptualize leadership as a set of core diagnostic, perceptual, and behavioural skills that could be applied in different situations (p. 16). Skills theorists like Adair (2009), and M. D. Mumford, Marks, Connelly Zaccaro, and Rieter-Palmon (2000) endorse this approach as it takes a practical stance to leadership addressing specific leadership skills for the purposes of creating leadership development techniques (M. D. Mumford, Zaccaro, Johnson, et al., 2000; M. D. Mumford, Zaccaro, Harding, Jacobs, & Fleishman, 2000). Working skills approach theory Miller and Moultrie (2013a, 2013b) divide design leadership skills into five categories: design skills,
cognitive skills, interpersonal skills, business skills, and strategic skills. These skills will be explained later in this chapter within the Leadership Skills section under the heading Design Leadership Skills.

Finally, in terms of design leadership theory it is important to recognize a divide in the literature that exists about when in the spectrum of professional learning one can be a leader. Roald (2006) alludes to the idea that designers can be leaders at any stage of a professional career given the nature of designing. However, the majority of design (Alnelind & Alvén, 2014; Miller & Moultrie, 2013a, 2013b; Sherwin, 2012a) and skills leadership research (Adair, 2009; M. D. Mumford, Zaccaro, Johnson, et al., 2000; M. D. Mumford, Marks, Connelly, Zaccaro, & Reiter-Palmon, 2000) emphasizes an advanced leadership role like supervisor or top management positions. However, those same skills or design leadership theorists also characterize leadership as accessible to all of those learning or practising growing over time with experience. In turn, this suggests that design leadership skills can be developed outside of an assigned leadership role over a personal or professional lifetime. This thesis embraces a lifelong learning perspective.

**Leadership Skills**

Authentic and design leadership skills form the basis for mapping a set of specific skills for interior design leaders. This section presents the authentic leadership, and then design leadership categorical constructs used in this study. Examples of prospective leadership skills gathered from generic, authentic, design leadership and interior design literature referenced throughout this study are included within each category description.
Authentic Leadership Skills

As synthesized by Northouse (2013) common authentic leadership models espouse authentic leaders embody four core qualities: self-awareness, balanced information processing, relational transparency, and internalized moral perspective. Essentially authentic leaders are,

…individuals who are deeply aware of how they think and behave and are perceived by others as being aware of their own and others' values/moral perspective, knowledge, and strengths; aware of the context in which they operate; and who are confident, hopeful, optimistic, resilient, and high on moral character. (Avolio, Luthans, & Walumbwa, 2004, p. 4)

The following paragraphs explain each authentic concept and present potential skills that reflect positive psychological capacities and authentic qualities. Figure 1 displays a categorized summary of potential authentic leadership skills to examine in this study.

Figure 1. Authentic Leadership Categorized Skills Summary

<table>
<thead>
<tr>
<th>AUTHENTIC LEADERSHIP QUALITIES SUMMARY</th>
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<tbody>
<tr>
<td>Self-Awareness</td>
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<tr>
<td>Reflexivity</td>
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<tr>
<td>Confidence</td>
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<tr>
<td>Self-improvement</td>
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<tr>
<td>Self-monitoring</td>
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<td>Self-esteem</td>
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<tr>
<td>Value awareness</td>
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**Self Awareness.** Being self-aware in preparation for self-improvement, authentic leaders know themselves (W. L. Gardner, Avolio, Luthans, et al., 2005; W. L. Gardner, Avolio, Walumbwa, et al., 2005; Luthans & Avolio, 2003). Self-awareness is the most personal process in an authentic leadership development approach. Authentic leadership strategists (George, 2004; George, Sims, McLean, & Mayer, 2007; Terry, 1993) and theorists (Avolio & Gardner, 2005; W. L. Gardner, Avolio, Luthans, et al., 2005; Luthans & Avolio, 2003) espouse the benefits of owning your strengths and weaknesses before attempting to lead others. As Northouse (2013) asserts “self-awareness includes reflecting on your core values, identity, emotions, motives and goals and coming to grips with who you are at the deepest level” (p. 263). Sense of self anchors decisions and actions, which in turn results in followers perceiving self-aware leaders as more authentic (Northouse, 2013; Waite et al., 2014). A leader who is self-aware practices reflexivity with an aim to improving attitude, behaviour or performance (Eriksen, 2009; Steen, 2013). Confidence (Avolio & Gardner, 2005), high self-esteem and personal value awareness (Northouse, 2013) all characterize leader self-awareness. Controlling ones own feelings, actions and behaviour, self-monitoring, is also identified by authentic leadership theorists as valuable skill within the self-awareness category (Avolio & Gardner, 2005; Luthans & Avolio, 2003).

**Balanced Processing.** Informed, active decision-making is the crux of balanced processing. Before taking decisive action, a leader who practices balanced processing, undertakes an unbiased critical analysis of information (W. L. Gardner, Avolio, Walumbwa, et al., 2005). Objectiveness and commitment to goals (K. C. K. Lee & Cassidy, 2007) may be considered balanced processing skills. Relying upon relational transparency authentic leaders who actively engage in balanced processing openly express their own perspectives but display
mature, objectivity in interactions with others (W.L. Gardner, Avolio, Walumbwa, et al., 2005). As Northouse (2013) points out authentic leaders explore the opinions of others, with full objective consideration of affirming and dissenting viewpoints, while controlling their personal feelings and emotional bias (p. 264). Leadership skills like empathy and composure reflect this category of skills as well.

**Relational Transparency.** Interpersonal exchange is core of leadership defined as a group process. Relational transparency described by Northouse (2013) as “being open and honest in presenting one’s true self to others” (p. 264) is required of an authentic leader. Waite et al. (2014) endorses openness as a critical to the embodiment of authentic leadership skill. Candour about information is relatively commonplace, but revealing thoughts or expressing sincerity of emotion more challenging aspects of relational transparency. Respectful, believable and trustworthy describe authentic leaders (Bass & Steidlmeier, 1999; W. L. Gardner, Avolio, Luthans, et al., 2005; Toor & Ofori, 2008). Authentic leaders embrace a transparent attitude in turn followers perceive them as genuine encouraging behavioural reciprocity (Waite et al., 2014).

**Internalized Moral Perspective.** Embodiment of an internalized moral perspective requires a solid, positive sense of self in relation to the world (Northouse, 2013). Hope and optimism are core fundamental attitudes for authentic leaders (Avolio & Gardner, 2005). Youssef and Luthans also show that being resilient also reflects an internal moral view that aligns with authentic leadership (2005). Relying heavily on self-awareness and balanced processing an internalized moral perspective mitigates influence from outside pressures, as authentic leadership theorists argue, personal values and standards guide a self-regulatory
process forming an internalized basis for controlling actions (W. L. Gardner, Avolio, Walumbwa, et al., 2005). Leadership qualities recognized by theorists that reflect this internalization include caring (K. Lee & Cassidy, 2007), emotionally intelligent (Danko, 2015) and humble (Adair, 2009; Gallagher & Tschudin, 2010).

**Interior Design Leadership Skills**

Within the interior design literature, journal, and news articles, there were no explicit leadership skills or definitions but a few important aspects of leadership function and skill were identified. Danko (2010) characterizes great interior design leaders as able to activate positive change with local, national, and global impact. In synthesizing the interior design literature professional excellence, field specific knowledge, designing and communication prowess all buoyed by confidence emerge in defining interior design leaders and leadership.

Interior design work pushes leadership attribute boundaries beyond a traditional Design Leadership business scope. Aside from knowledge based problem-solving and communication competencies, mentioned in the Interior Design Body of Knowledge (IDBOK) (Guerin & Martin, 2005), visionary having global personal and professional foresight, emerges as the most recognized and sought after design leadership attribute. Hasell (1996) examined trends considered most significant for interior designers the study concludes a new nature of visionary leadership is required citing the importance of leaders who are able to rally for “global cooperation”, “consensus on ethical standards regarding environmental issues and human rights”, “corporate sensitivity” and “valuing individuality and flexibility” (p. 6).

Gloppen’s (2009) work, recognized by Danko (2015), associates design leadership with design knowledge and thinking endorsing emotional intelligence, imagination, creativity,
innovation, and value creation as design leadership competencies. Budd’s (2011) focus group participants emphasized leadership skills such as “understanding of business principles, facilitation skills, an ability to see the big picture, design with intelligence, and to communicate well” (p. v). Guerin and Martin (2005), Danko (2010), Hasell (1996), Budd (2011) and Gloppen (2009) all offer number of skills that may be considered essential for interior design leaders and categorized according to the design leadership skill framework adopted from Miller and Moultrie (2013b).

Miller and Moultrie (2013b) divide design leadership skills into five integral categories: design skills, cognitive skills, interpersonal skills, business skills, and strategic skills. Some skills fit within the generic leadership categories, cognitive, interpersonal, business, and strategic, while others in the design category were affirmed as specific to design leaders. Essentially their research results indicated, “design leaders perceive they have a very strong set of design-related skills closely aligned to key interpersonal and cognitive skills” (p. 41).

An explanation of each skill category, identified in Miller and Moultrie’s (2013b) study as well as Alnelind and Alven’s (2014) study, follows. One of the criticisms of skills approach theories is the lack of skill specificity to leadership this fault is acknowledged by proponent theorists (M. D. Mumford, Zaccaro, Connelly, & Marks, 2000). Although the skills are seemingly generic the skills leadership theory concepts are contextually flexible, and when viewed from a leadership perspective, they are considered foundational skills essential for leader success (M. D. Mumford, Zaccaro, Johnson, et al., 2000; T. V. Mumford, Campion, & Morgeson, 2007; Northouse, 2013). Further to the skills identified by the theorists above, skills identified throughout the design leadership, generic leadership and interior design literature used
in this thesis, that fit within these categories are also provided. Figure 2 displays a categorized summary of potential interior design leadership skills for use in this study.

Figure 2. Interior Design Leadership Categorized Skills Summary

<table>
<thead>
<tr>
<th>INTERIOR DESIGN LEADERSHIP QUALITIES SUMMARY</th>
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</thead>
<tbody>
<tr>
<td><strong>Design</strong></td>
</tr>
<tr>
<td>Inspire</td>
</tr>
<tr>
<td>Imagine</td>
</tr>
<tr>
<td>Envision</td>
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<tr>
<td>Design</td>
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<tr>
<td>Edit</td>
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<tr>
<td>Write</td>
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*Skills as identified by Miller and Moultrie (2013)*

*Skills added by Alnelind and Alven (2014)*

*Skills added from design leadership and interior design literature*

Design Skills. As all of the design leadership theory within the preceding Chapter 2 sections suggests that design is becoming more established as a unique element of leadership and a validated leadership approach. In fact, Miller and Moultrie (2013a, 2013b), Alnelind and Alevn
(2014) and a number of theorists are working to test design leadership against generic leadership skills to substantiate a differentiation. There are innumerable design skills that could be translated into design leadership skills; too many to elaborate on within this literature review. Consequently, Miller and Moultrie’s (2013b) model is used as a foundation with “inspire,” “imagine,” “envision,” “design,” and “edit” as design skills. From the design literature “innovate” and “create” have been added as significant design skills. “Enthusiasm” or “passion” received overwhelming support as a required leadership skill in the general skills approach literature (Adair, 2009), design literature and interior design literature (Budd, 2011; IDC, 2011, 2012, 2013). Other interior design literature reveals “ethical awareness” (Douthitt & Hasell, 1985; Hasell, 1996), and “collaboration” (CIDA, 2014a; Guerin & Martin, 2005; IDC, 2011) as potential design category leadership skills.


The skills model outlined by Miller and Moultrie (2013b) included “draw,” “listen,” verbalize, observe, write, learn, and adapt. Alnelind and Alven (2014) qualify learning as being able to adapt and add “critical thinking” and “reading” as design leadership skills based on the results of their study. In examining the design and interior design specific literature a number of further cognitive skills, qualities or attitudes may be added including curiosity and imagination

**Interpersonal skills.** Interpersonal skills represent social interaction and the ability to influence others (T. V. Mumford et al. 2007). Assigned leadership positions or taking on a leadership role often sees interior designers leading others, are where the listed leadership skills would prove most valuable. However outside of an assigned role the social influence fundamentals of leading others are still important. Interpersonal skills like building relationships do not necessarily have any limiting barriers such as age, role, or place in the professional education stream. Although prowess may improve with time, it can be demonstrated to full effect at any point within the career of an interior designer.

Miller and Moultrie’s (2013b) study names motivate, nurture, persuade and negotiate as essential, Alnelind and Alven (2014) affirm perceive socially, and coordinate as possible inclusions for design leadership. Additional interpersonal qualities and attitudes such as building relationships (Best, 2010; Kennedy & Chen, 2015; Klinkhamer, 2002; Tew, 1991), facilitate, team centred (H. Cooper, Spencer-Dawe, & Mclean, 2005; Dugan & Komives, 2007; Galford, Hawkins, & Hertweck, 2015; K. C. K. Lee & Cassidy, 2007; Moum, 2010; Muenjohn et al., 2013), engage (Turner, 2013), generosity (K. C. K. Lee & Cassidy, 2007), and human centred (Adams, 2013; Caan, 2011; CIDA, 2014a, 2014b), were drawn from the skills theory, design leadership and interior design literature as pertinent skills for leaders.

**Business skills.** Business skills are meant to align with the organizational and community context in which a leader operates emphasizing the ability to organize resources (Miller & Moultrie, 2013b; T. V. Mumford et al., 2007). This category of skill reflects an integration of
attitudes, behaviour, and communication. Turner’s (2013) ideas translate the “context for design” as, awareness of the design activity taking place at all levels in an organization acknowledging it is design (p. 123).

The skills named by Miller and Moultrie (2013b) in the business category are structure, analyse, and synthesise. Alnelind and Alven (2014) add manage to the mix as required for design leaders. Turner (2013), in his directing others category, emphasizes direct, mobilizing results, and managing resources which may be added as valuable design leader skills. The ability to problem solve (Cennamo et al., 2011; Council for Interior Design Accrediation [CIDA], 2014a; Guerin & Martin, 2005; M. D. Mumford, Zaccaro, Harding, et al., 2000), professional (Baker & Sondhi, 1989; Birdsong, 2001; Bowles, 2008; Budd, 2011; CIDA, 2014a, 2014b; IDC, 2013; Tew, 1991), reliable (IDC, 2012; K. C. K. Lee & Cassidy, 2007) and resourceful (McCullagh, 2008; Waite et al., 2014) were derived from the literature as pertinent business skills for the field of interior design.

**Strategic skills.** According to Miller and Moultrie (2013b) strategic skills are conceptual enabling leaders to identify and evaluate future scenarios for the purpose of allocating resources. Turner (2013) says the number one responsibility of a design leader is envisioning the future that he translates into helping an organization physically translate their company vision and providing strategic options (p. 112). Regardless of business context the ability to think strategically beyond the bounds of design, to link decisions with daily activities, and translate them into tangible realities is a design leadership specialty. Of all the generic skills categories offered by the skills approach theorists strategic skills align most often with higher level organizationally assigned leadership roles (M. D. Mumford, Marks, Connelly, et al., 2000; T. V. Mumford et al., 2007;
Turner, 2013). Within the interior design profession, the same holds true, there is an emphasis on strategic skills being supported by increased knowledge and experience (CIDA, 2014b; Guerin & Martin, 2005; Hasell, 1996; Hernecheck, Rettig, & Sherman, 1983).

Strategic skills in Miller and Moultrie’s (2013b) model include identify, plan, connect, translate, and manoeuvre. Alnelind and Alven (2014) add appraise, evaluate, and envision. Value creation (Anderson, Honey, & Dudek, 2007; Barch, Harris, & Bonsall, 2012; Turpin & Guerin, 2010), intuitive (Budd, 2011; IDC, 2011, 2013) and awareness (Douthitt & Hasell, 1985; Hasell, 1996) are three additional standout strategic interior design skills alluded to repeatedly within interior design literature.

In summary, the authentic leadership model embraces a lifelong approach to learning, has high individual leader-centric skills mapping potential, and complements the values based practice of interior design. The design leadership model, grounded by a skills approach to leadership, supports the uniqueness of design and of interiors as a professional design field. Both authentic and design theory support the idea that skills within the authentic and design leadership set are accessible to all who are willing to take on the challenge of learning. As well, employment of each learned skill transcends positional boundaries. Each quality, in the case of the authentic model, and each skill category as defined by Miller & Moultrie’s (2013b) design leadership model acts as a guide for establishing fitting intern interior designer leadership skills to test in this study. Categorical assignment also allows for clarity in mapping strategy for education.
Leadership Education

This section is meant to anchor the discussion of implications for interior designer education research question two aims to address. First, broad leadership education theory is presented. Authentic and design leadership education considerations and tactics follow to supplement the ensuing brief critical review of current interior design leadership education.

Globally, as vast as the leadership definitions and theories are, so too are theories on educating leaders. Adair (IDC, 2007) sums up the resulting leadership education challenge stating “the belief that leadership qualities can and should be taught grew as time went by; what was less clear was how it should be done” (p. 10). Broadly, leadership education literature emphasizes the need for both education and experience components in development programs (Northouse, 2013). Curricula adjust to suit individual (Day, 2011; Komives et al., 2011), organizational (Carter et al., 2005; Youssef & Luthans, 2005; Yukl, 1998) or community (Browne-Ferrigno, 2001; Feldman & Greenberg, 2005; Howe & Stubbs, 2003; Kulig, 2000; Wagner & Mathison, 2015) learning goals. Leadership learning methods shown to be effective include teaching, training, educating, instructing, tutoring, coaching and mentoring (Adair, 2009).

More specifically, theorists often begin the foray into leadership education by looking to advance a leadership model skill set established by a specific leadership theory (Bass, 1999; Bass & Riggio, 2006; Everett & Sitterding, 2011; Wong & Laschinger, 2013). Authentic (Avolio, 2005; Avolio & Gardner, 2005; Luthans & Avolio, 2003) and skills approach (Adair, 2009; P. L. Wright & Taylor, 1985) researchers highlighted in this thesis emphasize leadership identity, addressing deeper principled aspects of leadership with manifestations of progress viewed from
INTERN LEADERSHIP

individual, organizational, or community levels (Komives, Owen, Longerbeam, Mainella, & Osteen, 2005; Lord & Hall, 2005). In turn, the authentic leadership and skills approach ideas are used to direct discussion of leadership education theory in this thesis.

Focused on practitioner expectations for intern leadership skills, the educational framework for this thesis has an individual focus. Theoretically, Day (2014) clarifies “leadership development” theory as that which focuses on team building with organizational goals a priority, whereas “leader development” centres on individual capacities. Leader development comprises “individual self-management, social, and work facilitation capabilities, and it unfolds over time; is maximized by a variety of experiences that provide feedback, challenge and support; and is also contingent on an individual’s ability and willingness to learn from experience” (Day, 2011, p. 38; Day et al., 2014; McCauley & Velsor, 2004). Although the leadership theories highlighted by this literature review could be examined from leader or leadership development perspectives, this thesis targets individual leader development focusing on individual leadership capacities and leader identity building strategy.

Leader identity building theories appreciate that individual leadership attributes, styles, and behaviours derived from any established theories may manifest in a leader, emphasizing how individuals come to see themselves as leaders (Komives et al., 2005). Komives, Longerbeam, Owen, Mainella, and Osteen (2005) established a leadership identity model describing six compounding individual progress stages that aligns with personal development. (p.97).1 Leaders grow at different rates (Guillén, Mayo, & Korotov, 2015; Komives et al., 2005; Lord & Hall, 2005) learning to apply established skills across individual, team, operational and strategic domains (Adair, 2009; Lord & Hall, 2005). As Lord and Hall’s (2005) research proposes
“changes in the leader’s own identity affect the leadership knowledge, goals and interpretive structures that are easily accessed” (p. 596).

Leader identity formation is not a stand-alone activity; it requires collaboration and support (Dugan & Komives, 2007; Kumar, Adhish, & Deoki, 2014; Slater, 2008; West-Burnham, 2004). Three means produce the most successful results: observe/assess, build knowledge, and practice what has been learned with feedback (Komives et al., 2005; Lord & Hall, 2005). The ability to translate learning into practice, to positive effect, determines the success of any leadership development. With consistent leadership learning, individuals exhibit complex leadership identities applying fundamental leadership skills across a variety of contexts and situations.

**Authentic Leadership Education**

Proponent theorists of authentic leadership (Avey, Avolio, & Luthans, 2011; Avolio, 2005; Avolio & Gardner, 2005; W. L. Gardner, Avolio, Walumbwa, et al., 2005; Youssef-Morgan & Luthans, 2013) believe leadership education must emphasize ethics. W. L. Gardner, Avolio, Walumbwa, et al. (2005) point out that “any effort to develop authentic leaders, or any leader, must consider the leader’s moral development, for genuine development to occur” (p. 387). More broadly Shamir & Eilam (2005) emphasize authentic leaders “are more likely than inauthentic leaders to find the inner strength and internal compass to support them and guide them when dealing with their challenges” (p. 400).

Authenticity from authentic leaders, authentic leadership, and authentic leadership development viewpoints dominate the literature. Authentic leadership development theory as put forth by Avolio and Gardner (2005) has an overwhelming scope of nine leader and follower
components to consider in development. Shamir & Eilam (2005) critical of this expanse create a model for intrapersonal authentic leader development with four developmental components, leader identity, self-knowledge and self-concept clarity, self-concept aligned goals, and self-expressive genuine leader behaviour (p. 399). Recognizing the value in focusing on the individual as leader W. L. Gardner, Avolio, Luthans, May and Walumbwa (2005) also developed a self-based model of development derived from theoretical literature on self and identity. This thesis emphasises a leader identity building perspective agreeing with W. L. Gardner et al. (2005) that authentic leader development is the precursor to authentic leadership development.

Authentic leadership theorists argue that anyone can learn to be an authentic leader. As J. W. Gardner (1993) attests “leadership is not a mysterious activity … and the capacity to perform those tasks is widely distributed in the population…most of what leaders have that enables them to lead is learned” (p. xv). Gallagher and Tschudin (2010) from a nursing profession perspective, conclude ethical leadership is everyone’s business, all are leaders aspiring to good ends (p. xx). Building authenticity is the key, as Bennis (1994) professes “. . . to be authentic is literally to be your own author, to discover your native energies and find your own way of acting upon them. Not existing simply to live up to an image posited by the culture or some other authority” (p. 4).

Citing a number of studies done to explore whether leaders are born versus made, Avolio et al. (2009) show that leadership research agrees with “the ‘life context’ one grows up in and later works in is much more important than heritability in predicting leadership emergence across one’s career” (p. 425). Eigel (2005) argues the “whole person” approach best supports authentic leader development and development strategy should reflect this idea (p. 348). Even before authentic leadership theories took hold in the literature in 2005 (Northouse, 2013), Danko (2003)
recognized that adding authentic leadership skills to student learning develops the whole person arguing “increasing evidence points to the need to teach the whole person, both cognitively and affectively, in order to cultivate responsible individuals who are able to contribute to society in productive and ethical ways” (p. 82).

In establishing education strategy for authentic leader development, authentic leadership theorists believe there are three fundamental activators: moral reasoning, positive psychological capacities, and trigger events for learning (Northouse, 2013). Further, authentic leader or leadership development interventions are effective according to W. L. Gardner, Avolio, and Walumbwa (2005) provided: they align with the nature of the theory and constructs being tested, “leverage top management support to implement high-quality research/design/interventions” (p. 393), and learners demand a measurable return on development investment from leadership providers. Authentic leader studies affirm these aforementioned criteria for effective strategy.

W. L. Gardner, Avolio, Luthans, et al. (2005) propose that Authentic leader development reflects: personal history and trigger events, self-awareness (values, identity, emotions, goals and motives), self-regulation (reflecting balanced processing, authentic behaviour and relational transparency), and positive modelling. A study by Longman (2009) affirmed W. L. Gardner et al.’s (2005) requirement for trigger events, emphasizing that significant events (short or long) enhance self-awareness and self-regulation. In addition to the notion that positive capital, which according to Avolio and Gardner (2005) includes hope optimism, resiliency, self-efficacy and confidence is significant to successful development. Finally as a number of authentic development leadership theorists (Baron & Parent, 2015; Eigel & Kuhnert, 2005; Eriksen, 2009;

With leadership training programs playing a large role in today’s leadership development, Baron and Parent (2015) conducted research to examine how participants develop authentic leadership with a training context. Baron and Parent (2015) conclude authentic leader development flows through an exploration phase with three steps: developing self awareness, identifying behaviours, trying new behaviours, followed by an integration phase which features a trigger event and transfer, resulting in observed change. (p. 42). Further, Baron and Parent (2015) establish, given the personal nature of authentic leadership learning, appropriate individual challenges undertaken in safe supportive places foster development progress (p 39).

Waite et al. (2014) in researching how best to foster internalization of authentic leader skills endorses the thoughtful placement of leadership content and experiences arguing “placement of leadership content earlier in the plan of study and ongoing throughout the curriculum provides students with a broad base of leadership content. This approach affords students the opportunity to challenge assumptions while developing a personal repertoire of leadership skills that can be nurtured in a safe environment and further developed over time” (p. 290).

Gallagher and Tschudin (2010) and Feldman and Greenberg (2005) from a nursing profession standpoint offer specific theoretical perspective in developing ethical authentic leaders within a profession. Maintaining the ethical leadership growth process begins in childhood and continues over a lifetime educators are encouraged to promote lifelong leadership learning. The first required strategy is to adopt a critical multidisciplinary approach to professional knowledge and ethics. Ways to do this include establishing a professional
foundation of knowledge including codes, ethical approaches, principles, and decision-making frameworks, looking critically at ethical failures. The next strategy for leaders is observing, practicing, and inviting feedback on ethical leadership skills. Means include observing and emulating others, identify ethical leaders in the profession, and historical reflection. Finally, for intellectual and moral virtues, habituation (practice reflect and repeat), role modelling, self-awareness, alongside aspiring to betterment are recommended (Gallagher & Tschudin, 2010 p. 226 & 227).

Authentic skills are internalized attitudes and behaviours (Baron & Parent, 2015). Relying on internalized belief systems about capacity, learning efficacy “requires substantive opportunities to critically reflect and dialogue about concrete experiences” (Komives et al., 2011, p. 72). Avolio (2005) affirms this idea stating,

[1]leadership development unfolds over time based on one’s developmental readiness, and where you are in your respective life stream. It will unfold more or less smoothly depending on the developmental support that characterizes the context in which the person operates. As it unfolds it can be boosted with additional support mechanisms, such as when a peer or coach (or both) provide feedback on how well the person is progressing toward a leadership developmental goal. (p. 163)

In synthesising the authentic leader development research there are four methods or tools that emerge as most effective for cultivating authentic leader identity: critical thinking, appreciative inquiry, narrative and trigger events.

Critical Thinking. Critical thinking exercises authentic leader skills including self-awareness, balanced processing, internalized moral perspective (W. L. Gardner, Avolio,
Walumbwa, et al., 2005) and fosters leader identity development (Waite et al., 2014). As Waite et al. (2014) insist from a nursing perspective “[d]evelopment of student leadership capacity and efficacy is critical…vital to this process is a strong foundation in critical thinking that includes a depth of understanding of self (i.e., authentic leadership development)” (p. 282). Baron and Parent (2015) recommend adopting techniques for improving authentic leadership skills that encourage taking a critical look including discussion emphasizing contrasting ideas and self-awareness exercises (p. 39). Avolio (2005) attests “if it is not difficult, if it is not challenging, if there is no engagement and sometimes conflict; then very little development occurs” (p. 161).

Teaching students to think critically is already an integral element in post secondary education (Berkovich, 2014; Carmel-Gilfilen & Portillo, 2010; Pigza, 2015). With innumerable critical thinking learning techniques being employed and evaluated for effectiveness, it is a realm too broad to address fully in this thesis. Fundamentally, as Waite (2014) concludes, to support critical thinking educators must commit to the concept of meaningful leader development, showing “a willingness to explore new teaching strategies that foster active student engagement” (p. 290).

**Appreciative Inquiry.** Appreciative inquiry, in keeping with the foundation of authentic leadership development theory, emphasises the positive and the value of reputable authentic guides (W. L. Gardner, Avolio, Walumbwa, et al., 2005; Northouse, 2013; Puente, Crous, & Venter, 2007). Assessing strengths and weaknesses with aim to internalize positive changes is an authentic leader development fundamental (George, 2004; George, Sims, & Gergen, 2007; Luthans & Avolio, 2003). In training contexts Baron and Parent (2015) suggest positive encouragement, anticipation of issues and proactive repetition are more likely to foster authentic
leader development. Trigger events for authentic leadership learning according to Puente et al. (2007) often involve appreciative inquiry. Finally, it is widely accepted by authentic leadership theorists that authentic leaders as positive exemplars breed authenticity in followers (Avolio & Gardner, 2005; W. L. Gardner, Avolio, Walumbwa, et al., 2005; George, 2004; Schuyler, 2014). Waite (2014) agrees endorsing learner centred educational offerings where “teachers act as guide for student directed integration of theory, self-reflection, experiences in leadership” (p. 290).

**Narrative Techniques.** Narrative methods of appreciative enquiry, for authentic leader development are prominent in the literature. Albert & Vadla (2009) studied personal narrative for development of authentic leader skills in the classroom citing three requirements for success: space, authorship and taking students to the edge of knowing (p. 73). Eriksen (2009) also endorses student narratives that emphasize reflexivity, self-awareness, and self-authorship where students first “identify and clarify their values and beliefs to consider impact of these on their day to day organizational lives and leadership” (p. 747). Danko (2003, 2010, 2015) since 2003 has been employing narrative within interior design education as means to develop the whole person and enhance authentic leader development. According to Danko (2003) incorporating “narrative nurtured not only an intellectual understanding of design and design process, but also emotional development” (p. 82). Narrative techniques have the potential to build self-awareness, foster relational transparency, and work balanced processing skills all essential to authentic leader development.

**Trigger Events.** Finally, authentic leadership theorists have touted trigger events as essential to leader development (Baron & Parent, 2015; Puente et al., 2007). Meaningful trigger events most typically occur over a lifetime of leadership (Baron & Parent, 2015; Ford &
Harding, 2011; W. L. Gardner, Avolio, Luthans, et al., 2005), can be actual or reflected upon as a past event (Baron & Parent, 2015). According to Baron and Parent (2015) single, short authentic leadership development programs require employment of a trigger event stating “in training or education scenarios the planning of a trigger event has proven to be somewhat successful in promoting the internalized of authentic skills” (p. 39). Baron and Parent (2015) argue how meaning is assigned to the event is most important and described three phenomena that deepen the planned trigger event for the participant, the “clamp effect”, “safety net effect”, and “organizational simulation effect” (p. 42). Essentially, progressive pressure on the participant to take action, alongside reduced perception of risk, and a scenario aligned with reality, increases planned trigger event effectiveness within an authentic leader development program (Baron & Parent, 2015, p. 42).

Authentic leader learning can be achieved in various ways across a lifetime. Contributing to an individual’s leader identity developing self-awareness, balanced processing skills, relational transparency, alongside an internalized moral perspective is elemental for authentic leaders. Critical thinking, appreciative inquiry, narrative, and trigger events methods, or techniques stimulating internalization of attitudes and behaviours are best suited to authentic leader education.

**Interior Design Leadership Education**

Interior designer education literature is widely available with many theorists making strides in demonstrating effective ways and means to build disciplinary and professional knowledge (Afacan, 2015; Ah & DiCicco, 1995; Ankerson & Pable, 2008; Beecher, 2006; Benhamou, 1980; Benson & Friedmann, 1981; Carmel-Gilfilen & Portillo, 2010; Clemons &
McCullough, 1989; Dohr, 1991; Fowles, 1991; Konkel, 2014). However, there is a scarcity of substantiated leadership focused interior design education literature. Therefore in this section examines the broad view of design leadership education entrenched by a skills approach to leader development. A brief critical examination of interior designer education, relative to the authentic and design leader development strategies discussed to this point in the chapter, follows.

Turner (2013) in establishing what design leaders do within an assigned leadership role emphasizes a function based best practices approach to knowledge and skills building. Observation and emulation can be derived from Turners (2013) work as two viable learning techniques. Case studies of successful design leadership are the main component of Turner’s (2013) book, centring on a leaders delivery of design in business. Other design leadership theorists (Eisermann, Gloppen, Eikhaug, & White, 2005; Everett & Sitterding, 2011; Gloppen, 2011; Han & Bromilow, 2010; Joziasse, 2011; McCullagh, 2008) follow suit citing how to be a great design leader or what a design leader does without necessarily detailing individual skills required. Although observing successful design leadership or leaders in context is valuable for individual leadership learning, skill specific tactics would also prove valuable for learning leadership.

The theoretical design leadership approach used by Miller and Moultrie (2013b) adapted a more generic skills based approach to leadership with design skills integrated as a required design leadership component (Alnelind & Alvén, 2014; Miller & Moultrie, 2013b; P. L. Wright & Taylor, 1985; S. Wright, 2008). One of the advantages of working from a skills theory base is development ideas align with general leadership development curricula (Northouse, 2013) and professional learning theories. Combating the potential for leadership skill building to be buried
in the generic or overarching design view, educators must relay that the education pertains to leadership. In addition, emphasise to students the value of a leader skill set in the design community and beyond. In building individual leadership qualities four broad curricula practices stand out for design leadership educators: establish guiding leadership principles, build leadership knowledge, educate or train for specific leadership skills, and develop practice feedback loops.

**Establish guiding leadership principles.** According to a number of leadership development theorists (Aitken & Higgs, 2010; Avolio, 2005; Feldman & Greenberg, 2005; Henein & Morissette, 2007) especially theorists centred on building student leadership (Bradley-Baker & Murphy, 2013; Foli et al., 2014; Komives et al., 2011; Komives, Lucas, & McMahon, 2007), the first priority for programmatic success is establishing guiding principles for leadership development. Guiding principles or philosophies provide the necessary values base for design leadership education (Komives et al., 2011). Examples of guiding principles set down to support leader development include Nicholson’s (2013) seven principles for sustainable leaders², Adair’s (2009) seven key principles of effective development³, Traynor’s (2013) 12 leadership principles for practicing Pharmacists⁴, and Komives et al.’s (2011) seven leadership principles⁵ for students. Clarifying development boundaries with principles is the precursor to establishing the necessary leadership language for leader identity building (Komives et al., 2011).

**Build leadership knowledge.** Building knowledge is not a new concept to any educator. The ways and means of putting forth new knowledge for assimilation by students are innumerable, to vast for this study to summarize as a precursor to leadership specific knowledge building. Building leadership knowledge from a skills perspective emphasizes exposure to
leadership theory (Adair, 2009; Feldman & Greenberg, 2005), critical discussion (Byrne, Mumford, Barrett, & Vessey, 2009; M. D. Mumford, Zaccaro, Connelly, et al., 2000; T. V. Mumford et al., 2007), and contextual consideration (Browne-Ferrigno, 2001; Dyess & Sherman, 2010; McDade, 1987; Wergin, 2007). Creating opportunities for students to observe leader role models and practice leading is also a primary goal for leadership educators (Komives et al., 2011). Development of ways to evaluate whether the information on leadership has been learned and to what degree is also important (Adair, 2009; Dugan & Komives, 2007; Feldman & Greenberg, 2005; Komives et al., 2011, 2005). As Komives et al. (2011) contend, student exposure to leadership theories and scholarship helps in establishing a leadership language from which to build leadership identity stating, “[l]anguage creates the ability to reflect on, discuss, and critique the behaviors they have seen in themselves and others (p. 104).

**Educate or train for specific leadership skills.** Once specific leadership skills have been identified as important, each may be approached from a learning best practices standpoint to determine the most effective course of action. For example within the design industry or professional context, using Miller and Moultrie’s (2013b) model business category skill of structure, training may focus on leading a project using project management techniques (Best, 2010). Many leadership skills, for example design or critical thinking, as Northouse (2013) suggests in his synthesis of the leadership skills approach may be seen as generic skills or overlap with skills already identified as generally essential for a profession like interior design (CIDA, 2015b; Guerin & Martin, 2005). In creating developmental approaches acknowledging this duality and emphasising the value of the skill from a leader or leadership perspective is key (Komives et al., 2011).
Develop practice feedback loops. Broadly leadership development theorists attest that feedback, guidance, coaching, and mentorship are essential for learning leadership (Aitken & Higgs, 2010; Avolio, 2005; Day, 2011; Komives et al., 2011; McCauley & Velsor, 2004). More significantly skills approach theorists (Adair, 2009; Miller & Moultrie, 2013b; M. D. Mumford, Marks, Connelly, et al., 2000; P. L. Wright & Taylor, 1985), life long education theorists like Jarvis, Holford and Griffin (2003), professional education theorists like Fullan (1995) and interior design researchers (CIDA, 2014b; Fowles, 1991; Guerin & Martin, 2004; Harwood, 1989, 1995) concur. As with the three leadership curricula best practices already discussed the ways and means for integrating feedback into leadership education are innumerable. Narrowing the field, a study by Hicks (2011) confirms the importance of high quality mentorship programs in leadership development.

Hicks (2011) examination of mentorship in leadership development identifies critical aspects in the practice of mentoring concluding,

[f]ormal programs can provide a structured way for people in these situations to find the mentorships they seek. Training for both mentors and protégés in formal programs is essential. Mentors and protégés need to sit down together and discuss the ground rules of their mentoring experience together. (p. 73)

Further Hicks (2011) indicates the intern mentor relationship requires constant nurturing, but it is mutually beneficial. Better training for mentors, stronger interpersonal skills, and multiple methods of leadership learning with full community support make for better formal leadership programs (Hicks, 2011).
The ways and means to develop leadership from a design leadership perspective are vast. Strategies that are supported by leadership principles, build leadership knowledge, target specific leadership skills and include feedback loops bring the most favourable results. With intentional, measurable leadership learning initiatives reaping the most reward on a leadership development investment, informal and formal community support for leadership identity building is also essential.


The professionalism process, as set out by Abbott (1988), including association membership, name change, establishment of a code of conduct, and legislative actions, is in full effect for interior designers (Sasaki, 2002). As Anderson et al. (2007) attest, “[i]nterior design professionals have been working to define interior design as a distinct and valued profession for more than fifty years. Continuing efforts to gain professional recognition include academic accreditation, apprenticeship, examination, licensure, and self-regulation through professional associations” (p. v). Prospective interior designers in Canada are encouraged to embrace being a registered professional (CIDQ, 2015a; IDC, 2014b).
Students of interior design go through a number of processes to come to an enduring sense of who they are as designers, personally and professionally, within the interior design community and beyond. To be registered as professionals, interior designers must pass the interior design qualifications exam set by CIDQ (2016), and to sit the exam an individual must satisfy formal education and experience requirements (CIDQ, 2015g). Professional certification brings a level of accountability to interior design work, a base of fundamental interior design knowledge, and a full system of professional supports.

Harnessing Guerin and Martin’s (2004) interior design career cycle’s iterative learning approach, this study maintains interior design knowledge and skills are developed along the professional path framing the education of interior designers. Guerin and Martin (2004) state traditional professional interior design education includes formal education, experience, examination, and registration establishing,

[t]he career cycle suggests the iterative nature of any career. While each stage in the career path is completed, there is continual forward movement supported by brief forays back and forth. Even after designers are regulated, they continue to gain experience and continue to engage in various forms of education while they proceed through their career cycle. The term “cycle” infers that there is no defined endpoint. While there are defined stages or steps along the way that may be one-time-only (examination and regulation), designers can move back and forth to gain education and experience throughout their careers. (p. 9).

Dall’Alba and Sandberg (2006) affirm the benefits of an iterative premise and value of a career cycle approach in a critical review of professional development stage models concluding
“not only is the development of understanding circular, but understanding is always embedded within a particular context” (p. 385). This study relies on the interior design career cycle approach for exploring interior designer leadership education strategy.

The professional bounds, to some in the community, may limit or hinder interior design profession growth, in a world that is changing so rapidly. Although the new knowledge base, set by CIDA (2014b), responds to many of these global forces, researcher and educator Danko (2010), presents one of the dilemmas of professional education stating that, “[t]he demands of educating today’s emerging design professionals necessarily fixes our focus on the more immediate issues facing graduates such as professional qualifications and credentialing, professional identity and the growth of professional associations” (p. v).

**Figure 3.** Interior designer learning spiral (by author adapted from Guerin and Martin’s (2004) career cycle approach)
Further, even practitioners see that professional regulatory boundaries may impede relations in a multidisciplinary field. Early after the IDBOK (2005) emerged, Weigand (2014), in an International Interior Design Association (IIDA) Perspectives article presented a counterpoint by arguing an expanded career track that emphasizes unity is becoming more valuable, stating “while the various disciplines continue to posture and protect their turfs, there should exist a parallel strategy that is focused on establishing a dialogue and finding common ground” (p. 1). This argument is especially relevant as leadership adds yet another dimension to the existing knowledge areas and requirements currently laid down for a professional interior designer (Guerin & Martin, 2005).

At present, there is still disciplinary and professional debate in the community manifested in a division between the goals and values of academic educators, governing organizations as well as firms hiring interior designers. This debate influences perceptions on expanding ideas of leadership within interior design. However, a healthy debate is critical in establishing leadership language within the discipline and profession unifying leadership education efforts for future interior designers.

Interior design education spans the life cycle of an interior designers career. Defining interior design leadership as being learned by an individual when strategizing for leadership education is important and meshes with previously mentioned leader identity building theories (Guillén et al., 2015; Komives et al., 2005; Lord & Hall, 2005; H. Nicholson & Carroll, 2013). Sasaki (2002), Fullan (1995), and Jarvis (1992, 2010; Jarvis et al., 2003) agree the individual as the learner, is the most important figure in a discussion of how to educate.
However, the professional education platform for interior designers exposes an individual’s reliance on a community of educators (Guerin & Martin, 2004). As West-Burnham (2004) espouses, “Leadership cannot be taught; it has to be learnt. The most powerful means of developing leadership is to create an organizational culture, which values the sorts of learning most likely to enhance the capacity of individuals to lead” (p. 5). While leadership learning lies with the individual, leadership education is a challenging community endeavour.

Along the full spectrum of the interior designer career cycle, professional education must align with professional development. Professional development embodies the concept of self-directed learning that is mandatory for those pursuing or maintaining professional designation (Sasaki, 2002). Identification of one’s own strengths and weaknesses in conjunction with recognition of opportunities and threats enables an individual to make changes to enhance professional performance (Fullan, 1995). Learning is an interactive, iterative process that requires accountability and critical self-reflection (Sasaki, 2002; Schon, 1987). As best described by Knowles (1975), both in and beyond professional education, individuals must “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” (p. 18). W. L. Gardner, Avolio and Walumbwa (2005) attest in terms of authentic leadership development “one must be the author of one’s own self-concept and have the ability to change it over time” (p. 392). All of these theorists mentioned in the preceding paragraph speak to the lifespan and ownership of professional learning. Highlighting an individual’s ability and desire to build on
required capacities and practice efficacy (Guillén et al., 2015; Komives et al., 2011; Waite et al., 2014). This sense of ownership is required of authentic interior design leaders.

Post-secondary interior design education programs already support leadership from a design perspective aiming to produce the strongest interior design graduates. However, programs accredited by Council for Interior Design Accreditation (CIDA)\(^7\) are more easily identified, for the purposes of this study, as supporting leadership skills development for interior designers. With standards developed using a rigorous research process, that sees practitioners and educators as primary stakeholders and comprehensive interior design education as a priority (CIDA, 2014b), CIDA (2015a) believes “standards must be relevant, valid, and reliable in order to serve the purpose of ensuring that interior design graduates are well prepared for entry-level practice” (p. 1). CIDA standards reflect many of the leadership qualities mentioned and frame the program as an exemplar of leadership.

The forthcoming 2017 CIDA standard requires that the accredited institution itself establish a leadership identity, structuring the program around established values (CIDA, 2015b). Although each aspect of a program accredited by CIDA (2015b) plays a part in preparing interior design leaders, the “Global Context”, “Collaboration”, “Business Practices and Professionalism”, “Human-Centered Design”, “Design Process” and “Communications” requirements effectively support student design and authentic leadership skill development (p. II-7). As a result, the potential for further integration of leadership language, theory, developmental techniques, and practice into this stage of an emerging interior designers education is high.

Alongside the incorporation of leadership theory, providing opportunities in the formal post-secondary curricula for practice is important. In the case of, both design (Adair, 2009;
Ankerson & Pable, 2008; Harwood, 1995, 1996; Schon, 1984) and authentic (Avolio & Gardner, 2005; W. L. Gardner, Avolio, & Walumbwa, 2005; W. L. Gardner, Avolio, Walumbwa, et al., 2005, 2005) leadership learning, a balance of knowledge acquisition and experiential learning is required. Innumerable effective strategies for teaching and learning interior design already exist such as active, problem-based and studio-base learning (Ankerson & Pable, 2008). Critical thinking and appreciative enquiry two techniques substantiated as effective for developing authentic leadership are widely appreciated in interior design education (Ankerson & Pable, 2008; Carmel-Gilfilen & Portillo, 2010; Danko, 2015; Lois Weinthal, 2011; Vaikla-Poldma, 2003, 2013). Each leadership skill can be, or may already be, part of the curriculum, discussed or practiced within different contexts or situations and many existing interior design teaching methods support this process.

Service learning incorporated into interior design curricula also currently supports leadership education within interiors programs. Participation in course-based service to the community is not only an effective means by which to connect academic learning to practice but to introduce students to the values based leadership (Astin et al., 2006; Clemons, 2000; Farnsworth, 2007; Gloppen, 2009b). Since 2009, the CIDA standards expect learning experiences to include community service and programs to include service learning (Mattson, Corrigan, & Gabb, 2013). Standard 6, Business Practices, cites understanding service instruments to be important, with programs expected to “provide exposure to the role and value of” public service (CIDA, 2015b, p. 10). The Interior Design Educators Council (IDEC) conference theme for 2013 was “Service Leadership”. As IDEC (2013) says, “Service Learning has become a standard in which the academic performance of students can be enhanced. Students
who participate show significant positive effects in their overall academic performance, values, sense of activism, leadership, and choice of service after college” (p. 318). Students, graduates, and interns adopting this service attitude early on in their careers are closer to becoming authentic interior design leaders.

The experience component that sits adjacent to formal post-secondary education is equally important to an intern interior design leaders education. To fulfill the experience component for NCIDQ exam eligibility a graduate must find work in the field. As the newest interior design employees, they are required to execute basic professional tasks while focusing on technical aptitudes and learning office etiquette, all while sitting low on the professional ladder (NCIDQ, 2009). Typically, intern interior designers have limited leadership accountabilities as they are at the front end of an entry-level to expert management spectrum or they are thrown in the deep end in smaller firms and learn very quickly (Bass & Riggio, 2006; Bernie Dana & Olson, 2007). Little guidance from busy colleagues compounds transitional challenges. Bowles (2010) acknowledges that,

[f]or many Interior Design students and recent graduates, times are undeniably tough. Thanks to ugly economic realities, entry-level jobs and even internships aren’t easy to come by. And for those fortunate enough to find work as Interior Designers upon graduation, they’re expected to hit the ground running. (p. 29)

Training beyond the workplace, funded or sponsored by an employer, is not guaranteed for employees. Further specific leadership training or education is not typically offered by employers for those just entering the profession it is reserved for those occupying leader roles. However, as Piotrowski (2008) attests, in smaller firms interns may be thrown into leadership
roles without adequate leadership preparation as leadership education is considered advanced practice, exclusive to designers with extensive professional experience. Once formal interior design education is complete, aside from on-the-job learning an intern must seek out leadership development opportunities and support on their own.

The experience phase of an intern’s career, features self-initiated learning. Continuing education programs required for maintenance of IDC and Provincial registration, approved by the Interior Design Continuing Education Council (IDCEC) are available. However, in terms of leadership learning there are minimal IDCEC (2016) approved opportunities, of approximately 1800 approved courses only 15 are directly related to understanding leadership and leadership skill development. As a resource for emerging designers to learn directly about interior design leadership, the IDCEC offerings seem lacking.

The IDC and Provincial interior design associations offer additional opportunities for self-initiated learning. They sponsor and facilitate informal and formal events, trade, conferences, and awards. IDC along with Architecture Canada (RAIC) hosts the annual IIDEX Canada: Canada’s National Design + Architecture Exposition & Conference (2015). IDC is also a sponsor of various interior design shows across Canada most notably the Interior Design Show Toronto (2015). Attendance at these conferences provides opportunity for emerging designers to attend leadership seminars. Additional student and intern specific events, sponsored by IDC and hosted within individual provinces, are also available. For example, the ARIDO (2015c) Grand Valley Chapter Emerging Professionals Event “where interior designers share their experiences, give helpful advice to students on how to prepare a successful portfolio and answer questions” (p. 1) about career path.

CIDA (2014b) recently acknowledged the value of reciprocal learning relationships in leadership education in the face of global change stating, “interior designers of the future must be well positioned for leadership as they demonstrate strategic and tactical skills. Further, a more diverse range of mentorship models will define interaction between entry-level and more senior designers in the future (e.g., where more experienced designers mentor junior designers and vice versa)” (p. 5). The subject of mentorship is not new to either interior design or leadership development discussions.

In Canada Interior Design Experience Program (IDEP) is the only formal interior design mentorship program, aside from any that may exist with specific employers. As part of the program the student finds a mentor, preferably outside of the firm they work for, to guide them through the work experience phase (CIDQ, 2009). Participation in the program is optional (CIDQ, 2014a). Harwood (1995, 1996) summarizes research from as far back as 1970 espousing the need for an interior design apprenticeship program. His two-part study influenced the implementation of NCIDQ’s IDEP program with results supporting “the need for a structured work experience program for entry level interior designers” (Harwood, 1995, p. 39). CIDQ
Promotes the IDEP program for new graduates to guide them through the various work experience tasks that will benefit them when taking the NCIDQ exams.

The IIDA (2016) Student Mentoring Program, North American based, is also available to IIDA registrants. Touted by the organization as “one of the most dynamic student/mentor programs in the Interior Design industry” (p. 1) a large number of students and mentors gather for a one-day event. However, the IIDA program does not establish an ongoing mentoring relationship with goals and boundaries as recommended for effective development (Hicks, 2011).

The interior design community has many professional supports influencing perceptions of the profession and leadership. The IDC (2014b) and nine Provincial interior design associations control membership and registration. From the moment, an individual enters the career path as a student, becoming a member of these organizations is an option; student and intern memberships are available across the country. These professional authorities, along with the many interior design industry affiliates, influence professional and disciplinary interior designer roles as well as public perception.

IDC, lead by a Board of Directors made up of interior designers, values leadership skills. However, IDC support for leaders and leadership development seems most often to come in the form of award. The IDC/IIDA Leadership Breakfast, held across the country with various professional chapter host committees selecting an honouree from their local community is an example (2014b). The honouree is one “who most embodies leadership characteristics through their contributions to the industry” (IDC, 2014b, para. 1). Also, from 2011 to 2013, five leading Canadian intern interior designers were recognized each year in IDC’s “Top 5 Under 5: Canada’s
Emerging Interior Designers” (IDC, 2011, 2012, 2013). Attributes such as professionalism, enthusiasm, and openness emerge as important to supervisors nominating candidates for award, with one supervisor in the 2012 competition stating the winner “displays design leadership” (IDC, 2012, p. 1).

Recently, IDC included the development of emerging designers as a one of their 2014 strategic initiatives (IDC, 2014a). In 2015 IDC launched the “PROpel: What’s your amazing” competition with social media involvement of practitioners and emerging designers, and it is being held again in 2016 (IDC, 2015). Finally, the IDC Foundation initiated in 1990 to support interior design research is a benefit to students and makes two scholarships available to students at University of Manitoba and Ryerson University. Of all available initiatives offered by IDC and provincial associations only the PROpel program seems to complement leadership capacity building specifically but it is run as an informal competition and the exclusivity of award overshadows leadership building for all interns.

Beyond Canada ASID (2013), the United States based counterpart to IDC offers leadership development to all members through its Leadership Academy. The program was geared originally toward the organization’s board volunteers, but was expanded as a benefit to all members seeking to improve their leadership skills (ASID, 2013, ASID, 2014b). The ASID (2014b, 2015a, 2015b) Design to Lead Summit along with sponsored leadership learning events for graduates also reveal proactive recognition of leadership skill value and leader development opportunities.

Out of all the professional authority initiatives, the IIDA story principles embody the spirit of interior design leadership. A series of eight core principles guide the efforts of IIDA as
an organization and member expectations: expect more, do more, know more, give more, grow more, practice more, read more, say more. The principles were created show IIDA advocates for “advancements in education, design excellence, legislation, leadership, accreditation, and community outreach to increase the value and understanding of Interior Design as a profession that enhances business value and positively impacts the health and well-being of people’s lives every day” (IIDA, 2014b, p. 1). This approach most closely complements the design and authentic leadership development ideals discussed within this chapter.

Finally, anyone can influence an aspiring interior designer along the path to building an interior design leadership identity, across many contexts. Specialist leadership educators are considered the most qualified (Avolio & Luthans, 2005; Baron & Parent, 2015; Black & Earnest, 2009; Day et al., 2014), and accessible to all students, interns and interior designers along the full career path. Leadership is their expertise and that puts them at an advantage in teaching leadership (Komives et al., 2011). As well, if an individual or organization to take advantage of a specialist leader or program allocates funding, they do not tap into the existing human resources of an already overwhelmed system. Formal programs no matter the initiators or goals are most likely to take advantage of leadership field professionals by bringing them into firms for one off events, as conference speakers, or as consultants to aid in leadership program development. The drawbacks of specialist educators are that their teachings may not be specific to interior design, money is required, and one time independent learning events or programs are not ongoing or integrated into long-term interior design education.

In summary, for emerging interior designers, the environment, more specifically interiors, sets broad contextual disciplinary and professional bounds. There are innumerable ways to
characterize an interior designer, by role, design genre, or by organizational setting, they have a wide range of career paths available to them. As a result it is important for “design students and graduates to broaden their knowledge base, in turn, their employability” (Tarver, 2013, p. 1). As Franklin Becker, states in an interview with Foti (2004), “today’s career path is not that clear-cut … design is a wide-open field in which students apply skills in a novel way. A design education, if done well, can open up opportunities” (p. 14).

Learning interior design is a social process that requires solid understanding of self, building fundamental disciplinary and professional knowledge, and practice. As well, as evidenced in the research done by Martin and Guerin (2004), learning interior design is iterative spanning one’s career as a designer. For interior designers this means that at any point in their career, design or leadership skill development will be predicated by understanding one’s own individual strengths and weaknesses, the professionally defined interior design knowledge areas, the goals of the organization one works for, and the current interior design community climate.

**Chapter Summary**

The first section of this chapter revealed a broad base of leadership definitions and theories that set a foundation for this study. In critically analysing leadership, design and interior design literature, authentic and design leadership theories emerged as most significant. Design and authentic leadership models support the design process, and professional human-centred service offered by interior design leaders. A base of authentic and design leadership skills that may be of benefit for interior designers was established.

Authentic and design leadership development theory examination followed, guiding this study’s view to one where individual leader development takes priority in education at the intern
level. Identification of specific authentic leadership development techniques including critical thinking, “trigger” events, and narrative supplemented the discussion. This chapter also featured overarching design leadership development techniques that align with generic leadership development curricula, like, establishment of guiding principles, building leadership knowledge, training for specific skills, and practice. Further the idea that authentic and design leadership skills can be learned, fostered by academics and experience, was established.

From an interior designer education perspective, individual leadership learning for intern’s hinges on unified support from all members of the interior design community. A straightforward roadmap for aspiring interior designer leadership education with established informal community supports and complementary formal leadership programs, for all levels across all contexts, would be invaluable.

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1 Komives et al (2011) six stages: a) Awareness and exploration/engagement, b) The broadening view of leadership in terms of how it is defined or approached, c) A developing self (e.g., gaining deeper self-awareness, building self-confidence, new skills, and expanding motivations, d) Group influences, particularly the ways in which one’s motivation to be involved in groups changes, e) A changing view of the self with others from one of dependence to independence to interdependence (i.e., being able to both rely on others and be reliable), f) Developmental influences (e.g., evolving influence of adults, peers, meaningful experiences and reflection on one’s personal and leadership development (p. 97).

2 Nicholson’s (2013) Principles – seeing is paramount, take charge, serve, discover, know yourself, control yourself, build relationships, tell the story (p. 1).

3 Adair’s (2009) Principles – training for leadership, selection, line managers as leadership mentors, the chance to lead, education for leadership, a strategy for leadership development, the chief executive (p. 2).

4 Traynor’s (2013) Principles – leadership is “important for all student pharmacists to develop…can be learned.” “Leadership development must focus on student self-development…should take place in a wide variety of settings…requires many teachers from whom students can learn…is continuous.” “Anyone has the potential to lead regardless of background, position or title…leadership is a choice…leadership is principle-based and rooted in the common good…there is no single right way to lead…leadership and management are distinct activities” (p. 4).
Komives et al (2011) Principles – “leadership can be learned...leadership capacity is a developmental process...all students can develop leadership...institutions must seek to develop capacity in all students...relational, ethical approaches to leadership should be central to college programs...diverse strategies and diverse approaches for diverse students are essential...intentional design and assessment of student leadership programs is critical” (p. 95).

For detail regarding the NCIDQ exam, education and experience eligibility requirements visit the NCIDQ websites at http://www.ncidqexam.org.

There are currently over 626 schools across North America an individual could attend to pursue becoming an interior designer according to the parameters set by CIDQ (2015d). Thirty-five post-secondary interior design degree or diploma programs exist across the country. Six of these schools, five bachelor degree level and one master degree level, are CIDA accredited: Algonquin College, Ottawa, Ontario, Humber College Institute of Technology & Advanced Learning, Toronto, Ontario, Kwantlen Polytechnic University, Richmond British Columbia, Mount Royal University, Calgary, Alberta, Ryerson University, Toronto, Ontario, University of Manitoba, Winnipeg, Manitoba (CIDA, 2016b). Beyond the 35 interior design programs identified in Canada there are 177 CIDA accredited schools across the United States (CIDA, 2016b). There are at least 214 possible post-secondary school locations in the United States to obtain and Interior Design Degree and 154 National Architectural Accrediting Board accredited post-secondary schools across North America (NAAB, 2016).

The nine Provincial associations are: Interior Designers of Newfoundland & Labrador, Interior Designers of Nova Scotia (IDNL), Interior designers Association Saskatchewan (IDAS), Association Professionnelle des Designers D’interieur du Quebec (APDQ), Association of Registered Interior Designers of Ontario (ARIDO), Interior Designers Institute of British Columbia (IDI), Professional Interior Designers Institute of Manitoba (PIDIM), Association of Registered Interior Designers of New Brunswick (ARIDNB), Interior Designers of Alberta (IDA) (IDC, 2014b).
CHAPTER 3 • METHODOLOGY

A quantitative, non-experimental research design grounds the creation of a researcher-developed electronic survey to address the given research questions. FluidSurveys (2015a) online survey software supported a pilot test and the final distribution surveys to 350 interior designers registered with the IDC. The following methodology presents the theoretical framework for the research design, population sample, instrument design, and implementation, as well data analysis methods.

Methodological Framework

The methodological framework is primarily influenced by the writings of Talbot (1995), McMillan & Schumacher (2001), and Rea & Parker (2005). A comprehensive review of qualitative and quantitative approaches presented by Creswell (2014), Bitsch (2005), Talbot (1995), McMillan & Schumacher (2001), and Rea & Parker (2005) ruled out a qualitative approach. Although qualitative methods support a greater depth of inquiry for inductive analysis, they limit the study population and generalizability of the study findings (Bitsch, 2005). Surveying to explore the relationship between variables will set a solid research baseline for future mixed-methods interior design leadership investigations.

This study’s first research question, “What leadership skills do professional interior designers in Canada expect intern interior designers to demonstrate in practice?” seeks practitioner beliefs or opinions. Solicitation of views requires a structured research approach to produce statistics for analysis. Statistical or numeric expectation data is most often gathered via survey, establishing a baseline of information (Talbot, 1995, p. 90). Given the conceptual complexity of intern interior design leadership a quantitative survey model frames the research
approach limited variables (Rea & Parker, 2005). According to Talbot (1995) replication, reliability, and validity are the key issues of concern in employing a quantitative research framework. Following a methodological plan alongside rigorous data collection, organization, and analysis increases this inquiry’s efficacy (Talbot, 1995). This investigation’s second research question, “What are the implications of professional interior designer leadership skill expectations for interior designer education?” relies on relating the survey data to the leadership theory, skill and education literature presented in Chapter 2.

**Instrumentation**

No existing instruments were found that would specifically address the given research questions. Therefore, a new researcher-developed electronic survey instrument was created, and pilot tested before issuance to participants (see Appendix A). In an attempt to increase return rates the number of questions in the survey was limited to 16 keeping it short and simple (Rea & Parker, 2005). The survey was implemented via the account-accessed web portal FluidSurveys (2015a), selected for ease of formatting, distribution, and the provision of reporting and analysis tools. FluidSurveys (2015a) also holds confidential data gathered in Canada, ensuring Canadian laws protect the participants.⁹

Many leadership and interior design research precedents corroborate a quantitative electronic survey approach. The leadership field has many existing quantitative measurement tools (Gregoire & Arendt, 2004). Quantitative instruments that measure transformational competencies are most often derived from the transformational leadership questionnaire (TLQ) and the multifactor leadership questionnaire (MLQ) (Alimo-Metcalfe & Alban-Metcalfe, 2001). For the purposes of examining differing industry and education entry-level leadership
expectations, many academic studies have adapted the TLQ and MLQ questionnaires. Most predominant are studies within the fields of education (Harris, 2012; Jusoh, Simun, & Chong, 2011; Villachica, Marker, & Taylor, 2010; Witt et al., 2013) and nursing (Dyess & Sherman, 2010; Foli et al., 2014; Marshall, Currey, Aitken, & Elliott, 2007). In interior design and design-related disciplines, comparable studies examining the link between the profession and education also employ non-experimental quantitative research methodologies with a questionnaire component (Bhattacharjee, Ghosh, Young-Corbett, & Fiori, 2013; Hines et al., 1994; Klinkhamer, 2002; K. J. Lee & Hagerty, 1996; Lewis & Bonollo, 2002; Myers, 1982; Witt et al., 2013). In keeping with the given precedents, the framework for this quantitative investigation pairs a non-experimental research approach with a simple descriptive research design.

Employing a newly constructed survey poses methodological challenges. Using an existing survey eases addressing study reliability and validity (McMillan, 2001). However, existing TLQs, MLQ, and the ALQ were excluded as they measure leadership from subordinate positions or in terms of self-evaluation. Other more targeted surveys examined were not suitable for use because of topic specificity. However, a three-section survey model, employed by Dickinson, Anthony & Marsden (2009) exploring perceptions of research in the interior design field, most closely reflected the study goals and informed the questionnaire structure. As well, a recent global survey conducted by the Center for Creative Leadership (CCL) (2015) guided survey creation.

The newly created survey, modelled after the two precedent questionnaires, focused on responding to the two given research questions. In completing the survey, participants reflect on the importance of intern interior designer leadership skills. In addition, they consider who should
be teaching interns about leadership skills. Care constructing relevant clear questions was a priority (Talbot, 1995). A review of the proposed survey instrument by two practising interior designers and my advisory committee, as well as researcher consultation with a statistical consultant considered the content, construct, and face validity of the survey (McMillan, 2001).

Because of the reviews, clear wording and simple sentences were affirmed throughout to ensure participant understanding. Assumptions and ambiguity were avoided by screening for double negatives and double-barrelled questions (Osborne, 2008). Shorter less complex questions were used to maintain interest (Rea & Parker, 2005). When ordering the questions consideration was made for how a conversation might take place when discussing intern leadership skills as recommended by a number of quantitative researchers (Converse & Presser, 1986; Dillman, Smyth, & Christian, 2008; Fowler, 2009). The content review aimed at confirming the questionnaire was relevant, informed the given research concepts, and “measure[d] the predetermined criteria, objectives and content” (McMillan, 2001, p. 224).

The 16 closed-ended questions were divided into five sections: (1) eligibility; (2) practitioner beliefs about intern leadership skills; (3) practitioner beliefs about leadership education; (4) specific leadership skills practitioners believe interns should possess; and (5) demographic questions. In the first four sections basic yes or no questions were used along with two different Likert-type rating scales to measure attitudes and expectations (McMillan, 2001; Rea & Parker, 2005; Talbot, 1995). An agreement scale of strongly agree, agree, neutral, disagree, strongly disagree was employed in questions 2 through 6 and question 8. Question 9 listed 18 leadership skills each of which participants ranked using a scale of very important, important, neutral, somewhat important, or not at all important. Four open-ended comment areas
at the end of sections 2, 3, 4, and on the final page, gave participants voice beyond the closed-ended question parameters. From a researcher perspective the comments will be used to reveal ambiguity (Rea & Parker, 2005). Demographic questions followed in section 5 with questions 10 through 16 allowing characterization of respondents beyond initial sample inclusion criteria (Fowler, 2009; McMillan, 2001; Talbot, 1995). Respondent descriptions also set bounds to examine statistical correlations (McMillan, 2001). Upon completion of the survey, participants could elect to receive a follow-up executive summary of study results (see Appendix A).

Section 1, survey question 1, “Are you NCIDQ certified?” established eligibility to undertake the survey according to the criteria outlined in the population sample section of this chapter (see Figure 4). If the respondent selected “yes”—that is, they were certified—when the participant pressed “next” the survey would continue with question 2. If “no” was selected the “next” button prompted an eligibility note alongside a survey participation thank you screen, ending the survey.

**Figure 4.** Survey Instrument Screen Shot of Section 1: Eligibility (by author)
SECTION 2 Practitioner beliefs about intern leadership skills

2. I believe leadership skills make interns better interior designers.
   - Strongly Disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly Agree

3. I believe leadership skills make interns more employable.
   - Strongly Disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly Agree

4. I believe an intern’s leadership skills improve over time.
   - Strongly Disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly Agree

5. I believe leadership skills should be used everyday by interns.
   - Strongly Disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly Agree

6. I believe interns with leadership skills are hard to find.
   - Strongly Disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly Agree

7. I believe leadership can be learned.
   - Yes
   - No
   - Not sure
Section 2, questions 2 through 6 focused on identifying practitioner’s broad beliefs about intern leadership skills (see Figure 5). The belief statements created were modelled after the survey about research in interior design executed by Dickinson et al. (2009). The intent of this statement grouping was to understand the professional significance, skill intensity, and frequency of interns leadership skill use. Further practitioners were asked about the current perceived availability of interns with leadership skills. Aside from the specific intent of each belief statement, this section aims to validate that practitioners value interns with leadership skills.

The participants rated beliefs about the given statements on the previously detailed agreement scale. As precedent expectation surveys as well as the CCL global leadership survey employ this scale it was deemed most suitable (Center for Creative Leadership [CCL], 2015; Desimone, 1999; Dickinson et al., 2009; Dobby et al., 2004). At the start of section 2 “skill” and “intern” were defined to support consistency in interpretation (Rea & Parker, 2005). Finally, using the same terms repeatedly across all questions helped keep interpretation bias to a minimum (Marsden & Wright, 2010).

The final statement of section 2, question 7, established whether the participant believed an intern could learn leadership skills. It was critical to understand if the practitioner believed learned leadership possible. Given the born versus made debate discussed in Chapter 2, the response would have a significant impact on the second research question posed by this study regarding leadership development (Avolio, 2005). If the participant answered “yes” or “not sure,” respondents continued to section 3: Practitioner beliefs about leadership education. If “no” was selected, practitioners advanced to section 4: Practitioner beliefs about specific leadership skills.
Practitioner beliefs about intern leadership education were examined in section 3 with a single statement: “I believe the following people should be accountable for educating interns.
about leadership.” This statement was developed by the researcher for informing this study’s second research question about the education of emerging designers. Derived from the literature presented in Chapter 2, seven educator categories represented the many sectors involved in the professional education of an emerging interior designer (see Figure 6). Post-secondary educators, governing body initiatives, specialist educators, practitioners, and interns are all potentially accountable in the interior design community (CIDQ, 2016; IDEC, 2009; IDC, 2014b; Konkel, 2014). A text box entitled “other” allowed participants to add people or sectors they felt might be accountable, leadership educators.

Eighteen specific leadership skills extrapolated from the literature in Chapter 2 inform section 9: Practitioner beliefs about the specific intern leadership skills (see Figure 7). Listed alphabetically each skill had a brief definition. Modelled after the MLQ developed by Bass and Avolio (2014) along with leadership surveys used by the CCL (2015), provision of a definition for each skill was meant to increase consistency in assigned meaning across responses. Each definition crafted began with a Merriam-Webster’s Collegiate Dictionary (2015) definition modified to consider Chapter 2 literature. The descriptions for each skill are foundational.

Leader, leadership, and intern leadership were not defined for the participants, as it was felt to provide a condensed incomplete definition would not impart the necessary complexity of each term. An incomplete or minimalist definition could affect participant reflection on each individual skill, thereby skewing responses. In contrast, a complete, extensive definition would overwhelm the participant countering the simple intention of rating the importance of each intern leadership skill.
**Figure 7.** Survey Instrument Screen Shot of Section 4: Practitioner Beliefs about Specific Leadership Skills, Question 9 (by author)

<table>
<thead>
<tr>
<th>Practitioner beliefs about specific leadership skills</th>
<th>Not at all Important</th>
<th>Somewhat Important</th>
<th>Neutral</th>
<th>Important</th>
<th>Very Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adaptable - willing and able to try new things, changing to work better</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Building Relationships - putting people at ease and valuing individual differences</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Collaborative - participating and facilitating active involvement by others</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Composure - remaining calm in the face of challenges</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Enthusiasm - showing strong feelings of active interest in something</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Goal-commitment - determination to achieve desired or required goals</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Human-Centered - understanding and concern for human need</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Humility - team-centered attitude with modest opinion of one’s own importance</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Innovative - introducing new ideas or methods</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Intuitive - instinctive knowing without conscious deduction or rationale</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Mobilizes Results - bringing people or resources together for action</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Openness - listening responsively with a generous attitude</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Positivity - maintaining forward progress with optimism and confidence</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Professional - communicating well in a courteous, conscientious manner</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Resourcefulness - finding solutions to new or unusual situations or problems</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Self-improvement - improving knowledge, status, or character by your own efforts</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Self-monitoring - taking responsibility for your feelings, behaviour, and well being</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Visionary - thinking or planning for the future with imagination or wisdom</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
The eighteen researcher selected leadership skills were derived from authentic and design leadership categories outlined in Chapter 2. Seven are authentic leadership skills:

- Composure (remaining calm in the face of challenges)
- Goal commitment (determination to achieve desired or required goals)
- Humility (team-centred attitude with modest opinion of one’s own importance)
- Openness (listening responsively with a generous attitude)
- Positivity (maintaining forward progress with optimism and confidence)
- Self-improvement (improving knowledge, status, or character by your own efforts)
- Self-monitoring (taking responsibility for your feelings, behaviour, and well-being)

Eleven are design leadership skills:

- Adaptability (willing and able to try new things, changing to work better)
- Builds relationships (putting people at ease and valuing individual differences)
- Collaborative (participating and facilitating active involvement by others)
- Enthusiasm (showing strong feelings of active interest in something)
- Human centred (understanding and concern for human need)
- Innovative (introducing new ideas or methods)
- Intuitive (instinctive knowing without conscious deduction or rationale)
- Mobilizes results (bringing people or resources together for action)
- Professional (communicating well in a courteous, conscientious manner)
- Resourcefulness (finding solutions to new or difficult situations or problems)
- Visionary (thinking or planning for the future with imagination or wisdom)

In determining which skills to select, their popularity in the literature, perceived global critically and their appearance as interior design profession capacities grounded their use within this study. The skills were limited to 18 with the intention of maintaining survey completion momentum and minimizing participant fatigue in question response (Fowler, 2009; Groves, 2006; McMillan,
2001). In addition, the restricted number of skill items reduced the amount of screen scrolling required by the participant (Balch, 2010). Listing skills in alphabetical order, which was recommended by the aforementioned survey instrument reviewers, increased visual clarity and decreased top, bottom, or grouping bias (Rea & Parker, 2005). Practitioners were asked to rate the importance of each skill using the following scale: not at all important, somewhat important, neutral, important, and very important.

Survey instrument section 5: Demographics, held questions 10 through 16. The demographic questions were placed at the end of the survey to prevent survey fatigue and encourage completion (Talbot, 1995). The seven questions targeted the most impactful interior design practice contexts as determined by precedent interior design surveys (Baker & Sondhi, 1989; Dickson & White, 1994a; IDC, 2007; Interior Design Magazine, 2015; Kang & Guerin, 2009). The demographic aspects included: years NCIDQ certified, employer type, role, interior design focus, and firm size. Questions 15 and 16 asked whether the practitioners have intern interior designers at their firms and whether they influence intern hiring.

The estimated time required to read the given consent form, provide approval, then complete all of the 16 questions was under 15 minutes, thereby increasing the likelihood for participation (Rea & Parker, 2005). Consistent agreement rating scales used for questions 2 through 6, and question 8, attempt to cut down on respondent confusion and potential error (Osborne, 2008). Question 9 altered the rating scale to one of importance, but the directionality of the scale, with dissent on the left and agreement on the right, remained the same. At the bottom of each screen, participants were given the option to save and continue later if they had to leave their computer, a strategy recommended by internet survey authorities (Balch, 2010;
Dillman et al., 2008). Being able to save responses encouraged participants to complete the entire survey even if they did not have time in one sitting (Rea & Parker, 2005). The participant also had the option to leave the survey at any time discarding. Both the discard and save buttons were situated below the “back” and “next” tabs on each screen (see Figure 8).

**Figure 8.** Survey Instrument Screen Shot of Navigation Features (by author)

![Survey Instrument Screen Shot](image)

Graphically, the sans serif 14 point black font was easy to read on screen and no items were highlighted to attract attention (Rea & Parker, 2005). Each section started on a separate page of the survey, with scrolling kept to a minimum to avoid overlooked questions (Rea & Parker, 2005). In an effort to retain participants, headings and a progress bar were also included on each page (Dillman et al., 2008).

**Population Sample**

Three hundred and fifty interior designers identified from the target population of 1,922 Canadian NCIDQ-certified interior designers make up the accessible population for this study.
The final sample population is a non-probability convenience sample of 116 NCIDQ-certified interior designers registered with IDC. Inferences and comparisons for non-probability samples are limited and not generalizable to the entire target population (McMillan, 2001; Talbot, 1995). As a result, this study employs descriptive statistics to explain trends, attitudes, and opinions of this sample population in relation to the given research questions (Creswell, 2014, p. 155).

Many people in the Canadian interior design community, discipline, and profession could offer valuable insight to the discussion on intern leadership skills. Participants for the purposes of this study were (a) nationally or provincially registered interior designers, and (b) certified by the NCIDQ. This participant selection approach targets practitioners who have experienced the current system of registration with an experiential perspective on the full spectrum of requirements. Given these criteria, the full target population was the 1,922 IDC-registered interior designers certified by the NCIDQ (2015e). Isolation of the target population by means of an eligibility requirement is the primary limitation of this research. The inclusion criteria affect sample selection, sample size, increasing the risk of sampling error, and exposing researcher bias as discussed in the next few paragraphs (McMillan, 2001; Talbot, 1995).

First in terms of researcher bias, as a mid-career interior design professional NCIDQ-certified, registered with IDC, I am an active a member of the target population. As a result, personal bias may emerge. Adhering to an ethical plan, soliciting independent reviews of the survey questions, and conducting a pilot survey have reduced the risk of researcher bias and increased reliability (McMillan, 2001).

Second, the study examines only the beliefs of interior design practitioners. There is risk
in isolating the interior designer segment. The interior design community includes many more stakeholders who may hold beliefs on leadership skills and development. For example, multidiscipline firms also hire interior designers. In many cases, interns may be working alongside people who are not professional interior designers with intern leadership opinions.

Third, isolation of NCIDQ-certified designers poses potential sampling error risk, as there is a population of registered interior designers deemed fully qualified by provincial interior design associations, but who have not sat the NCIDQ examination. Further, IDC registered members such as “educators”, “associates”, “industry affiliates” excluded from the survey as a result of NCIDQ-certification, could make a valuable contribution to the strategic conversation about leadership (IDC, 2014b). Using the NCIDQ eligibility parameter clearly defines the population focusing on a certified interior design practitioner point of view. Restricting eligibility to those who are NCIDQ-certified also allows for cross-referencing with information from IDC (CIDQ, 2015e; IDC, 2014b).

Canada’s privacy legislation limited researcher access to the full interior design target population (Government of Canada, 2015). Study replication was a significant concern in developing the research design (McMillan, 2001; Talbot, 1995). Targeting practitioners “registered” to practice interior design was a challenge that could affect repeatability. As each province regulates the profession separately, with independent enforcement and administration governed via the relevant provincial professional associations, membership categories have been historically inconsistent across provinces (Association of Registered Interior Designers of Ontario [ARIDO], 2015a, ARIDO, 2015b; CIDQ, 2013; IDC, 2014b; Lees-Maffei, 2008). However, the current standard across all provinces requires all interior designers be certified by
the NCIDQ, an independent non-profit organization setting the North American standard for interior design qualification since 1974 (ARIDO, 2015a). To increase repeatability, this study targeted NCIDQ-certified practitioners. Although repeatability increases, the findings will not be generalizable to other populations beyond this participant group of certified interior designers registered in Canada.

With a concrete number of certified interior designers in Canada identified, the researcher to obtain a full contact list of the target participants approached NCIDQ and IDC. Obtaining a full membership list would have removed the need for NCIDQ eligibility restrictions.\(^\text{10}\) Upon enquiry, it was determined that in both cases collaboration was not an option.\(^\text{11}\) Access to the registered members list, for the purposes of this study, was not possible because of Canada’s anti-spam legislation which entered into force on July 1, 2014 (Government of Canada, 2015). This legislation obliges organizations to discontinue email contact that is not explicitly consented to by the recipients and tighten release protocols for personal information held in their databases (Government of Canada, 2015). With the new anti-spam legislation, extra precautions regarding member privacy rules restrict contact information distribution for third-party purposes, including research.

The registered interior designers membership list held by IDC would have included all those currently registered and obtaining it would have kept the accessible population at the given size of 1,922. In addition, an openly repeatable experimental approach using random sampling, would have allowed for generalization of results to the whole population (Talbot, 1995). With access to the full interior design target population not possible at the time this research was done, a non-experimental approach with a convenience sample of volunteer participants with publicly
available email contact information was used.

Restricted access to the full target population prohibited a full experimental model and generalization from a probability sample to the wider Canadian interior design population (McMillan, 2001; Talbot, 1995). In turn, there was no opportunity for the manipulation of an independent variable, control, or randomization (Talbot, 1995, p. 90). However, to establish the population sample list, the NCIDQ QSearch website offered a publicly available database of members who have voluntarily provided email contact information as well as means to verify that someone is certified (CIDQ, 2015e). This publicly available list allowed for generation of an accessible sample of interior design practitioners. The 172 voluntary contacts garnered from the CIDQ (2015e) list, supplemented by publicly available emails gathered from the provincial association and individual design firm websites, brought the total number of sample participants to 350. Even with the statistical limitations of using a non-probability sample, the selected research design empirically tests the theoretical ideas presented relative to this study’s population.

Ethics

The University of Manitoba Research Ethics Board (REB) approved both the survey instrument and distribution plan on April 27, 2015 (see Appendix B). To solicit participant consent in accordance with REB requirements the first two pages participants viewed before the survey start outlined the purpose, tasks, and risks associated with participation. The consent form clearly stated study participation was voluntary, posed no known risks nor had any potential direct benefits other than contributing to disciplinary research (see Appendix A). The consent form also clarified there was no deliberate withholding of essential information or misleading
information about the research or its purposes and confidentiality was assured. Before continuing on to the survey, participants had to indicate they understood the parameters of the study as outlined. Clicking “yes, I agree” at the bottom of the form confirmed participant consent (see Figure 9). The survey instrument directed participants who did not consent to a thank you screen to end the online session (see Figure 10).

**Figure 9.** Final Statements from the Online Consent Form (by author)

If you do not have any questions about this study and would like to participate, please click “I agree” when you are ready to begin.

If you do not wish to participate in this study now please close your web browser. The survey will be open for two weeks. You may return to participate later before this period ends.

Clicking yes, I agree will take you to the next screen to begin the survey.

☐ Yes, I agree

☐ No, I do not agree

**Figure 10.** Final Survey Instrument Screen Shot for Non-consenting or Ineligible Participants (by author)

Thank you. Either you have decided not to participate in this survey or you do not meet the eligibility requirements, no data has been collected.

Online Form Creator powered by FluidSurveys
The survey instrument was designed to ensure that all participant responses would remain confidential. In FluidSurveys (2015a), default web link collectors record the IP address of each respondent. Email invitation collectors within FluidSurveys (2015a) software automatically record the IP addresses as well as email addresses of survey respondents. These participant identifiers remain linked with responses in the securely stored original data document. This allowed for follow-up survey reminder emails and researcher crosschecking to ensure participants did not complete the survey twice (Balch, 2010). In addition, if a participant contacted the researcher to withdraw from the study after the survey was completed these identifiers allow removal of data at any time before study completion. The initial participant contact information (name and email) was kept confidentially stored on the principal investigator's password-protected computer. The information will be securely deleted following completion of the Master of Interior Design (MID).

Upon receipt of all raw data, the original data was modified to numerically code participants, then saved as a separate document, rendering participant responses anonymous for analysis (Balch, 2010). All findings are presented in summary form and contain no personal identifiers, posing no risk of identification of participants. The contact information, of participants who requested receipt of the executive summary, was disconnected from individual survey responses, securely stored as a separate document.

**Questionnaire Implementation**

The approved survey was uploaded to the FluidSurveys site. The newly created online survey was then pilot tested and revised to reflect pilot test feedback, thereby increasing reproducibility and consistency (Talbot, 1995, p. 74). Five interior designer colleagues, contacted
via the researchers LinkedIn network, participated in the pilot test to check survey instrument appropriateness, readability, and comprehensiveness in the interior design context (McMillan, 2001, p. 249; Talbot, 1995, p. 297). Pilot participants completed the survey exactly as final survey participants would, although their responses would not be included in the final data. In doing so, the pilot participants signed the same consent form agreeing to participate in the project. The Pilot Test Survey Email Recruitment script clearly stated participation was voluntary and the consent agreement protected response anonymity (see Appendix C). Feedback gathered informed the timing for survey completion and confirmed question clarity.

The pilot participant responses received showed that all participants completed the survey in less than 10 minutes, with the average response time being 9 minutes 32 seconds. The shorter than estimated response time spurred reduction of the indicated survey completion time from 15 minutes to 10 minutes, in the hope that the shorter survey time commitment would increase the likelihood of participation (Rea & Parker, 2005). Pilot test participants found the survey to be clear, straight forward, simple, and relevant. Comments included, “easy to complete and to understand the questions and what was being asked of us” as well as it was “interesting to consider what leadership skills are useful for an intern as compared to skills acquired through work experience.” Fixing formatting issues identified by respondents, like the size of the check box, made the survey easier for participants to read on screen. With minor adjustments to three specific leadership skills in section 4—decisiveness replaced by humility; the definition of intuition modified; and positivity replacing optimism—the survey was prepared for final distribution.

The distribution of the online survey to the full sample population of 350 practitioners
took place via email on Tuesday May 19, 2015, at 9:00am CST (see Appendix D). Survey reminders followed one week after initial distribution, on Tuesday May 26 via email (see Appendix E). Reminders were sent only to non-respondents as identified by the FluidSurveys (2015a) software distribution features. The survey remained open for just over two weeks closing on Thursday June 4, 2015.

Data Analysis

With the aim of using collected data to extrapulate deductive and descriptive statistics in response to the research questions, the raw data was prepared as follows for use with statistics programs (Talbot, 1995). A primary overall scan of raw data in Excel spreadsheet form revealed no major anomalies. An original raw data sheet in Excel was kept intact, locked, and secured on my personal computer. On that sheet every occupied row and column was numbered sequentially to facilitate reference back if retrieval of any deleted items was required (University of Reading, 2001). An exact duplicate interim data sheet was produced to clean and a log created to track any spreadsheet changes. A check of the IP addresses, assigned recipient ID numbers and email addresses connected to responses ensured no duplicate responses were received. In compliance with the approved research protocol, all respondents were numerically coded and individual identifiers including names, email, and IP addresses were removed. Contact emails or addresses of participants requesting the executive summary were separated from the raw data, and securely stored.

Fourteen extraneous or blank information columns, such as language, invite code, referrer, and username rendered automatically from the FluidSurveys (2015a) software were removed as extraneous for analysis. All raw data was translated into numeric format. The “other
comments” text responses in the demographic section were reviewed for word analysis and categorical assignment (Talbot, 1995). Blank or missing responses were minimal and left as is, the N value for each identifying the number of respondents per question (Schlomer, Bauman, & Card, 2010). Final clean data was stored in two formats, text responses and assigned nominal values for ease of use in Microsoft Excel, MacBook Wizard statistical analysis programs.

Analysis was done using the Microsoft Excel, MacBook Wizard, and FluidSurveys statistics software. All of the programs feature report tools to perform statistical tests on raw data. As this was a non-probability survey, no statements were made about margins of sampling error on population estimates (Fowler, 2009; Schlomer et al., 2010). Only descriptive statistics in the form of frequencies, percentages or mean values were used to relay the analysis of results (Keller, 2006). Mean, mode, average, and standard deviation numbers, although available, were limited to suit the non-experimental nature of this study (University of Reading, 2001). Inferences and comparisons were also reduced because “for non-probability surveys it is inappropriate to use statistical significance tests or other formal inferential procedures for comparing sub-group results or for making population inferences about any type of statistic” (Government of Canada, 2011, para. 8). In the report and discussion of results, efforts were made by the researcher to ensure descriptive analysis did not overstep the bounds of a non-experimental model.

Frequency correlations, chi squared independence tests, scatterplots, and diagrams were used for ordinal and visual analysis to relate results back to the survey purpose (Osborne, 2008). The survey sections dictate interpretive analysis of the results as they relate to the given research questions: a) “What leadership skills do professional interior designers in Canada expect intern
interior designers to demonstrate in practice?, and b) “What are the implications of professional interior designer leadership skill expectations for interior designer education in Canada?” Visual and numerical examination of results by question were used to seek attitudes, trends, and anomalies (Cohen, 2013; Keller, 2006; McMillan, 2001). Finally, the survey question responses were compared to demographic results for relationships, highlights, and patterns.

Chapter Summary

This chapter explains the methodological framework for this study’s quantitative non-experimental approach. The researcher-developed 16-question online survey instrument was detailed along with its implementation. The population sample of 350 interior design practitioners in Canada was justified with the importance of repeatability and replication highlighted. Further, as described, adherence to ethical protocols during collection and analysis lent strength to the research design. Reiteration of this study’s research questions complements the brief data analysis outline leading into Chapter 4: Results.

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9 As of April 1, 2016 SurveyMonkey, a US company, owns and manages FluidSurveys. However, FluidSurveys data is still held in Canada (FluidSurveys, 2015a).

10 Prior to 2010, each provincial interior design association, as the regulator of professional status, held the membership list for its region. The IDC currently holds the full membership list (Interior Designers of Canada, 2014b).

11 Alternate means for sample collection were discussed with IDC. Posting a survey link in the ID Connections or on the IDC website members only forum was not permitted. An IDC LinkedIn page posting was offered; however, being publicly accessible it posed a number if issues. After working through the available options, it was determined that access to the full target population through the IDC was not an option.
CHAPTER 4 • RESULTS

This chapter opens with an overview of survey completion and return rate information. Starting with section 5, Demographics, collection results by survey instrument section follow to describe sample population characteristics. A review of sections 2 through 4 survey responses comes next to support subsequent discussion of data relative to the given research questions in Chapter 5.

Survey Results

From the target group of 1,922 NCIDQ-certified interior designers, the online survey was distributed to an accessible population of 350 interior designers. Table 1 illustrates a complete survey response summary. Two respondent email addresses bounced back from the distribution stream, as the recipients blocked email distributions sent via FluidSurveys. A total of 348 emails were successfully delivered to participants. The final completed survey count was 137, translating into a 39% return rate. The NCIDQ-certification requirement excluded 17 of the 137 respondents. Of the remaining 120 responses, four respondents completed only the first three to four items. Therefore, being substantially incomplete, these four were removed from the data set (Fowler, 2009). The remaining 116 usable responses make up the final sample population. In terms of 116 usable response the survey had a 33% return rate, above the 24.8% average for a FluidSurveys (2015b) online distribution. The survey completion rate was 85%, sitting above 80% touted by researchers as the average required to deem the online survey effective, demonstrating pilot testing and drop out prevention measures employed were reasonably effective (Balch, 2010; Dillman et al., 2008; FluidSurveys, 2015b; Fowler, 2009).
Table 1. Online Survey Responses Summary

<table>
<thead>
<tr>
<th>Description</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surveys emailed to participants</td>
<td>350</td>
</tr>
<tr>
<td>Number of bounced email addresses</td>
<td>2</td>
</tr>
<tr>
<td>Number of potential respondents</td>
<td>348</td>
</tr>
<tr>
<td>Total responses received after first email before follow-up</td>
<td>69</td>
</tr>
<tr>
<td>Total responses received after follow-up email</td>
<td>68</td>
</tr>
<tr>
<td>Total responses received</td>
<td>137</td>
</tr>
<tr>
<td>Respondents not NCIDQ certified</td>
<td>17</td>
</tr>
<tr>
<td>Respondents who began survey but did not complete</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Usable Responses Received</strong></td>
<td><strong>116</strong></td>
</tr>
</tbody>
</table>

Average survey completion time was 10 minutes 39 seconds, indicating the 10 minutes set for completion was appropriate. The majority of responses were received within 48 hours of both the initial survey distribution and the follow-up survey distribution one week later. The highest return rate was seen immediately after initial survey distribution on Tuesday May 19, with 49 surveys completed by participants. The follow-up distribution on Tuesday May 26 saw almost the same rate of return with 43 participants responding the first day. In retrospect sending a final reminder to non-respondents the day before the survey closed may have elicited more respondents. Finally, indicative of an enthusiastic response to the intern leadership skills topic, were the 32 final survey comments alongside over 40% of respondents requesting an executive summary.
**Section 5—Demographics.** Demographically a look at the overall group found that the most typical survey participant was an interior designer with five to nine years certification, working in the corporate design field at an interior design firm with fewer than nine people. The practitioners firm hires interns and the designer has hiring influence.

**Question 10: years certified.** Respondents represent certification from inception of the professional system (see Table 2). The largest percentage of respondents, 27.8%, was NCIDQ certified between five and nine years ago. Participants 20 or more years certified represent only 15% of the sample population. Grandfathered registration of established interior design practitioners may have had an impact on the low count. As the NCIDQ certification requirement for each provincial association has evolved over the past 42 years, a number of established practitioners given the choice did not write the NCIDQ certification exams (ARIDO, 2015a; CIDQ, 2015b; IDC, 2014b). Retired interior designers, not currently registered or practise, also affect the over 20-year representation. The three NCIDQ certified categories remaining show an even spread of participant representation ranging from 22% to 24%.

**Table 2** Question 10 Responses by Years as an NCIDQ-Certified Interior Designer N = 116

<table>
<thead>
<tr>
<th>Years Certified</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 to 4 years</td>
<td>23</td>
<td>19.8</td>
</tr>
<tr>
<td>5 to 9 years</td>
<td>32</td>
<td>27.6</td>
</tr>
<tr>
<td>10 to 14 years</td>
<td>24</td>
<td>20.7</td>
</tr>
<tr>
<td>15 to 19 years</td>
<td>22</td>
<td>19.0</td>
</tr>
<tr>
<td>20 or more years</td>
<td>15</td>
<td>12.9</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>116</td>
<td>100</td>
</tr>
</tbody>
</table>
Question 11: organization types. Interior design firms (59.5%) and architecture firms (19%) combined employ 78.5% of respondents (see Table 3). In the “other” text box provided twenty-two respondents indicated they worked for alternate organizations not listed as options. Four of the participants are in multidiscipline architecture and design firms, three respondents work in government offices, the remainder work in variety of organization types.

Table 3. Question 11 Responses by Type of Organization Participant Works for N = 116

<table>
<thead>
<tr>
<th>Firm Type</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interior Design Firm</td>
<td>69</td>
<td>59.5</td>
</tr>
<tr>
<td>Architecture Firm</td>
<td>22</td>
<td>19.0</td>
</tr>
<tr>
<td>Industry Affiliate</td>
<td>1</td>
<td>0.9</td>
</tr>
<tr>
<td>Non-Design Firm</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Other*</td>
<td>24</td>
<td>20.7</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>116</td>
<td>100</td>
</tr>
</tbody>
</table>

*Other Category Text Responses

<table>
<thead>
<tr>
<th>No.</th>
<th>Response</th>
<th>No.</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Government - Architectural / Project Management</td>
<td>13.</td>
<td>Integrated architectural, interior design and engineering firm</td>
</tr>
<tr>
<td>3.</td>
<td>Institutional: University</td>
<td>15.</td>
<td>Architecture + interior design</td>
</tr>
<tr>
<td>5.</td>
<td>Owner / developer of retain chain</td>
<td>17.</td>
<td>Kitchen Design / Sales</td>
</tr>
<tr>
<td>6.</td>
<td>Academia</td>
<td>18.</td>
<td>Principal of my design firm</td>
</tr>
<tr>
<td>7.</td>
<td>Colleges and self employed</td>
<td>19.</td>
<td>Architecture &amp; Interior Design Firm</td>
</tr>
<tr>
<td>9.</td>
<td>In house Design and Construction Department</td>
<td>21.</td>
<td>Hospital - Facilities and design</td>
</tr>
<tr>
<td>11.</td>
<td>Education - Bachelor of Interior Design</td>
<td>23.</td>
<td>Public Sector Municipality</td>
</tr>
</tbody>
</table>
Question 12: role of participant within organization. Twenty seven percent of the participants have interior designer roles, and just fewer than 50% of respondents were principals (26.1%) or owners (23.5%) (see Table 4). Participants, to differentiate their role beyond the given singular nouns, logged twenty “other” responses, many indicating they had compound responsibilities. The sample included five educators, five team practice leaders, three senior designers, and three project managers/ coordinators.

Table 4. Question 12 Responses by Participant Role in Organization N = 115

<table>
<thead>
<tr>
<th>Participant Role</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designer</td>
<td>32</td>
<td>27.8</td>
</tr>
<tr>
<td>Supervisor</td>
<td>1</td>
<td>0.9</td>
</tr>
<tr>
<td>Manager</td>
<td>5</td>
<td>4.3</td>
</tr>
<tr>
<td>Principal</td>
<td>30</td>
<td>26.1</td>
</tr>
<tr>
<td>Owner</td>
<td>27</td>
<td>23.5</td>
</tr>
<tr>
<td>Other*</td>
<td>20</td>
<td>17.4</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>116</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*Other Category Text Responses

<table>
<thead>
<tr>
<th>No.</th>
<th>Response</th>
<th>No.</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Practice Leader for Interior Design</td>
<td>11.</td>
<td>Interior designer, team leader</td>
</tr>
<tr>
<td>2.</td>
<td>Interior Designer &amp; Project Manager</td>
<td>12.</td>
<td>Active designer and manager</td>
</tr>
<tr>
<td>3.</td>
<td>Planner</td>
<td>13.</td>
<td>Designer, Team Leader</td>
</tr>
<tr>
<td>4.</td>
<td>Design Manager</td>
<td>14.</td>
<td>Director of Design and Construction</td>
</tr>
<tr>
<td>5.</td>
<td>Studio Instructor</td>
<td>15.</td>
<td>Senior Designer/Team Lead</td>
</tr>
<tr>
<td>6.</td>
<td>Interior designer and associate</td>
<td>16.</td>
<td>Teacher</td>
</tr>
<tr>
<td>7.</td>
<td>Principal and Educator and Department Coordinator</td>
<td>17.</td>
<td>Lead interior designer with Supervisory role</td>
</tr>
<tr>
<td>8.</td>
<td>Educator, Interior Designer</td>
<td>18.</td>
<td>Interior design teacher</td>
</tr>
<tr>
<td>9.</td>
<td>Senior Interior Designer</td>
<td>19.</td>
<td>Project Coordinator</td>
</tr>
<tr>
<td>10.</td>
<td>Senior design and project manager</td>
<td>20.</td>
<td>Manager/Designer</td>
</tr>
</tbody>
</table>
**Question 13: interior design focus.** The full spectrum of design specialties was represented in the sample population (see Table 5). Respondents practising corporate design are most strongly represented in the sample at 38.3% of the population. For analysis, the large number of respondents selecting “other” (n = 38) as the interior design focus was a concern. As a result, the corresponding text responses were reviewed for similarities then cross-referenced to the participant role indicated in question 12. The review resulted in four additional categories for use in analysis: institutional (n = 7), retail (n = 4), teaching (n = 5), and all of the above (n = 8) entitled as multidiscipline - reducing the number of responses in the “other” category to 14.
Table 5. Question 13 Responses by Primary Interior Design Focus in Organization N = 115

<table>
<thead>
<tr>
<th>Design Focus</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corporate</td>
<td>44</td>
<td>38.3</td>
</tr>
<tr>
<td>Hospitality</td>
<td>9</td>
<td>7.8</td>
</tr>
<tr>
<td>Healthcare</td>
<td>3</td>
<td>2.6</td>
</tr>
<tr>
<td>Residential</td>
<td>21</td>
<td>18.3</td>
</tr>
<tr>
<td>Other*</td>
<td>38</td>
<td>33.0</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>115</td>
<td>100</td>
</tr>
</tbody>
</table>

*Other Category Text Responses

<table>
<thead>
<tr>
<th>No.</th>
<th>Response</th>
<th>No.</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Retail</td>
<td>20</td>
<td>Retail / hospitality and residential</td>
</tr>
<tr>
<td>2</td>
<td>Institutional</td>
<td>21</td>
<td>Institutional, healthcare and retail</td>
</tr>
<tr>
<td>3</td>
<td>All of the above areas</td>
<td>22</td>
<td>Education and Institutional</td>
</tr>
<tr>
<td>4</td>
<td>Corporate, hospitality, retail</td>
<td>23</td>
<td>Retail</td>
</tr>
<tr>
<td>5</td>
<td>Education</td>
<td>24</td>
<td>All of the above</td>
</tr>
<tr>
<td>6</td>
<td>Residential, commercial, hospitality</td>
<td>25</td>
<td>Multi family residential</td>
</tr>
<tr>
<td>7</td>
<td>Retail</td>
<td>26</td>
<td>All of the above</td>
</tr>
<tr>
<td>8</td>
<td>Educational</td>
<td>27</td>
<td>Healthcare and corporate</td>
</tr>
<tr>
<td>9</td>
<td>Multi unit development</td>
<td>28</td>
<td>Teaching</td>
</tr>
<tr>
<td>10</td>
<td>All listed</td>
<td>29</td>
<td>Commercial / corporate</td>
</tr>
<tr>
<td>11</td>
<td>Condominium development</td>
<td>30</td>
<td>N/A</td>
</tr>
<tr>
<td>12</td>
<td>Residential and retirement/LTC</td>
<td>31</td>
<td>Educational</td>
</tr>
<tr>
<td>13</td>
<td>All</td>
<td>32</td>
<td>Educational</td>
</tr>
<tr>
<td>14</td>
<td>All</td>
<td>33</td>
<td>Retail</td>
</tr>
<tr>
<td>15</td>
<td>Multi-unit residential</td>
<td>34</td>
<td>Post secondary or municipal</td>
</tr>
<tr>
<td>16</td>
<td>All</td>
<td>35</td>
<td>Corporate/Commercial</td>
</tr>
<tr>
<td>17</td>
<td>An equal combination of residential and corporate</td>
<td>36</td>
<td>Various - education, healthcare, corporate, corrections facilities</td>
</tr>
<tr>
<td>18</td>
<td>Corporate, hospitality, residential, Educational</td>
<td>37</td>
<td>Educational, institutional and commercial</td>
</tr>
<tr>
<td>19</td>
<td>Corporate, hospitality, healthcare and education / recreation</td>
<td>38</td>
<td>Residential and small commercial clinics, salons, spas, office, condos</td>
</tr>
</tbody>
</table>
**Question 14: size of organization.** Smaller firms, with nine or fewer people, dominate the sample at 52.2% of the population (see Table 6). Owners (23), principals (20) and interior designers (8), characterize the roles of the respondent practitioners working in small interior design firms. Large firms with more than 200 people house 18.3% of participants, the second highest number of practitioners who participated in the survey. The remaining participants work in mid-size organizations, 12.2% with 10 to 24 employees, 7.8% with 25 to 49 employees, 9.6% with 50 to 199 employees.

**Table 6. Question 14 Responses by Number of People Working in the Organization N = 115**

<table>
<thead>
<tr>
<th>People</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 people or less</td>
<td>60</td>
<td>52.2</td>
</tr>
<tr>
<td>10 to 24 people</td>
<td>14</td>
<td>12.2</td>
</tr>
<tr>
<td>25 to 49 people</td>
<td>9</td>
<td>7.8</td>
</tr>
<tr>
<td>50 to 199 people</td>
<td>11</td>
<td>9.6</td>
</tr>
<tr>
<td>200 or more people</td>
<td>21</td>
<td>18.3</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

**Question 15: organizations that have intern designers.** Sixty percent of participant workplaces have interns on staff (see Table 7). When this data was correlated to the size of firm and type of firm using a pivot table, practitioners working for smaller interior design firms, 9 or less (n=26) and 10 to 24 (n=7), showed the highest percentage of yes responses (n=67) with 65% and 17.5% respectively. Further 92% of participants responding “no” (n=45) were in interior design firms with 9 people or less (n=26).
Table 7. Question 15 Responses by Organizations with Intern Interior Designers N = 114

<table>
<thead>
<tr>
<th>Options</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>67</td>
<td>58.8</td>
</tr>
<tr>
<td>No</td>
<td>45</td>
<td>39.5</td>
</tr>
<tr>
<td>Not sure</td>
<td>2</td>
<td>1.8</td>
</tr>
<tr>
<td>Totals</td>
<td>114</td>
<td>100</td>
</tr>
</tbody>
</table>

**Question 16: participants in a position to influence hiring.** Over 75% of respondents stated they are in a position to influence hiring an intern interior designer (see Table 8).

Correlating the number of people in assigned or actual leadership positions (n=74), including managers (n=5), principals (n=30), owners (n=27), and supervisors (n=1), and others who identified themselves as leaders (n=11), results indicate even staff not directly responsible for hiring interns may influence the decision.

Table 8. Question 16 Responses by Ability to Influence Hiring an Intern N = 115

<table>
<thead>
<tr>
<th>Options</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>87</td>
<td>75.7</td>
</tr>
<tr>
<td>No</td>
<td>16</td>
<td>13.9</td>
</tr>
<tr>
<td>Not sure</td>
<td>12</td>
<td>10.4</td>
</tr>
<tr>
<td>Totals</td>
<td>115</td>
<td>100</td>
</tr>
</tbody>
</table>

**Section 2—Beliefs about intern leadership.** Table 9 details the counts and percentages for questions 2 through 7 revealing practitioner beliefs about intern leadership. A large percentage, 81.7%, of practitioners deemed intern leadership skills valuable in practice. With
41.7% strongly agreeing and 40% agreeing leadership skills make interns better interior designers. When asked if leadership skills would increase intern employability 33% strongly agreed and 52.6% agreed, a strong consensus of 75.6%. The most significant agreement, at 89%, comes in the respondent practitioner belief intern leadership skills improve over time.

Two questions met with lesser agreement. The question of everyday leadership skill use met with a strong number of neutral responses (25%) and only 66% combined agreement. The second standout question asking whether interns with leadership skills were hard to find, across all of the questions, garnered the most disagreement at 5.2%, along with the most neutrality at 31%. The remaining 62% of practitioners agreed about a lack of intern availability. Finally, when participants were asked whether leadership could be learned, 79% believed it could, 2.6% said no, and the remaining 18% were not sure.

Table 9. Results for Questions 2 to 7, Practitioner Beliefs About Intern Leadership Skills

<table>
<thead>
<tr>
<th>No.</th>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Better designers</td>
<td>48 41.7%</td>
<td>46 40%</td>
<td>15 13%</td>
<td>3 2.6%</td>
<td>3 2.6%</td>
</tr>
<tr>
<td>3.</td>
<td>More employable</td>
<td>38 32.8%</td>
<td>61 52.6%</td>
<td>12 10.3%</td>
<td>2 1.7%</td>
<td>3 2.6%</td>
</tr>
<tr>
<td>4.</td>
<td>Improve over time</td>
<td>57 49.1%</td>
<td>47 40.5%</td>
<td>9 7.8%</td>
<td>1 0.9%</td>
<td>2 1.7%</td>
</tr>
<tr>
<td>5.</td>
<td>Used everyday</td>
<td>18 15.7%</td>
<td>57 49.6%</td>
<td>29 25.2%</td>
<td>8 7%</td>
<td>3 2.6%</td>
</tr>
<tr>
<td>6.</td>
<td>Hard to find</td>
<td>12 10.3%</td>
<td>61 52.6%</td>
<td>37 31.9%</td>
<td>5 4.3%</td>
<td>1 0.9%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Not Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Can be learned</td>
<td>92 79.3%</td>
<td>3 2.6%</td>
<td>21 18.1%</td>
</tr>
</tbody>
</table>

aN = 116. b N = 115.
Section 3—Beliefs about leadership education. Practitioners who indicated that leadership could be learned or were not sure leadership could be learned, 113, were asked about who should be accountable for leadership education. Table 10 summarizes the results. Ranking solely on strong agreement indicates practitioners (34.8%), interior design post-secondary educators (33.6%), and then interns (32.7%) are most accountable. The aggregate agreement ranking is: (1) Interior design post-secondary educators (84.9%), (2) Practitioners (83.9%), (3) Interns themselves (77.8%), (4) Specialist leadership educators (77.7%), (5) IDEP supervisors (72.8%), (6) Non-interior design post-secondary educators (64.2%), and (7) IDC (60.2%). Participants believed IDC to be least accountable for intern leadership education. Accountability of non-interior design educators at post-secondary institutions saw the highest number, 35%, of participants selecting neutral or disagreeing.

Table 10. Results for Question 8, Practitioner Beliefs About Leadership Education

<table>
<thead>
<tr>
<th>Educator Option</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>ID Educators a</td>
<td>38 33.6</td>
<td>58 51.3</td>
<td>10 8.8</td>
<td>5 4.4</td>
<td>2 1.8</td>
</tr>
<tr>
<td>Non ID Educators b</td>
<td>18 16.1</td>
<td>55 49.1</td>
<td>28 25</td>
<td>8 7.1</td>
<td>3 2.7</td>
</tr>
<tr>
<td>Specialists b</td>
<td>31 27.7</td>
<td>59 52.7</td>
<td>15 13.4</td>
<td>3 2.7</td>
<td>4 3.6</td>
</tr>
<tr>
<td>IDC a</td>
<td>26 23</td>
<td>42 37.2</td>
<td>29 25.7</td>
<td>10 8.8</td>
<td>6 5.3</td>
</tr>
<tr>
<td>IDEP Supervisors c</td>
<td>30 27.3</td>
<td>50 45.5</td>
<td>24 21.8</td>
<td>5 4.5</td>
<td>1 0.9</td>
</tr>
<tr>
<td>ID Practitioners b</td>
<td>39 34.8</td>
<td>55 49.1</td>
<td>13 11.6</td>
<td>4 3.6</td>
<td>1 0.9</td>
</tr>
<tr>
<td>Interns a</td>
<td>37 32.7</td>
<td>51 45.1</td>
<td>19 16.8</td>
<td>5 4.4</td>
<td>1 0.9</td>
</tr>
</tbody>
</table>

Note. Only “yes” or “not sure” Question 7 respondents were directed to Question 8. a N = 113. b N = 112. c N = 110.
Section 4—Beliefs about specific leadership skills. Generally, respondents agreed each leadership skill presented was important with most combined percentages sitting well above 60% (see Table 11). Innovative (10.4%), mobilizes results (8.6%), and intuitive (7.8%) were deemed least important overall.

Table 11. Results of Question 9, Practitioner Beliefs About Specific Leadership Skills

<table>
<thead>
<tr>
<th>Leadership Skill</th>
<th>Very Important n</th>
<th>Very Important %</th>
<th>Important n</th>
<th>Important %</th>
<th>Neutral n</th>
<th>Neutral %</th>
<th>Somewhat Important n</th>
<th>Somewhat Important %</th>
<th>Not at all Important n</th>
<th>Not at all Important %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adaptability</td>
<td>86</td>
<td>74.1</td>
<td>28</td>
<td>24.1</td>
<td>0</td>
<td>0.0</td>
<td>2</td>
<td>1.7</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Building Relationships</td>
<td>66</td>
<td>56.9</td>
<td>48</td>
<td>41.4</td>
<td>0</td>
<td>0.0</td>
<td>2</td>
<td>1.7</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Collaborative</td>
<td>62</td>
<td>53.9</td>
<td>49</td>
<td>42.6</td>
<td>4</td>
<td>2.6</td>
<td>1</td>
<td>0.9</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Composure</td>
<td>61</td>
<td>52.6</td>
<td>54</td>
<td>46.6</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
<td>0.9</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Enthusiasm</td>
<td>62</td>
<td>53.4</td>
<td>48</td>
<td>41.4</td>
<td>6</td>
<td>5.2</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Goal-commitment</td>
<td>70</td>
<td>60.3</td>
<td>44</td>
<td>37.9</td>
<td>2</td>
<td>1.7</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Human-Centred</td>
<td>55</td>
<td>47.4</td>
<td>57</td>
<td>49.1</td>
<td>4</td>
<td>3.4</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Humility</td>
<td>54</td>
<td>46.6</td>
<td>48</td>
<td>41.4</td>
<td>10</td>
<td>8.6</td>
<td>4</td>
<td>2.6</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Innovative</td>
<td>37</td>
<td>31.9</td>
<td>59</td>
<td>50.9</td>
<td>8</td>
<td>6.9</td>
<td>11</td>
<td>9.5</td>
<td>1</td>
<td>0.9</td>
</tr>
<tr>
<td>Intuitive</td>
<td>25</td>
<td>21.6</td>
<td>54</td>
<td>46.6</td>
<td>28</td>
<td>24.1</td>
<td>9</td>
<td>7.8</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Mobilizes Results</td>
<td>33</td>
<td>28.4</td>
<td>61</td>
<td>52.6</td>
<td>12</td>
<td>10.3</td>
<td>10</td>
<td>8.6</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Openness</td>
<td>64</td>
<td>55.2</td>
<td>51</td>
<td>44</td>
<td>1</td>
<td>0.9</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Positivity</td>
<td>64</td>
<td>55.2</td>
<td>50</td>
<td>43.1</td>
<td>2</td>
<td>1.7</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Professional</td>
<td>85</td>
<td>73.3</td>
<td>31</td>
<td>26.7</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Resourcefulness</td>
<td>65</td>
<td>56</td>
<td>47</td>
<td>40.5</td>
<td>3</td>
<td>2.6</td>
<td>1</td>
<td>0.9</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Self-improvement</td>
<td>56</td>
<td>48.3</td>
<td>58</td>
<td>50</td>
<td>2</td>
<td>1.7</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Self-monitoring</td>
<td>72</td>
<td>62.1</td>
<td>41</td>
<td>35.3</td>
<td>3</td>
<td>2.6</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Visionary</td>
<td>36</td>
<td>31.3</td>
<td>62</td>
<td>53.9</td>
<td>11</td>
<td>8.7</td>
<td>7</td>
<td>6.1</td>
<td>0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

aN = 116. bN = 115.
Sorted in descending order Table 12 compares combined important/very important percentages, mean values, and “very important” responses. From a collective standpoint all skills sit above 50% agreement. Thirteen leadership skills sit above 90% agreement a strong indication of value. Isolating the responses practitioners deem “very important” sees 11 skills rise above 50% agreement. Two, professional and adaptability, sit above 70%, self-monitoring and goal-commitment sit above 60%. Intuitive ranked last in all comparison columns, rounding out least important six leadership skills were mobilizes results, innovative, visionary and humility. Survey participants clearly think some leadership skills are more important than others for emerging interior designers.

**Table 12.** Overall Combined Agreement, Mean Value, and “Very Important” Comparison

<table>
<thead>
<tr>
<th>Combined Agreement</th>
<th>Mean values</th>
<th>“Very Important”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional (100%)</td>
<td>Adaptability (4.7)</td>
<td>Adaptability (74.1%)</td>
</tr>
<tr>
<td>Composure (99.2%)</td>
<td>Professional (4.7)</td>
<td>Professional (73.3%)</td>
</tr>
<tr>
<td>Openness (99.2%)</td>
<td>Goal-commitment (4.6)</td>
<td>Self-monitoring (62.1%)</td>
</tr>
<tr>
<td>Positivity (98.3%)</td>
<td>Self-monitoring (4.6)</td>
<td>Goal commitment (60.3%)</td>
</tr>
<tr>
<td>Building relationships (98.3%)</td>
<td>Building Relationships (4.5)</td>
<td>Building relationships (56.9%)</td>
</tr>
<tr>
<td>Self-improvement (98.3%)</td>
<td>Collaborative (4.5)</td>
<td>Resourcefulness (56%)</td>
</tr>
<tr>
<td>Adaptability (98.2%)</td>
<td>Composure (4.5)</td>
<td>Openness (55.2%)</td>
</tr>
<tr>
<td>Goal commitment (98.2%)</td>
<td>Enthusiasm (4.5)</td>
<td>Positivity (55.2%)</td>
</tr>
<tr>
<td>Self-monitoring (97.4%)</td>
<td>Openness (4.5)</td>
<td>Collaborative (53.9%)</td>
</tr>
<tr>
<td>Collaborative (96.5%)</td>
<td>Positivity (4.5)</td>
<td>Enthusiasm (53.4%)</td>
</tr>
<tr>
<td>Human-centred (96.5%)</td>
<td>Resourcefulness (4.5)</td>
<td>Composure (52.6%)</td>
</tr>
<tr>
<td>Resourcefulness (96.5%)</td>
<td>Self-improvement (4.5)</td>
<td>Self-improvement (48.3%)</td>
</tr>
<tr>
<td>Enthusiasm (94.8%)</td>
<td>Human-centred (4.4)</td>
<td>Human-centred (47.4%)</td>
</tr>
<tr>
<td>Humility (88%)</td>
<td>Humility (4.3)</td>
<td>Humility (46.6%)</td>
</tr>
<tr>
<td>Visionary (85.2%)</td>
<td>Visionary (4.1)</td>
<td>Innovative (31.9%)</td>
</tr>
<tr>
<td>Innovative (82.8%)</td>
<td>Innovative (4.0)</td>
<td>Visionary (31.3%)</td>
</tr>
<tr>
<td>Mobilizes Results (81%)</td>
<td>Mobilizes results (4.0)</td>
<td>Mobilizes results (28.4%)</td>
</tr>
<tr>
<td>Intuitive (68.2%)</td>
<td>Intuitive (3.8)</td>
<td>Intuitive (21.6%)</td>
</tr>
</tbody>
</table>
Figure 11 provides a visual diagram of the results, separating each skill into the authentic and design leadership model categories discussed in Chapter 2.

**Figure 11. Leadership Skills Importance Rankings (by author)**

<table>
<thead>
<tr>
<th>Important Leadership Skills</th>
<th>Overall Important Count</th>
<th>Very Important Count</th>
<th>Important Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>BP Goal-commitment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IMP Positivity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IMP Humility</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RT Composure</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RT Openness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SA Self-monitoring</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SA Self-improvement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ST Intuitive</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ST Visionary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BU Resourcefulness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BU Mobilizes results</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BU Professional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IN Human-centered</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IN Building relationships</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CO Adaptability</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CO Innovative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CO Enthusiasm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DE Collaborative</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*BP = Balanced Processing, IMP = Internalized Moral perspective, RT = Relational Transparency, SA = Self-awareness, ST = Strategic, BU = Business, IN = Interpersonal, CO = Cognitive, DE = Design*
Eight leadership skills deemed as very important by participants consistently appeared in top ten rankings from Figure 10: adaptability, professional, goal-commitment, collaborative, openness, positivity, building relationships, and self-monitoring. The two variant skills in the collective agreement top 10 are composure, sitting in second position at 99.2%, and self-improvement in position six with 98.3%. In the strongly agree top 10, resourcefulness, in sixth position with 56%, and enthusiasm ranked number 10 with 53.9%. In looking at the mean rankings eight skills sit a 4.5 with four standing at 4.6 or above: adaptability, professional, goal-commitment and self-monitoring. Authentic and design leadership skills are equally represented in the eight consistently ranked skills.

Chapter Summary

The survey employed in this study, with a reasonable 33% return rate, garnered usable results from 116 interior design practitioners. The sample population reflects diversity in role, organizational affiliation, firm size, and design focus, although many are interior designers working within smaller interior design firms. NCIDQ certified practitioners from recent to longstanding are evenly represented. Recapping results, the survey shows respondent practitioners believe leadership skills have value within the field of interior design. From a participant point of view, although not necessarily expected to be used everyday, interns benefit by having leadership skills that the respondent majority believe grow over time. Most significantly 79.3% of interior design practitioners surveyed think leadership skills can be learned. In terms of specific skills eight consistently appeared in top ten rankings: adaptability, professional, goal-commitment, collaborative, openness, positivity, building relationships, and self-monitoring. Indicated as the least important intern leadership skills were intuitive, mobilizes
results, innovative and visionary. Finally, while overall each of the given seven educators had a solid measure of accountability, participants believe post-secondary educators and practitioners are primarily responsible.
CHAPTER 5 • DISCUSSION

The discussion in this chapter relates to the literature reviewed in Chapter 2, and to the study’s two research questions. Aiming to determine interior designer expectations for intern demonstration of leadership skills upon entry into practice, as well as strategize for interior designer leadership education in Canada, two research questions were asked:

1. “What leadership skills do professional interior designers in Canada expect intern interior designers to demonstrate in practice?”

2. “What are the implications of professional interior designer leadership skill expectations for interior designer education in Canada?”

A discussion of research question one comes first, complemented by an intern leadership skills model derived from results analysis. Response to research question two follows with discussion on educational accountability survey results leading into a discussion of this study’s implications for interior designer education.

**Research Question One - Practitioner Expectations**

Most important in answering the first research question are survey section 2 responses pertaining to general practitioner expectations, and section 4 responses highlighting the importance of specific leadership skills. In the forthcoming discussion, simple survey result derivations are studied for conclusive research question one responses. Further, cross-tabulation of section 2, 4, and 5 results frame inferences that are more specific.

Analysis of survey section 2 responses reveal, most significantly, respondent practitioners value interns with leadership skills affirming Budd (2011) and Klinkhamer’s (2002) conclusions
regarding leadership skill demand. Further, over 80% consensus in each of questions 2, 3, and 4, across all demographic categories, leads to the following interpretations.

First, on a broad scale, the participants believe leadership skills make better interior designers. As revealed in this study’s literature review, possessing leadership skills, inside and outside of assigned leadership roles, is becoming more important with the increasing pace of change and complexity of problems (Beerel, 2009). Interior design practitioners participating in this study recognize this phenomenon, and acknowledge the value of bolstering a leadership skill set within multidiscipline practice as design educators like Danko (2000, 2010), researchers like Turpin and Guerin (2010), and organizations like CIDA (2014b, 2015b), IDC (2014b), ASID (2013, 2014b) advocate.

More specifically, the survey revealed that 84.6% of respondent practitioners believe intern interior designers with leadership skills are more employable. Because the study participants think leadership skills make better interior designers, manifestation of these skills early in a career is valuable. This inference affirms efforts by leadership identity theorists (Dugan & Komives, 2007; Komives et al., 2011, 2007, 2005; Komives & Wagner, 2009; Owen, 2015) that defend leadership development as a necessary value add proposition for students. It can be inferred from this study that graduating from interior design school with demonstrable leadership skills puts individuals at an advantage when entering the workplace as 75% of survey participants have influence in the intern hiring process.

Participant responses to survey section 2, question 4, overwhelmingly show practitioners also anticipate that intern leadership skills improve over time. Just as authentic leadership theorists (Avolio & Gardner, 2005; W. L. Gardner, Avolio, Walumbwa, et al., 2005), skills
approach theorists (P. L. Wright & Taylor, 1985; S. Wright, 2008) and design leadership researchers (Alnelind & Alvé, 2014; Miller & Moultrie, 2013a, 2013b; Turner, 2013) propose, progressive growth of leadership skills with confidence bolstered by experience in practice, is expected. The comments provided by participants throughout the survey support the idea of progressive leadership development, mentioning words like: practice, experience, evolve, hone, grow, along with statements like “learn by doing”, “time in workforce”, ”continually learn”, and “hands-on experience.”

Within section 2, questions regarding the definitive use and parameters of intern leadership skills, within interior design practice, arise because of varied practitioner agreement within questions 5 and 6. The level of practitioner agreement varied widely in question 5, interns’ everyday use of leadership skills with 34% of respondents not expecting interns to use leadership skills everyday. From this result it can be inferred that the specific views participants hold on leadership roles and intern roles in the workplace as well as the profession, impact perceptions of everyday leadership skill definition and use as design (Guerin & Martin, 2004, 2005) and leadership theorists (Aitken & Higgs, 2010; Northouse, 2013; Turner, 2013) indicate. The variance in agreement may also infer other qualifiers, not indicated in the survey, impact an intern’s use of leadership skills or that the parameters of intern leadership skills need further definition to infer usage.

Practitioners taking this survey also acknowledged the idea that leadership skills varied by individual. Emphasizing the importance of individuality, comments such as “you can’t be great at everything so understand that and play to your strengths,” affirmed leadership identity building ideas brought forth by Komives et al. (2011). Essentially, practitioners recognize each
interior design intern thrives and contributes in a unique way.

In Section 2, question 6, intern leadership skill scarcity revealed the most neutrality across all of the survey questions. Analysis of this question revealed that respondents with one to four years of NCIDQ certification, working outside of interior design firms, and in the role of “other” characterized the neutral (31.9%) and disagreement (5.2%) responses. As a result, it may be inferred that interior designers early in their career or working outside an assigned leadership role, may eschew commenting on the availability of intern interior designers with leadership skills. However, with more than 62.9% of respondents believing that interns with leadership skills are hard to find, an interior designer leadership education strategy would be of value in bringing that number down.

Survey participants also appear to recognize the task variance between design roles. Understanding interns perform functions in practice not necessarily associated with position-based leadership. So, although as indicated in the literature review many designers and design advocates (Clemons, 2000; Danko, 2010; Dickson & White, 1994a; Nieminen, 2010; Wheeler, 2010) believe perceptions of leadership are shifting in the profession, survey results indicate views may still rely on positional definitions or are impacted by systemic hierarchical expectations (Bowles, 2008; Nieminen, 2010; Turpin, 2001). As one respondent commented, leadership skills “are important and part of the recipe for a successful leadership role.” Early in an interior design career intern tasks reflect a need for technical prowess (CIDA, 2015b; CIDQ, 2015f, CIDQ, 2015h, CIDQ, 2015i; Guerin & Martin, 2004), given the survey results it may be inferred as well that, leadership skills valued at the start of an interior design career may shift upon task or role advancement.
The discussion of results above clearly indicates that leadership skills refined before entering the field give interns an advantage, but practitioners do not expect immediate expertise on all leadership skill counts. Respondent practitioners as employers are simply looking for an attitude reflecting the desire to continually learn and develop leadership skills; an attitude espoused by many leadership theorists cited in this study’s literature review (Aitken & Higgs, 2010; Avolio, 2005; Grint, 2001; Komives et al., 2011) as essential to being a successful leader. One survey respondent comment succinctly sums up this idea: “as my mentor at my first job said, now the learning really begins.”

The most promising expectation, revealed by responses to section 1, question 7, is survey consensus that leadership can be learned. With 79.8% of respondents thinking leadership skills’ learning is possible, as developmental theorists attest (Adair, 2009; Avolio, 2005; Day, 2011; Day et al., 2014; W. L. Gardner, Avolio, Walumbwa, et al., 2005; Luthans & Avolio, 2003), the potential success of leadership education strategies increase. If interior designers did not believe leadership could be learned, then the implications for interior designer education would be limited.

However, it is notable that 18% of respondents were unsure of whether leadership skills could be learned. Some of the comments, in the final part of the survey, highlight a divide between understanding leadership skill as something learned, versus an innate ability or trait someone possesses naturally. It is the same argument that plagued early leadership theorists (Gregoire & Arendt, 2004) and continues to stymie modern leadership ideas (Avolio, 2005). As one respondent stated, “I do believe that having the skills listed is something innately within you, while some can be taught, you either have it or you don’t. Not everything can be taught.”
Further, some respondents qualified their views on learning leadership, one stated, “Leadership can be taught, but first it has to be part of each individual, part of their personality and the will to adapt and learn.” Another said, “Natural strengths in leadership are easier to hone than to teach a person who is perhaps introverted or lacks this natural strength.” One criticized the survey as being subjective stating that an “intern’s personality type and characteristics need to be taken into account.” This disparity in belief about the leadership skill set foundations fits with the duality found in the literature. A cultural concern, the “learned verses innate” divide has a strong impact on the support for and implementation of any leadership skill intervention or development program.

Correlating respondent beliefs about intern leadership skills in section 2 to demographic data revealed a few trends. First firm owners (n=27), although not the respondent majority, seem to have the strongest conviction in their beliefs about interns. The majority of owners strongly agreed leadership skills make better designers (14), interns more employable (12), and leadership skills grow with time (15). This observation is important, as owners are leaders who directly influence or embody the firm culture (Turner, 2013). Survey participants NCIDQ certified for five to nine years (12), owner roles (12), employed in a firm of 25 to 49 people (5), or more than 200 people (10) express the strongest beliefs about employability (n=115). Finally, seasoned practitioners, with 10 to 14 years’ certification (n=24) felt most strongly intern leadership skills should be used everyday. The aforementioned cross-tabulations confirm leadership skill perception and valuation variations occur across demographic categories. Influence from leaders across the industry is an impactful variant on leadership learning (Turner, 2013). As a result, leadership intervention effectiveness may benefit from tailoring to specific audience or
organizational needs.

Broadly section 4, question 9 specific leadership skill responses show practitioners expect a balance of design leadership and authentic leadership skills. Authentic leadership skills rank favourably denoting high value for graduates entering practice as touted by researchers. Reflecting, as Danko (2010, 2015) suggests, a shift in thinking about the ways leadership is perceived and defined within the interior design profession. As the literature revealed in Chapter 2, relational authentic attitudes that begin with knowing oneself, translate more easily into leadership across all levels, no matter the context this is validated by survey results (W. L. Gardner, Avolio, Luthans, et al., 2005; Komives et al., 2011, 2007, 2005). From a design standpoint fundamental design leadership skills, as categorized by Miller and Moultrie’s (2013b) model, are also deemed important at the intern level.

The demographic responses cross-tabulated with the 18 specific leadership skills data also reveal a number of trends. In the following paragraphs, each demographic question is reviewed in relation to the given leadership skills. All instances affirming the idea put forth in Chapter 2 that context matters in strategizing for interior designer leader education.

Figure 12 shows the leadership skills ranked according to the number of years a responding practitioner has been NCIDQ certified. Evident from the chart valuation of importance is generally consistent however there are distinct standouts. For example, practitioners with more than 20 years NCIDQ certification rated the importance of enthusiasm and goal commitment much higher than counterparts with less NCIDQ certified years. Designers with one to four years NCIDQ certification believed most strongly adaptability, human-centred, and humility are the most important leadership skills. Further, respondents in the five to nine-
year range viewed openness, professional, and resourcefulness as more valuable. Finally, the lower ranking of building relationships, collaborative, and intuitive set the 15 to 19 year category apart from the norm. Clearly, expectations vary depending upon when one entered the professional system with the time spent as a practitioner reflecting distinctive value sets.

Figure 12. Leadership Skills Cross-tabulated with Number of Years Certified (by author)

The 18 skills correlated with whether the respondent practitioners work in an interior design firm or an architecture firm is presented in Figure 13. The skill expectations are consistent across the board, however three leadership skills vary with enough significance to solicit comment. While respondents working in an architecture firm deem collaborative, quite valuable, practitioners working in interior design firms have placed higher value on demonstrating
humility and self-improvement. Inferred from the results emergent leader skill sets required in an architecture firm compared to an interior design firm may differ reflecting different values and cultures.

**Figure 13.** Leadership Skills Cross-tabulated by Firm Type (by author)

Figure 14 diagrams survey participant organizational roles correlated by the 18 leadership skills revealing expectation differences. Managers stand out as having distinctive expectations when it comes to intern leadership skills. Comparatively speaking, managers rank mobilizes results highly and skills such as humility, innovative, intuitive, and self-improvement much lower. These rankings may be reflective of the rational product-oriented goals of design managers (Best, 2010; R. Cooper, Junginger, & Lockwood, 2013; Topalian, 1980). Owners
appear to value goal commitment, openness, composure, humility, and self-monitoring as more important relative to practitioners in the other roles reflecting a wider strategic vision (Turner, 2013). Once again owners top rated skills speak to their role objectives. It is clear the organizational role practitioner’s play affects perceptions of intern leadership skill value.

Practitioners teaching interior design were statistically more likely to strongly agree adaptability, professional, building relationships, resourcefulness, and visionary are important intern leadership skills.

**Figure 14.** Leadership Skills Cross-tabulated with Practitioner Role in the Firm (by author)
Cross-comparison of the 18 leadership skills with the primary design focus also reveals some variance in expectation. Figure 15, shows innovative standing out as more important in the institutional and healthcare fields, while in the retail sector it is not indicated above somewhat important. Visionary in the retail sector and intuitive in corporate design stand out as more important relative to the other skills. Most significantly, adaptability, professional, and positivity are consistently expected across all genres. The data shows some leadership skills are more important to interior design in general, while there may be need to differentiate skill sets depending upon the design focus.

**Figure 15.** Leadership Skills Cross-tabulated by Design Focus of Firm (by author)
Figure 16 shows data that confirms the organization size also impacts practitioner expectations for intern leadership skills. Practitioners belonging to small firms with nine people or fewer dominate in this survey. Results across the skills remain quite consistent except for responses received by practitioners working at mid-size firms with 25 to 49 people. In these firms leadership skills including builds relationships, human-centred, humility, and self-improvement are less important when compared to the other categories. However, the small representative sample of only nine practitioners may have affected the results. While resourcefulness ranks most consistently important across all sizes of firm, it appears the larger an organization gets the more important adaptability, collaborative, and professional leadership skills become.

**Figure 16.** Leadership Skills Cross-tabulated with Organization Size (by author)
Finally, examination of intern hiring practice (see Figure 17) and whether the survey participant has influence over intern hiring (see Figure 18) reveals intern leadership skill expectations are affected. Survey results indicate organizations with intern’s value skills such as enthusiasm, goal commitment, and composure above others reflecting an individual authentic leadership skill foundation. Firms without interns on staff appear to rank innovative and intuitive as more important, design leadership skills which sit in the bottom five leadership skills overall. Leading to the conclusion that respondents missing the intern staff experience may rely on other sources in considering what they expect from an intern. Openness ironically stands out, above other skills more consistently rated, as a leadership skill expected by influential practitioners. All of the aforementioned survey results support intern investigation into firm values and hiring practices when seeking employment.

**Figure 17.** Importance of Intern Leadership Skills in Firms that have Interns (by author)
Cross-tabulation of specific leadership skills to “strongly agree” responses in the first series of questions in section 2 revealed some correlations (see Figure 19). Respondents who strongly agreed leadership skills should be used everyday by interns felt building relationships, collaborative, and human-centred, were most important. Highlighting the importance of daily demonstration of both authentic abilities and interpersonal design leadership skills. Adaptability is the leadership skill considered most hard to find in a graduate’s leadership skill set, significant as overall it is believed by respondent practitioners to be one of the most valuable. The skills deemed significant in making interns better interior designers match the ones participants think make interns more employable—adaptability, goal commitment, and professional. Examining each skill from different general leadership belief perspectives is valuable in isolating leadership
education objectives.

**Figure 19.** Leadership Skill Importance Cross-tabulated with Survey Section 2, Practitioner Beliefs about Leadership Skills (by author)

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**Leadership Qualities Model**

Given the overwhelming importance of leadership skills in this study, an intern interior designer leadership qualities model was developed (see Figure 20). As explained earlier, the qualities in the model were derived from literature on authentic and design leadership literature, and were then used in the researcher-developed survey (Section 4, question 9). Although not an intentional study purpose, the importance of these skills warrants an explanation.
The derived model features the ten most important leadership skills according to respondent practitioner consensus. Six authentic leadership skills: goal-commitment, composure, openness, positivity, self-improvement and self-motivated, across all four categories set down by authentic leadership theorists as summarized by Northouse (2013). The IDC (2011, 2012, 2013) “Top 5 Under 5” competitions feature nominating supervisor mention of winners having five of these skills; composure (2011), goal-commitment (2012), self-improvement (2012), self-motivated (2012, 2013), and openness (2013). In addition four interior design leadership skills: adaptability, building relationships, collaborative and professional, are included representing the cognitive, interpersonal, design, and business skills categories derived from Miller and Moultrie’s (2013a, 2013b) design skills research. Two of these skills were descriptors used to characterize the IDC (2011, 2012, 2013) “Top 5 Under 5” winners: professional and, collaborative (2013). This section of the chapter features a brief general discussion of the model followed by detailed rationale for each skill included.

**Figure 20.** Intern Interior Designer Leadership Qualities Model (by author)
Goal commitment. Goal commitment is an authentic leadership quality within the balanced processing category. Described in this study as having the determination to achieve desired or required goals (Jalango, 2013) this leadership skill emphasizes individual prowess with potential accountabilities to a group. For an emerging interior designer demonstrating this quality entails learning how to set goals, being able to channel your own talent, knowledge, and passion for a purpose (Guerin & Birdsong, 1995; Harwood, 1996; Locke, Latham, & Erez, 1988). Students of interior design practice this skill navigating the many hurdles of professional learning. Goal commitment requires community engagement with a tenacity to overcome obstacles along the path to achievement (Beerel, 2009).

The American Institute of Architects (AIA), in a 2008 “Leadership in Practice” document authored by Hochberg (2008) presents goal commitment as “prevalent in architect leaders” (p. 1). Klinkhamer’s (2002) panel of interior design practitioners reinforces ideas of goal-commitment as one participant in her study states, “make a commitment to excellence – meaning a willingness to fail early, to challenge the ordained ideas, to start over, to not assume your work is precious, to abandon and pursue a higher level” (p. 73). Respondent practitioners in this study affirm with 98% agreement that a willingness to strive, manifested as goal-commitment, is essential for emerging interior design leaders therefore it has been included as part of the proposed leadership qualities model.

Composure. Composure is another authentic leadership skill assigned to the balanced processing category. Defined as maturity, remaining calm in the face of challenges, composure is a relational skill (Merriam-Webster, 2015). Straightforwardness and composure ranked 8th on a list of Individual Leadership Skill Categories within Martin’s (2005) global leadership survey
According to this survey, ranked second in the top ten list with 99% agreement, practitioners have indicated composure is a valuable quality more specifically for intern interior design leaders.

Maturity is the backbone of composure for intern interior design leaders. Balancing interactive rationality and emotional self-regulation reflects maturity (Baker & Sondhi, 1989; Carmel-Gilfilen & Portillo, 2010). Scholars like Carmel-Gilfillan and Portillo (2010) “agree critical thinking not only involves cognitive dimensions but engages affect, attitude, and maturity dimensions as well” (p. 3). Klinkhamer’s (2002) study emphasizes people skills and teamwork demonstrate mature attitude (p. 69). Further one of the IDC (2011) “Top 5 Under 5” candidates was lauded by their nominating supervisor as being “admired by clients for maturity, responsiveness and understanding of business needs” (p. 1). In turn composure, with an emphasis on maturity and self-regulation has been included within this leadership qualities model.

**Openness.** Openness is an authentic leadership skill adapted from the five-factor model of personality, a trait approach studied by numerous theorists since it arose in 1961 (Northouse, 2013). Openness a relational transparency skill, is described in the survey for practitioners as listening responsively with a generous attitude. Openness is both intellectual and experiential, demonstration requires an individual to align mindset and feelings for genuineness to be perceived (Avolio & Gardner, 2005; Waite et al., 2014). The respondents in this study have deemed openness, most typically described as an attitude relating to new experiences (Grint, 2010), important for emerging interior design leaders.

More broadly, the CCL, via Martin’s (2005) study of future skills required of leaders, indicates new leaders must “be open and adaptable to new ideas” (p. 20). Research done by Lee
and Cassidy (2007) along with Waite (2014) cite openness as critical to authentic leadership. Characterizing change leadership, Beerel (2009) stresses that responses to new realities require “openness, attentiveness to and curiosity about, a changing global environment; strength in systemic thinking; and ability to see patterns and relationships; good inductive reasoning capabilities” (p. 74). Within interior design Klinkhamer’s (2002) study participants emphasize openness as important to interacting or receiving guidance from peers, members advise interns to “be open and work with others” as well as “be open—able to absorb constructive criticism” (p. 135). Finally, CIDA research for the new 2017 standards states students should be encouraged to “develop an openness to crossing traditional design boundaries” (CIDA, 2014b, p. 5). Ranked third in the top ten qualities list openness is included in this leadership qualities model as an important quality for emerging interior design leaders to possess.

**Positivity.** Positivity, described in the given survey, as maintaining forward progress with optimism and confidence, is a valuable authentic leadership skill within the internalized moral perspective category (Adair, 2009; Avolio & Gardner, 2005). Positivity in a leadership context is most often described in relation to influencing followers (Avey et al., 2011; Grint, 2001) linked closely to transparency and trust (Avolio, 2005; W. L. Gardner, Avolio, Walumbwa, et al., 2005). For emerging designers acting with positivity reflects hope, optimism and confidence, three of the core authentic leadership attitudes (Avolio & Gardner, 2005; Avolio et al., 2009; Luthans & Avolio, 2003).

Positivity is a major component of psychological capital (Luthans & Avolio, 2003). An effective interior designer leader must be able to see good and bad, weaknesses and threats, in turn, applying knowledge and manage feelings, often unexpected, to positive effect (Best, 2010).
To experience setbacks or admit failure and rebound, drawing emotional learning from the experience, is the key to positivity (Adair, 2009). It is not to say that an emerging design leader must constantly be positive or that there is no room for negativity or scepticism. It is the ability to keep positive momentum from consumption by obstacles (Avey et al., 2011; Youssef & Luthans, 2005). Acting with positivity demonstrates confident ownership of the resilience required as a leader.

Klinkhamer’s (2002) study mentioned having a positive attitude numerous times. With reference to growing as a person and a leader, students were advised by Klinkhamer’s (2002) panel of respondents to “get, and keep, a positive attitude towards everything” (p. 93). Others warned, “Stay positive—develop a positive attitude. Nobody wants to spend time with negative people. Look for the best solutions and keep trying—it’s infectious” and “Surround yourself with positive-thinking people; avoid negative people and situations” (Klinkhamer, 2002, pp. 96, 101). Being a positive thinker was described as a baseline ability offering the following advice for new graduates. “New graduates must think positively, especially during first years of design practice…. Adopt a positive mantra, and move forward with your plans.” (p. 98). Positivity, included in the proposed leadership qualities model, is an important intern interior design leader skill.

The question of learning positivity, viewed as an attitude, calls into question innate personality versus learned ability. However, according to Avolio and Gardner (2005) positivity as a capacity has “theoretical and psychometric support for being state-like (open to development and change)” (p.324). Positive moral perspective, positive modelling, and positive social exchange research has also produced results supporting positive outlooks can be learned (Avolio
et al., 2009, p. 423). The breadth of evidence above, alongside the fourth place ranking by practitioners in this study, justifies the need to include positivity as a valuable asset for intern interior designers within an emergent leader skill set.

**Self-improvement.** Improving knowledge, status, or character by one’s own efforts sets the basic frame of self-improvement for an emerging design leader. As an authentic leadership skill, in the self-awareness category self-improvement has close ties with self-motivation, self-management, and ambition (Adair, 2009; Avolio, 2005; W. L. Gardner, Avolio, Walumbwa, et al., 2005). Emotional intelligence, manifested as self-management in leading change, is valuable on a number of counts as Beerel (2009) reveals: “through emotional self-management the emotionally intelligent person is good at creating teamwork and collaboration as well as handling conflict and managing difficult conversations” (p. 71). This emotional prowess, when combined with vision for learning opportunities and the desire to improve oneself, is a great foundation for students and interns alike who are looking to enter a field driven by process, design, relational and service values.

Although not spelled out specifically as a skill in demand other than within the IDC “Top 5 Under 5” competition of 2012, the assumptions put forth at the start of this study in Chapter 1 involve an emerging interior designer’s desire to learn. Without the drive to learn and improve upon skills one believes they already possess, individual progress along a professional education stream will be limited. Practitioners who have experienced the professional system of education recognize that a mindset of self-limitation does not benefit the intern, organization, or the client. In turn ranked sixth by practitioner consensus self-improvement is included in the proposed model as a valuable intern leader skill.

**Collaborative.** Collaborative is a capacity that has emerged over the past 20 years as essential to the evolving multidisciplinary nature of interior design (CIDA, 2014a, CIDA, 2015b; Guerin & Martin, 2005; Nieminen, 2010). For this study, the large spectrum ability contained by the concept of collaboration has been limited to, participating and facilitating active involvement by others (Merriam-Webster, 2015). Collaborative skill is identified in Martin’s (2005) global CCL study as imperative for future leaders. He states that “results across our numerous data point to one conclusion: Leadership is changing and approaches focusing on flexibility,
collaboration, crossing boundaries and collective leadership are expected to become a high priority” (p. 3). Essentially, more complex dialectic challenges are becoming the norm, so in turn cross-collaborative functions increase at all positional levels (Bushe & Marshak, 2015; Martin, 2005). Being an active part of a team, whether participating or facilitating, is important for interior design leaders.

More specifically for interior design leaders CIDA (2015b) 2017 draft standards dedicate Section II Standard 5 to Collaboration as a fundamental requisite learning item for interior designers. Martin and Guerin’s IDBOK (2005) states “research and evidence-based design as well as collaboration are cornerstones of professional practice” (p. xiv). In the IDBOK being collaborative is integral to: the consultant work knowledge area (p. 33), confronting the impact of technology (p. 58), and participative design (p. 63). Stone (2005) corroborates collaborative as a core value, saying “in practice collaboration among interior designers, architects, engineers and other building professionals is fundamental” (p. 14).

Coordinating and collaborating with allied design professionals also arises as an item identified by Tarver (2013) with the greatest variance of value and preparedness between practitioners and graduates (p. xi). Finally, the IDC “Top 5 Under 5” for 2013 saw one of the winners celebrated for their collaborative skills (2013). Ranked 10th by practitioner consensus in this study validated by the literature, collaborative skills are integral to intern interior designer leadership meriting inclusion in the proposed qualities model.

**Professional.** For design leaders today, professional skill is extremely important in a recognized profession supported by a distinct disciplinary foundation, rational thinking, ethics, and communication (Guerin & Martin, 2010; Poldma, 2008). Professional skill, described as
communicating well in a courteous, conscientious manner, ties thinking (values) and behaviour (communication) together.

Professional is most longstanding and broad category or subcategory of knowledge or learning outlined in all of the governing body documents, including CIDA (2014a, 2015b) and the NCIDQ (2015c). Further professional concepts have been investigated in innumerable interior design studies (Birdsong, 2001; Bowles, 2008; Lees-Maffei, 2008; Quaintance, Arnold, & Thompson, 2010; Scarton, 2013). Since 1984, professional skills have contributed to defining role of an interior designer. Professional ethics ranked number two on a list of importance in Hardy and Kriebel’s (1984) NCIDQ examination needs survey of professionals (p. 5). CIDA 2014b research reinforces the inclusion of ethics in the conceptualization of professionalism even today, indicating that designers must “be ethically responsible and maintain professional integrity” (p. 9). While many aspects of professional skill exist, including the ethical viewpoint, communication was most prominent in the interior design literature (Baker & Sondhi, 1989; Benhamou, 1980; Birdsong, 2001; Douthitt & Hasell, 1985; Hernecheck et al., 1983).

Communication skill, as a core professional skill, the most in-demand omnipresent interior design skill, at all experience, levels, in any context.

Demonstrating professional skill was identified as an valuable intern interior designer attribute by both the IDC (2013) “Top 5 Under 5” nominating supervisors and Budd’s (2011) design practitioners’ focus group. Further, according to IDEC (2009), “professionalism and leadership skills are important for interior designers to be perceived as informed, educated, seasoned professionals who create value for the project” (p. 7). Development of professional skills occurs inside and outside of work contexts, refined once interns begin working directly in
the field. The expectation for designers entering the workplace is awareness of actions alongside respect for others in the context of the profession—to lead in this regard. Budd (2011) advises newcomers that “knowing how to talk to professional partners’ signals respect, a willingness to learn, and an awareness of the design process” (p. vii). Although much has changed to frame the value of professional skills for interior designers the skills continue to be a significant asset ranked the most important leadership quality with 100% consensus.

**Building relationships.** Building relationships, a design leadership attribute within the interpersonal category (Miller & Moultrie, 2013a) at core level involves putting people at ease and valuing individual differences (George, Sims, & Gergen, 2007; McCauley & Velsor, 2004; Merriam-Webster, 2015), emphasizing trust and respect (Dennett, 2011; M. D. Mumford, Zaccaro, Connelly, et al., 2000). Trust sits at the core of building relationships amongst other dimensional aspects including attitude, knowledge, and competency (Popper, 2004). Tapping into relational capacity requires individuals to understand themselves, be considerate of situational context, and respect others in support of effective communication (Komives & Wagner, 2009). The ability to build relationships is a core social communication function in any values-based service profession.

The need to for a skill set that includes building relationships is a recurring leadership theme inside and outside of interior design studies. Broadly speaking Martin (2005) indicates according to global research the future will require “leaders … to build important relationships and work across boundaries to collaborate effectively” (p. 20). More specifically working for and alongside others is a daily mainstay for interior designers, to succeed they must understand the value of, and be able to build relationships (Best, 2010). In terms of interior design interns,
studies over the past 25 years, including those by Hardy and Kriebel (1984), Tew (1991), Klinkhamer (2002), and Tarver (2013), all emphasize the demand for interns to be adept at building relationships.

In identifying important interior design skills for practice, Hardy and Kriebel (1984) ranked communication skills 8th, public relations 20th, and trade relations 28th (p. 5). Tew (1991) focused on the role of business and communications in interior design, and found that “skills found to be most consistently related to interior design employment were ability to sell oneself, technical writing … and client and trade relations” (p. 52, 55). According to research done by Klinkhamer (2002), new designer should be able to “network and nurture relationships with other designers” and “nurture contacts in respectful ways” (p. 100). Finally, advice given by professionals in Tarver’s (2013) study led her to recommend that “codes, budget, building relationships and how to work with vendors, and programming” be further emphasized in design education (p. 49, 102). Further, design professionals in Tarver’s (2013) study commented that “establishing and maintaining strong relationships with clients” was very important for new designers (p. 98). Building relationships, ranked fifth by practitioners in this study, is a core intern interior design leader quality.

Adaptability. Adaptability is a cognitive design leadership quality derived from Miller and Moultrie’s (2013b) design leadership model. Described as “willing and able to try new things, and changing to work better,” adaptability is one of the most important skills for designing and leading change (Aitken & Higgs, 2010; Beerel, 2009). Because, in making change for others, one must respect the power of change, appreciate change, and be flexible themselves in the face of change (Adair, 2009; Beerel, 2009). Adaptability is included as part of this
proposed leadership qualities model as 75% of survey participants believed it to be “very
important” leadership skill and it ranked seventh in overall importance.

Broadly speaking CCL (2005) research affirms the criticality of including adaptability as it is one of the most desired present day global leadership attributes. As Martin states,

[l]eaders need to be as flexible as possible and participate in numerous diverse experiences. Try out different approaches so that you have them when you need them and won’t have to build them while you’re in the middle of a new challenge…. Instead, pursue more challenging experiences, consider working with a mentor, and interact with a variety of people – not only those who see the world your way. (Martin, 2005, p. 20)

Klinkhamer’s (2002) research also affirms the importance of an interior design intern’s ability to adapt, be flexible, and learn from the experience (pp. 72, 94, 127, 131). When Klinkhamer’s panel members were asked about most important future attributes, aside from knowledge fundamentals for designers, “adaptable, with the ability to reflect and assess” was highlighted (Klinkhamer, 2002, p. 131). Emerging design leaders need to gain confidence in relation to unpredictability which takes positively supported behavioural, cognitive, and emotional practice (Grint, 2001, 2005). An individual may self-identify as being adaptable but the proof interactive response to situations. It seems in the current era where change is constant and emergent interior design leaders are prospective agents of change, there is logic to the inclusion of this leadership skill as part of this practitioner expectation study.

The leadership qualities model put forth in this study focus on 10 foundational intern interior design leader skills: professional, composure, openness, positivity, building relationships, self-improvement, adaptability, goal-commitment, self-monitoring, and
collaborative. A combination of authentic and design leadership skills, each quality contributes to an intern being perceived as not simply a good interior designer but an emergent interior design leader. Emphasis on these skills within interior designer leadership education strategy is recommended.

**Research Question Two – Educational Accountability**

This section addresses research question two which focused on practitioners’ opinions about who should be accountable for educating intern interior designers about leadership skills. The section begins with a discussion about survey section 3, question 8. A brief reiteration of question 8 survey results is supplemented by a detailed look at responses relative to other sections of the survey. Specific educator accountability trends, in relation to the leadership model presented in the previous section of this chapter follow. Completing a response to research question two, all of this study’s expectation results in relation to the literature reviewed in Chapter 2 follow, grounding a discussion of implications for interior designer education.

Over all cross-tabulations of section 3 responses with section 5 demographic data, post-secondary interior design educators emerge as the most consistently accountable no matter the context, followed by practitioners, specialist leadership educators and interns. Respondents believed non-interior design educators at post secondary institutions, IDEP Supervisor and IDC, least accountable. A few demographic trends stood out for discussion, with design focus showing the most derivation across respondents.

Designers with 5 to 9 years NCIDQ certification (n=32) placed the onus of leadership education squarely on practitioners (12). Respondents in the role of interior designer (n=32) ranked interns themselves as most responsible for developing their own leadership skills with
37% strongly agreeing. Some interesting firm size trends also appear when cross-tabulating results. In particular, views about specialist educators from practitioners in mid-size firms (25–49) (n=9). Although post-secondary interior design educator ranked highest (6), specialist received stronger support compared to the other demographic subsets. The highest support for specialist educator accountability came from respondents in the 200+ firm size category (n=21). More than 33% strongly agree and 52% agree specialist educators should play a part in leadership skill development.

Finally, as shown in Figure 21, design focus cross-tabulation with educator accountability results show the greatest derivation across demographic comparison. Intern accountability ranked high with multidiscipline firms (n=6). Teaching focus saw the distribution of accountability fall mainly outside of post-secondary institutions. Low post-secondary interior design accountability ratings by teachers of interior design reflect the perceived burden of accountability already on post-secondary educators. As one respondent stated “Design institutions have enough trouble teaching all the necessary skills following CIDA and NCIDQ requirements as is, without adding another demanding objective.” The hospitality and retail sectors also stood out in their dissent for post-secondary interior design educator accountability. Finally, residential sector comparatively placed greater onus on IDC and IDEP supervisors. These demographic differences reflect a variation in mission vision and values across the interior design community, therefore expectations about who should be accountable for interior designer leadership education.
Figure 21. Design Focus Cross-tabulated by Educator Accountability (by author)
Educational accountability responses were also cross-tabulated by specific leadership skill responses in section 4. Figure 22 displays the relationship between aggregate agreement responses about educator responsibility related to “very important” leadership skill rankings.

**Figure 22. Very Important Leadership Skills by Educator Accountability (by author)**

Further, section 4, question 9 specific leadership skills cross-tabulated with question 8 data revealed a few trends. A number of links between respondent practitioners who strongly agreed on a skill and potential educators arose. Resourcefulness positively correlated with practitioner, IDEP supervisor, IDC, and post-secondary interior design educator responses.
Respondents who felt strongly specialist and non-interior design educators should be accountable were more likely to assign “very important” to positivity, enthusiasm, and composure. Adaptability is the only skill that positively correlated to practitioner belief that interns should be responsible for leadership education. Collaborative was more likely to be selected as a leadership skill by participants who agreed post-secondary educators, interior design and non-interior design should be accountable for educating about leadership, validating the CIDA (2014a, 2015b) requirement for teaching collaboration.

Respondents who chose intuitive and mobilizes results also identified interior design educators along with IDEP as accountable, reflecting the notion that a technical knowledge base taught in academic environs complements an IDEP supervisor sharing experiential knowledge (CIDQ, 2009, 2014a; Harwood, 1995, 1996). Finally, although IDC is low ranking on the list of people accountable for educating interns about leadership, IDC responses positively correlated to composure, humility, innovative, and visionary - of these skills three ranked within the five least important skills overall.

Additional comments given by 17 survey participants in response to section 3, question 8, supplied further ideas about who should be accountable for leadership education. Commenter’s point out, all co-workers, peers, supervisors, and mentors, whether they be interior design practitioners or not, should be included in educating interns. This idea meets with the leader identity theory ideas by Komives et al. (2005) presented in Chapter 2. As well, some respondents felt parents along with primary or secondary school educators are highly accountable for leadership development. As one respondent noted, “leadership should be taught at school, before post-secondary institutions, and after receiving their degree.” Another participant astutely
recognized “leadership in general can be taught by any individual, from any background and walk of life.” Although on a philosophical level this may be true, leadership development theorists like Avolio (2005), Adair (2009), Komives et al. (2011), attest the pace and quality of leadership development suffers without formal program initiatives along the full professional career path (Guerin & Martin, 2004).

Educator accountability results compared to the leadership skills found in the proposed leadership qualities model also reveal some important factors for consideration in interior designer education (see Figure 23). In all cases, except adaptability and openness, respondents assign accountability to post secondary interior design educators for specific leadership skill education. This aligns with the fact that upon registering as an interior design more than half of an designer’s education falls within formal academic bounds (K. J. Lee & Hagerty, 1996). Practitioners in turn expect intern education to reflect their needs in practice, including those centred on leadership. With specialist leadership educators high across all skills as well it can be inferred either that practitioners acknowledge the increasing burden on the interior design education system or appreciate leadership as a distinct knowledge base requiring qualified educators. In either case, this result points to the potential value of post-secondary level intra-curricular, extra-curricular or external leadership specific programs.
IDC saw the lowest educator responsibility ratings across all skills except goal-commitment, building relationships and self-improvement an interesting result. The low ranking becomes a concern, as IDC (2014) is the face of interior design to the public and an influential national monitor of the profession. In the literature the professional bodies like IDC (2014) are the force behind communicating what leadership is or is not, who is able to be a registered interior designer, awarding and recognizing leadership as well as publicly promoting the discipline and the profession.
IDC (2014b) is also the primary conduit for continuing education upon graduation working with Interior Design Continuing Education Council (IDCEC) (2016) to establish courses and programs to supplement student and intern knowledge. With an internal leadership system made up of interior designers, the IDC (2014) also acts as a model for the progression of leadership skill sets. It may be that the survey question, as written and responded to, may be unclear as to what accountability for educating interns entails. Does the facilitation and promotion of education, which is what IDC does, fall under this heading or have the respondents’ simply likened education to the transfer of knowledge from teacher to student. Further information is required for discussion.

IDEP is the only formal mentoring program in Canada and the IDEP Supervisor ranking fell below the main four educators in eight of the ten cases. With respect to both IDC and IDEP accountability, three further trends stood out. Residential designers (n=21), although the majority align accountability with post-secondary educators, place the remainder of responsibility equally on specialist educators, IDC, and IDEP. The under-five years’ certified (n=23) category place the IDEP supervisor responsibility quite high with 11 of 23 respondents strongly agreeing. In addition, in the same demographic the IDC educator category responses show eight participants strongly agreeing. This may be indicative of the fact that the IDEP program, for a number of years prior to 2010, was mandatory for interns, which these respondents may have experienced (ARIDO, 2015c).

Further, IDC (2014) influence within the community increased after 2010, as it became the national conduit for the profession (Kucko, Turpin, & Pable, 2009). As well IDC’s interest in interior design student and intern concerns has been increasing from that point, as evidenced by
their 2014 strategic plan which included boosting student and intern initiatives (IDC, 2011, 2012, 2013, 2014a, 2015). The value respondent practitioners placed on IDEP and IDC may be in direct relation to their positive experiences with the organizations. Either a full understanding about what IDC and an IDEP supervisor do or a lack of clarity in the study about the roles these educators play, led to the lower rankings, it is unclear which occurred in analysing the results.

The general comments from respondent practitioners offered additional insight into their feelings about interns, as followers within the profession. Reflecting the phenomenological reciprocity required for leadership emphasizing in the literature review (Northouse, 2013). Interns, from a practitioner point of view, must understand how to follow before they can lead; as one respondent suggests, the importance of knowing “when to lead and when to follow.” Another respondent points out that, along with all of the given skills, “the ability to take direction and follow someone’s lead is equally important.” All comments reflecting that a sense of intern recognition is lacking. This lack of recognition alluded to by theorists like Danko (2015), Adair (2009), and Komives et al (2005), as practitioners acknowledge, impacts leadership development.

Suggesting that some interns “tend to assert authority rather than leadership when they do not have the skills developed for leadership,” one respondent highlights not knowing when to lead is a barrier to development. Following that conceptual thread, it is noted by another respondent that, “while leadership is important, it is also necessary to know when not to lead and when to step back and learn from those with more experience.” Lacking the desire to take the lead is also a barrier to growth, as pointed out by one participant: “there are some who will never make a great leader as they are not as comfortable with the responsibility of leadership.” All of
these comments show that survey participants recognize that, individuals enter the professional education stream with varied levels of understanding about interior design and themselves in relation to this field.

More positively practitioner comments broached the subject of how development occurs, something not addressed specifically in the survey. Active words like, empower, engage, encourage, and communicate, along with statements like “recognize assets” and “instill confidence”, were themes put forward by practitioners for educators. “Learn by doing,” “be responsible,” “understand how to follow,” “take time to learn,” and “improve attitude” stood out as suggestions for interns to consider when working in practice. All comments indicative of the enthusiastic support some respondent practitioners are willing to offer in building an interior design leader identity.

**Implications for Interior Designer Education**

This section of the chapter features discussion on the implications for interior designer education. A brief summary of survey analysis deliberated in the first three sections begins the discussion. The discussion of implications begins from an individual perspective and, from there, follows the interior design career cycle path from post-secondary education to experience on through to the broader community.

Chapters 3 and 4 revealed that participants undertaking this survey believed interior design graduates demonstrating a combination of design leadership and authentic leadership skills were valuable. Practitioners believed with over 98% consensus that six authentic leadership skills; openness, positivity, self-improvement, self-monitoring, goal-commitment, and composure, along with four design leadership skills, adaptability, building relationships, and
professionalism were important. The intern interior designer leadership qualities model derived included these ten important skills.

Further, in accordance with the literature presented in Chapter 2, practitioners believed leadership can be learned, and that intern leadership skills to grow over time developing iteratively along the interior designer career cycle path. A question arose when examining results from survey section 2, however, about whether practitioners support the idea that all interns are emergent leaders. Finally, the participants of my study hold post-secondary interior design educators, practitioners, specialist educators, and interns themselves most accountable for educating interns about leadership skills. The following suggestions are directed to students studying to become interior designers as well as the integral community of interior design educators that guide them in their journey.

From a broad perspective, *collaborate to educate* seems a fitting maxim for the interior design community to adopt in approaching the integration of leadership learning into the career cycle of an intern. As a result of this study it is suggested that full interior design community participation is required to educate an emergent interior design leader. A strong academic foundation supported by interior designer exemplars, coaches, and mentors, complemented by a solid sense of self, intertwine to foster leadership learning. As the literature in Chapter 2 indicated starting the conversation on leadership early (Clemons, 2006; Komives et al., 2011), setting down leadership principles (Adair, 2009; Aitken & Higgs, 2010; Komives et al., 2011; Traynor et al., 2013) and providing learning supports (Feldman & Greenberg, 2005; Hess, 2007; Hicks, 2011; Vries, 2014) increases the potential for confident emergent leaders to develop and succeed.
Individuals enter the professional education stream with varied levels of understanding about interior design, leadership, and themselves. The high ranking of intern accountability interpreted alongside the results of the literature review suggests emergent design leaders take ownership of their leadership identity as early as possible within the professional learning process. Tight alignment of perceptions about the field of interior design with personal values and skills leads to greater success when embarking on professional study. Practitioners, whom interns will be working for or alongside, acknowledge that leadership identity development occurs at different rates but it is expected that individuals from the time they graduate will be professional, adaptable, and fundamentally adept at building relationships. In addition, an intern demonstrating leadership skills like openness, positivity, and composure, who is able to commit to goals, and values self-improvement, has an advantage entering the workplace.

In turn, individuals may want to evaluate their present leadership skill capacity, specifically in relation to the skills presented in the leadership qualities model, using the Authentic Leadership Inventory tool (Neider & Schriesheim, 2011), or by any other means available. This evaluation could be done various times throughout an interior design career. Afterward students and interns should look for opportunities, formal and informal, to strengthen existing leadership skills. Supporting an idea presented Komives et al. (2011) and skills approach theorists (Adair, 2009; Northouse, 2013; P. L. Wright & Taylor, 1985) setting down a personal plan for leadership skill improvement is recommended. Further, at significant points along the professional path individuals may want to consider, as Komives et al. (2011) endorse for leader identity development, taking stock of individual values, assess strengths and weaknesses, look for opportunities, set goals, build skills, get feedback, reflect and repeat. Recognition of peer
value is also encouraged, as community support is essential to this individual leadership development process, beginning with formal post-secondary education.

Post secondary education is a main component in the early years of interior designer education that influences an intern leader’s development. In attending post-secondary institutions students learn via curricular, intra-curricular, and external offerings. As well, all CIDQ (2015) educational routes offer leadership learning opportunities. However, as indicated in Chapter 2, for those students enrolled within a CIDA accredited institution, it is easier to see how they may learn leadership from the curricula.

The CIDA (2015b) 2017 standards require programs to develop a leadership identity themselves establishing a “learning environment that supports a culture of professionalism and mutual respect” (p. II-15) as a strong exemplar for students. The standards also emphasize per the section headings “Business Practices and Professionalism” - which supports professional leadership skills, “Communication” - which supports building relationships, “Design Process” - which supports adaptability and goal-commitment, and provide a set of measures for learning expectations. Integration of leadership theories, concepts, and exemplars, logically fit within the sections mentioned above, as well as the sections on “Global Context”, “Human-centered Design”, and “History and Theory” (CIDA, 2015b).

Further to the positive changes CIDA (2015b) has already made within their 2017 standards, there are opportunities for additional changes centred on leadership when standards are reviewed again in future. Some examples of incorporation, aside from adding another full section on interior design leadership, include adding requirements to expose students to leadership in all standards. More specifically, each section could address opportunities to
practice leadership competency components. For example, in section 10 “History and Theory,”
an explanation of a specific leadership theory with interior designer exemplars would prove
valuable in teaching students about both leadership and leaders within the profession. Further,
studying and analyzing a current or past leader could highlight areas for cultural or individual
leadership identity development. At this early stage of an interior design career, openly
discussing interior design leaders, what makes them a leader and how they became leaders,
allows students to better reflect upon their goals.

Broadly speaking, whether CIDA accredited or not, within formal education, consistent
leadership language and messages are critical. Overall, it is suggested that post-secondary
academic institutions and their architecture or interior design programs should aim to help
students see that as Danko (2015) alludes, designing change is leadership. Building leadership
knowledge is critical complement to design education, as alongside the fundamental design and
interiors disciplinary base academic programs provide, interior design leadership perceptions,
language and skill set begins to form (Komives et al., 2011). Integrating leadership learning
informally into curricula via discussion of leadership theories, concepts and interior design
leader exemplars would prove valuable.

Most post-secondary programs, such as University of Manitoba and Ryerson University,
already recognize the importance of critical thinking in designing employing teaching methods
that foster developing this mindset (Beecher, 1997, 2006; Carmel-Gilfilen & Portillo, 2010).
Critical thinking, as mentioned in this study’s literature review, also supports leadership skills
development, especially authentic leadership (Berkovich, 2014; Pigza, 2015; Waite et al., 2014).
Further the use of appreciative inquiry and narrative within curricula is recommended if not
already employed for the positive effect these methods have for both design (Beecher, 2006; Bulkens, Minca, & Muzaini, 2014; Danko, 2003) and authentic leadership (Albert & Vadla, 2009; Eriksen, 2009; Quaintance et al., 2010; Waite et al., 2014) development. Finally, increasing collaboration with practitioners to teach leadership is also strongly recommended, given their experience in the field as well as their importance as identified by survey participants in contributing to leadership learning.

A specific example of integrating leadership learning into the curriculum is taken from a study done by Maxwell and Greenhalgh (2011). The approach Greenhalgh uses, in her leadership program classes at The Wharton School, involves students identifying, at the start of the term, what leadership looks like by submission of a digital image (Maxwell & Greenhalgh, 2011). As the term progresses, in-class critical analysis, and personal reflection on leadership unfolds. At the completion of the term or year, students repeat the exercise. Maxwell and Greenhalgh’s (2011) “intention was to help students understand their own perceptions of leadership and to see how their perceptions compare to those of others” (p. 106). Results showed that as student’s leadership knowledge grew there was greater depth of critical discussion on perceptions of leadership and the many forms it make take (Maxwell & Greenhalgh, 2011). This technique has the potential to foster the formation of individual leadership identity and discovery of how it meshes with being an interior designer.

Aside from direct curricular leadership integration, if resources allow formal internal leadership programs, accessible to all students, would be even more valuable. Post-secondary interior design educators as primary influencers in emerging interior designer education may also consider supporting or promoting co-curricular leadership initiatives or external leadership
programs. For example, the University of Manitoba (2015) has a Student Leadership Development Program initiated by the student affairs division at the university that could be endorsed by post-secondary interior design educators.

Finally, post-secondary educators who exhibit expected leadership skills can strongly influence students learning about leadership (Komives et al., 2011). Leadership learning as part of, alongside, or external to, an academic interior design program is important in producing graduates that possess the intern leadership skills expected in practice highlighted by this study.

As the embodiment of authentic and design leadership is important for post-secondary educators, being an exemplar is even more important for practitioners. Practitioners play many roles in educating emerging interior designers for leadership. As interpretation of this study’s data, relative to the literature presented in Chapter 2 suggests, practitioner influence and accountability within intern interior designer education is significant.

Support from practitioners is important along the full career path, but most influential as the graduate transitions into the workplace to practice as an intern (Douthitt & Hasell, 1985; Fowles, 1984, 1987; Guerin & Martin, 2004; Harwood, 1989, 1995; Klinkhamer, 2002). Experiences beyond the formal academic phase begin to shift intern perceptions and motivations from individual to community and beyond, influencing their leadership voice (Komives et al., 2011). In developing all of the leadership skills put forth by this study, especially building relationships, composure, openness, positivity and professional skills benefit most from coaching (Kerns, 2011; Vries, 2014; S. Wright, 2008), guided internships (Harwood, 1995, 1996; Komives et al., 2011; Wasonga & Murphy, 2006), and most effectively from formally recognised and established, long term mentorship programs (Hicks, 2011).
Opportunities to bring practitioners and students or interns together already exist within the community. Technology has increased student and intern exposure to the field and practicing interior designers incrementally over the years. Many of the professional authorities in the field, including NCIDQ, IDC, and ARIDO, have an online presence through social media sites like LinkedIn, Facebook, and Twitter where the whole community may interface. More formally the current industry supported IDC (2015) “PROpel: What’s your amazing?” initiative, featuring students and interns leading the interior design conversation, effectively brings practitioners and aspiring designers together online and for 40 participants two full days of direct industry expert interaction at a conference (IDC, 2015). In promoting the program IDC (2015) states “[a]s the next generation of interior designers, we want to engage you, learn from you, and connect you with thought leaders in the industry. By networking with others in the interior design community, you will PROpel yourself and your career to the next level” (p. 1). All represent effective means for interns, with practitioner support, to indirectly build the leadership capacities mentioned throughout this study.

However, design firms, board members of IDC and Provincial associations across Canada, as well as practitioners, may want to consider the establishment of more formal long term mentorship programs focused on nurturing emergent interior designer as leaders. The benefits would be twofold; it would be a reciprocal leadership development process (Hicks, 2011) and it would provide opportunity for communicating the diversity in design specialties, as my study revealed context matters when it comes to leadership.

A critical look at existing North American wide mentoring initiatives like the NCIDQ’s (CIDQ, 2014a) optional IDEP program, IIDA’s Campus Centers and Student Mentoring
Program (IIDA, 2014a, 2016), ASID Leadership Academy and programs (ASID, 2013, 2014b, 2015a, 2015b), shows there is opportunity for more mentorship initiatives, centred on leadership, in Canada. The ideal program would see practitioners getting involved directly as one on one mentor for an intern supplementing knowledge building and networking components (Komives et al., 2011). Practitioners as mentors or coaches would require leadership training and goal setting would be a requisite part of the relationship to garner the best results (Hicks 2011).

A good example of a comprehensive program that incorporates mentorship is the yearlong leadership program run by the British Columbia Nursing Leadership Institute (MacPhee & Suryaprakash, 2011). The program has four components: a) a 4-day workshop, b) mentoring support from higher-level leadership, c) organizational supports to implement leadership projects in the practice environment, and d) virtual networking (i.e. online community of practice) (MacPhee, Skelton-Green, Bouthillette, & Suryaprakash, 2012, p. 161). An empirical evaluation of the programme by MacPhee, Skelton-Green, Bouthillette and Suryaprakash (2012) touts its success. This exemplar meets all of the criteria for design leadership development as discussed in Chapter 2, in addition has the potential to incorporate authentic leadership development techniques.

In developing a comprehensive yearlong program like the one mentioned above, establishing program structure, drawing on best practices, and monitoring measures of success will garner the most return on program investment (W. L. Gardner, Avolio, Walumbwa, et al., 2005; Hicks, 2011; Komives et al., 2011). Partnerships with design and architectural firms, post-secondary educators, leadership specialists, interior design researchers and governing bodies on would be required. Industry program support could boost funding if required, as with the existing
IDC PROpel program (IDC, 2015). Looking for resources support outside of the immediate interior design community, like federal or provincial funding, and industry or private sponsorships, could also contribute to the programs success. Fundamentally, any type of leadership training, coaching, or mentorship is valuable, but a formal, universally accessible, community-supported program would be most effective for solid leadership development.

Finally, even though practitioners in this study do not see IDC as substantially accountable for educating emerging interior designers about leadership, IDC still plays an important role in guiding perceptions of leadership across the community. Many successful means to connect with emerging interior designers, sponsored or supported by IDC already exist like IIDEX, Provincial chapter events, and social media initiatives, but few in Canada focus on leadership (IDC, 2014b). Increasing the presence of specific leadership interventions, that do not rely on or come as the result of competition or award, is suggested. Further, to support the value ascribed to intern leadership skills by this study, IDC and provincial interior design associations may want to consider looking to other professional organizations to see how leadership development supports are incorporated into their systems. Opportunities exist to bring self-assessment and specific interior design leadership skill development requirements into the registration process at the intern level or as part of the Continuing Education Unit (CEU) requirement re-registration for practitioners. Leadership learning is not a stand-alone solo event within the interior design profession; it is a process that requires nurturing from all in the community.

A specific example of means for the community to support authentic leadership development comes from the field of nursing. An initiative set down by the College and
Association of Registered Nurses of Alberta (CARNA) (2015) has established a formal program for emerging professional continuing education that centres on “practice reflection”. Upon graduation, to become a member, the association requires applicants to assess current leadership (and other strengths) and make a plan to fill in gaps of knowledge and experience with appropriate CEU’s over the first five years of practice.

Practice Reflection includes specific planning steps that help you identify and address your unique professional learning needs to grow and improve your practice.

What are the planning steps in Practice Reflection?

1. Completing a self-assessment of your own practice
2. Collecting feedback from others about your practice
3. Selecting your learning focus (indicator)
4. Developing a learning plan (CARNA, 2015, p. 1)

With interns being the central focus in my study, this strategy, by the Association of Registered Nurses of Alberta, is a solid example of formal support for individual authentic leadership identity building.

Chapter Summary

The study results affirm that a participatory approach to defining leadership suits the conversation about emerging interior design leadership skills from a practitioner point of view. In answer to research question one, practitioners in Canada who participated in this study believe interns should have some level of leadership skill. In addition, regardless of position upon entry into practice, these skills make for better interior designers. The results of this study portray intern interior designer leadership as something that: is learned, grows over time, and reliant on a
solid interior design foundation. Ten important competencies (the majority from authentic leadership theory) in a leadership qualities model include: adaptability, building relationships, goal-commitment, openness, professional, positivity, self-monitoring, self-improvement, composure and collaborative.

Cognisant of contextual impacts on the survey results discussed throughout the chapter, implications for interior designer education were put forth in response to research question two. Post-secondary interior design educators followed by practitioners and interns themselves were assigned most consistently high accountability for interior designer leadership education reflecting an interior designer's career cycle. As well, participants show an appreciation for the value of specialist leadership educators. In turn, four main facets of interior design education are shown to contribute to successful leadership development: individual initiative, post-secondary foundation, practitioner influence, and community supports. The chapter closes with recommendations for improvement in each of the four areas, emphasizing the idea that building leadership knowledge, training for specific leadership skills, and modelling leadership and practicing leadership will bring positive results for the whole interior design community.
CHAPTER 6 • IMPLICATIONS AND RECOMMENDATIONS

Summary

The need for strategies to educate intern interior designers in Canada about leadership drove this study’s purpose. Two key objectives, to examine interior designer expectations for interns to demonstrate leadership skill, and to identify specific intern leadership skills that practitioners believe are important, lead to the development of two research questions: a) “What leadership skills do professional interior designers in Canada expect intern interior designers to demonstrate in practice?” and b) “What are the implications of professional interior designer leadership skill expectations for interior designer education in Canada?”

Employment of a researcher-developed online questionnaire supported the quantitative non-experimental methodology. The survey drew out beliefs about interns demonstrating leadership skill in practice, from 116 NCIDQ certified interior design practitioners in Canada. Study results affirm leadership skills are valuable assets for emerging interior designers as studies by Klinkhamer (2002) and Budd (2011) suggested, and allude to a demand for interns to have these skills upon graduation. Research results also lay a theoretical foundation for an intern to be perceived as an emergent interior design leader whose development is guided by the following principles: leadership can be learned, all emerging interior designers can develop leadership, and interior design leadership skills and capacities are progressively developed.

Overwhelming consensus on the importance of ten of the tested skills led to the validation of a leadership qualities model. Six authentic leadership skills: goal-commitment, composure, openness, positivity, self-improvement and self-monitoring and four design leadership skills: adaptability, building relationships, professional and collaborative were
included in the proposed model.

The most significant finding suggests that practitioners in the community believe that leadership learning is possible for everyone, and the considerations for interior design education reflect this perception. Consistent with the professional interior designer career path, interns receive their foundational design education at post-secondary institutions being taught by post-secondary interior design educators. Practitioners recognized the significance of this assigning high accountability for leadership education to post-secondary interior design educators. In turn, implications for interior designer education reflected a need for the integration of leadership ideas and theories, opportunities to practice leadership and positive modelling of educators.

Study results also affirmed that to increase an intern’s chance for success as an emergent interior design leader, practitioners also have a primary role. High accountability ratings for practitioners in the survey infer that leadership exposure and experience in practice with feedback, guidance, mentoring and coaching from practicing interior designers is critical. Interior designer education implications highlight a need for increased informal and formal involvement early in an aspiring interior designers career by practitioners. Formal leadership interventions, ongoing or long-term programs, supported by the entire community of educators, are most effective for supporting leadership identity building in the profession, and therefore recommended.

Aspiring interior designers as emergent interior design leaders will reap greatest reward from taking ownership of their leadership learning. Understanding that design and leadership are integral, assessing their individual leadership strengths, and looking for ways to improve upon their skills, especially those identified by this study, will positively affect the provided
professional education.

This research speaks to the need for the interior design community to acknowledge leadership is valuable. Efforts to develop students and interns as emergent interior design leaders are important. Individuals, practitioners, educators along with the broader interior design community need to nurture a leadership culture that supports emerging interior design leader development. Also intended to be a catalyst for further research about interior design leadership, this study’s results add to the interior design leadership conversation with the hope that a dialogue continues, garnering positive results for the whole community.

**Recommendations for Further Research**

Reflection on the purpose, implementation, and findings of the given research questions, along with the implications put forth for interior designer education, reveal a number of thoughts on further study. A list of considerations follows.

1. As this study’s limitations attest, many opportunities exist for future intern leadership skills study. Student and intern perspectives as well as educator, industry or affiliate perspectives would be valuable for contextualizing an intern leadership skill set outside of practitioner beliefs. Follow-up studies could also extend beyond Canadian practitioners to focus on local, national, and global geographic comparisons. Such studies would add to the knowledge base, potentially informing the development of a comprehensive interior design leader education framework. A third phase could extend the reach of study to clients.

2. In this study, more than 12% (17 of 137) of respondents were excluded by the NCIDQ-certification eligibility requirement. In retrospect, allowing those not certified to complete the survey, although study repeatability might be compromised, would have added
valuable data. If this study was repeated, efforts should be made to account for all registered interior designers in Canada, regardless of NCIDQ status. Beyond the research design, it is acknowledged that interns may also work in multidisciplinary firms without registered or certified interior designers. It is recommended that any further study explore ways to remove limiting membership status, disciplinary, and professional barriers.

3. Early individual leader skill expectations and development were considered in this research. As leadership is inherently a group process, it may be beneficial for the interior design community to expand leadership education beyond the individual. A study of collective leadership efficacy as well as the team leadership dynamics and capacities of interior design teams are recommended. Examination of contextual difference impact on leadership perceptions might prove valuable on a broader community scale. At the organizational, community and cultural levels leadership voices require further consideration to help embed leader identity development within the interior design field.

4. Further to the establishment of the top 10 present day leadership skills, future studies could be repeated, at intervals, to see how expectations change with the growth of the discipline, profession, or changes within society. As with the knowledge areas defined by Guerin and Martin (2005), the next step may be to examine specific skills and levels of leadership efficacy required at any one point along an interior designer’s career path. Opportunity also exists for research targeting each identified leader skill separately within an interior design practice context. Resulting studies could focus on measured value in practice as well as the most effective ways to teach and learn each skill. The main goals being to explore how to build specific positive leadership capacities, efficacy, and common leadership language within the
5. This study featured an overview of practitioner perspectives on expected leadership skills by demographic. Given skill valuation differed by design focus, a deeper look at the variances according to design focus may be informative. Differentiations have the potential to help identify the specialty areas students may be more apt to succeed in as interior design leaders. As well, guidance early in professional education, as to the design stream most connected with the personality and interests of the student, would add focus to an emerging designer’s leadership development plan. Studying any of the demographic categories from this study with greater specificity would benefit profiling leadership within the community for the purposes of informing professional interior designer education.

6. Further to studies that look to add value to post-secondary interior design education, given the top ten skills identified, future research could evaluate CIDA programs based on current curricula, practices, methods, and means of building these leadership capacities in students. These schools may already build the given skills with proven techniques; further research may establish a framework for success or common best practices. Institutional values, extra-curricular and intra-curricular programs beyond departmental bounds may also influence leadership capacity development at these institutions. An examination of the formal academic phase experienced by students aspiring to become interior designers would be beneficial in characterizing its impact on acquiring or nurturing leadership skills. Examination of existing co-curricular, extra-curricular, advanced degree options are currently available to students could also nourish the discussion on interior design leader education.

7. To complement academic investigations, evaluation of interior design community
programs should be considered. The IDC, IIDA, and ASID, as shown within this thesis, all have programs acknowledging or looking to improve leadership skills along the full interior design career path. A comprehensive look at each, in context, relative to the study findings may reveal gaps and opportunities for improvement benefiting the whole community. Further to this type of examination, a comprehensive look at the suitability of leadership programs set forth by other related design or service professions for use within interior design might be beneficial.

8. Finally, future study examining practitioner efforts and means in supporting the development of emerging interior designers would be invaluable. Rated as highly accountable for educating interns for leadership, a practitioner’s affect, as mentor, coach, colleague, or other relation, deserves further attention. Pre-, post-, and exposure- investigations could potentially validate the need for increased practitioner involvement in education along the full career path. Establishing most effective best practices for involvement and increasing practitioner’s confidence as a leader themselves.
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APPENDICES
Appendix A – Complete Online Survey

Intern Leadership Skills Survey

Thank you for your interest in participating, please read the following consent agreement. Clicking “I agree” at the bottom of this page indicates that you have understood the information provided and agree to participate in the survey.

Study Title:
Interior Design Practitioner Expectations for Intern Leadership Skills

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Phone: 204-599-2598
Email: liaoe@myumanitoba.ca

Research Supervisor:
Dr. Cynthia Karpan, Associate Professor, Department of Interior Design
Phone: 204-474-6075
Email: Cynthia.Karpan@umanitoba.ca

This consent form, a copy of which you may save or print for your records and reference at this time (it will not be available later), is only part of the process of informed consent. It should give you the basic idea of what the research is about and what your participation will involve. If you would like more detail about something mentioned here, or information not included here, you should feel free to ask. Please take the time to read this carefully and to understand any accompanying information.

Erika Liao, a graduate student in the Faculty of Architecture Department of Interior Design at the University of Manitoba, is conducting this survey under the supervision of Dr. Cynthia Karpan. The purpose of the survey is to examine Canadian interior design practitioner expectations for intern designer leadership skills. Information gathered from this survey will be used in her Master of Interior Design (MID) thesis. The study findings will be used to support a leadership quality framework meant to inform the education of interior designers.

This brief 16-question survey should take you approximately 10 minutes to complete. The survey requires you to reflect on the leadership skills you think are important for intern interior designers to have, and from whom interns ought to learn about leadership. To be eligible to complete the survey you must be an NCIDQ certified interior designer.

Your participation in this study is voluntary and there are no known risks. You are under no obligation to participate and if you choose to participate, you may refuse to answer questions that you do not want to answer or withdraw from this survey at anytime by notifying the Principal Investigator. The survey will be open for approximately two weeks beginning today, Tuesday May 19th, closing Thursday June 4th at 5:00pm CST. After one week, if you have not completed the survey, you will receive a single follow-up reminder.
All of the responses you provide will remain strictly confidential. All findings will be presented in an aggregate form and contain no personal identifiers, rendering participants anonymous in the final report. As well, your participation will in no way negatively affect your standing within your professional organization. Contact information you provide to receive the executive summary will not be connected with your individual survey responses.

Your survey responses and contact information will be stored securely in Canada on the http://www.Fluidsurveys.com site, on the Principal Investigators password-protected computer and one encrypted USB key backup. Only the Principal Investigator and her thesis advisory committee and statistical service consultant will have access to the data and it will be kept locked away when not in use. All electronic records, on the Fluidsurvey site, Principal Investigators computer, and encrypted USB key, along with all hardcopy references will be securely deleted following completion of the MID. Anticipated date of completion is April 2016.

The results of this study will be available upon MID completion as part of the Principal Investigators written thesis document posted on the University of Manitoba publicly available website mspace: http://mspace.lib.umanitoba.ca. The thesis may also be shared with interior design and research communities through seminars, conferences, presentations, and journal articles.

Clicking “I agree” at the bottom of this page indicates that you have understood to your satisfaction the information regarding participation in the research project and agree to participate as a subject. In no way does this waive your legal rights nor release the researchers, sponsors, or involved institutions from their legal and professional responsibilities. You are free to withdraw from the study at any time, and/or refrain from answering any questions you prefer to omit, without prejudice or consequence. Your continued participation should be as informed as your initial consent, so you should feel free to ask for clarification or new information throughout your participation.

The University of Manitoba may look at your research records to see that the research is being done in a safe and proper way.

This research has been approved by the Joint-Faculty Research Ethics Board (REB). If you have any concerns or complaints about this project you may contact any of the above-named persons or the Human Ethics Coordinator (HEC) by email at Margaret.bowman@umanitoba.ca or by phone at 204-474-7122.

If you do not have any questions about this study and would like to participate, please click “I agree” when you are ready to begin.

If you do not wish to participate in this study now please close your web browser. The survey will be open for two weeks. You may return to participate later before this period ends.

Clicking yes, I agree will take you to the next screen to begin the survey.

☐ Yes, I agree

☐ No, I do not agree

Next

Discard
SECTION 1 Eligibility

1. Are you NCIDQ certified?
   *Certified by the National Council for Interior Design Qualifications (NCIDQ)*

☐ Yes
☐ No
SECTION 2  Practitioner beliefs about intern leadership skills

Intern: Interior designer with less than 5 years of work experience beyond post-secondary graduation that has not yet attained NCIDQ certification.

Skill: a particular ability, attribute, trait, behaviour, or expertise.

2. I believe leadership skills make interns better interior designers.
   - [ ] Strongly Disagree  [ ] Disagree  [ ] Neutral  [ ] Agree  [ ] Strongly Agree

3. I believe leadership skills make interns more employable.
   - [ ] Strongly Disagree  [ ] Disagree  [ ] Neutral  [ ] Agree  [ ] Strongly Agree

4. I believe an intern’s leadership skills improve over time.
   - [ ] Strongly Disagree  [ ] Disagree  [ ] Neutral  [ ] Agree  [ ] Strongly Agree

5. I believe leadership skills should be used everyday by interns.
   - [ ] Strongly Disagree  [ ] Disagree  [ ] Neutral  [ ] Agree  [ ] Strongly Agree

6. I believe interns with leadership skills are hard to find.
   - [ ] Strongly Disagree  [ ] Disagree  [ ] Neutral  [ ] Agree  [ ] Strongly Agree

7. I believe leadership can be learned.
   - [ ] Yes  [ ] No  [ ] Not sure
SECTION 3  Practitioner beliefs about leadership education

8. I believe the following people should be accountable for educating interns about leadership.

<table>
<thead>
<tr>
<th>Role</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interior design educators at post secondary institutions</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Non interior design educators at post secondary institutions</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Specialist educators in the leadership field</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Interior Designers of Canada (IDC) professional organization</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
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<tr>
<td>Interior Design Experience Program (IDEP) supervisor</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Interior design practitioners</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Interns on their own</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

Other (please list all those you feel are accountable not mentioned above)

Type here

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Save Response:  PDF  Word  Administrator Closed
SECTION 4  Practitioner beliefs about specific leadership skills

9. Rate how important you believe it is for interns to demonstrate the following leadership skills.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Not at all Important</th>
<th>Somewhat Important</th>
<th>Neutral</th>
<th>Important</th>
<th>Very Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adaptability - willing and able to try new things, changing to work better</td>
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<tr>
<td>Building Relationships - putting people at ease and valuing individual differences</td>
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<tr>
<td>Collaborative - participating and facilitating active involvement by others</td>
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<td></td>
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<tr>
<td>Composure - remaining calm in the face of challenges</td>
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<tr>
<td>Enthusiasm - showing strong feelings of active interest in something</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal-commitment - determination to achieve desired or required goals</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Human-Centered - understanding and concern for human need</td>
<td></td>
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<tr>
<td>Humility - team-centered attitude with modest opinion of one's own importance</td>
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<tr>
<td>Innovative - introducing new ideas or methods</td>
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<tr>
<td>Intuitive - instinctive knowing without conscious deduction or rationale</td>
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<tr>
<td>Mobilizes Results - bringing people or resources together for action</td>
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<td></td>
<td></td>
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<tr>
<td>Openness - listening responsively with a generous attitude</td>
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<td></td>
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<td></td>
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<tr>
<td>Positivity - maintaining forward progress with optimism and confidence</td>
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<tr>
<td>Professional - communicating well in a courteous, conscientious manner</td>
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</tr>
<tr>
<td>Resourcefulness - finding solutions to new or</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Difficult Situations or Problems

<table>
<thead>
<tr>
<th>Skill Description</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-improvement - improving knowledge, status, or character by your own efforts</td>
<td>☐ ☐ ☐ ☐ ☐</td>
</tr>
</tbody>
</table>
SECTION 5  Demographics

10. How many years have you been an NCIDQ certified interior designer?

-〇 1 to 4
-〇 5 to 9
-〇 10 to 14
-〇 15 to 19
-〇 20 or more

11. What type of organization do you work for?

-〇 Interior Design
-〇 Architecture
-〇 Industry
-〇 Non-Design
-〇 Other, please specify...  Type here

12. What is your role within your organization?

-〇 Designer
-〇 Supervisor
-〇 Manager
-〇 Principal
-〇 Owner
-〇 Other, please specify...  Type here

13. What is the primary interior design focus within your organization?
14. How many people work in your organization?

- 9 or less
- 10 to 24
- 25 to 49
- 50 to 199
- 200 or more

15. Does your organization have intern interior designers?

- Yes
- No
- Not sure

16. Are you in a position to influence the hiring of an intern interior designer?

- Yes
- No
- Not sure
Comments
Please feel free to make any additional comments regarding your beliefs about intern leadership skills.

Type here

Executive Summary
If you would like to receive an executive summary of the study results, please provide your contact information in the space below. Please note that your information will remain completely confidential and will not be linked with any of your survey answers.

Email address or mailing address

Type here

Form Software powered by FluidSurveys

Save Response:  PDF  Word

Administrator Closed
Thank you for taking the time to complete this survey. Your answers are a valuable part of this study.
Appendix B – University of Manitoba Research Ethics Board Approval

April 27, 2015

TO: Erika Liao
Principal Investigator

FROM: Susan Frohlick, Chair
Joint-Faculty Research Ethics

Re: Protocol #J2015:032
“Interior Design Practitioner Expectations for Intern Leadership Skills”

Please be advised that your above-referenced protocol has received human ethics approval by the Joint-Faculty Research Ethics Board, which is organized and operates according to the Tri-Council Policy Statement (2). This approval is valid for one year only.

Any significant changes of the protocol and/or informed consent form should be reported to the Human Ethics Secretariat in advance of implementation of such changes.

Please note:
- If you have funds pending human ethics approval, please mail/e-mail/fax (261-0325) a copy of this Approval (identifying the related UM Project Number) to the Research Grants Officer in ORS in order to initiate fund setup. (How to find your UM Project Number: http://umanitoba.ca/research/ors/mrt-faq.html#pr0)

- If you have received multi-year funding for this research, responsibility lies with you to apply for and obtain Renewal Approval at the expiry of the initial one-year approval; otherwise the account will be locked.

The Research Quality Management Office may request to review research documentation from this project to demonstrate compliance with this approved protocol and the University of Manitoba Ethics of Research Involving Humans.

RENEWAL APPROVAL

May 6, 2016

TO:  Erika Liao  
     Principal Investigator  

FROM:  Lorna Guse, Chair  
        Joint-Faculty Research Ethics Board (JFREB)

Re:  Protocol #J2015:032 (HS17926)  
     “Interior Design Practitioner Expectations for Intern Leadership Skills”

Please be advised that your above-referenced protocol has received approval for renewal by the Joint-Faculty Research Ethics Board. This approval is valid for only one year and will expire April 26, 2017.

Any significant changes of the protocol and/or informed consent form should be reported to the Human Ethics Coordinator in advance of implementation of such changes.
Appendix C – Pilot Test Survey Recruitment Email Script

E-mail Subject line: Master of Interior Design Study – Practitioner Expectations for Intern Leadership Skills Pilot Test Survey

[First Name of Designer],

Hope all is well with you. I am reaching out to you as a colleague within my LinkedIn network of interior designers. I thought you might be interested in helping me out by testing an online survey I will be using to collect data for my Master of Interior Design thesis. As part of my graduate work at the University of Manitoba, I am conducting a study centered on interior design practitioner expectations for intern designer leadership skills. The University of Manitoba Joint-Faculty Research Ethics Board (JFREB) has approved this project.

At the beginning of May, I will be asking members of the Canadian Interior Design community to complete a brief 16 question online survey. They will be sent an email with a survey link. I estimate that the survey will take about 15 minutes. The survey requires participants to reflect on the leadership skills they think are important for intern interior designers to have, and from whom interns ought to learn about leadership. Seven questions ask the participants to rate their agreement with a given statement and one of the questions asks participants to rank the importance of a list of leadership attributes. The remaining questions pertain to eligibility and demographics in yes/no or multiple-choice format.

In order to test the survey before full distribution, I was hoping to have you complete it and let me know the time it takes to complete along with any other concerns. You are under no obligation to participate and your participation would be voluntary. As part of the survey, you will be asked to sign an agreement consenting to participate in the project. In agreeing the consent contract signed extends to include any data or feedback collected within this pilot test. Although your survey responses will not be included within the data analysis portion of the project, your anonymity and confidentiality will still be protected per the agreement.

If you do decide to participate, your resulting completion time and any comments may be forwarded to me by email or you can give me a call. In order to maintain my project timeline I will need you to complete the survey and submit any feedback before Friday April 17th.

If you would be interested and could commit the time, I would appreciate your help. Please let me know either way, if yes then I will forward the email containing the survey on to you.

If you have any questions please do not hesitate to contact me at [redacted] or liaoe@myumanitoba.ca, thank you.

Best,
Erika
Appendix D – Final Survey Recruitment Email Script

E-mail Subject line: Master of Interior Design Study – Practitioner Expectations for Intern Leadership Skills

Dear [INSERT NAME]

I am inviting you to complete a brief 16 question online survey that will take about 15 minutes.

As part of my graduate work at the University of Manitoba, I am conducting a study, under the supervision of Dr. Cynthia Karpan, to examine interior design practitioner expectations for intern leadership skills. I obtained your name and email address from the NCIDQ website, your Provincial Design Association website or your Design Firm website. As a certified interior designer, practicing in Canada, you can help me understand your beliefs about intern designer leadership skills.

Your input is very important. The survey requires you to reflect on the leadership skills you think are important for intern interior designers to have and from whom interns ought to learn about leadership. The survey results will potentially contribute to the education of interior designers. By participating in this study, you would be making a valuable contribution to research within the interior design profession.

Involvement in the study is voluntary and there are no known risks. All of your responses will remain strictly confidential and as data will be only presented in summary form all participants will remain anonymous. The survey will be open for two weeks beginning today, TBD. After one week, I will send you a one-time follow-up reminder. In order to keep my set project schedule I am asking that you please complete the survey TBD.

A consent form with full study details including anonymity and confidentiality information can be found on the first page of the survey.

Access the survey by clicking on the URL below or copying the URL to your Web browser: [LINK to be INSERTED]

If you have any questions about the study, survey content or technical difficulties please do not hesitate to contact me at [REDACTED] or liaoe@myumanitoba.ca, thank you.

Best,
Erika

Appendix E – Final Survey Follow-up Email Script
E-mail Subject line: REMINDER Master of Interior Design Study – Practitioner Expectations for Intern Leadership Skills

Good Morning,

Reminder that the Practitioner Expectations for Intern Leadership Skills Survey closes Friday May 15th, 2015 at 8:00pm EST.

This brief 16 question online survey will take about 15 minutes to complete. If you have already completed this survey – thank you. If you would like to complete the survey please see the instructions below.

I am conducting a study to examine interior design practitioner expectations for intern leadership skills as part of my graduate work at the University of Manitoba. As a certified interior designer, practicing in Canada, you can help me understand your expectations for intern leadership skills. The survey requires you to reflect on the leadership skills you think are important for intern interior designers to have and from whom interns ought to learn about leadership. The survey results will potentially contribute to the education of interior designers.

By participating in this study, you would make a valuable contribution to research within the interior design profession. Involvement in the study is voluntary and there are no known risks. All of your responses will remain strictly confidential and as data will be only presented in summary form all participants will remain anonymous.

A consent form with full study details including anonymity and confidentiality information can be found on the first page of the survey.

Access the survey by clicking on the URL below or copying the URL to your Web browser:

[LINK to be INSERTED]

If you have any questions about the study, survey content or technical difficulties please do not hesitate to contact me at [REDACTED] or liaoe@myumanitoba.ca, thank you.

Best,
Erika