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Analysis of Employment Outcomes and Leadership Practices for Middle Managers Completing a Leadership Development Program

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ANALYSIS OF EMPLOYMENT OUTCOMES AND LEADERSHIP PRACTICES
FOR MIDDLE MANAGERS COMPLETING A
LEADERSHIP DEVELOPMENT PROGRAM

By

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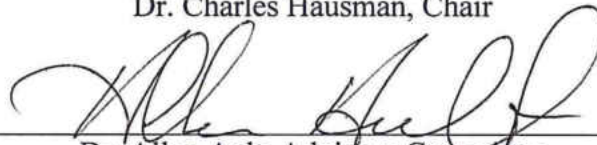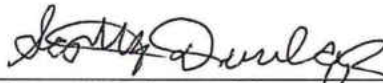Master of Public Administration
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in partial fulfillment of the requirements
for the degree of
DOCTOR OF EDUCATION
May, 2017

DEDICATION

This thesis is dedicated to my family and all the first generation students that seek a college degree to make a difference in their life and impact their family for generations to come. Education is truly the bridge to opportunity and first generation students demonstrate great bravery as they take that step.

To my daughters, Reagan and Madison, you are my inspiration in every way! You amaze me each and every day with your energy and ambition. I am eager to see what amazing things you accomplish in your life. And, of course, a big thanks to my parents for encouraging me to take the leap into higher education many years ago and continuing to support me along the way.

ABSTRACT

The purpose of this study was to analyze employment outcomes and leadership practices of graduates from a *Leadership Excellence for Middle Managers* program conducted at a state-operated university from 2007 to 2014. The target population of the leadership development program graduates included representatives from the public and private sector, males and females, and various age groups. The study was conducted as a Kirkpatrick (1994) level two training evaluation—focusing on the change that occurred after completion of the training program. A written survey was used to gather data regarding post-graduation employment outcomes and included the *Leadership Practices Inventory 4th Edition* (Kouzes & Posner, 2013) for self-scoring of the respondents' individual leadership practices.

The *LPI-Self* provided the opportunity for scoring the five leadership practices as identified by Kouzes and Posner (2002). The middle managers scored the highest in the area of *Enabling Others to Act* with a mean score of 8.44 and scored the lowest in the area of *Inspire a Shared Vision* with a mean score of 6.55 on a 1 to 10 scale with 10 being highest. Respondents noted the following employment outcomes: 56.3% received a job promotion, 62.5% received a pay increase, and 37.5% completed additional training or education. The study includes descriptive statistics and correlation analysis to fully describe the employment outcomes and leadership skills realized by the respondents.

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CHAPTER 1

INTRODUCTION

Along with the traditional mission of teaching and research, many higher education institutions also include a strong service component housed in a continuing education unit. Continuing education departments offer a wide array of services to serve the community and region in which they are located. In recent years, continuing education departments have seen increased pressure to maintain a high level of programming and services, while doing so with reduced budgets and staffing patterns (Ashcroft, 2013; Baker, 2013; Braverman, 2013).

Workforce development is generally a cornerstone of a continuing education unit, providing training programs to meet the needs of leading industries in the region, and therefore helping to boost economic development. Boasting a strong workforce is critical to existing industry growth and provides community leaders with a key asset when recruiting new businesses into the area. Today's marketplace is highly competitive and business performance may be gauged upon the organization's ability to change and employ continuous learning.

As Fulmer and Goldsmith (2000) studied the past decade analyzing how some of the leading corporations such as General Electric, Johnson & Johnson, and Hewlett-Packard gained strategic advantage over their competitors, they emphasized how continuous learning forges the pathway to a sustainable competitive advantage in the marketplace. Rowden (1996) also reiterated the importance of a workplace that has learned *how to learn* in order to give companies a powerful edge. In a review of high performing international companies, Prieto and Revilla (2010) emphasized that

companies with the highest levels of knowledge, resources and learning processes are rewarded with superior performance.

Strong companies require strong leadership and over the years, many have questioned and researched to learn exactly what makes a good leader. One of the earliest leadership theorists, Sir Francis Galton in the 1800's, is credited with first mentioning the trait approach to leadership. In his book, *Hereditary Genius*, the basic premise was that leadership skills were genetic characteristics one was born with (Manning & Curtis, 2003). So in essence, one was either born with the ability to lead, or not. While that belief extended for several years, during the 1930's Kurt Lewis conducted research which tilted the pendulum in the direction of leadership behavior versus leadership traits. In recent years, others have continued to more fully develop specific skills that leaders can learn and practice to be successful and achieve extraordinary results (Bolman & Deal, 2008; Kouzes & Posner, 2002; Maxwell, 2002; Northouse, 2010). Given that specific leadership skills can be taught in the classroom, this new wave of thought paved the way to sophisticated leadership development programs.

Leadership training programs require a significant commitment of time, cost, and energy on the part of the individual participants as well as the business or agency which many times covers the cost of the class. From an adult student's perspective, making the decision to return to school, oftentimes several years removed, may create time management constraints and a fear of using new technology. Therefore, it is critical that leadership development programs are effectively evaluated and the career impact for participants is noted.

This study seeks to examine the impact for participants completing a training program implemented in 2007 by Eastern Kentucky University entitled *Leadership Excellence for Middle Managers*. This intensive program seeks to provide middle managers with the knowledge base and skill set to successfully develop managers into future leaders.

Leadership Excellence for Middle Managers

The Division of Continuing Education and Outreach (as it was named at the time) at Eastern Kentucky University created and implemented the *Leadership Excellence for Middle Managers* training program at the request of local industry leaders in the region. In 2007, a group of well-respected industry leaders in the area approached the university expressing the need for an intensive skills-based training program to develop middle managers into leaders within their respective companies. The industry leaders shared a perception which existed at the time that in order to achieve a high-level leadership position, managers must leave the area rather than growing and developing internally within the organization. Assistance was requested from the university to develop a comprehensive program covering nearly a semester of training topics and targeted specifically for high-performing middle managers.

Selection of Participants

The *Leadership Excellence for Middle Managers* program specifically targeted middle managers and the program was marketed with the following description as provided by Eastern Kentucky University (2015).

> Middle managers in all types of organizations face additional
> challenges compared to first-line supervision due to the increased
> complexity of their responsibilities and managing individuals who are

supervising others. To be successful, middle managers need to hone their skills and approaches to maximize their personal effectiveness as organizational leaders.

Leadership Excellence is a high-octane program that uses a variety of active-learning strategies, exercises, role-plays, videos, class discussions, case projects and electronic discussions on Blackboard to promote application and long-term retention of the knowledge and skills gained in the program (p. 6).

Curriculum Development

To gather data for the training curriculum content, a focus group format was selected. A trained facilitator led the sessions ensuring basic ground rules were followed for gathering effective data. Initial focus groups were conducted with panel members representing plant managers, human resource managers, and middle managers from key companies to identify the primary training topics to be included in the curriculum. Once the training topics were drafted, a validation focus group session was conducted with a second group to review and validate the data for consensus.

Implementation

Once the key training topics were identified, Eastern Kentucky University-- Division of Continuing Education and Outreach partnered with the College of Business and Technology to contract for a program coordinator/lead instructor. The program coordinator then assigned appropriate faculty members to serve as subject matter experts and instructors for each program module. The program coordinator and instructors were hired as supplemental duties for additional pay with responsibility for curriculum development and delivery. From 2007 to 2014, the training content topics and key faculty basically remained the same with only very minor changes in delivery strategies. In Figure 1.1 the training content modules of the program are summarized.

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Training Curriculum Topics

- Introduction to Leadership Excellence
- Leading Individuals: Performance and Motivation
- Performance Management and Coaching
- Interpersonal Communication
- Decision-Making and Negotiation
- Presentation Delivery
- Leading & Facilitating in a Multicultural World
- Selecting and Developing Talent
- Case-Study Presentations & Feedback

Technical, Human, and Conceptual Leadership Skills

Figure 1.1 Curriculum Training Topics

Structure of the Training Program

The Division of Continuing Education and Outreach was responsible for marketing the program, securing state-level grant funds as available to assist with registration fees, administering continuing education units (CEUs) and providing overall project management. The program required a substantial investment of time and resources with class conducted every Friday for 13 weeks and a registration fee set at $2,800. Matching funds at the state level were available to eligible private industry participants to offset 50% of the tuition and material cost leaving the business responsible for the remaining 50% of the program cost. The public sector agencies were not eligible for tuition matching funds.

Course delivery. The program was delivered as a blend of online learning utilizing the Blackboard online learning system and a traditional classroom face-to-face setting. The majority of the class, around 80% was structured in the traditional classroom with the online learning components serving as a platform for resources, discussion board, and group project work comprising the remaining 20%. The classroom modules were structured in a manner to keep the participants actively engaged with lecture time minimized and the majority of classroom time spent on group exercises, role-plays and case studies.

Course schedule. The program met on Fridays over a 13 week period with some full days from 8:00 a.m. to 4:00 p.m. with an hour break for lunch and some half days meeting from 8:00 a.m. to Noon. The contact hours for the complete program totaled 76 which equated to 7.6 Continuing Education Units (CEUs). The program was typically offered once a year, depending upon customer demand, on the Eastern Kentucky University campus.

Program completion. Students were organized into small groups and given a leadership capstone project to present the morning before graduation. A graduation ceremony and reception were held at the conclusion of the program with invited guests from the campus community and the students' respective industry leaders. Each graduate received a framed certificate of completion from the program along with Continuing Education Units.

Students. The first cohort of students began in the spring of 2007 and a total of seven cohorts have since completed the program. The first class had a total of 17 students and the average for all seven cohorts was 15 students. A total of 102 continuing

education students have graduated from the leadership program. The program included both classroom and online learning exercises, so the program was limited to those students within driving distance of the university.

Study Focus

Leadership skills are very important to corporate America as they seek individuals who can effectively lead workers towards the established goals and ultimately improve company earnings. Northouse (2010) substantiates this belief in noting that many academic institutions have responded to help fill this gap by creating various leadership development programs. This study focused on the 102 participants who successfully completed the *Leadership Excellence for Middle Managers* training program between 2007 and 2014 provided by a rural, state-operated university. The program is unique in that it was completely developed and delivered by the public university, with no third party service providers. From recruitment of the students to delivery of the training program, all functions were managed by university staff and faculty.

Employment outcome data was gathered on individual students to construct a census of the professional lives of the program graduates up to 9 years into their career following completion of the program. The research details the percentage of participants receiving a promotion and/or a pay increase, increased job satisfaction, or continuing on to further their education. Significant differences among males/females and younger/older program graduates are noted as well.

The *Leadership Practice Inventory (LPI – Self)* developed by Kouzes and Posner (2002) was included to allow participants the opportunity to self-report specific leadership practices in five categories of exemplary leadership: ability to model the way,

inspire a shared vision, challenge the process, enable others to act, and encourage the heart. Kouzes and Posner have studied leadership for many years and note that these common practices of leadership have "stood the test of time" (p. 13). Correlation cross-references between the various leadership practice categories and demographics were analyzed as well.

Study Purpose

The purpose of this study is to examine the employment outcomes and leadership practices for a group of adult learners completing an intensive leadership development program. The descriptive data provides practical information in aggregate form describing the current professional lives of the leadership development graduates. This study sought to document the graduates' current status in the workplace compared to their baseline information when entering the program while also capturing the leadership skills of the program graduates as self-reported by the adult non-traditional students.

Study Importance

While it is difficult to argue with the importance of a well-trained workforce, training is an expensive endeavor for companies. When companies send employees to training, significant costs are incurred including the registration fee, training materials, travel, and the opportunity cost of the employee being gone from the worksite. Therefore, it is important to evaluate the impact of professional development and training initiatives.

While the average cost of training and development for organizations in 2013 was $1,208 per employee (Miller, 2014), the cost of leadership training is oftentimes more expensive due to the high cost of subject matter experts, training materials, and

administrative support. The registration fee and materials for the *Leadership Excellence for Middle Managers* training program was $2,800 per participant and remained the same from 2007 to 2014. Some businesses were eligible for partial reimbursement from the State of Kentucky for workforce development matching funds depending upon their business classification.

This study provides relevant and timely data for human resource managers making the decision as to whether to invest in employee training and development programs. The study provides valuable data for continuing education administrators managing such programs as well as middle managers considering enrollment in a leadership development program. Time is a valuable asset and adult learners are interested in devoting time and energy to a program that produces results. Given that the average direct expenditure cost per employee for training and development has increased from $1,040 in 2006 to $1,208 in 2013 (Miller, 2014), follow-up data on leadership development participants is critical.

Inquiry Framework and Statement

When evaluating training programs, the Kirkpatrick Four-Level Model is by far the most influential system throughout the United States for both the public and private sectors (Rajeev, Madan, & Jayarajan, 2009; Shenge, 2014; Simonson, 2007). The Kirkpatrick Model consists of four distinct levels by which training may be evaluated. Level one gauges the participants' reactions to the training and is generally conducted as the final activity as the training concludes. Level two seeks to assess the extent to which learning and/or change took place with the individuals completing the training program. Level three evaluates if the information and skills learned from the training objectives

were transferred to a change in behavior in the workplace. The highest evaluation, level four, measures if the training program resulted in positive returns for the business such as an increase in productivity or an improvement in quality (Kirkpatrick, 1994). While researching the occurrence of training evaluations in 2005, Sugrue and Rivera identified that 91% of the time training was evaluated at level one, but dropped to 54% of the time for evaluation that continued on to level two.

Level one evaluation, documenting the participants' perception and reaction to the program, was completed at the conclusion of each *Leadership Excellence for Middle Managers* cohort and shared with instructors and program administrative staff. This quantitative study goes beyond the traditional level one evaluation conducted in the classroom to gather and report aggregate descriptive level two data from the program graduates several years post-completion. Each of the program graduates experienced an intensive leadership development program provided by a state-operated university, placing them in a unique position to report out on their employment outcomes.

Research Questions

The study is focused on the following two research questions:

1. What is the impact of the *Leadership Excellence for Middle Managers* training program on employment status outcomes for graduates?

2. What are the leadership practices of middle managers receiving positive employment outcomes?

Study Boundaries

The 13-week (76 contact hours) leadership development program experienced by the study participants was intense and covered a broad array of topics identified as

training needs for middle managers. The students were engaged with learning activities, role-plays and case studies over the course of the program. Given the breadth and scope of the researched training program, results are not applicable to a much shorter, less intense leadership development program. It is also worthy to note that the program was provided by a continuing education department in a state-operated university, therefore results of this study are not transferrable to the plethora of leadership programs provided by the private consultants, oftentimes for a significant profit.

Terms

The following terms were used throughout the study with definitions included for more accurate understanding and acceptance.

     Continuing Education. Although it is structured under many names such as extension services, lifelong learning, and adult education (Ashcroft, 2013), the unit charged with outreach to the community and working with the private sector in the region is the continuing education arm of the university. Baker (2013) describes today's continuing education unit as one which is "expected to provide education beyond traditional audiences, including engaging in workforce development and forging ties to professions and economic development organizations" (p. 61).

     Leadership. The term leadership is defined by Northouse (2010) as simply, "a process whereby an individual influences a group of individuals to achieve a common goal" (p. 3) and further explains that leadership cannot occur without influence with the group one is leading. Manning and Curtis (2003) describe leadership as showing the way or direction, leaving a mark on the world, and influencing others to follow by words and

deeds (p. xvi). Kouzes and Posner (2002) focus on the relationship between those who aspire to lead, and those chosen to follow when describing leadership.

Leadership Development. In referencing Day, Schyns, et al (2011) defines leader development as training which is focused on the individual skills of leadership, while leadership development focuses on developing leaders within the social context in which their leadership will occur. Leadership development, for purposes of this study, is defined as the process of training individuals via a structured leadership training program to develop or enhance their leadership skills.

Workforce Development. The terms training and workforce development are often used interchangeably by various groups. The National Center for Education Statistics (2010) uses *Workforce Development and Training* as a coding category and defines it simply as, "a program that focuses on learning or upgrading basic skills in order to enhance job performance, promote career development, or train for a new job". Workforce development programs generally focus on technical skill development or soft skills such as leadership or supervision and are structured to be completed in a relatively short time frame with the student earning Continuing Education Units (CEUs).

Summary

Creating workplace ready communities is the responsibility of educators at all levels as well as community leaders. While the traditional role of higher education focuses on teaching and research, continuing education plays an ever increasing role in economic development. As companies implement key practices around training and professional development for their staff, universities play a significant role ensuring the

availability of timely and relevant continuing education programs such as leadership courses.

This study documents the employment outcomes of participants completing a formal leadership development program at a state-operated university from 2007 to 2014. The descriptive census provides valuable data for university personnel and human resource managers making critical decisions around professional development and training initiatives for their company. For individuals making personal decisions concerning investment of time, energy, and resources, the study provides valuable cumulative data on the professional lives of the graduates following completion of the program.

CHAPTER 2

LITERATURE REVIEW

Along with the traditional mission of offering academic degrees and conducting research, many higher education institutions also provide continuing education programming. The menu of available programs may include workforce development, community education, adult completer degree programs, conference coordination, and distance education programs.   Generally the programs are focused on non-credit offerings and serve to reach out to the non-traditional student population within the community.

Universities, in their traditional role of teaching, research, and service are poised to fill a larger role in stewardship and outreach to their region. In 2006, the Alliance for Regional Stewardship, American Association of State Colleges and Universities, and the National Center for Higher Education Management Systems joined forces to outline best practices for universities called to regional stewardship. Throughout their work, the groups identified the connection between regions, universities, and stewardship focusing on connections between the three. The groups summarized the challenge as the best and worst of times as universities are called upon to meet new expectations beyond the traditional role, expected to tackle areas like urban revitalization, pioneering innovation, and fostering entrepreneurship and regional development while communities and regions pay much more attention to how the educational "engine" works.

Continuing education is prevalent throughout the United States, offered by many community colleges and universities. The Association for Continuing Higher Education boasts a membership of approximately 1,200 professionals representing over 300 higher

education institutions and organizations (2015). Professionals come together at the national and regional level to study best practices in continuing education as well as strengths and challenges facing the industry.

In studying current trends in adult higher education, Kasworm (2011) found evidence documenting a greater involvement of adult participation in postsecondary and continuing education activities in countries with overall higher levels of education attainment. The Organization for Economic Cooperation and Development (2007, p. 348) researched the top four countries participating in adult education (Denmark, Finland, Sweden, and the United States) and found that more than 35% of the total population between ages 25 and 64 participated in job-related training and/or continuing education within the past twelve months.

With changing technology and workplace expectations, lifelong learning is a necessity for job-readiness individuals, while continuing education is facing changes of its own. During the 1980s and mid-90s, continuing education units were defining their identity and navigating a foothold in their institutions. The focus for today's continuing education administrators has shifted to the ever-evolving political and economic challenges (Miller & Plessis, 2014).

Availability of a highly skilled workforce is important to community leaders seeking to recruit new industries and support existing businesses. Developing a strong workforce at all levels, but especially with top leadership and managerial staff, is paramount to success. Leadership skill development, a common need in workforce development, serves to strengthen the capacity of existing leaders and grow a cadre of future leaders.

Leadership Development

As companies look to remain competitive, sharp leadership is key to survival. Collins (2001) studied a set of elite companies that succeeded in making the leap from *good to great* results over a 15 year period. On a levelling system with "1" being a highly capable individual and "5" being the top executive, the Level 5 Leader became evident from the success stories in the study as one who channels their ego needs away from themselves and into the goals of the company putting their ambition foremost for the institution. In an interview of a very successful company, one retired leader quoted, "I never stopped trying to become qualified for the job" (p. 20). One could make the argument that strong organizations, whether public or private, must have skilled leadership with the top leaders striving to move from good to great. Northouse (2010, p. 54) in clarifying leadership skill development encourages framing leadership as a set of skills so that individuals can be taught to study and practice to become better at their jobs. Therefore, leadership development programming becomes a critical component for continuing education departments in higher education

Economic challenges in Kentucky

To help face the economic challenges in Eastern Kentucky, a new group was formed in 2014 by leaders from government, education, and the private sector to address the prolonged difficulties facing the region from the perpetual loss of jobs from the coal industry. The mission of SOAR (Shaping our Appalachian Region) is "to expand job creation; enhance regional opportunity, innovation, and identity; improve the quality of life; and support all those working to achieve these goals in Appalachian Kentucky" (SOAR-KY, 2015). Workgroups have been established to address specific areas such as

Education and Re-Training and *Leadership Development and Youth Engagement* which necessitates higher education and the private sector working together towards common goals for improvement.

In reviewing the private sector in Kentucky, manufacturing jobs which generally require lower levels of education remain the largest industry segment, however, jobs that require some college work have been growing rapidly with projections showing that by 2020, 56% of Kentucky's jobs will require some college (Gagliardi & Hiemstra, 2013). Completion of a continuing education program can serve to strengthen the credentials of applicants seeking employment, especially in fields requiring a specific credential to document job-readiness.

Role of Continuing Education

While structured under various department names such as extension services, lifelong learning, or adult education (Ashcroft, 2013), the unit charged with outreach to the community and working with the private sector in the region is the continuing education arm of the university. Hatfield (1989) addressed the diversity of the various terms explaining that they "usually reflect only minor differences in concept or in philosophy because an aim of virtually all adult and continuing education programs is to provide an organized learning experience for individuals who are beyond usual college age…" (p. 303). Continuing education is the broad term generally accepted across higher education. Following the Morrill Act in 1862, continuing education units were added to complement the historically academic department structure as the entrepreneurial arm of the university, able to respond quickly to opportunities and partner with all aspects of the university (Ashcroft, 2013). Baker (2013) describes today's continuing education unit as

one which is "expected to provide education beyond traditional audiences, including engaging in workforce development and forging ties to professions and economic development organizations" (p. 61).

Workforce Development

Workforce development generally falls under a continuing education department and is one of the ways higher education institutions assist industries in remaining strong and competitive in today's marketplace by helping develop a highly skilled workforce. The workforce development training programs are typically provided as a non-credit program and students work towards Continuing Education Units (CEUs) as opposed to academic credit hours leading to a degree. Workforce development programs generally focus on technical skill development or soft skills such as leadership or supervision and are structured to be completed in a relatively short time frame. Oftentimes, several modules or courses are combined leading to a CEU Certificate documenting successful completion of the program.

The terms training and workforce development are often used interchangeably by various groups. Shenge (2014, p. 50) provides a couple of definitions of *training* citing the Aguinis and Kraiger (2009) definition of training as, "the systematic approach to affecting individuals' knowledge, skills, and attitudes in order to improve individual, team, and organizational effectiveness" and continued on with the Goldstein and Ford (2002) definition of training as, "the systematic acquisition of skills, rules, concepts, or attitudes that result in improved performance in another environment". Shenge (2014, p. 50) cites Aguines and Kraiger (2009) as they define *development* as, "organized efforts impacting individuals' knowledge or skills geared towards personal growth". Gozem-

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Mejia, Balkin, Cardy, et al (2004) emphasize that while training focuses on immediate organizational needs, development focuses on more long-term requirements. Both training and workforce development are structured to enhance skill development for a specific worker group, and both are big business across the United States.

In 2012, organizations in the United States spent $164.2 billion on employee learning and development. The top three areas for content delivery were managerial/supervisory at 13.5 percent; compliance at 10.8 percent; and processes, procedures, and best business practices at 9.9 percent (Association for Talent Development, 2013).

Continuing Education Operations

While continuing education operations vary given the needs of the institution and the regional community served, Baker (2013) recommends the following practices which units should adopt to maximize their program success: blending of programs, outcome-based design, course delivery, mutually-beneficial partnerships, a defined business model for operations, and evaluation of programs. As many higher education institutions have been forced to reduce operating budgets in recent years, increased pressure has been placed on continuing education units to function more fiscally efficient, much like a business unit within the institution. Much consideration is given to what specific programming to offer in order to maximize revenue.

Business Model

Budget reductions in higher education. Given current budget reductions, continuing education units are generally expected to operate on a business model, generating revenue through registration fees, grants, contracts and other partnerships.

Braverman (2013) explained that the national trend in recent years has required continuing education departments to move towards greater fiscal accountability as they are increasingly required to operate self-sufficiently as a stand-alone unit within the university. The unit is expected to operate at self-sufficiency, oftentimes with even higher expectations of a revenue surplus to be shared among various administrative units.

Fleming (2013) found that given recent changes in lifelong learning, some continuing education units have made significant progress moving towards an expanded role, while for others there was evidence of ongoing institutional marginalization. Operating under a business model, responsible for generating the revenue to support all personnel costs, operating expenses, and travel costs is a heavy responsibility for continuing education units who are oftentimes expected to provide some services free-of-charge or at very reduced rates to specific community sectors. Continuing education units may be asked to participate in statewide efforts to attract new businesses into the area by offering free or low cost training (Baker, 2013). Many units seek grants and contracts to help subsidize the unit along with registration fees from courses.

Partnerships

Continuing education units are generally viewed as an entrepreneurial arm within the university structure, and work with academic departments as well as the private sector to form mutually beneficial partnerships. White (2013) acknowledged the value of the expertise that continuing education units hold in partnering with external groups which places them in a pivotal role for developing various types of partnerships, while also having an entrepreneurial spirit to respond faster to industry requests.

Partnering with academic units. As workforce development programs are developed, oftentimes faculty from academic departments and industry leaders form the cadre of instructors for the program. While the department faculty hold academic credentials, industry leaders have credibility within the field as they speak from a current working professional perspective. A comprehensive training program may have a blend of subject matter experts as well as working professionals in the field for program delivery.

Continuing education and academic departments also partner in the review and awarding of academic credit for prior learning. Hart and Hickerson (2009) define *prior learning* as "a term used by educators to describe learning that a person acquires outside of a traditional academic environment and before college enrollment" (p. 2). Continuing education officials along with academic department heads may join forces to use credit for prior learning as a recruitment tool for the university. Non-traditional students are obviously interested in beginning their college experience or returning to school with as much academic credit as possible awarded for prior education and experience. Continuing education officials are generally active in the community and have connectivity to adult learners working in local industry positions without a degree that are ripe for recruitment.

Economic Partnerships. Once training programs are developed and ready for implementation, partnerships are once again important in securing funding to help offset industry cost for participation. Braverman (2013) stated that "many continuing education units created new partnerships with municipal agencies, government offices, workforce investment boards, and the U.S. Department of Labor, entities that provided them with

generous funding for skills training and retooling of retrenched workers to help stimulate the floundering national economy" (p. 9). While working at a relatively rural state university for several years, seeking economic partnerships was an expectation and several were initiated with state government to secure matching funds for registration fees for eligible industries resulting in a 50% reimbursement rate for training expenses. Only the registration fee and materials were generally covered, however, and not the lost wages while the employee was absent from the workplace, which the employer was mandated to pay for eligibility purposes.

Stakeholder Relationships

Continuing education departments typically are expected to focus on the external environment including the largest private employers in the region, local chambers of commerce, and professional groups. Representatives from continuing education serve on chamber of commerce committees and oftentimes serve as community leaders while representing the university. Clark (1998) summarized this work as providing a means for the university to exert control with the external environment by managing the ever increasing service demands from changing economic circumstances and forging external alliances therefore giving the university access to new partners and bringing new populations into the university. For universities with extended campuses, the community role is expanded into other areas of the state served by the higher education institution, rather than just the home institution community. Baker (2013) categorized stakeholders into three broad categories: the learners, the university or campus structure in which the unit is located, and the general public. Many public universities have taken on an expanded role as stewards to the greater community.

Recent Reorganization in Continuing Education

As the recession swept across the nation and higher education was expected to do more with less, continuing education was oftentimes an easy target to eliminate or reduce staff. Some examples of well-known universities downsizing or restructuring their units in recent years include Ohio State University and the University of Maryland, who completely dismantled their continuing education units and moved summer school operations under the provost's office. The State University of New York, well known for its continuing education and serving over 15,000 students, was moved into the provost's office (Braverman, 2013).

The continuing education unit for which the researcher has worked for the past ten years has realized significant changes over the past three years. In 2012, the unit was decentralized and moved briefly to the provost's office as the workforce development unit charged with the non-credit training delivery was moved to the College of Justice and Safety and retitled the Center for Career and Workforce Development. Other units such as Conferencing and Events, Radio Station, and Extended Campuses were moved into various administrative structures within the University transitioning to a decentralized model of continuing education. As fluctuations continue in higher education, the various groups were then moved back to a centralized model in 2016 under Regional Engagement and Stewardship.

To remain successful in recent years, continuing education departments have been forced to employ marketing experts and data managers to track demographics and external trends as well as fiscal managers to chart profits and losses among programs (White, 2013). As with most university departments, doing more with less has become

the norm for continuing education, along with increased competition for resources and student enrollments. White (2013) summarized the modern-day continuing education department as one with "smaller budgets, reduced staff, pressures to produce a profit, and more complex and diversified program portfolios" (p. 101). In 2013, Baker predicted "change in noncredit programming will continue, and likely accelerate, as a result of new audiences, technologies, and institutional expectations" (p. 61). As units were reorganized over the past few years and university leaders reviewed programming needs, soft skills such as leadership development and training for supervisors remain strong course topics. Jensen (2011) emphasized that many of the traditional leadership preparation programs focused too narrowly on technical skill development without adequately preparing leaders to meet the complex challenges of today's workplace and encouraged development of a broad range of skills for future leaders.

Leadership

Leadership is a massive topic with a plethora of experts on the topic. Inc. Magazine recently released the *Top 50 Leadership and Management Experts* for 2015 which based the ranking on internet links, search ratios and even Twitter followers to quantify popularity. The leadership experts making the top five included the well-known names of John Maxwell, Seth Godin, Jack Welch, Guy Kawasaki, and Tim Ferriss (Haden, 2015). The discussion sometimes fluctuates around "nature" versus "nurture" in essence debating whether leadership skills are genetically instilled in a person at birth, or can be developed as a skill set and practiced for excellence. Following the research of Kurt Lewis in the 1930's, the pendulum tilted in the direction of leadership behavior versus leadership traits (Manning and Curtis, 2003). In 2002, Maxwell made a bold

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statement in support of leadership development, "Although it's true that some people are born with greater natural gifts than others, the ability to lead is really a collection of skills, nearly all of which can be learned and improved" (p. 12-13).

Northouse (2010) defined leadership as simply, "a process whereby an individual influences a group of individuals to achieve a common goal" (p. 3) and further explained that leadership cannot occur without considerable influence with the group one is leading. Manning and Curtis (2003) described leadership as showing the way or direction, leaving a mark on the world, and influencing others to follow by words and deeds (p. xvi). They continue to describe different types of leaders, including those we are influenced by even centuries after they are gone (p. 3). Having the knowledge, skills, and traits to engage workers and motivate them to follow takes a certain set of skills.

After studying leadership for several years and conducting research at all levels of public and private organizations, Kouzes and Posner (2002) described leadership as a relationship forged between those who aspire to lead and those who follow. Rather than only a few super leaders who have the ability to lead others to greatness, they emphasized an identifiable set of skills and practices that ordinary men and women can use on a regular basis to accomplish great things. The set of skills and practices are organized into the Five Practices of Exemplary Leadership: ability to model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart (p. 22).

After more than 20 years of engagement with leadership training, Drennan and Richey (2012) identified the top five leadership skills necessary to motivate a group toward a common goal as follows: giving positive recognition, building teams, setting team goals, keeping score publicly, and positioning supervisors as trainers. While stated

in somewhat different terms, these top five leadership skills align succinctly with the five practices outlined by Kouzes and Posner (2002).

Crumpton-Young, et al (2010) studied a leadership development program for engineers consisting of 264 participants from all racial backgrounds which included 30.3% males and 69.7% females. Of the 264 participants, 249 already held at least a bachelor's degree in engineering. The participants were asked to rank the following leadership capabilities in terms of importance:

- Inspiring people with a compelling vision of the future;

- Developing organizational talent;

- Providing strategic direction;

- Understanding current and future customer needs;

- Developing a business culture that supports the execution of a strategy;

- Demonstrating honesty and integrity; and

- Strong technical knowledge

The professional engineers in the study reported the most important capabilities were demonstrating honesty and integrity, followed by inspiring people with a compelling vision of the future. Developing a culture that supports the execution of strategy was noted as less important. The participants further noted that team-building skills, personal development through continual learning, and communication skills were most useful in a leadership position. Once again, the leadership capabilities align with the original five practices outlined by Kouzes and Posner (2002).

In Defining Leadership Language and Guiding Models (2013), the term *leader development* is used to indicate individual growth while *leadership development* is more

of a collective process with identity and capacity serving as the bridge between the individual and the process of leadership. Leaders need skills and the social intelligence to lead within their framework of employees. This connects back to the five exemplary practices of leadership by Kouzes and Posner which focuses on the larger collective team approach for successful leaders.

Bases of Power

Many researchers focus on the various types of power bases that leaders use to influence others (Bass and Stogdill 1990; Kouzes & Posner, 2002; Manning & Curtis, 2003; Northouse, 2010). Northouse (2010) referenced five foundations of power: referent, expert, legitimate, reward, and coercive power (p. 7). Kouzes and Posner (2002) gave power a different spin as they promote a vision of *"give power to get power"* (p. 286). As leaders feel comfortable enough to empower others, a high level of trust is often forged with that selected individual which in turn builds a higher level of respect for the leader. As leaders help others to grow, it becomes a reciprocal relationship. Kouzes and Posner (2002) continued the belief that *social capital* provides power to leaders as the people we know and how we are willing to help each other impacts exchanges in the workplace. Leaders use their comfort level and different power bases to accomplish their key priorities, oftentimes with differences noted among male and female leaders and the personality and experience level of the leader. Social intelligence cannot be undermined, even as specific leadership skills are developed.

Gender Differences

Even in today's modern workplace, female leaders can oftentimes face challenges unlike their male counterparts. This difference is noted as early as 1940 when Eleanor

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Roosevelt was quoted, "In government, in business, and in the professions there may be a day when women will be looked upon as persons. We are, however, far from that day as yet" (Northouse 2010, p. 304). As recent as 2014, female leadership can be a rarity as demonstrated by the Fortune 500 CEO list which boasted 24 female CEOs equating to 4.8%, up from 20 in 2013, and only 1 in 1998 (Fairchild, 2014). While it includes a very slim percentage of Fortune 500 female leaders, American companies are a bit more balanced than some peer economies such as Scandinavia with only 3% of their largest firms led by women in 2014, even after significant efforts to support bringing females into executive leadership.

One gender difference in the literature focuses on social role theory as it helps define the leadership styles of women and men. Eagly, Karau, and Makhijani (1995) introduced social role theory as the general tendency of individuals to engage in activities consistent with their culturally defined gender roles. Tensions can arise in the workplace when women violate conventional wisdom concerning appropriate female behavior (p. 126). Franke, Crown, and Spake (1997) continued with the social role theory framework as they conducted a meta-analysis research study on gender differences in perceptions of ethical decision-making. Their findings, using social role theory as the foundation, noted that the differences between genders were significantly smaller in samples with greater work experience but that women were more apt to perceive hypothetical business situations as unethical (p. 932).

In summarizing gender differences, Northouse (2010) noted that women are no less effective at leadership, or any less committed or motivated, than their male counterparts. However, women appear to be less likely to engage in self-promotion and

negotiation than their male counterparts in similar positions. Much work remains to be done in empowering female leadership with confidence and self-promotion playing a critical role to overcome years of a drastic gender gap. Leaders, regardless of gender, must draw upon their knowledge, skills, and abilities to perform effectively within their organization.

Leadership Development

Corporate America seeks out individuals with high-level leadership skills as they bring special assets which can ultimately improve the bottom line. Academic institutions have responded to this need by providing various programs in leadership development (Northhouse, 2010, p. 1). In discussing the urgency for training and re-training, Peters (2005) argued that even though we live in the age of intellectual capital, the average American worker only participates in 26.3 hours of training on an annual basis, amounting to six minutes per day. Peters compared this to a surgeon, soldier, or violinist who repeatedly practice and train for their profession over and over and issues the call to business people to Train! Train! Train!

Northouse (2010) discussed leadership development in terms of the skill development necessary to improve and become a stronger leader. The focus on skill development provides a structure that helps to frame the leadership development curricula and takes the stance that leadership development can be taught. As Northouse summarized, "when leadership is framed as a set of skills, it becomes a process that people can study and practice to become better at performing their jobs" (p. 54). The old adage of practice makes perfect seems to be appropriate for leadership development.

Leadership Intelligence

The intelligent workforce and leadership intelligence have emerged as terms when describing high performing leaders. Price (2008) makes the argument that leadership intelligence is a combination of management and leadership, with managers working strategically to meet corporate goals, as well as working as leaders seeking to inspire and motivate others. In 2004, Cook, Macauley and Coldicott, identified a range of intelligences valuable to bring about change in the business world. Those four intelligences were business, spiritual, political and emotional. In 2008, Price built upon the existing model to further develop the intelligent approach to workforce development, noting the need for an enhanced awareness for the organization and the reputations of the professionals. The new intelligences included the following:

- Practice intelligence: includes planning strategies and actions focused on the needs of clients and customers;

- Spiritual intelligence: highlights values, commitment, and innovation— especially when work is arduous;

- Political intelligence: organizing ideas, taking positions, and forming relationships to allow leaders to operate effectively; and

- Emotional intelligence: focuses on communication, interactions with others, and developing as interpersonally competent.

As Kouzes and Posner (2002) studied the characteristics of admired leaders, *intelligence* remained a central theme from the 1987 research through the 2002 research. As they asked people from six continents what people admire in their leaders, *honesty* remained the top characteristic while *intelligent* was number five on the list with 47%

selecting it as a top category in 2002, up from 43% in 1987. The top five list was ranked as honesty, forward-looking, competent, inspiring, and intelligent.

Developing Middle Managers into Leaders

There is a certain level of mystique in terms of how some managers grow into a leadership position, while others are more than content to remain where they are. Obviously, the more leadership capacity an organization holds, the more it should excel, especially in today's economically-challenged environment. Leadership capacity can come from existing workers inside the organization, or experienced leaders can be recruited from outside organizations. For organizations seeking to grow their own middle managers into future industry leaders, access to a quality workforce development program becomes a priority.

Leadership Practices

Kouzes and Posner (2002) spent a great number of years analyzing the leadership practices of ordinary people who have excelled to do extraordinary things as great leaders. They studied leaders from both public and private organizations in several countries and found that successful leadership is built by a *relationship* based upon practices of the leader. Throughout their research, they uncovered five similar practices that were proven to consistently produce quality results for leaders: ability to model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart. These five practices have been connected to educational leadership research and development (Hibbard, 2016).

Model the Way

As leaders seek to earn the respect of their subordinates, they need to begin by modeling the behaviors expected in others (Kouzes & Posner, 1995). While titles and positions are granted, it is the individual's behavior that wins respect. Modelling the way includes spending time with employees, working side by side with other colleagues, being highly visible, and asking questions to encourage others to think about values and priorities of the organization. In order for leaders to effectively model the way, they must explore their own inner territory and be able to express themselves in their own words in a competent manner (Kouzes & Posner, 2002).

Inspire a Shared Vision

A leader must be able to look towards the future, and envision what could be within their organization. Sharing the vision creates energy for individual workers and the team. Kouzes and Posner (2002) found that employees want leaders who are honest, competent in their job, and forward-looking in terms of being able to gaze across the horizon and envision greater opportunities yet to come. This can be especially challenging in today's digital age where information moves at the speed of lightning and leaders are expected to inspire a vision of what is yet to come based upon their dreams, aspirations, and core values of the organization.

Maxwell (2002) in describing vision goes as far as to say, "Vision is everything for a leader…it paints the target. It sparks and fuels the fire within, and draws him forward" (p. 53). Sharing an effective vision can be very motivational for one's employees and empower the leader as the one with the story to tell. Maxwell describes vision as a magnet, acting to attract, challenge, and unite people for a common cause.

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Challenge the Process

In today's evolving workplace, it is obvious that effective leaders cannot accept the status quo. Effective leaders must push to make things better and keep their organization competitive in the marketplace. Maxwell (1999) explained that leaders must push themselves to act, making it a regular practice to move beyond their comfort zone and take risks. In doing so, good leaders should accept that part of their responsibility is to challenge the process and realize that in doing so, mistakes may be made.

Kouzes and Posner (2002) described the critical role of challenging the process as one of searching for key opportunities, gathering data, experimenting with the idea, and then taking the risk to employ change. This can be a giant leap as one commits to the exciting possibility to make a meaningful change. It can also be stressful, with around 15% of leaders noting that a change experience brought about fear or anxiety while others seemed energized by the process.

Enable Others to Act

Many books have been written, and much research has focused on teamwork in the workplace. It is readily apparent that no single leader can expect to achieve the outcomes of a high performing team by working in isolation. Northouse (2010) emphasized the profound impact of a high performing team detailing that teams who have the capacity to manage conflict, work well together, and demonstrate a commitment to the purpose have good relationships. It is incumbent upon leaders to foster collaboration among team members.

Kouzes and Posner (2002) emphatically claimed that collaboration among teams is the key competency for achieving and maintaining high outcomes. Creating a climate

of trust, which includes trusting others, being open to influence, making yourself vulnerable, and listening to others is a foundation for enabling others. Trust was a common theme throughout their research, with the leader expected to trust first – being the first to show vulnerability and the first to give up some control. Building trust while sharing power can cultivate a high performing work team empowered to act decisively.

Encourage the Heart

Employees value the opportunity to feel good about the work they are doing. Kouzes and Posner (2002) emphasized that leaders must convey what is expected of employees, and connect the day-to-day tasks to the overarching mission. Leaders must continuously set high expectations based upon clear standards, and then personalize recognition for individual employees as milestones are met. The ongoing feedback serves to keep employees engaged and motivated.

As leaders encourage the heart of their team members, Kouzes and Posner (2002) also note the importance of celebrating the values and victories and in doing so, amplifying the spirit of community. Recognizing individuals serves to increase the recipient's self-worth and can improve overall performance while reinforcing shared values and outcomes. While celebrations may look differently in various cultures and workplaces, however, they serve to recognize individuals, promote the team, and develop passion and compassion among the group members.

Evaluation of Leadership Development Programs

Training and professional development of employees is an essential function of an organization, with program evaluation equally important. Training is an expensive endeavor for organizations, therefore, a favorable return on investment is critical. Not

only does the training content and delivery have direct costs attached to it, but there is also significant opportunity cost incurred when employees are absent from the workplace. Therefore, organizations should have a method to evaluate the effectiveness of training programs selected for employees. Shenge (2014, p. 50) succinctly summarized the criticality of the evaluation process as, "properly evaluating training requires managers to think through the purposes of the training, the purposes of the evaluation, the audiences for the results of the evaluation, the points or spans at which measurements will be taken, the time perspective to be employed, and the overall framework to be utilized".

Much planning and preparation is put into launching a new training program. Excitement builds as the program is being built with lesson plans and program content. Participants are selected, and the program launches, perhaps without a formal evaluation component beyond a *feel good* evaluation merely asking if the training participants like the program.   Rajeev, Madan, and Jayarajan (2009) argued that due diligence is often given to planning and implementation of a new training program, with evaluation and objective assessment of the program not given due consideration which obviously makes it difficult to determine effectiveness of the program and if it should be continued. Managers can only make decisions as good as the data they are given to work with.

The most influential system for evaluation of training programs remains the Kirkpatrick Four-Level Model (Rajeev, Madan, & Jayarajan, 2009; Shenge, 2014; Simonson, 2007). In 1994, Kirkpatrick introduced the four basic levels of evaluation which are still used today to evaluate classroom training throughout the private, military, and government sectors. Training delivery systems ranging from child-welfare topics to

entrepreneurship programs utilize the four-level model. Kirkpatrick's levels of evaluation are defined as follows:

- **Level One, Reactions**: how the participants feel about the program; typically students are asked a series of questions to determine if the training was positively perceived by the participants.

- **Level Two, Learning**: assessing the extent to which learning and/or change took place; a pre-test/post-test is often used to determine the level of information participants began the course with as compared to the level they finished with.

- **Level Three, Behavior**: evaluating if the knowledge and skills learned in the training activity are actually transferred to behavior changes in the workplace.

- **Level Four, Results**: measuring if the program resulted in positive returns such as increased productivity or improved quality in the workplace.

While a level one and two evaluation can be conducted inside the classroom with results apparent as the training program concludes, levels three and four are more intense and require collecting and analyzing follow-up data. Gathering post-training data can be difficult, time-consuming and more costly, however, the results can be worthwhile when determining the value of the training program to the organization (Rajeev, Madan, & Jayarajan, 2009).

In 2002, Phillips, Phillips and Gaudet, introduced a fifth level, further evaluating training to determine the return on investment (ROI). In studying the ROI, managers

compare the total cost of the training program to monetary benefits to the organization. By taking evaluation to the fifth level, it is possible to quantify the impact of the training, effectiveness of the education, and the value of instruction. Evaluation, when focused at the appropriate level, can help decision-makers determine cost savings, time savings, and increased satisfaction and motivation (Simonson, 2007).

Results of the Research

In reviewing the research on the evaluation of leadership development, and analyzing whether the training truly made a difference in the workplace and/or the professional lives of the participants, the sources include various authors who have taken the time to implement a training evaluation system with analysis beyond reactionary. There is substantially more documented research on the evaluation of leadership development in the public sector than the private sector. Upon narrowing the scope to the private sector, in-house training evaluation is more readily available than evaluation of a focused collaborative training program provided via a university partner.

The overwhelming majority of training evaluation is conducted at level one of the Kirkpatrick Model, in which the participants are asked to provide their reactions to a designated training program. Questions can range from quality of the content, to their opinions of the training venue and the instructor. In a 2005 industry report, Sugrue and Rivera found that training evaluations occurred 91% of the time at Level One and 54% of the time at level two. Only a sparse 23% of the evaluations focused on level three, and a slim 8% took the training evaluation on to level four. Cost, time, and effort are contributing factors to the low number of level three and four evaluations. Several recent studies evaluated leadership development programs at the Kirkpatrick Level One.

Level One Evaluation of Leadership Programs

Partnership between a university and a health care organization. Balduzzi (2014) examined a leadership development program constructed as a partnership between an academic institution and a community healthcare organization. The goal of the partnership was to create a sustainable and replicable leadership program to develop and retain community health workers. The training program consisted of computer-based training and classroom sessions led by a facilitator. The Kirkpatrick Model was referenced in evaluating the program, but only level one data was available documenting the participants' perceptions of the training program. Based upon the limited evaluation, the findings documented that the unique partnership between an academic institution and a nonprofit health care organization was positively received. Senior leaders at the healthcare organization stated their belief that the program was beneficial and would serve to help their employees develop leadership skills.

Public sector case study. Toomey (2014) conducted a mixed-methods study of a leadership development program which utilized the Situational Leadership Model. The study included an online survey as well as follow-up interviews with the participants, inquiring about the relevance of curriculum topics, learning preferences, and benefits of the leadership development program. The respondents rated the curriculum topics very relevant, with a preference towards face-to-face classroom learning rather than online learning, as the topics became more of a priority for the participants. While this study demonstrated a strong preference for classroom based learning for high priority leadership topics, the study was limited with only level one reactionary evaluation data available.

Case study in a human service agency. Austin, et al (2010) conducted a case-study in the San Francisco Bay Area which sought to address the leadership training needs of managers in agencies serving children and families. A collaboration was formed between the human service agencies and an area university to develop an intensive 15-month leadership program. As the program was developed, there was extensive input from agency directors and potential participants to focus on learning objectives that addressed the identified agency priorities. The program utilized participant-centered learning and was outcome focused with intensive coaching built into the curriculum. Upon successful completion, participants noted strengths of the program as follows:

- Use of experienced executive directors as guest lecturers;
- Access to a skilled facilitator throughout the program;
- Experiential learning; and
- Self-reflective exercises.

Subsequently, weaknesses or limitations of the program were noted as follows:

- Insufficient time devoted to readings;
- Uneven support from their agencies; and
- Insufficient time for program participation.

Program participants attributed many of their specific professional growth improvements to the program including increased self-confidence, delegating more effectively, thinking more globally about management, and moving beyond their regular comfort zones. All the stakeholders noted the leadership training program as a success, facilitating change and growth at both the individual and organizational levels. The study was limited to a

Kirkpatrick level one evaluation, including only reactions to the training as self-reported by participants and managers.

Evaluation of an engineering leadership program. Crumpton, et al. (2010) looked beyond the technical knowledge and skills covered by traditional engineering programs to determine what soft skills are necessary to lead in the profession. They gathered data from engineering students and professionals currently working in the field. Responses from the study showed that soft skills such as communication skills, self-initiative, and teamwork skills are critical to successfully lead in today's engineering profession. All data from the study was collected at Kirkpatrick's level one, reactionary submissions from the respondents.

Impact of self-knowledge in leaders. Jensen (2011) looked beyond the traditionally technical leadership competencies to study development of self-of-the-leader based upon the premise that in order to lead others, you must first know yourself. Study participants were third-year students in an educational leadership program at a faith-based university. Data was collected via semi-structured interviews seeking their input on how self-knowledge impacts their leadership practice. The level one findings of the study suggested that leaders can be developed, and supports the inclusion of non-traditional leadership competencies in educational programs for future leaders.

Evaluation of cross-cultural leadership effectiveness. Deng and Gibson (2008) embarked upon a qualitative evaluation of cross-cultural leadership effectiveness by interviewing 32 Western managers and 19 Chinese managers representing top and middle-level managers who were working for Australian businesses with operations in China. The thrust of the study was to analyze the impact of *cultural intelligence* as

related to leadership capacity of those working across cultural boundaries in the global economy. The qualitative study focused on participants' perceptions as they were asked key questions about their beliefs around successful leadership in cross-cultural workplaces and necessary skills for managers in dealing with cultural differences while working in China.

Results of the study included a high level of variance among the participants' answers, with respect for others, applying common sense, and focusing on corporate values frequently noted. Many of the respondents seemed to focus on the similarities between Chinese and Australian cultures, as opposed to the differences. High levels of cultural awareness, adaptation, and effective communication skills to lead in cross-cultural workplaces emerged as common themes from the interviews. The overall findings demonstrated that cultural intelligence was a significant factor in leadership effectiveness in cross-cultural work environments. While this study provided good insight into the participant's perceptions of working in the global economy, only level one evaluation data was provided via the reactionary interviews.

The case for skills-based leadership. Drennan and Richey (2012) studied the role of supervisors as related to workplace safety leadership and found that first line supervisors have the most influence with workers. Summarizing their 20 years of conducting leadership training, the core leadership skills were found to be granting positive recognition as appropriate, building teams and setting goals, being visible with workplace data, and utilizing supervisors in workplace safety leadership training. The importance of engaging first-line supervisors to reinforce safety practices and be visibly

supportive of safety training is supported by a National Safety Council study in 1992 as well (Peterson, 2001, p.67).

Leadership training for entry level workers. Dugan (2010) studied leadership training for entry-level female workers, an often over-looked worker group for leadership training. The residential assistants, who did not hold a leadership or management position in the group home setting for disabled adults, were studied to determine their reactions upon completing an eight-week leadership training program. The qualitative study involved weekly evaluation, observation, and journaling. Study results showed increased self-confidence of the participants, with many noting they planned to seek additional educational opportunities.

Case Study in the natural resource profession. In 2005, Westley studied the effectiveness of a leadership development course for natural resource professionals provided by Virginia Polytechnic Institute and State University. The program entitled *Forest Service's Leadership and Communications Workshop* was available to federal natural resource professionals, most employed by the U.S. Forest Service, from across the U.S. A limited number of state, tribal, and personnel from other federal agencies were included in the program as well.

The survey instrument, containing 16 questions, was emailed to 386 participants who had completed the program from 1998 to 2004. A correlation analysis was conducted to determine if a relationship existed between the job competency and the participant's self-reported perception of improvement in that particular competency. An independent t-test analyzed significance of difference of scores between 1998, when the

course had one leader, and 2002, after a co-leader was added. The survey respondents were 62% male and 37% female while 87% reported race as white.

The results showed a significant relationship between the importance of leadership competencies included in the class and the participant's perception of improvement in that area. The top five leadership competency areas reported as most improved after completing the program included the following in priority order: understanding yourself and others, understanding your own leadership style, using leadership styles appropriate for various situations, effective listening, and resolving conflicts.

The number one motivator for completing the workshop was to develop professionally, with only 46% of the respondents reporting they were motivated to get a higher position. This was consistent with the overall purpose of the workshop which was to enhance participant's leadership and communication skills, rather than assist them in climbing the organizational ladder. No significant differences were noted across the sixteen year period. It was recommended that future studies consider adding higher levels of evaluation, perhaps at level two to determine what learning or change took place.

Leadership development influences. Skipper and Bell (2006) studied two groups of project managers working for a construction company to study the causal influences on leadership development. The construction company had over 25,000 employees and an annual budget in excess of $3.7 billion.   Group one consisted of high performing managers as nominated by top level executives, while Group two served as the control group of randomly selected employees. The survey instrument provided level one evaluation data, as respondents were asked to assign numerical values to leadership

influences. Group one, the high performing managers, placed significantly more emphasis on mentoring/coaching, observing others in leadership positions, and self-study completion than did the control group. Both groups rated traditional college degree programs as having little impact on their career leadership development.

Levels Two and Three Evaluation of Leadership Programs

Level Two evaluation is most commonly measured by a pre-test, post-test process administered to the training participants. It is fairly easy to document the learning that took place using this program assessment, and the pre-test, post-test evaluation serves to provide the instructor with the participants' baseline knowledge as well as their final course completion scores. Level Three evaluation is more time consuming and oftentimes mandates a control group, additional time for the behavior change to evolve, and evaluation both before and after the training program (Kirkpatrick, 1994). A much more limited number of key studies have been conducted at Kirkpatrick levels two and three.

Empirical study with human resource professionals. Hung (2010) conducted an empirical study exploring the key concepts that affect the relationship between human resource professionals and training evaluation based upon the decision-making model of training evaluation while assessing at the Kirkpatrick level two, looking to see if learning took place. Participants in this study were found to have a low level of competency in evaluating behavioral change and performance. Results of the study documented that it is increasingly difficult to improve employee training without upgrading training evaluation capabilities of the staff responsible for the evaluation system. The study encourages

human resource and/or training staff to review their own organizational characteristics when determining the appropriate levels of evaluation to conduct.

Case study in the pharmaceutical industry. Recent changes in the health care industry have brought increased pressure to equip pharmacists to lead change and provide pharmacy students with personal and professional leadership skills (Sucher, Nelson & Brown, 2013). To meet the need, the Regis University School of Pharmacy created a three-hour elective course offered in 2011 and 2013 to pharmacy students who had completed their hospital and community pharmacy practice experiences. Enrollment was limited to 15 students per class and challenged students to engage in leader-development as they discovered themselves as a future leader. The leadership self-discovery activities focused on journal entries, leadership quality presentations, team-building activities, and relationship awareness.

Evaluation of the leader-development course was positive in that it appeared to be effective in placing the pharmacy students to grow as leaders and inspire students to continue their development beyond completion of the course. A perceived weakness of the program was the limitation of class size because of the course design and intensive nature of the classwork. A barrier to implementation at other institutions was also noted as the investment of faculty time to research the content and develop the course was intense. Several measures, however, demonstrated achievement of the learning outcomes such as self-discovery and development as they were better equipped to become future leaders ready to deal with the changing nature of the healthcare industry. The program evaluation focused primarily on level one evaluation data, noting the participant's self-

reported reactions with a limited amount of level two evaluation conducted via the student presentations to demonstrate learning.

Leadership development focused on action learning. Stating that some government sponsored leadership training programs have proven to be ineffective, costly, and time-consuming, Raudenbush and Marquardt (2008) embarked upon a plan to study action learning programs at the United States Department of Agriculture (USDA). Action learning was defined as enabling workers to find their own answers, given the conditions and risk level of the situation. The researchers collected both quantitative and qualitative data which included level two evaluation with pre and post assessments conducted to evaluate the designated leadership competencies. Results were favorable for the action learning leadership development program, noting that participants developed self-selected leadership competencies and enhanced effectiveness in building teams and dealing with problems in the workplace.

Longitudinal study on transformational leadership. Looking specifically at transformational leadership based intervention on the impact of workplace safety outcomes, Mullen and Kelloway (2009) conducted a proclaimed first of its kind study. Noting the problem of unsafe work practices leading to injuries, diseases, and fatalities, transformational leadership was needed to create a safer workplace. Level two evaluation data was collected using a pre-test, post-test design along with a designated control group from the nurse population within 21 health care institutions. When comparing the group receiving the training to the control group, the study found that leadership training on safety specific transformational leadership practices serve as a low-cost intervention to workplace injuries and fatalities.

Transfer of leadership development training. Noting a deficit in research

regarding transfer of learning from the classroom back to the workplace, Johnstal (2010)

conducted a study looking specifically at the effectiveness of learning transfer. Semi-

structured and recorded telephone interviews were completed with members of various

professional associations connected to leadership training inquiring as to effective

techniques in designing and implementing leadership development programs to

encourage transfer back to the workplace. Study participants were required to have ten

years' experience in leadership development and training.   While only using level one

evaluation techniques, findings noted three primary outcomes as the most significant for

level three evaluation: content of the leadership training, evaluation, and organizational

issues impacted whether the leadership skills could transfer back to the workplace. While

this study was only reactionary, it does provide insight from human resource and training

professionals on level three evaluation and learning.

Problem Statement

The majority of training evaluation is conducted within the range of the

Kirkpatrick levels one and two training evaluation model. The vast majority, 91% of

training evaluation, is conducted as a level one evaluation, simply documenting the

reactions from students upon completion of the program. Only 54% of the time is training

evaluation extended to level two, requiring students to demonstrate content learned

and/or skills developed throughout the training program. Training evaluation at levels

three and four is very limited as evaluation at the higher levels becomes very time-

consuming and costly to implement. While levels one and two can be administered in the

classroom as part of the training program, levels three and four typically cannot and involve much follow-through on the part of the evaluator.

Kirkpatrick (1994) provided three important reasons to evaluate training programs: to show how training helps meet the organization's goals, to provide data for good decision-making on whether to continue a particular training program, and to improve training programs in the future. Training is an expensive endeavor and effective evaluation can help prove the benefits of making the investment.

This evaluative level two study extends beyond the typical pre-test, post-test format conducted in a classroom setting to a longitudinal study examining participants from a leadership development training program up to nine years following their experience to document what changes occurred. The study focuses on participants from a *Leadership Excellence for Middle Managers* training program conducted between 2007 and 2014 by a continuing education unit within a state-operated university serving a rural region of the state. The data gathered from individual students documents employment outcomes for program graduates. The *Leadership Practice Inventory* 4th Edition (LPI – Self) by Kouzes and Posner (2002) allowed program participants to note the frequency with which they demonstrate various leadership behaviors. Leadership experts studying specific leadership practices have found the *Leadership Practices Inventory* consistently strong and useful across various populations and situations (Fornito and Camp, 2010; Posner, 2016; Lewis, 1995).

This study specifically identified the promotional opportunities and pay increases for the program graduates as well as any significant differences among male/female participants, and younger/older participant respondents. The graphic in Figure 2.1

depicts the unique experience of the study participants as they transitioned through and

graduated from the leadership program.
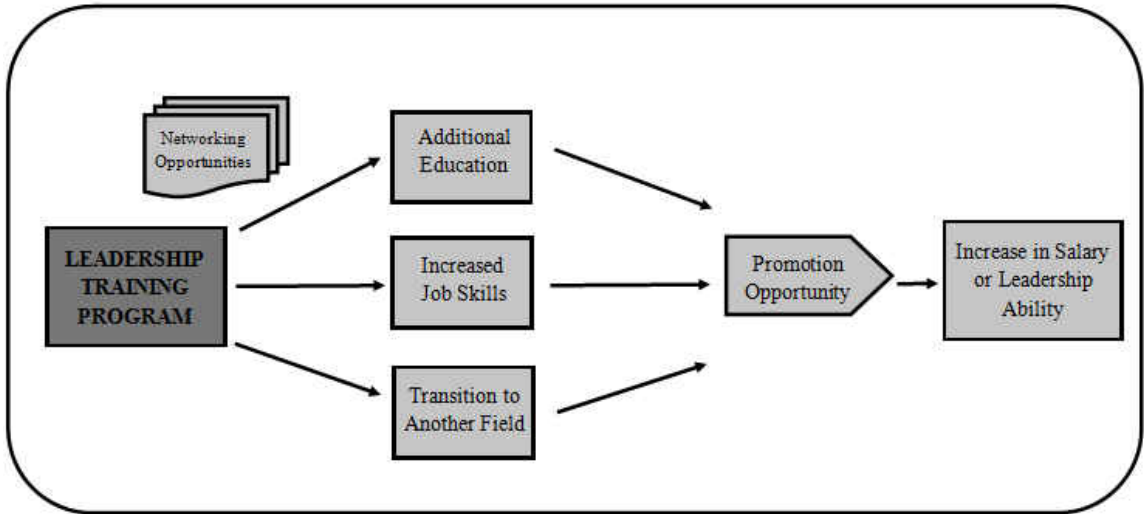
Figure 2.1
Leadership Training Program Experience

To study this unique group of students, correlation analysis and descriptive statistics were

used to permit the study of both continuous and categorical factors. This statistical data

will be useful to students considering a leadership program as well as human resource

managers making the decision on how to use limited resources to boost leadership skills.

CHAPTER 3

METHODOLOGY

This chapter details the description of the research, the population studied, instrument used for the study and the steps involved in gathering the data for analysis. This research study evaluated the employment outcomes for students completing an intensive leadership development program provided by a state-operated university. Kirkpatrick level two training evaluation data was collected, however, extended beyond the typical pre-test, post-test conducted in a classroom to a longitudinal study examining participants from a leadership development training program up to nine years following their unique experience.

Leadership development programs have become increasingly prominent over the past decade as organizations seek to become better, faster, or more unique than their competitors. Developing strong leadership is critical to success of the organization. In order to capture the leadership skill level of the respondents, the *Leadership Practices Inventory* by Kouzes and Posner (2013) was used as part of the survey instrument. In evaluating the strength of leaders, Kouzes and Posner (2002) identified five overarching leadership skill areas which have measurable behaviors attached to each: model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart.

Research Design

The main focus of the study included gathering data from the individual graduates of the program via a two-part written survey instrument. Part one of the survey included demographical questions and items to determine the percentage of working professionals

receiving positive employment outcomes when comparing their status at the time of admission into the program, to their employment status following completion of the program several years later. Various demographical categories including gender, age, and public/private sector were captured as well. The study also inquired as to the graduates' increased job satisfaction, increased job skills, if they transitioned into another field, or completed additional education. As a final question, students were asked an open-ended question concerning the most beneficial components of the program.

Part two of the survey instrument asked the student graduates to self-score themselves on the *Leadership Practices Inventory – 4th Edition* created by Kouzes and Posner (2013) which included 30 individual questions inquiring as to what extent the respondents engage in various leadership behaviors. While the 30 survey questions all connected back to the 5 leadership behaviors, the individual questions were interwoven throughout the various categories. Students were asked to score each item using a response scale of 1 (almost never) to 10 (almost always) regarding their leadership practices.

The overall study was designed to document substantial changes in employment outcomes of the program graduates from the time they entered the *Leadership Excellence for Middle Managers* training program until several years later following completion of the program. As the program was offered from 2007 to 2014, participants historically had a range of one to nine years following completion of the program for changes to be realized. The data was analyzed with IBM's Statistical Package for the Social Sciences (SPSS) along with descriptive statistics.

Purpose

The purpose of this study is to examine the employment outcomes and leadership practices for a group of adult learners completing an intensive leadership development program. The descriptive data provided practical information in aggregate form describing the current professional lives of the leadership development graduates. This study sought to document the graduates' current status in the workplace compared to their baseline information when entering the program while also capturing the leadership skills of the program graduates as self-reported by the adult non-traditional students.

Variables

Part one of the survey consisted of multiple dependent and independent variables. The dependent variables include the change in salary of the program graduates (study participants reported their actual salary when entering the program as compared to their current salary when completing the survey), any promotion realized, additional training, better skills, and job satisfaction. The independent variables included the respondents' gender (0=Male, 1=Female), age (cut into 3 equal slices for analysis), educational level (0=high school/GED, 1=Associate Degree, 2=Bachelor's Degree, 3=Master's Degree or above), public/private sector (0=public, 1=private), and the number of years since program completion.

Part two of the survey consisted of the 30 identified leadership practices of the individuals as self-reported via the Kouzes and Posner *Leadership Practices Inventory* (2013). Table 3.1 displays the specific leadership practice and the corresponding item number from the LPI for evaluation. Each category contains an equal number of leadership behaviors for analysis.

Table 3.1
Specific Leadership Practices and the LPI Items

Practice	Description	Corresponding Item (LPI)
1	Model the Way	1, 6, 11, 16, 21, 26
2	Inspire a Shared Vision	2, 7, 12, 17, 22, 27
3	Challenge the Process	3, 8, 13, 18, 23, 28
4	Enabling Others to Act	4, 9, 14, 19, 24, 29
5	Encouraging the Heart	5, 10, 15, 20, 25, 30

Research Questions

The study is focused around the following two research questions:

1. What is the impact of the *Leadership Excellence for Middle Managers* training program on employment status outcomes for graduates?

2. What are the leadership practices of middle managers receiving positive employment outcomes?

Subjects

The subjects of this study included participants who successfully completed the *Leadership Excellence for Middle Managers* training program offered by Eastern Kentucky University from 2007 to 2014. Participants were required to verify their status as a *middle manager*, as opposed to a first line supervisor or executive level manager, as part of the admission criteria for the program. Training participants for the program were limited to middle managers and selected at a similar level within their scope of supervision and experience. Applicants were screened by both Continuing Education and Outreach and College of Business and Technology administrators for appropriate

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credentials and were required to obtain the approval of their immediate supervisor as well as the plant manager/director acknowledging the time commitment away from work.

From the inception of the program in 2007, a total of 7 sessions were conducted, with 102 students successfully completing the course to date. The students primarily represented private manufacturing industries, with a smaller number from various areas within higher education. The private sector participants primarily represented the larger manufacturing industries in the region. Of the 102 students, 73 were from the private sector manufacturing industry (72%) with 29 from the public sector (28%). As for the gender ratio, there were 79 males (77%) and 23 females (23%) representing the pool of graduates. The program was primarily classroom based, so students had to be within driving distance of the university to participate in the program.

The class size of each cohort was purposefully kept small to maximize the students' engagement in the learning process and keep the size manageable for active learning and group exercises. Table 3.2 summarizes the total number of students successfully completing the program.

Table 3.2
Individual Class Size by Cohort

Cohort	Date	Number of Students
Class Number 1	Spring, 2007	17
Class number 2	Spring, 2008	16
Class number 3	Fall, 2008	14
Class number 4	Spring, 2009	12
Class number 5	Spring, 2011	18
Class number 6	Spring, 2012	12
Class number 7	Spring, 2014	13
		Total (N=102)

Sample

Given the relatively small number of students that have completed the Leadership Development Program (N=102), all graduates of the program were invited to participate in the study. One student has since deceased, lowering the eligible population to 101. The participant database is maintained by the Center for Career and Workforce Development at the university with attempts made to keep student information current. Student information along with training records are maintained as part of the official university records.

Survey Instrument and Data Collection

The investigator administered a written survey instrument to 101 graduates of the *Leadership Excellence for Middle Managers* training program. The survey instrument was field tested with graduates from other continuing education programs prior to implementation. A recruitment e-mail was sent to each participant announcing the study and alerting them to the survey request. Immediately following the email, the instructions and survey instrument were mailed to each graduate via the United States Postal Service (USPS) with a return postage-paid envelope included. The sample recruitment email, cover letter, and instrumentation are included in Appendix A.

The data collection process occurred over a two month period between December, 2016 and January, 2017. Following the initial survey dissemination, a follow-up email or phone call was placed to the subjects not responding within a three-week timeframe. As the data were collected, paper copies of the returned survey instruments were stored in the researcher's office in a locked file cabinet. Electronic files were stored on a password protected computer. Significant efforts were made to ensure confidentiality and quality

control over the data as it was being processed. All the data were collected and entered by the researcher and placed in Microsoft Excel and SPSS for analysis.

Instrument Validation

The *Leadership Practices Inventory* was originally created by Posner and Kouzes in the 1980's and was developed to empirically measure the behaviors of leaders across public and private sector organizations. Two versions of the instrument were created – one designed for self-reporting, and one for observers such as peer groups (Posner & Kouzes, 1988).

In the 1990's, a follow-up study analyzed data from over 36,000 respondents to reexamine the psychometric properties and explore gender differences, ethnic or background differences, and functionality of the instrument across various fields. Multiple T-tests were conducted for LPI comparisons such as gender, while an ANOVA analyzed comparisons across groups. The study found the reliability of the *Leadership Practices Inventory* to be strong over time with the LPI-Self scores trending somewhat higher than those from the LPI-Observer scores but generally not statistically significant. Little difference was found for either functional or ethnic backgrounds, and the male and female respondents were consistently more alike with their leadership practices than different (Posner and Kouzes, 1993). Leadership experts studying specific leadership practices have found the *Leadership Practices Inventory* consistently strong and useful across various populations and situations (Fornito & Camp, 2010; Lewis, 1995).

The *Leadership Practices Inventory* has been used extensively by many leadership researchers across various fields and worker groups including Fields and Herold (1997) as they investigated transformational and transactional leadership from

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subordinate reports; Hibbard (2016) in a doctoral dissertation studying teachers perception of principals and their leadership practices; Tourangeau and Katherine (2004) as they measured the leadership practices of nurses; and Zagorsek, Stough, and Jaklic (2006) as they examined the 30 LPI items in the framework of item response theory and found the instrument to be effective for training and development purposes. Permission was granted to the researcher by the Wiley Corporation to use the well validated instrument specifically for this educational study (See Appendix B).

Research Design and Data Analysis

This evaluative study analyzed participants from an intensive leadership development training program up to nine years following their experience. Specifically, this study was conducted using descriptive statistics and a Pearson's Correlation Coefficient analysis. The correlational analysis allows researchers to determine whether two variables are correlated, or related to each other. It can be used to describe the relationship between two variables, however, it is important to note that correlation does not signify causation with one variable causing another reaction to occur (Jackson, 2009). Alpha was set between .05 and .10 to interpret statistical significance due to the size of the sample being studied.

Limitations of the Study

The study was conducted at the researcher's place of employment and was limited to graduates from the *Leadership Excellence for Middle Managers* program. Due to the low sample size, statistical power to analyze relationships was limited as was the ability to make broad generalizations. As with any survey, actual responses may reflect socially desirable outcomes.

The 13-week leadership development program was multifaceted and covered a broad array of topics identified as critical training needs for middle managers. The time commitment and assignments for this program were significant. As such, results are not applicable to a much shorter leadership development program, perhaps targeting only a limited number of leadership skills.

The study inherently includes a varying number of years since the individual graduates completed the program. The *Leadership Excellence for Middle Managers* began in the fall of 2004 and was last held in the fall semester of 2014, thereby giving the subjects a varying number of years to realize the impact of the program.

The program was implemented in 2007, therefore, the sample size was not large and consisted of 102 graduates, one of whom is deceased. Of the 101 available subjects, only 23 were female compared to 78 males. The private sector participants were much more dominant in the group with 73 representing the private sector compared to only 28 representing the public sector. Also, the study was not structured to prove a cause-effect relationship due to other variables impacting the respondents such as natural progression and various opportunities through attrition in their workplace. Some participants are inherently more place-bound than others which also could impact one's promotional and pay increase opportunities.

Summary

Studying the individual graduates as the unit of analysis, the researcher surveyed graduates of the *Leadership Excellence for Middle Managers* program at Eastern Kentucky University. Both descriptive statistics as well as correlational statistical tests

were used to compare the current study results with the data referenced in the literature

review and to address the research questions.

CHAPTER 4

RESULTS

This chapter is focused on presenting the data and statistics collected via the study and reporting the findings related to the analysis of the research questions. Using descriptive statistics and correlational analysis, this study sought to answer the questions concerning the employment outcomes of the *Leadership Excellence for Middle Managers* program graduates and includes the identification of specific leadership practices of those receiving positive outcomes following completion of the program. Part one of the analysis focused on evaluating the employment outcomes following the training program, while part two highlights the specific skills demonstrated by effective leaders.

Demographics of the Respondents

The original population size for the study included the 102 graduates from the leadership development program. One has since deceased, bringing the number down to 101. From the identified sample size of 101 subjects, a total of 32 surveys (31.7%) were returned to the researcher for analysis.

Gender

The original population was dominated by males making up 79 of the subjects (78.2 percent) with 23 females (22.8 percent). The same trend continued with survey respondents as captured in Table 4.1, with 25 male respondents (78.1%) and 7 female respondents returning a completed survey (21.9%).

Table 4.1

Gender of the Survey Respondents

	Frequency	Percent
Male Respondents	25	78.1
Female Respondents	7	21.9
Total	32	100.0

Age

In order to effectively describe the age of the respondents via descriptive statistics, the age categories were determined after the surveys were returned in order to compile three similarly divided age groupings. The original survey simply asked the age of the respondent, not in any particular age categories. Three equally sized categories for age of the respondents were created as shown in Table 4.2.

Table 4.2

Age of the Survey Respondents

Age Categories	Frequency	Percent
35-42	11	34.4
43-49	11	34.4
50-62	10	31.3
Total	32	100.0

Educational Level

Baseline information on the survey respondents was collected to document the highest educational level completed. As shown in Table 4.3, a total of 34.4% of the respondents had only a high school or GED education; another 9.4% held an Associate degree; and 50.0% of the respondents held a Bachelor's degree. Only a very slim percentage of respondents, 6.3%, held a Master's degree or above.

Table 4.3

Educational Level of the Respondents

	Frequency	Percent	Cumulative Percent
High School or GED	11	34.4	34.4
Associate Degree	3	9.4	43.8
Bachelor's Degree	16	50.0	93.8
Master's Degree or Above	2	6.3	100.0
Total	32	100.0	

Public versus Private

The original population included a mix of individuals from the public and private sectors. Of the 101 students, 73 were from the private sector (72.2%) with only 28 from the public sector (27.8%). In terms of the actual survey respondents, Table 4.4 shows the two levelled out some with 46.9% of the respondents from public agencies while 53.1% represented the private sector, primarily from the manufacturing industry.

Table 4.4

Organization Type of the Respondents

	Frequency	Percent
Public Sector	15	46.9
Private Sector	17	53.1
Total	32	100.0

Employment Outcomes for Graduates

Part one of this study analyzed the impact of the *Leadership Excellence for Middle Managers* training program on employment outcomes for graduates. Employment outcomes were defined as receiving a promotion, a pay increase, completing additional training/education, acquiring better skills to perform the job, or experiencing increased job satisfaction.

Respondents Receiving a Promotion

Of the 32 respondents, a total of 18 reported a job promotion following their completion of the leadership development program, while 14 did not. As shown in Table 4.5, the 18 respondents receiving a job promotion was 56.3% of the respondents while 43.8% did not receive a job promotion.

Table 4.5

Received a Promotion

	Frequency	Percent
No	14	43.8
Yes	18	56.3
Total	32	100.0

Cross tabulation - Gender by Received a Promotion. A cross-tabulation was conducted to review the gender of the respondents who received a job promotion. A total of 18 out of the 32 respondents received a promotion with 64.0% of the males and 28.6% of the females realizing a promotional opportunity as captured in Table 4.6.

Table 4.6

Gender - Received a Promotion Cross-Tabulation

			Received a Promotion		Total
			No	Yes	
Gender	Male	Count	9	16	25
		% within Sex	36.0%	64.0%	100.0%
	Female	Count	5	2	7
		% within Sex	71.4%	28.6%	100.0%
Total		Count	14	18	32
		% within Sex	43.8%	56.3%	100.0%

Cross-tabulation - Age by Received a Promotion. A second cross-tabulation shown in Table 4.7 was conducted to review the age of the respondents who received a job promotion. The highest age category by far was the youngest age group (ages 35-42) with 81.8% of that category receiving a job promotion. One possible factor may be that the younger workers began the program at lower levels, thus the opportunity for advancement was greater. The second age category (ages 43-49) was the second highest category with 54.5% of that group receiving a promotion. The lowest category was the older employees (ages 50-62) with only 30.0% of the respondents receiving a promotion.

Table 4.7

Age – Received a Promotion Cross-Tabulation

			Received a Promotion		
			No	Yes	Total
Age	35-42	Count	2	9	11
		% within Age	18.2%	81.8%	100.0%
	43-49	Count	5	6	11
		% within Age	45.5%	54.5%	100.0%
	50-62	Count	7	3	10
		% within Age	70.0%	30.0%	100.0%
Total		Count	14	18	32
		% within Age	43.8%	56.3%	100.0%

Cross-tabulation - Education Level by Received a Promotion. The third cross-tabulation as shown in Table 4.8 was conducted to review the educational level of the

respondents who received a job promotion. At the high school/GED level, 54.5% did not

receive a promotion, while 45.5% did receive a promotion. At the Associate Degree

level, 100% of the respondents received a promotion. Promotions remained high at the

Bachelor's Degree level with 62.5% receiving a promotion and dropped to zero for those

with a Master's Degree or higher.

Table 4.8

Educational Level - Received a Promotion Cross-Tabulation

			Received a Promotion		
			No	Yes	Total
Educational Level	High School or GED	Count	6	5	11
		% within Educational Level	54.5%	45.5%	100.0%
	Associate Degree	Count	0	3	3
		% within Educational Level	0.0%	100.0%	100.0%
	Bachelor's Degree	Count	6	10	16
		% within Educational Level	37.5%	62.5%	100.0%
	Master's Degree or Above	Count	2	0	2
		% within Educational Level	100.0%	0.0%	100.0%
Total		Count	14	18	32
		% within Educational Level	43.8%	56.3%	100.0%

Impact of Leadership Program on Receiving a Promotion. Survey

participants were asked about the impact of the *Leadership Excellence for Middle*

Managers program in terms of receiving a job promotion. Responses ranged from very

little impact, some impact, moderate impact, to a high impact. Of the responses from

most to least frequent, 44.4% indicated a moderate impact, 27.8% indicated some impact, 22.2% indicated very little impact, and 5.6% reported high impact. Table 4.9 shows that a 50% cumulative percentage of respondents noted that the program had a moderate/high impact on their job promotion.

Table 4.9

Impact of Leadership Program on Receiving a Promotion

	Frequency	Percent	Cumulative Percent
Very Little Impact	4	22.2	22.2
Some Impact	5	27.8	50.0
Moderate Impact	8	44.4	94.4
High Impact	1	5.6	100.0
Total	18	100.0	

Respondents Receiving a Pay Increase

Table 4.10 summarizes the percentage of respondents who received an increase in pay following completion of the program. Of the 32 respondents, a total of 12 (37.5%) reported they had not received a pay increase, while 20 (62.5%) reported a pay increase following their completion of the leadership development program. Respondents were asked their actual salary at the beginning of the program and their final salary when completing the survey so the exact dollar amount of the increase could be calculated.

Table 4.10

Received a Pay Increase

	Frequency	Percent
No	12	37.5
Yes	20	62.5
Total	32	100.0

Crosstabs - Sex by Received a Pay Increase. A cross-tabulation was conducted to review the gender of the respondents who received an increase in pay. A total of 20 out of the 33 respondents received a pay increase which includes 17 males or 68.0% of the male subgroup and 3 females or 42.9% of the female subgroup. Table 4.11 reflects the full comparison of males/females receiving a pay increase, which was less likely for the female middle managers as compared to the male middle managers.

Table 4.11

Gender -- Received a Pay Increase Cross-Tabulation

			Received a Pay Increase		
			No	Yes	Total
Gender	Male	Count	8	17	25
		% within Sex	32.0%	68.0%	100.0%
	Female	Count	4	3	7
		% within Sex	57.1%	42.9%	100.0%
Total		Count	12	20	32
		% within Sex	37.5%	62.5%	100.0%

Crosstabs - Age by Received a Pay Increase. A cross-tabulation as captured in Table 4.12 was conducted to summarize the age of the respondents who did receive a pay increase. The youngest two age groups (ages 35-42 and 43-49) were tied for the highest percentage with 63.6% of those within that age range receiving a pay increase. The third age category (ages 50-62) dropped down slightly to 60.0% of that age group receiving a pay increase.

Table 4.12

Age -- Received a Pay Increase Cross-Tabulation

			Received a Pay Increase		Total
			No	Yes	
Age	35-42	Count	4	7	11
		% within Age	36.4%	63.6%	100.0%
	43-49	Count	4	7	11
		% within Age	36.4%	63.6%	100.0%
	50-62	Count	4	6	10
		% within Age	40.0%	60.0%	100.0%
Total		Count	12	20	32
		% within Age	37.5%	62.5%	100.0%

Crosstabs Educational Level by Received a Pay Increase. A cross-tabulation as shown in Table 4.13 was conducted to review the educational level of the respondents who received a pay increase. Of the overall respondents, 62.5% received a pay increase, while 37.5% did not receive a pay increase. In reviewing educational levels, the percentage of respondents receiving a pay increase was very similar throughout the High School/GED, Associate Degree, and Bachelor's Degree categories with a very small range of 62.5% (Bachelor's Degree) to 63.6% (High School/GED) and 66.7% (Associate Degree). The percentage dropped to 50.0% in the Master's Degree or higher category.

Table 4.13

Educational Level -- Received a Pay Increase Cross-Tabulation

			Received a Pay Increase		
			No	Yes	Total
Educational Level	High School or GED	Count	4	7	11
		% within Educational Level	36.4%	63.6%	100.0%
	Associate Degree	Count	1	2	3
		% within Educational Level	33.3%	66.7%	100.0%
	Bachelors Degree	Count	6	10	16
		% within Educational Level	37.5%	62.5%	100.0%
	Masters Degree or Above	Count	1	1	2
		% within Educational Level	50.0%	50.0%	100.0%
Total		Count	12	20	32
		% within Educational Level	37.5%	62.5%	100.0%

Impact of Leadership Program on Receiving a Pay Increase. Survey participants were asked about the impact of the *Leadership Excellence for Middle Managers* program as related to receiving a pay increase. Of the respondents, 5% reported high impact, 25% moderate impact, 50% some impact, 15% very little impact, and 5% no impact. Table 4.14 shows that an 80% cumulative percentage of respondents

noted that the program had some/moderate/high impact on their pay increase with only 20% reporting very little or no impact.

Table 4.14

Impact of Leadership Program on Receiving a Pay Increase

	Frequency	Percent	Cumulative Percent
No Impact	1	5.0	5.0
Very Little Impact	3	15.0	20.0
Some Impact	10	50.0	70.0
Moderate Impact	5	25.0	95.0
High Impact	1	5.0	100.0
Total	20	100.0	

Pay Increase Amounts

Of the 20 respondents receiving a pay increase, the dollar amount varied significantly with a range of $6,000 on the lowest end to $70,000 on the highest end. The average pay increase as shown in Table 4.15 was $20,098 with a high Standard Deviation of $16,217.

Table 4.15

Descriptive Statistics: Pay Increase

	N	Minimum	Maximum	Mean	Std. Deviation
Amount of Pay Increase	20	6000	70000	20097.50	16217.001

Mean Pay Increase by Sex. As stated earlier, a total of 20 out of the 33

respondents received a pay increase which included 17 males or 68.0% of the male

subgroup and 3 females or 42.9% of the female subgroup. When looking at the amount

of the pay increase, there are also significant differences among the amount of the pay

increase for males and females. As shown in Table 4.16, the mean salary amount

increase for males was $20,949 with a standard deviation of $17,286 and actual amounts

ranging from $6,000 to $70,000. For females, the mean was $15,271 with a standard

deviation of $8,168 and actual amounts ranging from $7,812 up to $24,000. The overall

mean difference when comparing gender is a $5,678 higher annual salary increase for the

males.

Report 4.16

Amount of Pay Increase by Sex

Sex	Mean	N	Std. Deviation	Minimum	Maximum
Male	20949.29	17	17286.473	6000	70000
Female	15270.67	3	8168.463	7812	24000
Total	20097.50	20	16217.001	6000	70000

Mean Pay Increase by Age. As stated earlier in Table 4.12, the youngest two

age groups (ages 35-42 and 43-49) were tied for the highest percentage with 63.6% of

those within that age range receiving a pay increase. When reviewing the amount of the

pay increase by age categories, amounts vary considerably. Table 4.17 shows a decline

in the mean pay increase as the age categories move from youngest to oldest. In the

youngest age category of 35-42, the mean salary increase was $22,291 with a standard deviation of $23,042. In the second category of 43-49, the mean salary drops only $148 down to $22,143 with a standard deviation of $15,421. The largest drop occurs in the highest age category of 50-62 with the mean salary increase dropping another $6,991 down to $15,152 with a standard deviation of $5,912. The range for salary increases is most notable in the youngest age category also with a minimum of $6,000 and a maximum of $70,000.

Table 4.17

Amount of Pay Increase by Age

Age	Mean	N	Std. Deviation	Minimum	Maximum
35-42	22291.14	7	23041.696	6000	70000
43-49	22142.86	7	15421.074	7000	48000
50-62	15152.00	6	5911.662	7812	24000
Total	20097.50	20	16217.001	6000	70000

Mean Pay Increase by Educational Level. When reviewing the mean pay increase by educational levels, there is not a steady increase or decrease as one moves up the categories from those with high school up to those with a Master's Degree. Table 4.18 shows the highest mean pay increase was realized by those with an Associate Degree at $44,000 and a standard deviation of $36,770 followed by those with a Bachelor's Degree at $20,934 and a standard deviation of $14,953. The trend for mean pay increase then moves back to those with a high school/GED with a mean pay increase

of $13,829 and a standard deviation of $3,074. The lowest category, those with a

Master's Degree, had the lowest mean pay increase of $7,812.

Table 4.18

Amount of Pay Increase by Educational Level

Educational Level	Mean	N	Std. Deviation	Minimum	Maximum
High School or GED	13828.57	7	3073.930	9700	18000
Associate Degree	44000.00	2	36769.553	18000	70000
Bachelor's Degree	20933.80	10	14953.461	6000	48000
Master's Degree or Above	7812.00	1	.	7812	7812
Total	20097.50	20	16217.001	6000	70000

Completed Additional Training or Education

The survey then inquired as to those completing additional training or education

following the *Leadership Development for Middle Managers* program. Of the 32

respondents, a total of 12 indicated they had received additional training or education

which ranged from advanced technical training all the way up to completion of a

Master's Degree. Table 4.19 shows the responses detailing those who received additional

training/education while Table 4.20 documents the impact of the leadership development

program on their decision to seek additional training or education. Respondents reported

some impact at 50.0%, moderate impact at 25.0%, high impact at 16.7%, and very little

impact at 8.3%.

Table 4.19

Completed Additional Training or Education

	Frequency	Percent
No	20	62.5
Yes	12	37.5
Total	32	100.0

Table 4.20

Impact of Program on Completing Additional Training or Education

	Frequency	Percent	Cumulative Percent
Very Little Impact	1	8.3	8.3
Some Impact	6	50.0	58.3
Moderate Impact	3	25.0	83.3
High Impact	2	16.7	100.0
Total	12	100.0	

Impact of Leadership Program on Job Skills and Job Satisfaction

Respondents were then asked to assess the impact of the *Leadership Development for Middle Managers* program on their job skill level and job satisfaction. As shown in Table 4.21, a very small percentage, only 6.3% reported very little impact, with 21.9% stating some impact, 46.9% moderate impact, and 25.0% high impact. Table 4.22 notes a similar upward trend continuing with those reporting the impact of the program on their

job satisfaction at 6.7% no impact, 20.0% very little impact, 30.0% some impact, 33.3% moderate impact, and 10.0% high impact.

Table 4.21

Impact of Program on Better Skills to Do My Job

	Frequency	Percent	Cumulative Percent
Very Little Impact	2	6.3	6.3
Some Impact	7	21.9	28.1
Moderate Impact	15	46.9	75.0
High Impact	8	25.0	100.0
Total	32	100.0	

Table 4.22

Impact of Program on Job Satisfaction

	Frequency	Percent	Cumulative Percent
No Impact	2	6.7	6.7
Very Little Impact	6	20.0	26.7
Some Impact	9	30.0	56.7
Moderate Impact	10	33.3	90.0
High Impact	3	10.0	100.0
Total	30	100.0	

Mean Impact of Leadership Program on Job Skills by Received a Promotion.

Of the 32 graduates, there were 18 who received a promotion along with 14 that did not.

In analyzing the 18 who received a promotion, Table 4.23 shows a mean of 4.0 with a

standard deviation of .840 while utilizing a scale of 1 (no impact) up to 5 (high impact) in

terms of increased job skills.

Table 4.23

Impact of Program on Better Skills when Receiving a Promotion

(1 – no impact, 2 – very little impact, 3 – some impact, 4 – moderate impact,
5 – high impact).

Received a Promotion	Mean	N	Std. Deviation
No	3.79	14	.893
Yes	4.00	18	.840
Total	3.91	32	.856

Mean Impact of Leadership Program on Job Skills by Received a Pay

Increase. Of the 32 graduates, there were 20 who received a pay increase along with 12

that did not. In analyzing the 20 who received a pay increase, Table 4.24 documents a

mean of 4.05 with a standard deviation of .887 while utilizing a scale of 1 (no impact) up

to 5 (high impact) in terms of increased job skills. A mean of 3.67 with a standard

deviation of .778 was reported by those not receiving a pay increase.

Report 4.24

Impact of Program on Better Skills when Receiving a Pay Increase

Received a Pay Increase	Mean	N	Std. Deviation
No	3.67	12	.778
Yes	4.05	20	.887
Total	3.91	32	.856

Mean Impact of Program on Job Satisfaction by Received a Pay Increase.

Survey respondents were asked if they received a pay increase and to rank their job satisfaction level. A total of 19 received a pay increase while 11 did not. When looking at the impact of job satisfaction for those receiving a pay increase, a mean of 3.37 with a standard deviation of 1.065 was reported. The mean dropped to 2.91 with a standard deviation of 1.136 for those respondents not receiving a pay increase. Table 4.25 summarizes the responses of job satisfaction related to pay increases.

Report 4.25

Impact of Program on Job Satisfaction when Pay Increase

Received a Pay Increase	Mean	N	Std. Deviation
No	2.91	11	1.136
Yes	3.37	19	1.065
Total	3.20	30	1.095

Mean Impact of Program on Job Satisfaction by Received a Promotion.

Survey respondents were also asked if they received a promotion and to rank their job

satisfaction level. A total of 18 received a promotion with 12 not receiving a promotion.

When looking at the impact of job satisfaction for those receiving a promotion, a mean of

3.28 with a standard deviation of 1.074 was reported. The mean dropped to 3.08 with a

standard deviation of 1.165 for those respondents not receiving a promotion. Table 4.26

summarizes the responses of job satisfaction related to promotional impact.

Table 4.26

Impact of Program on Job Satisfaction when Receiving a Promotion

Received a Promotion	Mean	N	Std. Deviation
No	3.08	12	1.165
Yes	3.28	18	1.074
Total	3.20	30	1.095

Correlations with Impact of Leadership Program on Outcomes

Pearson Correlations were conducted to assess the correlations between various

impacts of the leadership development program on employment outcomes**.** The higher

the score of the Pearson Correlation, the stronger the relationship between the identified

categories. When analyzing the impact of the leadership program, the highest correlation

at a .883 level was found between *receiving a promotion*, and *receiving a pay increase*.

Other significant correlations when analyzing the impact of the leadership program were

found between *job satisfaction* and *better leadership skills* correlated at .693, and

receiving a promotion and *better leadership skills* correlated at .617. As displayed in

Table 4.27, the noted correlations are significant at the .01 and/or 0.05 level.

Table 4.27

Correlations – Impact of Program on Employment Outcomes

		Impact of Leadership Program on Receiving a Promotion	Impact of Leadership Program on Receiving a Pay Increase	Impact of Leadership Program on Additional Training or Education	Impact of Leadership Program on Better Skills to Do My Job	Impact of Leadership Program on Job Satisfaction
Impact of Leadership Program on Receiving a Promotion	Pearson Correlation	1	.883**	.701	.617**	.382
	Sig. (2-tailed)		.000	.121	.006	.118
	N	18	15	6	18	18
Impact of Leadership Program on Receiving a Pay Increase	Pearson Correlation	.883**	1	.000	.189	-.041
	Sig. (2-tailed)	.000		1.000	.426	.868
	N	15	20	10	20	19
Impact of Leadership Program on Completing Additional Training or Education	Pearson Correlation	.701	.000	1	.600*	.704*
	Sig. (2-tailed)	.121	1.000		.039	.016
	N	6	10	12	12	11
Impact of Leadership Program on Better Skills to Do My Job	Pearson Correlation	.617**	.189	.600*	1	.693**
	Sig. (2-tailed)	.006	.426	.039		.000
	N	18	20	12	32	30
Impact of Leadership Program on Job Satisfaction	Pearson Correlation	.382	-.041	.704*	.693**	1
	Sig. (2-tailed)	.118	.868	.016	.000	
	N	18	19	11	30	30

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Leadership Practices Inventory Analysis

The second part of this study looked specifically at the leadership practices of

middle managers receiving positive employment outcomes. The *Leadership Practices*

Inventory (LPI) – 4th Edition created by Kouzes and Posner (2013) provided the opportunity for respondents to score themselves on the various leadership skills. The LPI-Self includes individual questions for respondents to assess to what extent they engage in the identified leadership behaviors. The 30 survey questions are connected back to the 5 leadership skill categories. Students were asked to score each of the 30 items using a response scale of 1 to 10 with 1-almost never, 2-rarely, 3-seldom, 4-once in a while, 5-occassionally, 6-sometimes, 7-fairly often, 8-usually, 9-very frequently, up to 10-almost always, regarding their leadership practices.

The *Leadership Practices Inventory* consists of five broad categories: model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart. Each of the five categories consists of six individual leadership skills dispersed throughout the survey. The respondents were asked to self-report on each of the 30 items on a scale of 1 to 10. Table 4.28 is a comprehensive view of the five *Leadership Practices Inventory* categories along with the corresponding individual leadership skills for assessment.

Table 4.28

Leadership Practices Inventory Individual Items

Category	Individual Survey Items
Model the Way	1. I set a personal example of what I expect of others. 2. I spend time and energy making certain that the people I work with adhere to the principles and standards we have agreed on. 3. I follow through on the promises and commitments that I make. 4. I ask for feedback on how my actions affect other people's performance. 5. I build consensus around a common set of values for running our organization. 6. I am clear about my philosophy of leadership.
Inspire a Shared Vision	1. I talk about future trends that will influence how our work gets done. 2. I describe a compelling image of what our future could be like. 3. I appeal to others to share an exciting dream of the future. 4. I show others how their long-term interests can be realized by enlisting in a common vision. 5. I paint the "big picture" of what we aspire to accomplish. 6. I speak with genuine conviction about the higher meaning and purpose of our work.
Challenge the Process	1. I seek out challenging opportunities that test my own skills and abilities. 2. I challenge people to try out new and innovative ways to do their work. 3. I search outside the formal boundaries of my organization for innovative ways to improve what we do. 4. I ask "what can we learn?" when things don't go as expected. 5. I make certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on. 6. I experiment and take risks, even when there is a chance of failure.
Enable Others to Act	1. I develop cooperative relationships among the people I work with. 2. I actively listen to diverse points of view. 3. I treat others with dignity and respect. 4. I support the decisions that people make on their own. 5. I give people a great deal of freedom and choice in deciding how to do their work. 6. I ensure that people grow in their jobs by learning new skills and developing themselves.
Encourage the Heart	1. I praise people for a job well done. 2. I make it a point to let people know about my confidence in their abilities. 3. I make sure that people are creatively rewarded for their contributions to the success of our projects. 4. I publicly recognize people who exemplify commitment to shared values. 5. I find ways to celebrate accomplishments. 6. I give the members of the team lots of appreciation and support for their contributions.

Measures of Reliability

Tables 4.29 through 4.33 show the coefficient of reliability for the *Leadership Practices Inventory* for the five leadership skills categories. Cronbach's alpha is used to measure internal consistency calculating how closely related the individual questions were measured as a group under one of the five categories. The highest reliability was in the category of *inspire a shared vision* at .881 alpha with the lowest category being *enable others to act* at .610.

Table 4.29

Model the Way - Reliability

Cronbach's Alpha	N of Items
.755	6

Table 4.30

Inspire a Shared Vision - Reliability

Cronbach's Alpha	N of Items
.881	6

Table 4.31

Challenge the Process - Reliability

Cronbach's Alpha	N of Items
.763	6

Table 4.32

Enabling Others to Act - Reliability

Cronbach's Alpha	N of Items
.610	6

Table 4.33

Encouraging the Heart - Reliability

Cronbach's Alpha	N of Items
.752	6

Descriptive Statistics: Mean Scores per Category

In Tables 4.34 through 4.40 the leadership skill categories are listed with the mean scores in descending order with the standard deviations noted as well. The individual charts serve to break-down each overarching category into the specific leadership skills as assessed by the respondents. The middle managers ranked *I treat others with dignity and respect* the very highest with a mean of 9.59 and a standard deviation of only .665. The second highest leadership skill was *I follow through on the*

promises and commitments that I make with a mean of 9.00 and a standard deviation of .880. These were the only two items scored in the 9-10 range and corresponded back to the *enable others to act* and *model the way* categories, respectively.

The two lowest rated leadership skills, in the 5-6 scale range, came from the *inspire a shared vision* category. The lowest leadership skills, *I describe a compelling image of what our future could be like*, was rated at 5.72 with a standard deviation of 2.067. The second lowest scored leadership skill, *I appeal to others to share an exciting dream of the future*, was scored very closely at 5.91 and a standard deviation of 2.069. The high standard deviation in those two areas indicates a mixed message from respondents, however, the low scores from some of the participants brought the mean downwards.

Table 4.34

Model the Way - Descending Item Means

	N	Mean	Std. Deviation
I follow through on the promises and commitments that I make.	32	9.00	.880
I set a personal example of what I expect of others.	32	8.13	1.661
I am clear about my philosophy of leadership.	32	7.88	1.601
I spend time and energy making certain that the people I work with adhere to the principles and standards we have agreed on.	32	7.38	1.699
I build consensus around a common set of values for running our organization.	32	7.25	1.586
I ask for feedback on how my actions affect other people's performance.	32	6.50	2.369

Table 4.35

Inspire a Shared Vision - Descending Item Means

	N	Mean	Std. Deviation
I speak with genuine conviction about the higher meaning and purpose of our work.	32	7.81	1.447
I paint the "big picture" of what we aspire to accomplish.	32	7.31	1.908
I talk about future trends that will influence how our work gets done.	32	6.31	1.804
I show others how their long-term interests can be realized by enlisting in a common vision.	32	6.22	1.809
I appeal to others to share an exciting dream of the future.	32	5.91	2.069
I describe a compelling image of what our future could be like.	32	5.72	2.067

Table 4.36

Challenge the Process - Descending Item Means

	N	Mean	St. Deviation
I make certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on.	32	7.63	.942
I ask "What can we learn?" when things don't go as expected.	32	7.06	2.199
I seek out challenging opportunities that test my own skills and abilities.	32	6.94	1.722
I experiment and take risks, even when there is a chance of failure.	32	6.88	1.581
I challenge people to try out new and innovative ways to do their work.	32	6.69	2.007
I search outside the formal boundaries of my organization for innovative ways to improve what we do.	32	6.22	2.075

Table 4.37

Enable Others to Act - Descending Item Means

	N	Mean	St. Deviation
I treat others with dignity and respect.	32	9.59	.665
I develop cooperative relationships among the people I work with.	32	8.47	1.704
I actively listen to diverse points of view.	32	8.28	1.170
I give people a great deal of freedom and choice in deciding how to do their own work.	32	8.09	1.201
I ensure that people grow in their jobs by learning new skills and developing themselves.	32	8.03	1.425
I support the decisions that people make on their own.	32	7.75	1.107

Table 4.38

Encourage the Heart - Descending Item Means

	N	Mean	Std. Deviation
I give the members of the team lots of appreciation and support for their contributions.	32	8.59	.946
I praise people for a job well done.	32	8.47	1.107
I make it a point to let people know about my confidence in their abilities.	32	7.94	1.294
I publicly recognize people who exemplify commitment to shared values.	32	7.66	1.771
I make sure that people are creatively rewarded for their contributions to the success of our projects.	32	6.97	2.236
I find ways to celebrate accomplishments.	32	6.81	1.857

After analyzing the individual items on the *Leadership Practices Inventory*, the five broad categories were aggregated to calculate the mean across each of the areas. Figure 4.1 lists the five categories from left to right and the mean for each category. The lowest category, *inspire a shared vision*, reflected a mean of 6.55 while the highest category, *enabling others to act*, reflected a mean of 8.44 – a difference of 1.89 from lowest to highest mean. The most difficult category for the middle managers, *inspire a shared vision*, is focused on envisioning the future and creating excitement while enlisting others in a common vision. The middle managers' highest reported skill set, *enabling others to act*, is focused on collaboration, sharing power, and building trust among team members (Kouzes and Posner, 2002).
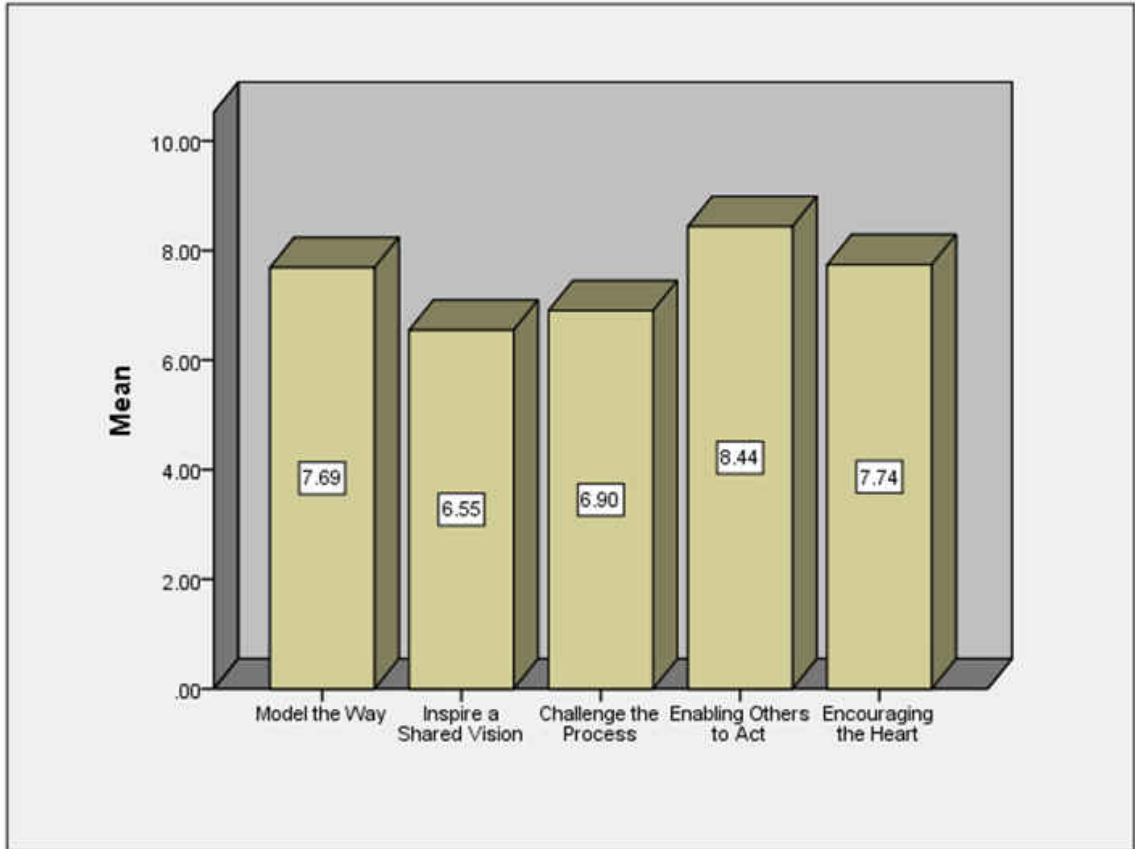
Figure 4.1 Mean Leadership Practices

Correlations

Intercorrelation Matrix. An intercorrelation matrix was calculated showing how statistically related the pairs of variables were in their distributions across the five areas from the *Leadership Practices Inventory*. The higher the score on the Pearson Correlation, the better the correlation is between the identified categories. *Inspire a shared vision* and *challenge the process* had the highest correlation at .841, and the second highest was *inspire a shared vision* and *model the way* at .746. This tends to suggest that leaders with a high skill level to inspire a shared vision would also have a high skill level with challenge the process and model the way. The lowest correlation

was between *inspire a shared vision* and *enable others to act* at .200, which indicates the

skill set for leaders in this study is very different between those two categories.

Table 4.39

Intercorrelation Matrix - Correlations across Categories

		Model the Way	Inspire a Shared Vision	Challenge the Process	Enabling Others to Act	Encouraging the Heart
Model the Way	Pearson Correlation	1	.746**	.574**	.304	.620**
	Sig. (2-tailed)		.000	.001	.090	.000
	N	32	32	32	32	32
Inspire a Shared Vision	Pearson Correlation	.746**	1	.841**	.200	.696**
	Sig. (2-tailed)	.000		.000	.273	.000
	N	32	32	32	32	32
Challenge the Process	Pearson Correlation	.574**	.841**	1	.354*	.478**
	Sig. (2-tailed)	.001	.000		.047	.006
	N	32	32	32	32	32
Enabling Others to Act	Pearson Correlation	.304	.200	.354*	1	.350*
	Sig. (2-tailed)	.090	.273	.047		.049
	N	32	32	32	32	32
Encouraging the Heart	Pearson Correlation	.620**	.696**	.478**	.350*	1
	Sig. (2-tailed)	.000	.000	.006	.049	
	N	32	32	32	32	32

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Correlations – Job Outcomes with *Leadership Practices Inventory*. A Pearson

Correlation was conducted to assess the connection between the *Leadership Practices*

Inventory and respondents receiving a promotion**.** The higher the score on the Pearson

Correlation, the stronger the relationship between the noted categories. The most

significant correlation was found at the *Challenge the Process* category on the LPI

correlated to those receiving a promotion at a .373 value, which is considered a low end

moderate correlation with 1.0 being the highest possible correlation.

Table 4.40

Correlations – Leadership Practices with Received a Promotion

		Received a Promotion
Received a Promotion	Pearson Correlation	1
	N	32
Model the Way	Pearson Correlation	.130
	Sig. (2-tailed)	.480
	N	32
Inspire a Shared Vision	Pearson Correlation	.274
	Sig. (2-tailed)	.129
	N	32
Challenge the Process	Pearson Correlation	.373
	Sig. (2-tailed)	.035
	N	32
Enabling Others to Act	Pearson Correlation	.061
	Sig. (2-tailed)	.740
	N	32
Encouraging the Heart	Pearson Correlation	.111
	Sig. (2-tailed)	.545
	N	32

A final Pearson Correlation as shown in Table 4.41 was conducted to assess the connection between the *Leadership Practices Inventory* and respondents receiving a pay increase. The higher the score on the Pearson Correlation, the stronger the relationship between the noted categories. The most significant correlation was once again evident at the *Challenge the Process* category on the LPI correlated to those receiving a pay increase at a .393 value which is considered a low end moderate correlation with 1.0 being the highest possible correlation.

Table 4.41

Correlations – Leadership Practices with Received a Pay Increase

		Received a Pay Increase
Received a Pay Increase	Pearson Correlation	1
	N	32
Model the Way	Pearson Correlation	.343
	Sig. (2-tailed)	.055
	N	32
Inspire a Shared Vision	Pearson Correlation	.299
	Sig. (2-tailed)	.096
	N	32
Challenge the Process	Pearson Correlation	.393
	Sig. (2-tailed)	.026
	N	32
Enabling Others to Act	Pearson Correlation	.246
	Sig. (2-tailed)	.174
	N	32
Encouraging the Heart	Pearson Correlation	.197
	Sig. (2-tailed)	.280
	N	32

Most Valuable Components of the Program

The survey respondents had the opportunity to fill in via an open-response format what components of the program were the most valuable.   There was a wide range of responses, however, particular parts of the program did receive a larger number of responses. Table 4.42 summarizes the identified components from high to low.

Table 4.42
Most Valuable Components of the Leadership Program

Identified Component	Number of Responses
Networking with other middle managers	10
Group projects	9
Role-play exercises	7
Team building skills	6
Dealing with difficult people	4
Problem solving skills	4
Instructor using real examples	3
How to set clear expectations and follow up	3
Exposure to other companies and cultures	3
Communication skills	3
Resources provided to students	2
How to become more influential and proactive	2
How to deal with low-performing workers	2
Situational leadership skills	2
Time management skills	1
Multiple speakers with subject matter expertise	1
Safe learning environment	1
Listening skills	1

Summary

A total of 32 surveys were completed and returned to the researcher for analysis. Of the 32 respondents, 78.1% were male and 21.9% were female. This was in line with the original sample population. Ages of the respondents were placed into three equal categories for analysis: 35-42, 43-49, and 50-62. Educational levels of the respondents varied greatly with 34.4% high school/GED, 9.4% Associate Degree, 50.0% Bachelor's Degree, 6.3% Master's Degree or above. In terms of public agency versus private company representation, the breakdown was fairly close with 46.9% public and 53.1 private.

The purpose of the study was to analyze the impact of the *Leadership Excellence for Middle Managers* program on employment outcomes for graduates. The data analysis found that 56.3% of the respondents did receive a job promotion while 43.8% did not. When breaking down the gender of those receiving a promotion, 64.0% of the males received a promotion as compared to 28.6% of the females. Of those receiving a promotion, 50% of the respondents noted the leadership program had a moderate/high impact on receiving a promotion. There was a distinct difference when cross-referencing those who received a promotion to the various age categories. In the youngest age category (35-42), 81.8% of the respondents received a promotion; the percentage dropped in the next category (43-49) down to 54.5% and continued downward to the highest age category (50-62) at a low 30.0%.

The survey participants were also asked if they had received a pay increase following the leadership program. A total of 62.5% of the overall respondents reported a pay increase as compared to 37.5% that did not. The crosstab calculation by gender

noted that 68.0% of the males had received a pay increase, while this was lowered to 42.9% of the females. There was very little difference in the age categories, only ranging from 63.6% for the youngest managers down to 60.0% for the older managers. When cross-referencing to the educational level of respondents, those with an Associate Degree were more apt to receive a pay increase at 66.7%, high school/GED at 63.6%, Bachelor's Degree at 62.5%, and Master's Degree at 50.0%. The middle managers reported a mean average pay increase of $20,097 overall with a sharp decline in the mean pay increase as the age categories move from youngest to oldest.

A Pearson Correlation was conducted to assess the correlation between various impacts of the leadership development program on employment outcomes. When analyzing the impact of the leadership program, the highest correlation at a .883 level, was found between *receiving a promotion*, and *receiving a pay increase*. Other significant correlations when analyzing the impact of the leadership program were found between *job satisfaction* and *better leadership skills* correlated at .693, and *receiving a promotion* and *better leadership skills* correlated at .617.

In addition to promotional opportunities and pay increases, other outcomes of the leadership program were noted as well. Some of the program graduates continued their education in other ways upon completion of the leadership program with 37.5% of the respondents completing additional training or education. In terms of the overall increase in better leadership skills to perform their job, 6.3% noted very little impact, 21.9% some impact, 46.9% moderate impact, and 25.0% high impact. Following completion of the program, respondents scored the program impact on their overall job satisfaction with

6.7% reporting no impact, 20.0% very little impact, 30.0% some impact, 33.3% moderate impact, and 10.0% high impact.

The second part of the survey focused on the *Leadership Practices Inventory (LPI) – 4*[th] Edition created by Kouzes and Posner (2013). The LPI-Self includes 30 individual questions for assessment which connect back to the 5 leadership skill categories. Respondents were asked to self-score themselves on each individual item. Of the 5 leadership practices categories on a scale of 1 (lowest) to 10 (highest), *enabling others to act* had the highest mean at 8.44. Others followed with *model the way* at 7.69, *encourage the heart* at 7.74, *challenge the process* at 6.90, and *inspire a shared vision* at 6.55.

CHAPTER 5

DISCUSSION, IMPLICATIONS, AND CONCLUSIONS

Strong leadership is instrumental in creating and sustaining profitable private companies and prosperous public agencies. In the past couple decades, researchers have continued to identify the specific skills that leaders can learn and practice to be successful and achieve extraordinary results (Bolman & Deal, 2008; Kouzes & Posner, 2002; Maxwell, 2002; Northouse, 2010). Specific leadership skills can be developed in the classroom, as opposed to traits that someone is generally born with, hence paving the way to sophisticated leadership development programs. Many higher education institutions, in their role of stewardship to community, have implemented leadership development programs as part of their continuing education offerings. Leadership development programs involve substantial time, energy, and resources which constitutes a need for formal evaluation to determine the return on investment.

As such, this two-part study first examined the employment outcomes of a sample population of middle managers who completed the *Leadership Excellence for Middle Managers* training program at a state-operated university. The second part of the assessment focused on specific leadership skills of the respondents utilizing the *Leadership Practices Inventory* by Kouzes and Posner (2013). A Kirkpatrick level two training evaluation was conducted, following up to assess what changes actually occurred in the professional lives of the respondents several years post-completion of the program.

Summary of Procedures

A total of 101 written surveys were mailed via the United States Postal Service to program graduates throughout the state of Kentucky. A follow-up email or phone call

98

was placed to those not initially responding. A total of 32 surveys were returned for a

response rate of 32%. Data from the survey was keyed into IBM's SPSS so that

statistical analysis and descriptive statistics could be calculated. The survey respondents

fell into the following demographical categories: 78.1% male and 21.9% female; ages

35-42 (34.4%), ages 43-49 (34.4%), and ages 50-62 (31.3%). Educational levels were

34.4% high school/GED, 9.4% Associate Degree, 50.0% Bachelor's Degree, and 6.3%

Master's Degree or above. When reviewing the type of agency the respondents

represented, 46.9% were from a public agency while 53.1% were from a private

company.

Employment Outcomes

This study was focused around two distinct areas for assessment. Part one of this

study analyzed the impact on employment outcomes for graduates including those who

received a promotion, a pay increase, completed additional training/education, acquired

better skills to do their job, or realized increased job satisfaction.

Respondents Receiving a Promotion

Of the total respondents, 56.3% reported a job promotion following completion of

the leadership development program, while 43.8% did not. In terms of gender, males

dominated the promotions with 64% of the male respondents receiving a promotion while

only 28.6% of the females reported a promotion. Historically, there have been a low

number of females moving up the ladder into top CEO positions. Even though the

number has slowly increased, it was a slim 4.8% as recent as 2013 (Fairchild, 2014).

In analyzing the age categories, it was very clear that the younger the respondent, the more apt to receive a promotion with 81.8% of the youngest age category (ages 35-42) receiving a promotion, only 54.5% of the middle age category (ages 43-49) receiving a promotion, and a sharp decline to 30.0% of the older employees (ages 50-62) receiving a promotion.

Survey respondents were asked to evaluate the impact of the training program on the opportunity to receive a promotion using a scale of 1 (no impact) up to 5 (high impact). Responses were varied with the highest assessment at 44.4% indicating a moderate impact, 27.8% some impact, 22.2% very little impact, and 5.6% high impact.

Respondents Receiving a Pay Increase

Of the total respondents, 62.5% reported a pay increase following completion of the training program while 37.5% did not. Survey respondents were asked their salary at the beginning of the program and their current salary following completion of the program to document the dollar amount of the increase. The dollar amounts varied significantly with a range of $6,000 all the way up to $70,000 on the high end. The average pay increase was $20,097 with a standard deviation of $16,217. When asked about the impact of the program on receiving a pay increase, 5% reported high impact, 25% moderate impact, 50% some impact, 15% very little impact, and 5% no impact. A cumulative percentage of 80% noted that the program had some/moderate/high impact on receiving a pay increase.

Gender. A cross-tabulation of gender to pay increase found that 68.0% of the male subgroup received a pay increase, however, this dropped to 42.9% of the female subgroup. There are also significant differences in the amount of the pay increase for

males and females. The mean salary increase for males was $20,949 with a standard deviation of $17,286 with the actual amounts ranging from $6,000 to $70,000. For females, the mean was $15,271 with a standard deviation of $8,168 with the actual amounts ranging from $7,812 to $24,000. The overall mean difference when comparing gender is a $5,678 higher annual salary increase for the males. In describing gender differences among leaders, Northouse (2010) states that women are no less effective or committed than their male counterparts. It does appear, however, that females are less likely to engage in self-promotion and negotiation in the workplace. Less self-promotion and negotiation in the workplace both could be factors in the lower pay increases for females. Manning and Curtis (2003) point out the different ways that males and females communicate with males oftentimes discussing items that can equate to power while females may focus on a language of rapport and involvement with listening as a way to show interest in the topic. Differences in male and female communication preferences could be part of the explanation as to the lower pay increases for females.

Age. The cross-tabulation of pay increase to age categories found differences. While the percentage of those receiving a pay increase was similar across age categories, the amount of the pay increases varied significantly. One possible factor may be that the younger workers were at a lower initial salary, thus the opportunity for a pay increase was greater. Also, while all respondents were classified as middle managers, the fields represented varied greatly.

The youngest two age groups (ages 35-42 and 43-49) were tied for the highest percentage with 63.6% of those within that age range receiving a pay increase. The third age category (ages 50-62) dropped down somewhat to 60.0% of that age group receiving

a pay increase. There was a marked divide in the mean pay increase as the age categories slide from youngest to oldest. In the youngest age category of 35-42, the mean salary increase was $22,291 with a standard deviation of $23,042. In the second category of 43-49, the mean salary drops only $148 down to $22,143 with a standard deviation of $15,421. The largest drop occurred in the highest age category of 50-62 with the mean salary increase dropping another $6,991 down to $15,152 with a standard deviation of $5,912. The range for salary increases was most notable in the youngest age category also with a minimum of $6,000 and a maximum of $70,000.

Educational Level. The cross-tabulation of pay increase to educational level found only minor differences in those receiving a pay increase compared to those who did not, however, the amounts varied considerably. Of the overall respondents, 62.5% received a pay increase, while 37.5% did not receive a pay increase. In reviewing educational levels, the percentage of respondents receiving a pay increase was very similar throughout the High School/GED, Associate Degree, and Bachelor's Degree categories with a very small range of 62.5% (Bachelor's Degree) to 63.6% (High School/GED) and 66.7% (Associate Degree). The percentage dropped to 50.0% in the Master's Degree or higher category.

Differences arose when analyzing the amount of the pay increase across the educational levels, however, there is not a steady increase or decrease as one moves up the categories from those with high school to those with a Master's Degree. The highest mean pay increase was realized by those with an Associate Degree at $44,000 and a standard deviation of $36,770 followed by those with a Bachelor's Degree at $20,934 and a standard deviation of $14,953. The trend for mean pay increase then decreases for

those with a high school/GED with a mean pay increase of $13,829 and a standard deviation of $3,074. The lowest category, those with a Master's Degree, had a low mean pay increase of $7,812.

<center>**Additional Training or Education**</center>

A total of 12 out of 32 respondents indicated continuing with additional training or education which ranged from advanced technical training all the way up to a Master's Degree. When asked about the impact of the leadership development program on their decision to seek additional training or education, respondents reported some impact at 50.0%, moderate impact at 25.0%, high impact at 16.7%, and very little impact at 8.3%. This data is somewhat consistent with the study conducted by Westley (2005) in which the natural resources professionals noted their participation in the leadership development program was to further develop their professional skills without necessarily expecting to receive a promotion.

<center>**Job Skills**</center>

When reporting the impact of the training program on their job skills, a very small percentage, only 6.3% reported very little impact with 21.9% stating some impact, 46.9% moderate impact, and 25.0% high impact. A cross-tabulation analyzed respondents who received a promotion, and also had better skills to do their job. Of those receiving a promotion, a mean of 4.0 (moderate impact) was reported utilizing a scale of 1 (no impact) up to 5 (high impact) in terms of increased job skills. Of those receiving a pay increase, a mean of 4.05 (moderate impact) was reported utilizing the same scale. Connecting increased job skills with the moderate impact of a promotion and pay increase confirms the importance of middle managers developing good leadership skills.

<center>103</center>

Kouzes and Posner (2002) describe how training programs can be developed for specific

leadership skills beginning with establishing the basic competencies, giving guided

practice, and helping workers to apply their newly learned skills in the workplace to build

self-confidence and leadership capabilities.

Correlation between Impact of Program on Outcomes

A Pearson Correlation was conducted to assess the correlation between various

impacts of the leadership development program on employment outcomes. The higher

the score of the Pearson Correlation, the stronger the relationship between the identified

categories. When analyzing the impact of the leadership program, the highest correlation

at a .883 level, was found between *receiving a promotion*, and *receiving a pay increase*.

Other significant correlations when analyzing the impact of the leadership program were

found between *job satisfaction* and *better leadership skills* correlated at .693, and

receiving a promotion and *better leadership skills* correlated at .617.   The higher

correlations suggest a connection between the impact of completing the leadership

program and the associated employment outcomes. Raudenbush and Marquardt (2008)

found this as well when they conducted a level two government sponsored leadership

program analysis and found favorable results for the program noting that participants

developed specific leadership competencies with improved team-building and problem-

solving skills.

Leadership Practices Inventory (LPI) Analysis

As Kouzes and Posner (2002) studied leadership skills for years, they uncovered

five similar practices that were proven to consistently produce quality results for leaders:

ability to model the way, inspire a shared vision, challenge the process, enable others to

act, and encourage the heart. These five practices have been connected to educational

leadership research and development (Hibbard, 2016). When asked how frequently they

engage in the leadership behaviors, the following scale was used for the LPI: 1-almost

never, 2-rarely, 3-seldom, 4-once in a while, 5-occassionally, 6-sometimes, 7-fairly often,

8-usually, 9-very frequently, up to 10-almost always, regarding their leadership practices.

Part two of this study assessed the leadership practices of middle managers receiving

positive employment outcomes.

Preferences and Consistency of Individual Leadership Skills

Leaders, like most workers, have preferences in terms of how they communicate

and interact with others in the workplace. It is therefore expected that some leaders are

better at specific leadership skills and situations than others (Kouzes and Posner, 2002).

A Cronbach's Alpha was used to measure for internal consistency—connecting the 30

individual leadership skill practices scores to the overarching 5 categories of leadership

skills. The highest reliability was in the category of *inspire a shared vision* at .881 alpha

with the lowest category *enable others to act* at .610.

Highest Rated Leadership Skills. First in assessing the LPI, the 30 leadership

practices were analyzed individually. The middle managers ranked *I treat others with

dignity and respect* the very highest with a mean of 9.59 and a standard deviation of .665.

The second highest leadership skill was *I follow through on the promises and

commitments that I make* with a mean of 9.00 and a standard deviation of .880. These

were the only two items scored in the 9-10 range and corresponded back to the *enable

others to act* and *model the way* categories respectively.

Lowest Rated Leadership Skills. The two lowest rated leadership skills, in the

5-6 scale, came from *inspire a shared vision* category. The lowest leadership skills, *I

describe a compelling image of what our future could be like*, was rated at 5.72 with a

standard deviation of 2.067. The second lowest scored leadership skill, *I appeal to others

to share an exciting dream of the future*, was scored very closely at 5.91 and a standard

deviation of 2.069. The high standard deviation in those two areas indicates a mixed

message from respondents, however, the low scores from some of the participants

brought the mean downwards. The practice of *inspiring a shared vision* requires a leader

to envision the future possibilities and enlist others to work towards future goals by

creating excitement and commitment (Kouzes and Posner, 2002). The low scores could

indicate additional practice is needed for leaders to feel competent in this area, or that this

constitutes a more difficult skill to master.

Leadership Practices by Category

The 30 individual leadership skills were aggregated to calculate the mean across

each of the 5 leadership practices. Using the 1 to 10 scale, the leadership practices had

the following mean scores from highest to lowest: Enabling others to act, 8.44;

Encouraging the heart, 7.74; Model the way, 7.69; Challenge the process, 6.90, and

Inspire a shared vision, 6.55.

Highest Ranked Practices. The middle managers ranked *I treat others with

dignity and respect* the very highest with a mean of 9.59 and a standard deviation of .665.

The second highest leadership skill was *I follow through on the promises and

commitments that I make* with a mean of 9.00 and a standard deviation of .880. These

were the only two items scored in the 9-10 range and corresponded back to the *enable

others to act and *model the way* categories respectively. The third highest scored skill

was *I give the members of the team lots of appreciation and support for their*

contributions with a mean score of 8.59 and standard deviation of .946 in the *encourage*

the heart category. The top three ranked leadership practices connect back to the Ethical

Leadership practices described by Northouse (2010) as one who respects others, serves

others, shows justice, manifests honesty, and builds community.

Lowest Ranked Practices. The lowest category, *inspire a shared vision*,

reflected a mean of 6.55 while the highest category, *enabling others to act*, reflected a

mean of 8.44 – a difference of 1.89 from lowest to highest mean. The most difficult

category for the middle managers, *inspire a shared vision*, is focused on envisioning the

future and enlisting others to join you in the mission. The middle managers' highest

reported skill set, *enabling others to act*, is focused on collaboration, sharing power, and

building trust among team members (Kouzes and Posner, 2002). The lowest ranked

category, *inspiring a shared vision*, also had the lowest two scored individual items: *I*

describe a compelling image of what our future could be like (5.72); and *I appeal to*

others to share an exciting dream of the future (5.91).

<div align="center">

Correlations

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Correlation between Leadership Practices. A Pearson Correlation analyzed the

correlation between the five leadership practices. *Inspire a shared vision* and *challenge*

the process had the highest correlation at .841 and the second highest was *inspire a*

shared vision and *model the way* at .746. This tends to suggest that leaders with a high

skill level to *inspire a shared vision* would also have a high skill level with *challenge the*

process and *model the way*. The lowest correlation was found between *inspire a shared*

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vision and *enable others to act* at .200 which could indicate the skill set for leaders is very different between those two categories.

Correlation between Leadership Practices and Promotions. When analyzing the relationship between the five leadership practices and receiving a promotion, the highest correlation was found between *Challenge the Process* category at a .373 value which is considered a low end correlation with 1.0 being the highest. The lowest correlation to receiving a promotion was the *Enabling Others to Act* category at .061 which is virtually no correlation between the two.

Correlation between Leadership Practices and Pay Increase. A second correlation was conducted to assess the relationship between the five leadership practices and receiving a pay increase. The highest correlation was once again at the *Challenge the Process* category on the LPI at a .393 value. According to Kouzes and Posner (2002), those who challenge the process search for opportunities, seize the initiative, experiment, and take risks. While a .393 correlation is only considered a low end correlation, it does appear those who are willing to take risks and seize the initiative would be apt to receive a promotion or pay increase depending upon the work environment and the level of risk the organization is willing to assume.

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Most Valuable Components of the Program

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Via an open-response question, respondents were asked to identify the top three most valuable components of the program. While some responses were random, others did emerge as most valuable. The top valued component of the program was identified as networking with other middle managers with 16% of the responses, followed by the group projects with 14% of the responses, role-play exercises with 11% of the responses,

and team building skill activities with 9% of the total responses. This corresponds back to the LPI category of *enable others to act* by fostering collaboration, facilitating interdependence, and strengthening others that was ranked the highest as well.

Summary

Employment Outcomes

Promotion. A total of 18 out of 32 respondents received a promotion which equated to 56.3% of the overall sample respondents. This study tends to suggest that gender and age were the most notable demographical differences in determining promotional opportunities. When breaking down by gender, 64.0% of the male respondents received a promotion, while only 28.6% of the females reported a promotion. When looking at age differences, the youngest age group (ages 35-42) was by far the highest with 81.8% of that age category receiving a promotion. The middle age category (ages 43-49) was the second highest with 54.5% receiving a promotion. The lowest category (ages 50-62) reported the lowest number of promotions at only 30.0%. In terms of the impact of completing the program on their promotion, a 50% cumulative percentage rated it moderate/high impact.

Pay Increase. A total of 20 out of 32 respondents received a pay increase which equated to 62.5% of the overall sample respondents. Once again, gender differences were apparent, with 68.0% of the male respondents receiving a pay increase, however, it dropped to 42.9% of the females receiving a pay increase. The amount of the pay increase varied as well with a mean of $20,949 for the males and only $15,271 for the females. Age differences among those receiving a pay increase did not appear to have much impact. The youngest two age groups (ages 35-42 and 43-49) were tied for the

highest percentage with 63.6% receiving a pay increase. The highest age category (ages 50-62) was very close at 60.0% of the group receiving a pay increase. The amount of the pay increase among the 3 age categories ranged from $22,291 down to $15,152—continuing to decrease as the respondents grew older. In terms of the impact of completing the program on a pay increase, an 80% cumulative percentage noted that the program had some/moderate/high impact.

Additional Training or Education. Of the 32 respondents, a total of 12 indicated completing additional training or education such as advanced technical training all the way up to a Master's Degree. When noting the impact of the leadership development program on the decision to seek additional training or education, respondents reported some impact at 50.0%, moderate impact at 25.0%, high impact at 16.7%, and very little impact at 8.3%.

Job Skills and Job Satisfaction. Respondents were asked to assess the impact of the *Leadership Development for Middle Managers* program on their job skill level and their job satisfaction. A very small percentage, only 6.3% reported very little impact, with 21.9% stating some impact, 46.9% moderate impact, and 25.0% high impact. The same upward trend continued with those reporting the impact of the program on their job satisfaction at 6.7% no impact, 20.0% very little impact, 30.0% some impact, 33.3% moderate impact, and 10.0% high impact.

Correlation between Outcomes and Completing Program

A series of correlations were conducted to assess the relationship between completion of the leadership program and various employment outcomes. When analyzing the impact of the leadership program, the highest correlation at a .883 level,

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was found between *receiving a promotion*, and *receiving a pay increase*. Other

significant correlations when analyzing the impact of the leadership program were found

between *job satisfaction* and *better leadership skills* correlated at .693, and *receiving a*

promotion and *better leadership skills* correlated at .617.

Leadership Practices Inventory

Respondents were asked to score their leadership practices via the *Leadership*

Practices Inventory. The middle managers' highest reported skill set, *enabling others to*

act, is focused on collaboration, sharing power, and building trust among team members.

The most difficult category for the middle managers, *to inspire a shared vision*, is

focused on envisioning the future and creating excitement while enlisting others towards

a common vision (Kouzes and Posner, 2002). When cross-tabulating the 5 LPI practices

with employment outcomes, there was not a significant correlation between promotions

or pay increases.

Recommendations for Future Research

Leadership development programs continue to be offered by many private

companies as well as higher education institutions validating the need for further

continued evaluation. Based upon the findings in this study, there is a need for further

training assessment studies at the higher Kirkpatrick levels of evaluation. A level three

study could expand upon this work and evaluate if the knowledge and skills obtained in a

training program actually transferred to a behavior change in the workplace. A level four

study could measure if the training program resulted in positive returns in the workplace

such as increased productivity in a manufacturing environment or improved quality in a

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service organization (Kirkpatrick, 1994). A level three or four evaluation would give an expanded view of the return on investment for the company and the individual.

As this particular study was limited to program graduates in Kentucky, a recommendation would be to reach out to additional states for comparison of leadership development programs. This would also allow for a greater number of survey participants for additional statistical analysis. In terms of the *Leadership Practices Inventory*, a future study could include input from peers and supervisors in the workplace to gather additional perspective on the evaluation of the specific leadership skills. A more even mix of male and females would be recommended to conduct additional analysis to mine deeper into the gender differences as well.

A future qualitative study would enable the researcher to conduct face-to-face interviews with training program graduates, conduct focus groups, and observe the behavior of participants in leadership training programs all the while seeking a richer detailed story of the graduates' experience (Creswell, 2009). A qualitative study could perhaps tell the story in more detail in terms of employment outcomes and leadership skill development while explaining the work environment, changes going on in the program, and additional details in the lives of the respondents which could have impacted their employment outcomes.

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APPENDICES

APPENDIX A:

Email, Cover Letter, and Survey Instrument

Email

Dear _____ :

I am a student at Eastern Kentucky University in the Educational Leadership Doctoral Program. I am studying the impact of the ***"Leadership Excellence for Middle Managers***" training program that you completed a few years ago. I will be sending you a survey in the mail in the next week, which I encourage you to complete and return.

As a program graduate, your feedback is extremely valuable to my study. There are currently only 102 graduates from the program to date, until the new cohort begins in January. Your individual survey results will be kept confidential and data will only be reported in a summary format.

I appreciate your assistance with the study as it is very important to my educational program, and will provide valuable input to human resource managers and potential students as well as university administrators.

Sincerely,

Tammy Cole
EKU Student

Cover Letter

Dear _____:

I am a student at Eastern Kentucky University (EKU) in the Educational Leadership
Doctoral Program. I am studying the impact of the *"Leadership Excellence for Middle
Managers"* training program that you completed a few years ago at EKU. Enclosed is a
survey to gather some follow-up information which I ask that you complete and return in
the postage-paid envelope prior to_____.

As a program graduate, your feedback is extremely valuable to my study. There are
currently only 102 graduates from the program to date, until the new cohort begins in
January. Your individual survey results will be kept confidential and data will only be
reported in a summary format.

I appreciate your assistance with the study as it is very important to my educational
program, and will provide valuable input to human resource managers and potential
students as well as university administrators.

Sincerely,

Tammy Cole
EKU Student

Eastern Kentucky University

"Leadership Excellence for Middle Managers"

Survey Follow-up Instrument

By completing this survey, you are providing permission for your information to be used in aggregate form for research purposes by Eastern Kentucky University. No individual information will be reported.

—PLEASE PRINT—

Name _____ Company/Agency _____

Circle one: Male   Female

Please list your current age: _____

Circle the year you completed the program: 2007   2008   2009   2010   2011   2012   2013   2014

What was your highest level of educational attainment when you began the program? Please check appropriate box:

☐ High school or GED

☐ Associate degree

☐ Bachelors degree

☐ Masters degree or above

Since graduating from the program, check all that apply. If yes, please indicate the impact of the leadership program.

RESPONSE SCALE	1-No impact	2-Very little impact	3-Some impact	4-Moderate impact	5-High Impact

Circle Best Response

	1	2	3	4	5
☐ I received a promotion (indicate new title:_____)	1	2	3	4	5
☐ I received a pay increase. Salary when beginning the program ($_____) Current salary after pay increase ($_____)	1	2	3	4	5
☐ I completed additional training or education (please describe:_____)	1	2	3	4	5
☐ I have better skills to do my job.	1	2	3	4	5
☐ I experienced increased job satisfaction.	1	2	3	4	5

Please list the top 3 components of the program that were the most valuable to you?

(1). _____

(2). _____

(3). _____

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This part of the survey provides an opportunity for you to express your opinion about your leadership practices.

Directions: To what extent do you engage in the following behaviors? Choose the response number that <u>best</u> applies to each statement and record it in the box to the right of the statement.

RESPONSE SCALE	1-Almost Never	3-Seldom	5-Occasionally	7-Fairly Often	9-Very Frequently
	2-Rarely	4-Once in a While	6-Sometimes	8-Usually	10-Almost always

#	Description	Rating
1	I set a personal example of what I expect of others	
2	I talk about future trends that will influence how our work gets done	
3	I seek out challenging opportunities that test my own skills and abilities	
4	I develop cooperative relationships among the people I work with	
5	I praise people for a job well done	
6	I spend time and energy making certain that the people I work with adhere to the principles and standards we have agreed on	
7	I describe a compelling image of what our future could be like	
8	I challenge people to try out new and innovative ways to do their work	
9	I actively listen to diverse points of view	
10	I make it a point to let people know about my confidence in their abilities	
11	I follow through on promises and commitments that I make	
12	I appeal to others to share an exciting dream of the future	
13	I search outside the formal boundaries of my organization for innovative ways to improve what we do	
14	I treat others with dignity and respect	
15	I make sure that people are creatively rewarded for their contributions to the success of our projects	
16	I ask for feedback on how my actions affect other people's performance	
17	I show others how their long-term interests can be realized by enlisting in a common vision	
18	I ask "What can we learn?" when things don't go as expected	
19	I support the decisions that people make on their own	
20	I publicly recognize people who exemplify commitment to shared values	
21	I build consensus around a common set of values for running our organization	
22	I paint the "big picture" of what we aspire to accomplish	
23	I make certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on	
24	I give people a great deal of freedom and choice in deciding how to do their work	
25	I find ways to celebrate accomplishments	
26	I am clear about my philosophy of leadership	
27	I speak with genuine conviction about the higher meaning and purpose of our work	
28	I experiment and take risks, even when there is a chance of failure.	
29	I ensure that people grow in their jobs by learning new skills and developing themselves	
30	I give the members of the team lots of appreciation and support for their contributions.	

APPENDIX B**:**

Wiley Permission Letter

WILEY

November 16, 2016

Tammy Cole
116 Meadow Lark Drive
Richmond, KY 40475

Dear Ms. Cole:

Thank you for your request to use the LPI®: Leadership Practices Inventory® in your dissertation. This letter grants you permission to use either the print or electronic LPI [Self/Observer/Self and Observer] instrument[s] in your research. You may *reproduce* the instrument in printed form at no charge beyond the discounted one-time cost of purchasing a copy; however, you may not distribute any photocopies except for specific research purposes. If you prefer to use the electronic distribution of the LPI you will need to separately contact Joshua Carter (jocarter@wiley.com) directly for further details regarding product access and payment. Please be sure to review the product information resources before reaching out with pricing questions.
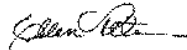
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Best wishes for every success with your research project.

Cordially,

Ellen Peterson
Permissions Editor
Epeterson4@gmail.com

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VITA

Tammy Denise Cole

EDUCATION

Eastern Kentucky University, Richmond, KY (www.eku.edu)

Enrolled	Educational Leadership & Policy Studies (Ed.D.) (*Graduating 2017)*
1994	Masters of Public Administration (MPA)
1989	Bachelors in Business Education (BS)

PROFESSIONAL WORK HISTORY

EASTERN KENTUCKY UNIVERSITY, RICHMOND, KY
CENTER FOR CAREER & WORKFORCE DEVELOPMENT *(Previously known as Continuing Education & Outreach)*
System Director   **August, 2005 to Current**

Responsibilities woven throughout my tenure have included leading the efforts of Community Education, Workforce Development, OSHA Training Institute Education Center as well as the grant-funded programs of Adult Education, Substance Abuse Training Project, and the 21st Century Community Learning Centers Training Project. The Center for Career & Workforce Development includes a variety of work teams, along with nearly 100 part-time instructors. The Director has overall responsibility for defining priorities, partnerships, curriculum development, budgeting, hiring, supervising, marketing, event management, reporting, and financial decision-making.

Under my leadership, the OSHA Training Institute Education Center has grown from serving a couple hundred students to serving over 2,200 students per year and another 11,000 students in outreach courses annually on average.   We also created partnerships with academic departments to implement credit for prior learning opportunities for students.

EASTERN KENTUCKY UNIVERSITY, RICHMOND, KY
UNIVERSITY TRAINING CONSORTIUM (UTC)
EKU/UTC Director   **February, 2001 to August, 2005**

The University Training Consortium is a partnership with all 8 state universities (with EKU serving as the lead fiscal agent) and the Kentucky Cabinet for Health and Family Services. The partnership has existed for over 25 years to provide quality in-service training and professional development for the Cabinet's staff, resource parents and community partners. As the EKU/UTC Director, primary duties included supervising the EKU Richmond based work teams, prioritizing projects for the Curriculum Media Group and Media Resources to meet the training objectives of the partnership. Projects were transitioned from classroom and video-based training to online learning modules as technology permitted.

As Credit for Learning was implemented, I served as the liaison with EKU departments to register non-traditional students for academic courses approved for contract tuition payment. Overall, I had responsibility for designing, implementing, and leading a team-oriented quality management system related to areas of event coordination, training production, media and multimedia development. Over 100 training events and an average of 5 conferences are coordinated by EKU UTC staff each year. In this role, I also served as adjunct faculty for the College of Justice and Safety.

EASTERN KENTUCKY UNIVERSITY, RICHMOND, KY
RESIDENTIAL WORKER COMPETENCY PROJECT (RWCP)
Project Director   **July, 1999 to February, 2001**

The Residential Worker Competency Project provides training opportunities to youth care workers across the state of Kentucky in 54 private agencies. As Project Director, duties included overall project direction and administration as well as supervision of staff and instructors. Working in conjunction with a training advisory group, the annual training plan is developed, implemented, and evaluated. The Director's duties also included oversight of the project's operating budget and final editing of all publications.

EASTERN KENTUCKY UNIVERSITY, RICHMOND, KY
KENTUCKY EDUCATIONAL COLLABORATIVE FOR STATE AGENCY CHILDREN
Assistant Director   January, 1994 to July, 1999

The Kentucky Educational Collaborative for State Agency Children is a cooperative educational program designed to serve over 3000 delinquent and at-risk youth in the residential and community-based programs throughout Kentucky. Working with over 57 local education agencies, the Collaborative helps to provide educational services in 120 different treatment settings. The Collaborative is responsible for maintaining collaboration among the Kentucky Departments of Education, Juvenile Justice, Mental Health, and Community Based Services.

As Assistant Director of the Kentucky Educational Collaborative for State Agency Children at its inception, duties included: implementing the new program across the state of Kentucky which included working with Superintendents, Local Education Agencies and state officials; preparing budget request for the State Agency Children's Fund in excess of $11,500,000 for the General Assembly; implementing an annual professional development plan for state agency children educators and administrators; allocating the State Agency Children's Fund of $11.5 million among the 57 participating local education agencies; monitoring the $400,000 operating budget for the project and supervising the project support staff; working closely with local school district financial personnel to establish budgets for alternative programs; coordinating the *"Educating At-Risk Youth Conference"* for over 500 educators and school administrators; and serving as technical editor of *"The Collaborative"* newsletter published quarterly.

PRESENTATIONS

Presentations made in conjunction with the following conferences and seminars on the topics of **"Workforce Development", "Educating At-Risk Youth", "Facilitation Skills", "Interagency Collaboration and Partnerships" and "Training Records Management Systems"**:

- Kentucky Association of Continuing Higher Education in Richmond, Kentucky, *"SACS Reporting and Accreditation for Credit and Non-Credit Programs" (September, 2016)*
- Kentucky Engagement Conference in Morehead, Kentucky, *"Productive Partnerships through Stewardship and Engagement" (November, 2014)*
- Association for Continuing Higher Education 2012 Annual National Conference in Austin Texas, *"Growing the EKU OSHA Training Institute Education Center…It's All about Partnerships!"(November, 2012)*
- Kentucky Governor's Safety Conference in Louisville, Kentucky *"What's it Take to Become an OSHA Outreach Instructor" (May, 2011)*
- Leadership Kentucky at Western Kentucky University *"Current Issues in Kentucky Higher Education*" (October, 2010)
- Kentucky Association for Continuing Higher Education *"Best Practices in Workforce Education Partnerships" (October, 2010)*
- Association for Continuing Higher Education Annual Conference in Baton Rouge, Louisiana *"Boosting Economic Development and Promoting Safety at the Same Time*" which connected to the conference theme: "Building Bridges…Exploring the Past and Discovering the Future of Continuing Education" *(April, 2009)*
- Association for Continuing Higher Education Annual Conference in Texas *"EKU OSHA Training Institute: Making our Piece of the World a Little Safer" (April, 2006)*
- Kentucky Association of Continuing Higher Education *"Serving Learners and Customers in Continuing Education" (May, 2006)*
- Designing A Curriculum (DACUM) Training for Facilitators *(September, 2004)*
- Kentucky Department of Corrections – Training Advisory Council *(February, 2004)*
- Child Welfare League of America- Beaumont Group *(March, 1999)*
- Interagency Advisory Group for the Kentucky Educational Collaborative for State Agency Children *(1998-1999)*
- Kentucky Department of Education Behavior Institute *(July, 1997)*
- State Agency Children School Administrators Association Quarterly Meetings *(1994-1999)*
- Kentucky Association of School Administrators 26th Annual Conference *(July, 1995)*
- The Fall Institute: Children and Families First *(November, 1994)*
- International Adolescent Conference *(September, 1994)*
- Kentucky Impact Quarterly Workshop *(June, 1994)*

PUBLICATIONS

- *Professional Development for New Correctional Educators*, Journal of Correctional Education, March, 1998 Volume 49, Issue 1; Tammy Cole and Dr. Bruce Wolford.
- *Analyzing the Jobs of Teaching Troubled Youth*, Journal of Correctional Education, December, 1996; Dr. Bruce Wolford, Tammy Cole and Becky Ritchey.
- *Summary of Survey of State Agency Children Educational Programs Site of Service Delivery*; October, 1996; Eastern Kentucky University, Training Resource Center.
- *Collaboration Works for At-Risk and Delinquent Youth*, Corrections Today, August, 1996; Dr. Bruce Wolford, Tammy Cole, Teri Raque and Osa Coffey.
- *The Task of Teaching Troubled Youth*, Journal of Correctional Training, Spring, 1995; Dr. Bruce Wolford, Tammy Cole and Becky Barbour.

PROFESSIONAL ORGANIZATIONS

- Kentucky Safety & Health Network   2010-Current
- Association for Continuing Higher Education   2006-Current
- University Professional & Continuing Education Association   2008-2014
- Juvenile Justice Trainers Association   1994-1998
- Council for Educators of At-Risk and Delinquent Youth   1999-2003
- National Institute of Corrections   1995-1998
  Regional Field Coordinator & Editor of "News and Notes" Newsletter
- Correctional Education Association   1996-1997
- Foster Care Review Board; Served as Chairperson   1994-1997

AWARDS & RECOGNITION

- EKU Staff Council   2014
- Kentucky Safety & Health Network—Education Partner Award   2010
- Graduate of Leadership Kentucky   2010
- Graduate of Leadership Madison County (Richmond, KY)   2006