

The University of Southern Mississippi The Aquila Digital Community

Dissertations

Fall 12-1-2012

Determining the Individual, Organizational, and Community Level Outcomes of a Community Leadership Development Program as Perceived by the Program Alumni

Susan Johnston Bush

University of Southern Mississippi

Follow this and additional works at: <https://aquila.usm.edu/dissertations>

Recommended Citation

Bush, Susan Johnston, "Determining the Individual, Organizational, and Community Level Outcomes of a Community Leadership Development Program as Perceived by the Program Alumni" (2012). *Dissertations*. 594.
<https://aquila.usm.edu/dissertations/594>

This Dissertation is brought to you for free and open access by The Aquila Digital Community. It has been accepted for inclusion in Dissertations by an authorized administrator of The Aquila Digital Community. For more information, please contact Joshua.Cromwell@usm.edu.

The University of Southern Mississippi

DETERMINING THE INDIVIDUAL, ORGANIZATIONAL, AND COMMUNITY
LEVEL OUTCOMES OF A COMMUNITY LEADERSHIP DEVELOPMENT
PROGRAM AS PERCEIVED BY THE PROGRAM ALUMNI

by

Susan Johnston Bush

Abstract of a Dissertation
Submitted to the Graduate School
of The University of Southern Mississippi
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Philosophy

December 2012

ABSTRACT

DETERMINING THE INDIVIDUAL, ORGANIZATIONAL, AND COMMUNITY LEVEL OUTCOMES OF A COMMUNITY LEADERSHIP DEVELOPMENT PROGRAM AS PERCEIVED BY THE PROGRAM ALUMNI

by Susan Johnston Bush

December 2012

The need for community leaders is increasing while the supply of community leaders is decreasing, leaving a gap in community leadership. Community leadership development programs (CLDP) are the most common approach to leadership development, yet the effects of CLDPs are rarely determined. In order to sustain programs that develop potential community leaders, program outcomes at the individual, organizational, and community levels must be identified.

This exploratory, non-experimental quantitative study used Black's (2006) Leadership Program Outcomes Measure (LPOM) to determine CLDP alumni's perceptions of the individual, organizational, and community level outcomes associated with participation in the CLDP; to describe the socio-demographic characteristics of CLDP alumni; and to determine if a relationship exists between the outcomes and the socio-demographic characteristics. Descriptive statistics are used to describe the socio-demographic characteristics of alumni and to identify the outcomes associated with participation in the CLDP. The median test is used to determine if a relationship exists between the identified outcomes and year of alumni's participation. The Kruskal-Wallis test is used to determine if a relationship exists between the identified outcomes and gender, alumni membership status, and participation in another leadership program.

Spearman's rho is implemented to determine if a relationship exists between the identified outcomes and the alumni's age and education level.

Individual level outcomes perceived by the CLDP alumni were *growth, modeling, the power to make a difference, value of time, community involvement, business skills, creative thinking, and self-confidence*. Organizational level outcomes perceived by CLDP alumni were *network of contacts, networking skills, facilitate change, professional organizations, and use of resources*. Community level outcomes perceived by CLDP alumni were *appreciation of cultural differences and involvement in local and community organizations*. The only relationship found to exist between the socio-demographic characteristics of the alumni and the perceived outcomes belonged to participants who were members of the CLDP alumni association. The strongest relationship between members of the alumni association and the outcomes occurred at the community level, next at the organizational level, and last at the individual level. The findings from this study are consistent with previous studies.

COPYRIGHT BY
SUSAN JOHNSTON BUSH
2012

The University of Southern Mississippi

DETERMINING THE INDIVIDUAL, ORGANIZATIONAL, AND COMMUNITY
LEVEL OUTCOMES OF A COMMUNITY LEADERSHIP DEVELOPMENT
PROGRAM AS PERCEIVED BY THE PROGRAM ALUMNI

by

Susan Johnston Bush

A Dissertation
Submitted to the Graduate School
of The University of Southern Mississippi
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Philosophy

Approved:

Cyndi H. Gaudet
Director

Heather M. Annulis

Patricia P. Phillips

Brian W. Richard

Susan A. Siltanen
Dean of the Graduate School

December 2012

DEDICATION

This study is dedicated to the community leadership development programs that provide the pipeline of community leaders who volunteer their time and efforts into making communities a better place to live and work for all. The Mississippi Gulf Coast would not be the same were it not for the many community leaders who share their expertise and talents to the betterment of the coast.

In addition to acquiring knowledge and applying theory in the areas of workforce and human capital development, I acquired an unexpected lesson in the area of adolescent to young adulthood development: children never stop needing the attention of their mother. I dedicate this entire body of work to my children, Kelsey and Jeffrey.

ACKNOWLEDGMENTS

I would sincerely like to thank my dissertation committee chair, Dr. Cyndi Gaudet, for her tremendous support, valuable guidance, and words of encouragement throughout the dissertation process. Additionally, I would like to extend my heartfelt thanks to my committee members, Dr. Heather Annulis, Dr. Patti Phillips, and Dr. Brian Richard for their thorough and careful examination of my study from inception, through implementation, and to conclusion. I would like to extend a very special thank you to Dr. Dale Lunsford, who probably regrets inquiring about the status of my dissertation in an elevator, for his dedication to and incredible knowledge of statistical analysis.

I would also like to thank Dr. Alice Black for permission to use and modify her survey instrument, Leadership Program Outcomes Measure. To Christen Hartley, former Mississippi Gulf Coast Chamber of Commerce liaison to Leadership Gulf Coast, and Kimberly Nastasi, CEO of the Mississippi Gulf Coast Chamber of Commerce, I extend my deepest gratitude for their support of my study.

Finally, I would like to thank all the Mississippi Gulf Coast community leaders, past and present, for their dedication and commitment to making the Mississippi Gulf Coast a great place to work and live.

TABLE OF CONTENTS

ABSTRACT ii
DEDICATIONiv
ACKNOWLEDGMENTS v
LIST OF TABLES viii
LIST OF ILLUSTRATIONS x

CHAPTER

I. INTRODUCTION..... 1
 Background of the Study
 Statement of the Problem
 Purpose of the Study
 Research Objectives
 Significance of the Study
 Limitations of the Study
 Delimitations of the Study
 Definition of Terms
 Summary
II. LITERATURE REVIEW 13
 Introduction
 Leaders and Leadership
 Leadership Theories
 Traits of Leaders
 Leaders: Born or Made?
 Leadership Development
 Leadership Development Programs
 Communities in Need
 Community Leadership Development Programs
 Leadership Gulf Coast
 Impact of Community Leadership Development Programs
 Summary
III. RESEARCH DESIGN AND METHODOLOGY..... 67
 Introduction
 Population and Sample
 Research Design

	Validity	
	Instrumentation	
	Research Variables	
	Data Collection Procedures	
	Data Analysis Procedures	
	Institutional Review Board	
	Summary	
IV.	RESULTS	91
	Introduction	
	Socio-Demographic Characteristics	
	Individual Level Outcomes	
	Organizational Level Outcomes	
	Community Level Outcomes	
	Relationships Between the Individual, Organizational, and Community Level Outcomes and Socio-demographic Characteristics	
V.	DISCUSSION	119
	Summary	
	Conclusions and Recommendations	
	Limitations	
	Conclusion	
	APPENDIXES	130
	REFERENCES	141

LIST OF TABLES

1. Stogdill’s Personal Factors Associated with Leadership22

2. Bass’ Traits and Competencies Associated with Leadership23

3. Leadership Gulf Coast Program Sessions44

4. Question Map for RO₁76

5. Question Map for RO₂78

6. Question Map for RO₃79

7. Question Map for RO₄81

8. Question Map for RO₅83

9. Results of Socio-Demographic Characteristics92

10. Individual Level Outcomes94

11. Descriptors of Personal Change.....96

12. Organizational Level Outcomes99

13. Descriptors of Professional, Organizational or Business Change 101

14. Community Level Outcomes..... 104

15. Descriptors of Community Change 105

16. Community Projects Initiated or Championed 107

17. Importance of LGC Program Continuation..... 109

18. Level of Change Due to LGC Participation 109

19. Relationship between Participation in Another Leadership Program and the
Individual, Organizational, and Community Level Outcomes..... 111

20.	Contingency Table for Number Above and Below the Median and Year of Participation for Individual, Organizational, and Community Level Outcomes.....	112
21.	Test Statistics for Year of Participation and Individual, Organizational, and Community Level Outcomes.....	113
22.	The Relationship between Age and Program Outcomes.....	114
23.	The Relationship between Education and Program Outcomes	114
24.	The Relationship between Gender and Individual, Organizational, and Community Level Outcomes.....	115
25.	The Relationship between Alumni Association Membership and Individual, Organizational, and Community Level Outcomes	116

LIST OF ILLUSTRATIONS

Figure

1. Conceptual Framework7
2. Black's Theoretical Model of Leadership58

CHAPTER I

BACKGROUND OF THE STUDY

The demographic shift produced by declining birthrates, increasing longevity, and approaching retirement of baby boomers creates a shortfall in the workforce (Dychtwald, Erickson, & Morison, 2006); a shortfall estimated at 9.7 million workers (Reester, 2008). Additionally, Putnam (1995) declares, “something has happened in America in the last two or three decades to diminish civic engagement and social connectedness” (p. 74), resulting in millions of Americans withdrawing “from the affairs of their communities” (p. 68). The shrinking pool of workers and diminishing number of people involved in communities creates a void in community leadership leaving many to wonder who will lead our communities.

Organizations are developing “strategic plans to build and expand human capital resources in the next decade” (Reester, 2008, p. 105) to meet the shortfall in the workforce. Among the strategic plans upon which companies rely to fill key positions is succession planning; however, Conger and Fulmer (2003) assert succession planning alone “is too narrow and hidebound to uncover and correct skills gaps that can derail even the most promising young executives” (p. 77). Conger and Fulmer (2003) state combining succession planning and leadership development yield “getting the right skills in the right place” (p. 77).

Succession planning and leadership development are crucial to a community’s success and sustainability, as communities rely on community leaders to address problems that threaten existence (Williams & Wade, 2002). Towns and cities undergo changes and require community leaders to manage and direct those changes (Langone &

Rohs, 1995). Additionally, according to Berke, Kartez, and Wenger (1993), communities experiencing natural disasters require strong leaders within the community to “define goals, control resources, and direct redevelopment initiatives” (p. 93). Community leaders are essential not only during the recovery period following a natural disaster, but also during the planning stage, as community leaders “have an invested stake in the community” (Tan, 2009, Preparedness and planning section, para. 3). Warren’s (1963) community theory identifies vertical and horizontal patterns within communities. Vertical patterns, according to Warren, are a community’s ties to the larger society and culture and horizontal patterns are the relation of local units to each other. Berke et al. (1993) declare communities with high levels of vertical and horizontal integration are “ideally suited for an effective recovery effort” (p. 101).

Many communities, Azzam and Riggio (2003) report, are finding it difficult “to locate capable leaders to assume responsibility and help guide the community, and to replace retiring community leaders” (p. 56). Echoing Putnam’s (1995) declaration Ringer (2011) adds, “citizen involvement in leadership efforts is decreasing and the need to identify, train, and transform leaders who can fulfill leadership roles in the community is increasing” (p. 171). Greenleaf (1991) poses the rhetorical question, “how many . . . will seek their personal fulfillment by making the hard choices, and by undertaking the rigorous preparation that building a better society requires?” (p. 4). Greenleaf’s response is embedded in his servant leadership theory. Greenleaf purports servant leaders labor to build a better society and states “the only way to change a society . . . is to produce . . . enough people who will change it” (p. 36). Community leadership development programs (CLDP) can provide the medium for producing servant leaders.

Community leadership programs are the most common approach to leadership development in the United States with more than two-thirds sponsored through chambers of commerce (Wituk et al., 2003). CLDPs, according to Wituk et al. (2003), traditionally provide program participants with information about local history, community strengths and needs, and networking opportunities with other program participants and community and business leaders; networking opportunities that benefit the community and the development of the community (Bass, 2008). Bono, Shen, and Snyder (2010) assert the purpose of CLDPs is to develop “active and informed citizen leaders who can collaborate with other individuals and groups to solve community-based problems” (p. 326). Supporting the collaboration component of CLDPs is Burns’ (1978) transformational leadership theory which, according to Northouse (2010), states “transformational leadership is the process whereby a person engages with others and creates a connection that raises the level of motivation and morality in both the leader and the follower” (p. 172). Bass (2008) extends Burns’ theory by adding a component similar to Greenleaf’s (1991) servant leadership theory, whereby the leader motivates the follower to go beyond his or her own self-interest for the good of the group, organization, or society. While Langone and Rohs (1995) claim “extensive resources and effort have been devoted nationwide to community leadership development” (p. 253), the effects of the CLDP, whether in the immediate, short, or long term, are rarely determined (Sogunro, 1997).

With today’s uncertain economy, organizations express concern that investments in leadership development programs achieve desired outcomes (Altman & Kelly-Radford, 2004). Newspaper headlines such as, “Enrollment Drops by Half for Leadership Lynchburg as Companies Cut Back” (Gentry, 2009), suggest the economy negatively

affects participation in a chamber of commerce sponsored CLDP. Hernez-Broome and Hughes (2004) assert that, in the future, a priority for organizations will be to demonstrate and quantify the impact of leadership development investments. Meehan and Reinelt (2007) add collecting and summarizing findings regarding the outcomes and impacts of leadership development programs will assist in sustaining investments in these programs.

Changes in the business environment take place, yet CLDPs have not changed, as evidenced by the Traverse City Area Chamber of Commerce sponsored CLDP, Leadership Grand Traverse. Leadership Grand Traverse is on hiatus while evaluating the program to determine if changes to the program are needed (O'Brien, 2010). According to Hannum and Martineau (2008), evaluation assists organizations in making informed decisions about how to improve leadership development programs and determine the extent to which goals have been met.

The two years prior to the beginning of this study, the Mississippi Gulf Coast Chamber of Commerce (MSGCCC) sponsored CLDP, Leadership Gulf Coast (LGC), experienced a decline in the number of applications (C. Hartley, personal communication, January 2011). The LGC liaison to the MSGCCC expresses concern in keeping a pipeline of leaders engaged in the community to sustain the quality of life the Mississippi Gulf Coast enjoys (C. Hartley, personal communication, January 2011).

Organization concern for leadership programs to achieve desired outcomes, changes in the business environment, the estimated shortfall of 9.7 million workers, and the withdrawal of citizens from activities in communities negatively affects the number of candidates available to become community leaders. Researchers report a need "to

locate capable leaders . . . to replace retiring community leaders” (Azzam & Riggio, 2003, p. 56) who address problems that threaten a community’s success and sustainability (Williams & Wade, 2002), manage change within a community (Langone & Rohs, 1995), and assist and guide a community’s recovery from natural disasters (Berke et al., 1993). Community leadership development programs bear the responsibility of “demonstrating and quantifying the impact of leadership development investments” (Hernez-Broome & Hughes, 2004, p. 31) to stakeholders, program sponsors, and individuals to preserve program support (Rohs & Langone, 1993).

Statement of the Problem

The need for leaders in communities is increasing (Ringler, 2011) while millions of Americans are withdrawing from community affairs (Putnam, 1995), creating a gap in community leadership. Compounding the issue is the demographic shift created by declining birthrates and the retirement of baby boomers (Dychtwald et al., 2006). Many CLDPs are experiencing a decline in the number of applications or number of participants (Gentry, 2009; C. Hartley, personal communication, January 2011) creating a possible shortage of future community leaders or demise of CLDPs. The Mississippi Gulf Coast’s CLDP, LGC, experienced a 40% decline in the number of applications each of the previous two years (C. Hartley, personal communication, January 2011). While LGC met its maximum class size of 37 participants, the decline in the number of applicants for LGC is a concern to the LGC board of directors (C. Hartley, personal communication, January 2011).

Rohs and Langone (1993) assert it is essential to the survival of CLDPs to “document their effects on not only program participants but also how such effects

impact communities. Stakeholders, program sponsors, as well as participants must be able to associate what is going on in the program with concrete unambiguous results” (p. 114). Black and Earnest (2009) contend a lack of research involving the evaluation of leadership development programs and a lack of evaluation instruments exists. Further, little research is available identifying CLDP outcomes.

In response to the dearth in the literature regarding the evaluation of leadership development programs, as well as the lack of evaluation instruments to identify the post-program outcomes of a leadership development program, Black and Earnest (2009) conducted a study of an agricultural community leadership development program using an instrument developed by Black (2006). The instrument, Leadership Program Outcomes Measure (LPOM), identifies outcomes at the individual, organizational, and community levels. According to Black and Earnest (2009), “identification of these factors will assist program administrators and others as they seek to achieve excellence in these programs and to document program effects and outcomes” (p. 195). Leadership development programs perceived to have positive outcomes at the individual, organizational, and community levels are more likely to be sustainable (Meehan & Reinelt, 2007). In order to sustain programs that develop potential community leaders, program outcomes for the individual, organizational, and community level must be identified.

Given the theories that serve as the foundation for the study, the conceptual framework depicted in Figure 1 illustrates the shortage of and need for community leaders drive the need for CLDPs. Determining the program outcomes for the individual,

organizational, and community levels will assist program administrators in maintaining a sustainable CLDP capable of producing the pipeline of leaders needed in communities.

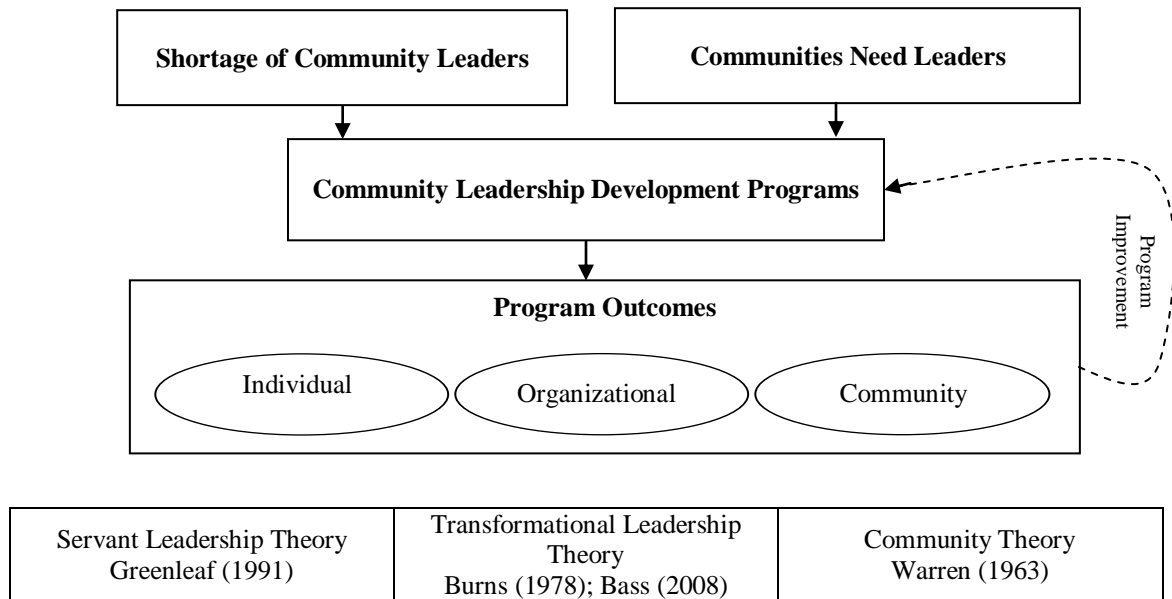


Figure 1. Conceptual Framework

Purpose of the Study

The purpose of the study is to determine the individual, organizational, and community level outcomes of a CLDP as perceived by the CLDP alumni. Determining the CLDP outcomes on the individual, organizational, and community levels allows stakeholders of the CLDP to ascertain improvements to the program, make the adjustments, and discuss the outcomes (Black & Earnest, 2009). This process, according to Black and Earnest (2009), assists the program stakeholders in their quest to achieve excellence in their CLDP. According to Meehan and Reinelt (2007), leadership development programs perceived to have positive outcomes at the individual, organizational, and community levels are more likely to be sustainable.

Research Objectives

The study seeks to:

1. Describe LGC alumni socio-demographic characteristics: year of participation in LGC, gender, age, education level, and alumni membership status.
2. Determine LGC alumni perceptions of the individual level outcomes associated with participation in the LGC program as measured by a researcher-designed scale.
3. Determine LGC alumni perceptions of the organizational level outcomes associated with participation in the LGC program as measured by a researcher-designed scale.
4. Determine LGC alumni perceptions of the community level outcomes associated with participation in the LGC program as measured by a researcher-designed scale.
5. Determine if a relationship exists between the individual, organizational, and community level outcome scores and each of the following socio-demographic characteristics: year of participation in LGC, gender, age, education level, and alumni membership status.

Determining program outcomes is considered a critical factor in the MSGCCC's ability to sustain a community leadership program that provides a continuous pipeline of Gulf Coast community leaders.

Significance of the Study

Community leaders are essential to a community's success and sustainability (Williams & Wade, 2002). Community leaders, according to Langone and Rohs (1995), manage change due to shifting demographics, technological advances, social transformations, and unstable resource allocations within their towns and cities. Natural disasters, such as hurricanes, tornadoes, floods, and earthquakes, bring changes to

communities and Berke et al. (1993) state that community leaders assist and guide a community's recovery from natural disasters. Tan (2009) asserts community leaders are essential not only during the recovery period following a natural disaster, but during the planning stage as well. The Mississippi Gulf Coast is susceptible to natural disasters and maintaining a pipeline of leaders is important to maintaining the quality of life the Mississippi Gulf Coast enjoys (C. Hartley, personal communication, January 2011).

Determining perceived outcomes of LGC at the individual, organizational, and community levels by program alumni will assist LGC program administrators and others as they seek to achieve excellence in the LGC program and will provide documentation of the program's effects and outcomes (Black & Earnest, 2009). This documentation may provide the kind of accountability Rohs and Langone (1993) deem necessary to preserve program support.

Also of significance, Black and Earnest (2009) cite a "lack of research evaluating the outcomes of leadership development programs and . . . lack of a suitable evaluation instrument" (p. 184). This deficiency led Black (2006) to develop a comprehensive post-program evaluation instrument called the Leadership Program Outcomes Measure (LPOM). Black and Earnest (2009) conducted a study using the LPOM to measure program outcomes on the individual, organizational, and community levels. According to Black and Earnest, one of the next steps "needed for further scale validation is to administer the LPOM to several other leadership programs. . . . This step will also serve to increase the sample size, which will assist in further evaluation of the scales" (p. 194). This study will assist Black and Earnest in seeking further scale validation and evaluation of the scales. By furthering scale validation and evaluating the scales, the possibility

exists that the LPOM can become the instrument by which CLDPs evaluate outcomes for program sustainability and support.

Limitations of the Study

Swanson and Holton (2005) refer to targeting a particular group of sample members as purposive sampling and declare, “purposive sampling can be an obvious source of bias” (p. 52). The population focus in this study targets a particular group; therefore, a limitation of this study includes bias by the alumni and the population under consideration.

This study limits its survey distribution to alumni from the LGC classes of 2005 – 2006 through 2009 – 2010. The destruction of electronic and paper documentation regarding LGC participants prior to the 2005 – 2006 class occurred on August 29, 2005 during Hurricane Katrina (C. Hartley, personal communication, October 2010). Alumni change of contact information not reported to the MSGCCC will further narrow the sample size.

Delimitations of the Study

The Mississippi Gulf Coast experienced the worst natural disaster when Hurricane Katrina made landfall on August 29, 2005. The role of community leaders following natural disasters is essential to “define goals, control resources, and direct redevelopment initiatives” (Berke et al., 1993, p. 93) and to “collaborate with other individuals and groups to solve community based problems” (Bono, et al., 2010, p. 326). While many stakeholders within a community may have an interest in the outcomes of a CLDP, the researcher chose to include only the perspective of CLDP past participants.

Definition of Terms

1. *Individual level* – “the space in which the most direct benefits of a leadership development program occur – the space occupied by the individuals currently participating in the program” (Grove, Kibel, & Haas, 2005, p. 8)
2. *Organizational level* – “agencies, departments, programs, teams, alliances, or other structured groups of persons organized for a particular purpose where program participants and graduates are affiliated, and might be expected to apply their newly acquired leadership skills and perspectives” (Grove et al., 2005, p. 8)
3. *Community level* – “the community where the program participants have influence either individually, directly, or indirectly through the organizations with which they work or are affiliated” (Black & Earnest, 2009, p. 193)

Summary

The increasing need for community leaders (Berke et al., 1993; Langone & Rohs, 1995; Ringler, 2011; Tan, 2009; Williams & Wade, 2002) combined with the 9.7 million shortfall in the workforce (Reester, 2008) and the withdrawal of millions of Americans “from the affairs of their communities” (Putnam, 1995, p. 68) creates a deficit in the succession pipeline of community leaders (Azzam & Riggio, 2003). Chambers of commerce sponsor approximately two-thirds of the country’s community leadership development programs (Wituk et al., 2003) to provide communities with leaders capable of addressing barriers to a community’s success and sustainability (Williams & Wade, 2002), managing and directing change in their towns and cities (Langone & Rohs, 1995), and defining goals, controlling resources, and directing redevelopment initiatives after natural disasters (Berke et al., 1993).

Some CLDPs, including the MSGCCC sponsored CLDP, LGC, are experiencing a decline in the number of applicants (Gentry, 2009; C. Hartley, personal communication, January 2011). According to Black and Earnest (2009), there is a “lack of research evaluating the outcomes of leadership development programs” (p. 184). No evaluation of the outcomes from participation in LGC has occurred over the life of the LGC program (C. Hartley, personal communication, October 2010). Determining the LGC alumni’s perceived individual, organizational, and community level outcomes will assist LGC program administrators and others as they seek to create a pipeline of community leaders, provide documentation of the program’s effects and outcomes (Black & Earnest, 2009), and provide the kind of accountability Rohs and Langone (1993) deem necessary to preserve program support.

CHAPTER II

LITERATURE REVIEW

Introduction

The purpose of this study is to determine the outcomes of LGC on the individual, organizational, and community levels as perceived by LGC alumni. The study will additionally expand the body of knowledge in the area of community leadership development programs; specifically, the perceived outcomes of a community leadership development program (CLDP) by alumni. The information collected will allow the LGC developers to discuss perceived outcomes and determine if program improvements through content and/or delivery (Black & Earnest, 2009) are necessary to “keep the cycle of community leaders going” (C. Hartley, personal communication, January 2011).

The Literature Review begins by examining what leadership is and who leaders are. Leadership theories examine the abilities, personality characteristics, performance, behaviors, values, beliefs, and contributions of leaders. An examination of the debate as to whether leadership attributes are innate or can be developed is reviewed. Subscribing to the belief that leaders are capable of being developed, the elements that contribute to the development of leaders and the programs through which leaders are developed are explored.

The 21st century brings the focus of leadership into communities (Conger, 1993; Sandmann & Vandenberg, 1995), thereby creating the need for CLDPs. The economy is such that employers are slashing their budgets, and many companies are not able to fund the tuition required to participate in community leadership development programs (Gentry, 2009); the efficacy of leadership training programs cannot be taken for granted

(Sogunro, 1997). Employers must see value in sponsoring an employee in a CLDP placing a strong emphasis on program sponsors to produce evidence supporting the value of the CLDP.

Dr. Elizabeth Bolton (2005), professor at The University of Florida, states citizens must participate in CLDPs “as individuals or as members of organizations and institutions” (p. 3) to strengthen communities. The role of community leaders is vital in addressing problems that threaten a community’s success and sustainability (Williams & Wade, 2002); for example, managing and directing change, and planning and recovering from natural disasters. The social networks created through participation in a CLDP lead to strong links to decision-makers in the public and private sector (Rubin, 1985) which provides the opportunity to contribute to local decisions (Berke et al., 1993). Community leaders can “define goals, control resources, and direct redevelopment initiatives with long term economic and social benefits” (Berke et al., 1993, p. 93). The Mississippi Gulf Coast is still in the recovery phase after Hurricane Katrina, and the need to keep leaders engaged in the community to carry on the quality of life the Mississippi Gulf Coast enjoys is a great concern (C. Hartley, personal communication, January 2011).

Leaders and Leadership

The word *leader* appeared in the English language as early as the year 1300, according to the 1933 edition of the *Oxford English Dictionary* (as cited in Bass, 2008). The term *leadership* is a recent addition to the English language (Radler, 2007); the word leadership appears in the first half of the nineteenth century in writings about the political influence and control of the British Parliament (Bass, 2008). The study of leadership

originates with Aristotle (Northouse, 2010). The need for leaders and leadership originates in the Old Testament, ancient China, and 16th century Italy (Safferstone, 2005).

A review of the literature on leaders results in numerous scholarly journal articles detailing the necessary behaviors, characteristics, practices, and competencies to be an effective leader. Defining leader proves to be a challenge as many researchers, authors, and scholars approach the definition with an emphasis on the field from which they practice. Winston and Patterson (2006), dean and associate professor of the School of Global Leadership and Entrepreneurship at Regent University, respectively, conducted a study of the definition of leadership and found 90 leadership variables. The following definition, proposed by Winston and Patterson describes an integrative definition of leadership in terms of a leader based upon the 90 variables:

A leader is one or more people who selects, equips, trains, and influences one or more follower(s) who have diverse gifts, abilities, and skills and focuses the follower(s) to the organization's mission and objectives causing the follower(s) to willingly and enthusiastically expend spiritual, emotional, and physical energy in a concerted coordinated effort to achieve the organizational mission and objectives. (p. 7)

Eben Mumford's 1909 dissertation on *The Origins of Leadership* defines leadership as "the pre-eminence of one or a few individuals in a group in the process of control of societal phenomena" (p. 6). In 2010, Northouse defines leadership as "a process whereby an individual influences a group of individuals to achieve a common goal" (p.3). While these two definitions are very similar in context, Stogdill (1974), after a comprehensive review of the literature on leadership, concludes there are almost as

many definitions of leadership as people endeavoring to define the concept. Yukl (1989) notes most definitions of leadership involved an influence process yet had little else in common. However, Bass (2008) notes that in 1994, 84 social scientists from 56 countries met in Canada and agreed to the following definition: “leadership was the ability to influence, motivate, and enable others to contribute to the effectiveness and success of the organizations of which they are members” (p.23).

Leadership Theories

Theories of leadership evolve in response to eras. The abilities, personality characteristics, performance, behaviors, values, beliefs, and contributions are examined and theories are developed or altered. The social scientific study of leadership theories began in the 1930s (House & Aditya, 1997) and continues today. Following is an examination of theories through the differing eras.

Trait Theory

According to Bass (2008), until the late 1940s, theories of leadership focus on abilities and personality characteristics of leaders. Van Wart (2003) expands this period into the *great man* era (pre-1900) and *trait* era (1900-1948). During the great man era, emphasis is on the emergence of great figures with a significant effect on society such as Napoleon, George Washington, or Martin Luther (Van Wart, 2003). The great man theory asserts “leadership qualities are inherited, especially by people from the upper class” (Kirkpatrick & Locke, 1991, p. 48). Thus, leaders are born, not made. The trait era’s emphasis is on the individual traits and skills that leaders bring to all leadership tasks (Van Wart, 2003). Trait theory emerges early in the 20th century with leadership research attempting to show that leaders possess some intrinsic quality or characteristic

that distinguishes them from followers (Jago, 1982). The research concentrates on “the measurement and quantification of leadership traits and the relationship between such traits and criteria of leader effectiveness” (Jago, 1982, p. 317). The trait theory contends leaders’ abilities, motives, and patterns of behavior are different from non-leaders (Kirkpatrick & Locke, 1991).

The trait view is questioned when Stogdill (1974) finds conflicting results between leadership traits and performance. Stogdill (1948) concludes, “a person does not become a leader by virtue of the possession of some combination of traits” (p. 64). Stogdill’s conclusion leads theorists to claim the realization of desired results is a function of “*fit or match* between a leader’s traits, style, and orientation and follower maturity and situational challenges” (Avolio, 2007, p. 26). The emergence of contingency theories results from Stogdill’s conclusion (Avolio, 2007).

Contingency Theory

The *contingency* era begins in 1948, continues through the 1980’s, and shifts the focus from traits and skills to behaviors (Van Wart, 2003). Contingency theories address the interaction between the leader’s traits, the leader’s behaviors, and the situation in which the leader exists (Horner, 1997). Contingency theory provides the framework for effectively matching the leader and the situation (Northouse, 2010). According to Northouse (2010), the most widely recognized contingency theory of this era is Fiedler’s theory. Fiedler’s theory, according to Bass (2008), emphasizes placing the leader in the situation for which he or she is best suited. Bass explains Fiedler’s theory as:

Task oriented people should be selected to lead in situations that are very favorable or unfavorable to the leaders; relations-oriented people should be

selected to lead in situations that are neither very high nor very low in favorability. Otherwise, leaders needed to learn how to change a situation to match their orientation. (p. 62)

Similar to Fiedler's contingency theory is Hersey-Blanchard's situational leadership theory. The premise of the situational leadership theory is different situations call for different types of leader action (Ardichvili & Manderscheid, 2008). While both Fiedler's and Hersey-Blanchard's theories are based on situations, the difference lies in Fiedler's underlying assumption that leadership style is hard to change, the Hersey-Blanchard situational leadership model suggests that successful leaders adjust their styles. Ardichvili and Manderscheid (2008) believe situational leadership is popular due to its ease of understanding and application.

Servant Leadership Theory

Social sensitivities in the 1960s and 1970s influence a *servant* leadership era that begins in 1977 (Van Wart, 2003) and continues in popularity today (Northouse, 2010). Robert Greenleaf develops the servant leadership approach on the premise that leadership is bestowed on a person who is by nature a servant (Northouse, 2010). Greenleaf, according to Northouse (2010), posits, "a servant leader focuses on the needs of followers and helps them to become more knowledgeable, more free, more autonomous, and more like servants themselves" (p. 385).

Transformational Leadership Theory

In the 1980s, management researchers become very interested in charismatic leadership and the transformation and revitalization of organizations (Yukl, 1989); organizations that Van Wart (2003) asserts are slipping into complacency. Leadership

theories of inspiration and transformation become prominent in the 1990s and into the 21st century (Bass, 2008). Downton coins the term *transformational leadership*, according to Northouse (2010), in 1973. The emergence of transformational leadership as an integral approach to leadership begins with James MacGregor Burns (Northouse, 2010). Burns attempts to link the roles of leadership and followership as evident in the following statement: “transformational leadership is the process whereby a person engages with others and creates a connection that raises the level of motivation and morality in both the leader and the follower” (Northouse, 2010, p. 172). Yukl (1989) states that Bass builds upon Burns’ theory to describe transformational processes in organizations. *The Bass Handbook of Leadership* (2008) defines transformational leadership as a leadership theory where the leader motivates the follower to go beyond his or her own self-interests for the good of the group, organization, or society. Horner (1997) adds transformational leaders can initiate and cope with change. Yukl (1989) asserts, “transformational leadership involves influence by a leader on subordinates” (p. 269), and the effect of this influence is “to empower subordinates to participate in the process of transforming the organization” (p. 269). According to Bass (2008), the leader is a developer of people and builder of teams.

Charismatic/Inspirational Leadership Theory

Yukl (1989) discusses the emergence of charismatic leadership and Bass (2008) discusses the emergence of inspirational leadership in the 1990s. Yukl (1989) states with charismatic leadership, followers focus on the individual leader, not the leadership process; followers trust, respect, and idolize the leader. According to Bass (2008), if the followers appear drawn to the leader’s goals and purposes but not to the leader, the leader

is inspirational. A merging of Yukl's and Bass' beliefs resides in House's theory of charismatic leadership. In 1976, House publishes his theory of charismatic leadership, suggesting personality characteristics and behaviors have specific effects on followers (Northouse, 2010).

Leadership as a Process

The competitive global economy and the need to provide a more holistic approach to leadership in the 1990s, according to Van Wart (2003), brings about an era referred to as the *multifaceted* era. In this multifaceted era, the most current theory on leadership is Drath and Palus' proposed theory of leadership as a process (Horner, 1997). Leadership as a process, described by Horner (1997), is a theory "in which leaders are not seen as individuals in charge of followers, but as members of a community of practice" (p. 277). Drath and Palus (1994) define a community of practice as "people united in a common enterprise who share a history and thus certain values, beliefs, ways of talking, and ways of doing things" (p. 4). One theory of leadership as a process, according to Horner (1997), is Manz and Sims' (1991) *SuperLeadership*. Manz and Sims describe this form of leadership as one "designed to facilitate the self-leadership energy within each person" (p. 18). More aptly stated, "the most appropriate leader is one who can lead others to lead themselves" (Manz & Sims, 1991, p. 18). Organizations are experiencing a shift of responsibility to its employees or citizens over their work, thus supporting Drath and Palus' theory of leadership as a process and Manz and Sims' SuperLeadership theory (Horner, 1997).

Strategic Leadership Theory

Ireland and Hitt (2005) contend strategic leadership practices will assist organizations as they face competition in the 21st century. Contrary to Hambrick's assertion that *strategic leadership* means people at the top of an organization and *leadership* means a leader at any level of an organization (Hambrick, Cannella, & Pettigrew, 2001), Ireland and Hitt (2005) assert, "in an organizational community, strategic leadership is distributed among diverse individuals who share the responsibility to create a viable future for their firm" (p. 66). Ireland and Hitt (2005) define community as "something to which a person belongs and that belongs to no one individual" (p. 65). The individuals are thought of as citizens, not employees, who "have both responsibilities to pursue the common good and rights to receive benefits earned through its attainment" (Ireland & Hitt, 2005, p. 65). Charles Handy, a prominent business thinker, maintains many of these citizens will need to serve their communities as leaders (Ireland & Hitt, 2005). Radler (2007) attributes the change in the way leadership is viewed as a shift from the industrial paradigm to a post-industrial leadership paradigm where collaboration, power-sharing facilitation and empowerment are the main characteristics.

Current Theory

Johns and Moser (2001) state recent emphasis of leadership theory is on the contribution a leader makes to society. Leaders of organizations must leave the environment in better condition than it is found (Johns & Moser, 2001). Johns and Moser refer to Charles Hutchinson's environmental concerns of education, health care, social services, community development, and other interests that better the human condition as their definition of environment.

Summary

Leadership theories evolved from the trait perspective early in the 20th century (Jago, 1982) to the current perspective of community and the contributions a leader makes to society (Johns & Moser, 2001). The theories are reflective of the eras in which they were studied. While the trait theory limits leadership to those who possess unique characteristics, current theories on leadership posit leadership is available to everyone over time through education and experience (Northouse, 2010).

Traits of Leaders

A person must possess certain traits or competencies to emerge, succeed, or be effective as a leader (Bass, 2008). Stogdill conducts a survey of the literature in 1948 on the personal factors associated with leadership and classifies those factors under the headings of capacity, achievement, responsibility, participation, and status. The specific factors Stogdill (1948) identifies appear in Table 1. Bass (2008) identifies the traits

Table 1

Stogdill's Personal Factors Associated with Leadership

Domain	Factors
Capacity	Intelligence, alertness, verbal facility, originality, judgment
Achievement	Scholarship, knowledge, athletic accomplishments
Responsibility	Dependability, initiative, persistence, aggressiveness, self-confidence, desire to excel
Participation	Activity, sociability, cooperation, adaptability, humor
Status	Socio-economic position, popularity

associated with leadership as cognitive, social competency, emotional competency, biophysical, and character. The specific traits and competencies that are factors in leadership, as stated by Bass, appear in Table 2.

Table 2

Bass' Traits and Competencies Associated with Leadership

Domain	Traits and competencies
Cognitive	Intelligence, judgment, decisiveness, knowledge, fluency of speech, resourcefulness, technical abilities, intellectually stimulating qualities, vision, imagination, articulateness, diagnostic skills, originality, and creativity
Social competency	Social intelligence, assertiveness, cooperativeness and the ability to enlist cooperation, attractiveness, affiliativeness, nurturance, sociability, interpersonal skills, social participation, tact, diplomacy, empathy, social insight, and attributional accuracy
Emotional competency	Emotional intelligence, emotional maturity, self-confidence, self-esteem, self-efficacy, hardiness, and optimism
Biophysical	Physical fitness and stature
Character	Integrity, honesty, moral reasoning, resilience, and discipline

A comparison of the two tables of leadership traits, 60 years apart, reflects the changes occurring in the leadership eras. For example, the disappearance of status as a trait signifies the diminishing presence of the great man era. The contingency era shifts the focus from traits and skills to behaviors (Van Wart, 2003); behaviors such as nurturance, social participation, tact, and diplomacy. The personality characteristics and behaviors that have specific effects on followers (Northouse, 2010) which emerge during the transformational and charismatic era are evident in Bass' character domain.

While Stogdill's capacity domain and Bass' cognitive domain share several traits, Kotter (1990) asserts the competitive and capricious nature of business is contributing to a need to cope with change and "change always demands more leadership" (p. 4). Among the changes will be the need to increase the speed of the decision-making process (Ireland & Hitt, 2005). Therefore, the need exists for decisiveness as a leadership trait. Technical abilities, vision, imagination, originality, and creativity have become necessary traits as technology may replace labor and workers must maximize an organization's unique resources, capabilities, and core competencies (Ireland & Hitt, 2005).

Bass' social competency and emotional competency domains reflect the emergence in the 1990s of emotional intelligence. Emotional intelligence, according to Northouse (2010), regards the ability to understand emotions and apply this understanding to life's tasks. Among the traits of emotional intelligence are self-awareness, confidence, self-regulation, conscientiousness, motivation, empathy, and social skills such as communication and conflict management (Northouse, 2010). Without emotional intelligence, according to Daniel Goleman (1998), "a person can have the best training in the world, an incisive, analytical mind, and an endless supply of smart ideas, but he still won't make a great leader" (p. 2). Goleman (2000) declares leadership styles influence organizational climate and organizational climate influences financial results, results that account for one third of financial performance.

Biophysical traits are receiving much attention, as a leader must be able to cope with stressors in life to make good organizational decisions (Johns & Moser, 2001). Personal renewal and managing stress are becoming a focus for leadership development to help leaders avoid burn-out (Hernez-Broome & Hughes, 2004). Hernez-Broome and

Hughes (2004) acknowledge, “a person’s work and personal life have reciprocal effects on each other” (p. 28) and declare “individual leader effectiveness is enhanced when people manage multiple roles at home and at work” (p. 28). Hernez-Broome and Hughes add better health and exercising positively influences leadership effectiveness.

The appearance of character as one of Bass’ leadership traits is the result of ethical lapses and arrogance among senior executives in the 1990s (Hernez-Broome & Hughes, 2004). Hernez-Broome and Hughes (2004) assert the Enron and WorldCom events, among others, hastened the growing opinion that the relationship among leadership, character, and values ought to be more relevant. A Kellogg Foundation national opinion poll regarding leadership attributes reveal honesty and integrity are the most important qualities expected from leaders (Foster, 2000). Integrity is the value most looked for and admired in a superior leader according to a survey of 1500 managers conducted by Kouzes, Posner, and Schmidt (as cited in Kirkpatrick & Locke, 1991).

Leaders: Born or Made?

With regard to the traits or competencies of leaders, the question of whether, or to what degree, leaders are born versus made continues to be bantered about in the literature. In 1926, psychologist Catherine Cox wrote of her study on 301 of the most eminent men and women of history that leadership traits such as intelligence, self-confidence, and assertiveness appear in childhood. While it is agreed genes contribute to intelligence, which in turn contribute to leadership, Bass (2008) states a great deal can be done with children’s development, education, and training to make them leaders. Plato posits, “the transmission of physical and mental characteristics by heredity would not

insure the full realization of their possibilities in the individual” (as cited in Cox, 1926, p. 3).

A study, conducted by Arvey, Rotundo, Johnson, Zhang, and McGue (2006) involving identical and fraternal twins, investigates the influence of genetic factors and personality on leadership. Arvey et al. (2006) determine “while genetic influences account for a sizable portion of leadership variance, environmental factors are substantially important in determining leadership” (p. 16). Avolio, Walumbwa, and Weber (2009) reference Arvey et al.’s study and ensuing research for both sexes across cultures and state comparable outcomes. Conger (1992), in consideration of arguments on whether leaders are born or bred states, “there are indications that leadership is indeed more a matter of development and experience than of genes or family dynamics” (p. 361).

Doh (2003), while serving as assistant professor of management in the College of Commerce and Finance at Villanova University, interviewed six leading management scholars regarding the concept that leadership can be taught. The six scholars were Christopher A. Bartlett, Harvard Business School; Kim S. Cameron, University of Michigan Business School; Jay Conger, London Business School and University of Southern California, Los Angeles; Michael A. Hitt, Arizona State University; Stephen Stumpf, Villanova University; and Michael Useem, Wharton School, University of Pennsylvania. Among the questions Doh posed to the scholars were “Can leadership be learned?” (p. 57), “Can leadership be taught?” (p. 59), and “How can leadership be taught?” (p. 60). In response to the first two questions, all six scholars agree that

leadership can be learned, as well as taught (Doh, 2003). Cameron asserts if leadership cannot be taught or learned,

That means we should change entirely our research and teaching emphasis in universities. We should begin to focus on finding the genetic code that is associated with leadership. Forget theory. Forget models. Forget correlations and predictors. Forget qualitative investigations of great leaders. Close down *Fortune* and *Business Week* and all the leadership journals. Eliminate training and development departments in most companies. (as cited in Doh, 2003, p. 59)

In response to the third question, “How can leadership be taught?,” most of the scholars state highly practical education programs that include training or coaching from practitioners and such programs “must be tailored to the particular needs, attitudes and circumstances of the students” (Doh, 2003, p. 60). Organizations construct the processes, practices, activities, and roles to develop leaders through a leader development system (McCauley, Kanaga, & Lafferty, 2010). Bass (2008) adds the leadership responsibilities must drive the trainees’ and students’ leadership training and education.

Leadership Development

Day (2000) contends that although the literature between leader development and leadership development are comparable and overlap, many differences exist. Day states leadership is traditionally thought of as an individual-level skill. Although important to the success of organizations, Olivares, Peterson, and Hess (2007) posit individual-based leader development is not adequate. Radler (2007) agrees stating, “leader development is no longer sufficient for the 21st century” (p. 87). Leadership requires individual development that is “integrated and understood in the context of others, social systems,

and organizational strategies, missions, and goals” (Olivares et al., 2007, p. 79).

Regarding the future of leadership development, Riggio (2008) asserts, “leadership development needs to focus more broadly, beyond the leader-centric approach, to the shared leadership capacity of organizational members” (p. 386).

Leader development is viewed as one aspect of the leadership development process (McCauley, Van Velsor, & Ruderman, 2010). McCauley, Van Velsor, et al. (2010) define leader development as “the expansion of a person’s capacity to be effective in leadership roles and processes” (p. 2) and leadership development as the “expansion of a collective’s capacity to produce direction, alignment, and commitment” (p. 20). This is similar to Day’s (2000) assertion of leadership development as an integration strategy. Integration strategy, according to Day, is helping people understand how to relate to others, coordinating their efforts, building commitments, and developing extended social networks. Day’s addition of developing extended social networks comports with his assertion that leader development enhances human capital, while leadership development stresses the creation of social capital in organizations.

Hitt and Ireland (2002) declare the leadership needed in 21st century organizations involves building resources and capabilities within the organization. Resources and capabilities Hitt and Ireland (2002) identify as human capital and social capital. Human capital is the organization's compilation of valuable knowledge and skills and social capital provides access to critical resources (Hitt & Ireland, 2002). According to Day (2000), leader development is a result of purposeful investment in human capital (individual-based knowledge, skills, and abilities) and leadership development is building networked relationships that create organizational value. Human capital and social capital

are significant contributors to the attainment of a competitive advantage (Hitt & Ireland, 2002).

The American Society for Training and Development (ASTD) estimates that U.S. organizations spent over \$134 billion on employee learning and development in 2008 (Paradise & Patel, 2009). Leadership development receives the largest portion of most organization's training and development budget (Rivera & Paradise, 2006) and accounts for approximately \$50 billion a year (Raelin, 2004). According to ASTD (Paradise & Patel, 2009), both the private and public sectors are enduring some of the most difficult economic times in recent history; however, organizations realize leadership matters (Lamoureux & O'Leonard, 2009), and business leaders understand that a continuing financial and operational commitment is required to leverage human capital to the fullest. Riggio (2008) adds that leaders believe "leadership development is important and worth the investment of resources" (p. 384) and posits, "leadership development works" (p. 384).

Leadership Development Programs

Because the business world is more competitive and volatile and major changes are necessary to survive, successful corporations must actively seek out people with leadership potential and expose them to career experiences designed to develop that potential (Kotter, 1990). Riggio (2008) states the general models of employee training and development apply to leadership development. An analysis of leader developmental needs, in conjunction with the organization's mission and strategic vision, drives the leadership development program (Riggio, 2008). Competency models are at the center of the design of leadership development activities (Thomas & Carnall, 2008). Conger and

Ready (2003) add, “leadership competency models form the basis for professional development in many organizations” (p. 42). However, the perception regarding competency models is that relevance and transfer back to the organization is lacking (Thomas & Carnall, 2008). Action learning projects, according to Thomas and Carnall (2008), address the relevance and transfer back to the organization, yet the action learning projects make rare use of the competency models. Thomas and Carnall additionally state competency models emphasize competence strengths and weaknesses at a given point in time, though leaders of the future will require different skills, behaviors, and insights (Conger & Ready, 2003). Hollenbeck and McCall, in Hollenbeck, McCall, and Silzer’s 2006 journal article, Leadership Competency Models, contend competency models are useful for lower-level jobs where the correlation between characteristics, behaviors, and results is high; however, the higher the level of job, the linkage of characteristics, behaviors, and results weakens. Conger and Ready (2003) agree with this position stating, “a universal model fails to recognize that leadership requirements vary by level, culture, and situation” (p. 45).

According to McCauley, Kanaga, et al. (2010), leadership development programs serve three purposes: performance improvement, succession management, and organizational change. Performance improvement, as declared by McCauley et al. (2010), includes assisting leaders to transition successfully to a new job, conveying the organization’s values and increasing the leader’s efficacy in realizing the values, and engaging leaders in self-improvement. The demographic shift produced by declining birthrates, increasing longevity, and approaching retirement of baby boomers creates a shortfall in the workforce (Dychtwald et al., 2006). Therefore, preparation of bench

strength and creation of a pipeline of leaders through leadership development programs will facilitate succession management (McCauley, Kanaga, et al., 2010). As organizations experience change through acquisitions, emerging markets, innovation, and globalization, they must adapt and reshape themselves to remain competitive. The new leader behaviors and skills that arise will require leadership development (McCauley, Kanaga, et al., 2010).

Leadership development programs come in many different forms. In a survey of leadership training programs Conger (1993) identifies four principal types of leadership development programs: simple skill-building exercises, concepts, outdoor adventures, and feedback. According to Conger (1993), skill-building exercises encompass decision making and communications skills; distinguishing leaders from managers make up the concepts realm; building teamwork and experimenting with risk-taking are given as examples of outdoor adventures; and feedback is learning how one ranks on a set of leadership dimensions. Conger argues these types of leadership development have been useful in the past; however, the magnitude of current changes will demand newer forms of leadership and changes in the approaches to developing leaders. Riggio (2008) insists leadership development programs “*must get better*” (p. 390). Sandmann and Vandenberg (1995) assert leadership development for the 21st century is holistic, meaning groups or organizations are at the heart of leadership development. Conger supports this assertion by declaring the most important competency for the future is community building. Finding leaders who will serve as holistic community builders will be “an exercise in selecting and encouraging those who already are” (Conger, 1993, p. 56).

Communities in Need

Communities rely on leaders to address problems that threaten subsistence (Williams & Wade, 2002). As towns and cities experience shifting demographics, technological advances, social transformations, and unstable resource allocations, leaders are needed to help manage and guide the change (Langone & Rohs, 1995). The Mississippi Gulf Coast is a region highly susceptible to natural disasters and experiences several of these changes as a result. Communities recovering from natural disasters also create an immense challenge for local officials (Berke et al., 1993). The reestablishment of housing, public services, and local businesses are essential in restoring the local economy (Berke et al., 1993). However, as Rubin (1985) suggests, “local officials experience a major disaster infrequently; consequently, they are relatively inexperienced in dealing with disasters” (pp. 15-16), and even “during normal times, local officials tend to be less concerned over disasters as a public policy issue” (p. 16). Berke et al. (1993) posit, “the community can assume the role of active participants, rather than helpless victims. Local people can define goals, control resources, and direct redevelopment initiatives with long term economic and social benefits” (p. 93). Berke et al. further assert communities in which local citizens and organizations relate in an egalitarian manner possess a “tightly knit social network among local organizations” (p. 100) which provides citizens the opportunity to contribute to local decisions. Berke et al.’s (1993) assertion supports Rubin’s (1985) observation that frequent communication and networking leads to strong links to decision makers in the public and private sectors.

Warren’s (1963) community theory identifies these social network relationships and linkages as vertical and horizontal patterns within communities. A community’s

vertical pattern is a community's ties to the larger society and culture, and a community's horizontal pattern is the relation of local units to each other (Warren, 1963). According to Berke et al. (1993), a community with a high level of vertical integration enjoys "a relatively large number of ties with larger political, social, and economic institutions" (p. 101), which allow for greater access to resources available to the community. Conversely, Berke et al. state a low level of vertical integration leads to a reduction in the appropriateness of external programs meeting local needs. A community with a high level of horizontal integration possesses a strong social network among local associations which enables the community to "define and communicate their needs, mediate disagreements and participate in local organized decision making" (Berke et al., 1993, p. 100). On the contrary, a community with a low level of horizontal integration "lacks the ability to act with collective unity to solve local problems" (Berke et al., 1993, p. 100). Therefore, Berke et al. posit a community with a high level of horizontal and vertical integration is "ideally suited for an effective recovery effort" (p. 101).

While the need for leaders within the community is great, Putnam (1995) finds millions of Americans "have withdrawn from the affairs of their communities" (p. 68). Ringler (2011) adds, "citizen involvement in leadership efforts is decreasing and the need to identify, train, and transform leaders who can fulfill leadership roles in the community is increasing" (p. 171). In addition to the deterioration of citizens participating within their communities, Dychtwald et al. (2006) declare declining birthrates and the approaching retirement of baby boomers are creating a shortfall in the workforce, a shortfall estimated by Reester (2008) at 9.7 million workers. Without leaders, communities will find themselves unable to meet local needs and solve local problems.

Community Leadership Development Programs

Bono et al. (2010) assert, “community leadership programs exist for the purpose of developing active and informed citizen leaders who can collaborate with other individuals and groups to solve community-based problems” (p. 326). The role of community leaders in disaster recovery planning is critical, as they have a vested concern in the community (Tan, 2009).

The National Extension Task Force on Community Leadership (1989) articulates a definition for community leadership and program development:

Community leadership is that which involves influence, power, and input into public decision-making over one or more spheres of activity. The spheres of activity may include an organization, an area of interest, an institution, a town, county or a region. Leadership capacity extends beyond the skills necessary to maintain a social service and/or activities organization. The leadership skills include those necessary for public decision-making, policy development, program implementation, and organizational maintenance. (pp. 52-53)

This definition, according to Langone (1992), assistant professor at University of Georgia-Athens, indicates “the need for application of skills through involvement in local decision-making and action toward community goals” (p.23). Sandmann and Vandenberg (1995), in discussing the new leadership philosophy in the mid-1990s, declare three themes emerge: shared leadership, leadership as relationship, and leadership in community, all supporting Langone’s statement. Shared leadership, much like Ireland and Hitt’s (2005) assertion that leadership is distributed among individuals who share responsibility, assumes that everyone possesses leadership qualities that can be utilized

when working with others on central issues. Leadership as relationship pertains to a network of relationships built on empowerment, participation, partnership, and service, and supports Radler's (2007) post-industrial leadership paradigm and Pigg's (1999) declaration that developing community leadership needs to focus more on relationships and less on individuals. Leadership in community "envisions community as the conceptual setting in which the leadership relationship takes place" (Sandmann & Vandenberg, 1995, Introduction section, para. 4).

According to Moore (1988), the earliest known leadership program began in 1959 in Philadelphia, Pennsylvania in response to a desire to expand participation in community leadership. Fredricks (1999) asserts a plane crash carrying most of Atlanta's young leaders left a void of leadership within the Atlanta community, thereby creating the need for a leadership program to fill the vacant leadership roles. Many communities, Azzam and Riggio (2003) report, are finding it difficult "to locate capable leaders to assume responsibility and help guide the community, and to replace retiring community leaders" (p. 56). Lindeman, in 1921, similarly stated, "the same personnel, with only minor exceptions, is used in nearly all of the agencies and institutions of the community. . . . How can the community safeguard itself from depleting its leadership?" (p. 114). In Georgia, through a local needs assessment, communities identify a dire need for leadership development to help develop or expand the leadership base in counties and to provide local leaders with the expertise to manage and direct change in their towns and cities (Langone & Rohs, 1995). In a review of literature, Langone and Rohs' (1995) reveal this need is echoed throughout the South. For these reasons, the need to develop community leaders exists. Lindeman (1921) states, "when social institutions are more

definitely related to the community by means of community organization, we shall have greatly increased resources of leadership” (p. 116). The development of community leaders will allow communities to sustain “active, involved, and dedicated citizenry” (Langone & Rohs, 1995, p. 265) who “are better able to address the problems that threaten their success and sustainability” (Williams & Wade, 2002, p. 62).

Community leadership programs are the most common approach to leadership development in the United States, with more than two-thirds sponsored through chambers of commerce (Wituk et al., 2003). Bass (2008) claims community leadership programs are “sparked by a national effort of the U.S. Chamber of Commerce to furnish cross-fertilization education and training grounded in workshops for prospective leaders from a single community” (p. 1117). Langone and Rohs (1995) claim, “extensive resources and effort have been devoted nationwide to community leadership development” (p. 253). Wituk et al. (2003) find community leadership programs traditionally provide program participants with information about local history, community strengths and needs, and networking opportunities with other program participants and community and business leaders, networking opportunities that benefit the community and the development of the community (Bass, 2008). The information assists future leaders “to foster an understanding of the events, people, and organizational entities that shape a community” (Azzam & Riggio, 2003, p. 55).

“More and more, corporations are being challenged to meet their social obligations and to fulfill their citizenship duties,” according to Loza (2004, p. 298). Johns and Moser (2001) similarly state the recent emphasis of leadership theory is on the contribution a leader makes to society. Companies recognize they are not independent of

society and have a social responsibility to the well-being of that society, social responsibility that extends to a diverse group of stakeholders, not just shareholders (Loza, 2004). According to Loza, the expanding social role of companies contributes to the continuation of their health and growth. One of the most evident facets of a company's social responsibility agenda is community investment in the form of cross-sectoral partnerships (Moon, 2001). These partnerships facilitate corporate citizenship and generate social capital (Moon, 2001), which provides access to critical resources (Hitt & Ireland, 2002). Community involvement, Loza (2004) asserts, expands the definition of good corporate citizenship to include contributing money, time, products, services, leadership or other resources to the community in which the company operates. These resources, according to Loza, principally meet the social and economic needs in the community and reinforce the link between business objectives and the life of the community. While community involvement is essential to many organizations, corporate leadership organizations find they have less time to devote to civic causes (Hanson, Wolman, Connolly, & Pearson, 2006). In a study on corporate citizenship, Hanson et al. (2006) find several organizations merge with the regional chambers of commerce "to create a comprehensive and coordinated business voice and effort" (p. 19).

Community service, or involvement, is not a new concept. Lindeman writes about his study on community leadership in his 1921 book, *The Community: An Introduction to the Study of Community Leadership and Organization*. Lindeman (1921) examines the varying definitions of a community from a geographic, political, social, economic, and psychological perspective and postulates,

An ideal community should furnish to its human constituents:

1. *Order*, or security of life and property through the medium of an efficient government.
2. *Economic well-being*, or security of income through an efficient system of productive industry.
3. *Physical well-being*, or health and sanitation through public health agencies.
4. *Constructive use of leisure time*, or recreation through organized and directed play.
5. *Ethical standards*, or a system of morality supported by the organized community.
6. *Intellectual diffusion*, or education through free and public institutions within the reach of all.
7. *Free avenues of expression*, or means by which all the elements of the community might freely express themselves; free newspapers and public forums.
8. *Democratic forms of organization*, or community-wide organization through which the entire community might express its thought and see that its will is done.
9. *Spiritual motivation*, or religious associations which might diffuse throughout all forms of community organization the religious or spiritual motive. (p. 14)

Lindeman (1921) additionally postulates a community is comprised of component groups and constituent groups. Component groups are families and constituent groups are voluntary organizations that carry on a particular activity or achieve a particular end.

Together, these groups include family, neighborhood, play, school, church, work, and service. The service groups are church clubs, merchant and manufacturer associations, Rotary Clubs, Kiwanis Clubs, and Chambers of Commerce. In 1921, Lindeman wrote, “the modern Chamber of Commerce . . . is developing along other than purely economic lines. It has committees or bureaus which deal with civic and social problems, and frequently it is the nucleus for purely social agencies” (p. 93). The current mission statement of the U.S. Chamber of Commerce, “to advance human progress through an economic, political and social system based on individual freedom, incentive, initiative, opportunity, and responsibility” (U.S. Chamber of Commerce, n.d.), echoes Lindeman’s 1921 observation. Lindeman further states, “Chambers of Commerce consciously organize to secure representation of the commercial, financial and manufacturing groups of a community. . . . and through this inter-relation there must come a definite relation between the groups and the total community population” (p. 175).

Leadership Gulf Coast

In 1988, a concern that the Mississippi Gulf Coast needed to create a pipeline of “strong, community-committed people who would take on leadership responsibilities from those who had been serving for a number of years” (Mississippi Gulf Coast Chamber of Commerce, n.d. a, para. 1) led a group of community leaders from the Mississippi Gulf Coast Chamber of Commerce (MSGCCC) on a quest for a program “which would offer developmental opportunities to current and future community leaders” (MSGCCC, n.d. a, para. 1). The group realized the “supply of individuals who possessed the knowledge, understanding, commitment and courage to assume leadership responsibilities was limited” (MSGCCC, n.d. a, para. 1), thereby reducing the Mississippi

Gulf Coast's human and social capital. If a community experiences a decline in social capital, the community becomes at risk for a host of challenges (Wituk, Ealey, Clark, Heiny, & Meissen, 2005). Community leaders are able to increase a community's social capital by bringing people together (Wituk et al., 2005). According to the MSGCCC (n.d. a) website, the objective of the local program should

ultimately be designed to sensitize our current and potential leaders to the real problems and opportunities in our community, teaching them to consider an array of options in finding solutions and helping them to know each other well, developing a network of relationships that would provide clear communication between and among all segments of our society. (para. 2)

Leadership Gulf Coast (LGC) is the product of this concern, and in 1990 LGC became a program of the MSGCCC (MSGCCC, n.d. a).

LGC's intention is to prepare the Mississippi Gulf Coast's current and prospective leaders for the future (MSGCCC, n.d. b). The program's goal, according to the MSGCCC website is to "understand real problems and opportunities in our community, and to create a communication network between present and emerging leaders dedicated to the improvement of the Mississippi Gulf Coast" (MSGCCC, n.d. c, para. 1). LGC's goal comports with Loza's (2004) statement that "the goal of business-community partnerships is to help build the capacity of communities and to provide greater opportunities for active participation in the social and economic arena" (p. 308). The purposes of LGC, as declared in Article II-Purpose of the by-laws of LGC (2005), are

1. To identify and help develop the community leadership of the Gulf Coast

2. To provide educational, networking, and relationship building opportunities for potential new leaders
3. To maintain a pool of current and potential community leaders who
 1. Are prepared to serve in various community capacities
 2. Are knowledgeable of key aspects of community life
 3. Are sensitive to the problems, opportunities, resources, strengths, and weaknesses of the community
 4. Have built communication and relationship networks with other leaders to provide clear communication between all segments of society
 5. Routinely communicate with each other regarding key issues that affect the community
4. To intermingle potential, emerging and present leaders of all the various Coast strata
5. To introduce potential leaders to present leaders and encourage discussion and debate
6. To provide the opportunity to acquire knowledge, experience and decision-making skills for leadership effectiveness
7. To develop the talent and tap the energies of the Gulf Coast's present and future leaders
8. To increase participant's capabilities to influence decision-making of public and private institutions
9. To provide a clearinghouse for community service

10. To develop a network of informed, committed and qualified leaders
11. To equip emerging leaders with a broader understanding of the problems, opportunities and resources in the Mississippi Gulf Coast area
12. To expand the pool of community leaders
13. To instill in participants an understanding of the issues facing the Mississippi Gulf Coast area
14. To identify individuals with leadership qualities and a concern for the Mississippi Gulf Coast's future
15. To open communication among various segments of the community
16. To enlist the unqualified interest and financial support of the present upper echelon Coast leaders
17. To replenish the present community leadership base by identifying, recruiting, motivating, and training potential volunteer leaders (Section 12, pp. 1-2)

The LGC program is a 12-month program that begins June 1st and ends May 31st of the following calendar year (MSGCCC, n.d. b). The nomination of candidates occurs in late May by organizations, employers, or individuals, and nominees must complete a detailed application (MSGCCC, n.d. b). According to Article XII-Selection/Participation of the by-laws of LGC (2005)

Section 1. The Selection Committee, including its chairperson and co-chairperson, will remain completely anonymous, except and known only to the chairperson and chairperson-elect of the Board of Trustees of Leadership Gulf Coast.

Section 2. Each class will consist of a maximum of 37 people representative of the business and professional community and the various segments of the community at large.

Section 3. To qualify, an applicant must live, work, or have significant influence and interest in Harrison County at the time the application is filed.

Section 4. Each year's class shall be selected to reflect diversity of backgrounds, occupations and forms of community involvements.

Section 5. Applicants shall be evaluated on the basis of their written application.

Section 6. The Selection Committee shall present to the chairperson or chairperson-elect of the Leadership Gulf Coast Board of Trustees a recommendation of no more than 37 proposed applicants, alternates and all other applicants for approval. (Section 12, pp. 6-7)

Once selected, participants must pay a tuition fee of \$1,325. LGC begins in August with a breakfast, followed by an overnight retreat in September. Seven one-day sessions featuring experts from military, government, human needs and health services, economic structure of the Mississippi Gulf Coast, human relations, education, and quality of life are held October through May. These sessions closely resemble Lindeman's (1921) elements of an ideal community. LGC concludes with an overnight retreat in May and graduation. As stated on MSGCCC's website under Leadership Gulf Coast History, "upon graduation, alumni are charged with 'utilizing their capabilities and progress into higher positions of authority in our community'" (MSGCCC, n.d. a, para. 2). The program sessions and focus appear in Table 3.

Table 3

Leadership Gulf Coast Program Sessions

Session	Focus
Get-Acquainted Breakfast	This will be the first gathering of the Leadership Gulf Coast Class. An overview of the year's program will be presented. In addition, class members will have an opportunity to visit with each other in an informal setting.
Opening Retreat	This overnight retreat serves as an introduction to the year's program, to various leadership techniques, and to the purpose and operation of LGC study groups. Through a series of group exercises, participants will explore interpersonal feelings and other aspects of face-to-face communication in order to develop strategies for more effective leadership.
Military	This session will provide insight into the role and impact of the military installations along the Gulf Coast.
Government	This issue will explore the ever-changing climate of local and state government. Participants will address problems, frustrations and concerns with our legislative process.
Human Needs & Health Services	Participants will identify and recognize areas of need and focus on health care and social service facilities and programs. This program will examine current human needs and problems on the Gulf Coast.
Economic Structure Of The Coast	A review of our economic base will provide insight into the business profile of the Gulf Coast. Participants will review the role of business, industry, and employment in the Gulf Coast community.
Human Relations	This session is designed to give participants an opportunity to understand and explore intercultural relationships. Participants will examine their own attitudes and learn to communicate more effectively.
Education	This session will focus on education from preschool through college graduation and beyond. Educational resources on the Mississippi Gulf Coast will be discussed and explored.
Quality Of Life	The tangible and intangible ingredients of quality living will be explored and researched. What characteristics make the Mississippi Gulf Coast worthwhile and attractive? What avenues of involvement are available for participants? How does quality of

Table 3 (continued).

Session	Focus
	life and economic growth relate? This program will challenge participants to plan a course of action to make an individual and community difference in the quality of life of our community.
Spring Retreat	This overnight retreat will serve as a review and culmination of the Leadership Gulf Coast year. Study groups will report their findings and participants will discuss future trends in economics, business, and demographics.
Graduation	This banquet will serve as the successful completion of the Leadership Gulf Coast program.

Note. Adapted from Mississippi Gulf Coast Chamber of Commerce, n.d., b The Program

Impact of Community Leadership Development Programs

Leadership development programs assist communities in facing today's challenges by emphasizing the importance of collaborating with others to effect long-term, positive change (Williams & Wade, 2002). However, the effects of the CLDP, whether in the immediate, short, or long term, are rarely determined (Sogunro, 1997). Hernez-Broome and Hughes (2004) believe organizations simply make assumptions about a CLDP's "efficacy based on anecdotes, reactions, or hunches" (p. 31). This may be the result of the need to show immediate results to funders of leadership development programs (Russon & Reinelt, 2004). Rohs and Langone (1993) assert, "most evaluation studies of leadership development programs have been content to report inputs and participation data. Few have measured impacts and most lack comparison group data and follow-up procedures involving multiple methods to determine additional impacts of such programs" (pp. 109-110). Conger and Ready (2003) concur by declaring evaluation metrics measure activity analysis rather than capability building. Azzam and Riggio

(2003) state, “no one has analyzed the impact of civic leadership programs . . . using a standardized method, such as a standard survey of the alumni and participants” (p. 66) and compared outcomes across programs. Among the complexities involved with trying to compare programs is “each program is unique in its operation, its curriculum, and its population” (Azzam & Riggio, 2003, p. 66). However, Azzam and Riggio suggest conducting a standard survey could lead to developing best practices and curricular approaches of civic leadership programs, leading to program success. Black and Earnest (2009) claim there is a dearth of literature regarding the evaluation of outcomes of leadership programs and a lack of suitable evaluation instruments.

With today’s uncertain economy, organizations are concerned that investments in leadership development programs are achieving desired outcomes (Altman & Kelly-Radford, 2004). Hernez-Broom and Hughes (2004) posit, “demonstrating and quantifying the impact of leadership development investments is likely to emerge as a priority for organizations” (p. 31). Evaluation assists organizations to make informed decisions about how to improve leadership development programs and determine the extent to which goals have been met (Hannum & Martineau, 2008). Further, Meehan and Reinelt (2007) suggest collecting and summarizing findings regarding the outcomes and impacts of leadership development programs will assist in sustaining investments in these programs.

The W.K. Kellogg Foundation’s leadership team questioned how to evaluate leadership programs and commissioned a scan to determine current efforts of evaluation in change-oriented leadership programs (Russon & Reinelt, 2004). The scan revealed four themes:

- Few leadership development programs have had the resources to go beyond the individual level to document outcomes and impact on organizations, communities, fields, or systems.
- Leadership is a process that happens over time and longitudinal evaluations hold out the prospect of documenting the full impact of leadership development programs.
- Sharing between the private and nonprofit leadership development programs would benefit both sectors.
- The field may want to systematically evaluate the evaluations of leadership development programs in order to determine what works and what does not work. (Russon & Reinelt, 2004, p. 107)

The deficiency in the literature led many groups of researchers to conduct studies of CLDPs (Black & Earnest, 2009; Diem & Nikola, 2005; Earnest, 1996; Emery, Fernandez, Gutierrez-Montes & Flora, 2007; Kelsey & Wall, 2003; Rohs & Langone, 1993; Scheffert, 2007; Sogunro, 1997; Taylor, 1997; Wituk et al., 2003).

Community Leadership: A County Perspective

The Georgia cooperative extension service created Community Leadership: A County Perspective (CLCP) to instruct local community leaders and community members how to address significant issues facing their communities and the state (Rohs & Langone, 1993). The CLCP is a 12-week program offered to communities ready for leadership development, according to Rohs and Langone (1993). Topics include an individual perspective of basic leadership, participatory leadership, and applied leadership (Rohs & Langone, 1993). A needs assessment determines the community's

specific needs and task forces are formed (Rohs & Langone, 1993). Rohs and Langone investigate CLCP to determine the influence the program has on participants' leadership and problem-solving skills. The data reveal, "participants in the community leadership program have become further involved in their community and better informed on local issues" (Rohs & Langone, 1993, p. 113). Rohs and Langone declare, "the results from the evaluation demonstrate that the community leadership program has served as a catalyst to influence individuals' leadership and problem-solving skills and develop interest and involve local citizens in improving their communities" (p. 114).

Rural Community Development (RCD)

In 1982, a major land-grant university in the southwestern U.S. founded an agricultural leadership program to train more leaders to improve the quality of life for rural citizens (Kelsey & Wall, 2003). The leadership program of 2000-2001 ran from August 2000 until March 2001 and consisted of 13 seminars, a weeklong trip to Washington, D.C., and a two-week trip to New Zealand (Kelsey & Wall, 2003). The program consisted of

personal development issues, tours of agricultural research facilities, tours of specialty agricultural enterprises, tours of the state capital and discussions with state leaders, visits with agricultural association leaders, and media personalities, visits to farm shows, and the future of rural America, including economic and demographic trends in the state. (Kelsey & Wall, 2003, p. 36)

Kelsey and Wall (2003) conducted a study to determine if the agricultural leadership program actually produced community leaders. According to Kelsey and Wall, the respondents believed the program developed them as leaders to meet their community's

needs. Additionally, the respondents believed they were taking an active role to improve their communities. While the respondents believed they developed as community leaders and were active in improving their communities, interview responses revealed the respondents were not making changes in their communities (Kelsey & Wall, 2003).

Patton (1990) indicated qualitative data from the same study could demonstrate the true meaning of the leadership program for participants. The interviews revealed the program respondents did not possess the required skills to use the information presented in the program (Kelsey & Wall, 2003).

Ohio Community Leadership Programs

According to Earnest (1996), The Ohio State University (OSU) Extension, in conjunction with Project EXCEL (Excellence in Community Elected and Appointed Leadership), assists counties in Ohio with developing community leadership programs. Earnest (1996) states, “the impact of community leadership programs upon the participants and communities within Ohio has not been appropriately documented” (Introduction section, para. 2). Therefore, Earnest conducts a two year study to assess the impact of seven OSU Extension and Project EXCEL supported community leadership programs on the participants’ leadership skills and their respective communities. Earnest’s (1996) study identifies program directors’ benefits as “community awareness, understanding and interacting with others, an increased sense of teamwork, development of local leaders, implementation of community projects, availability of quality instructors for reasonable fees, and increased networking with Extension” (Results and Findings section, para. 2). Benefits identified by program alumni in Earnest’s (1996) study include “improved personal communication skills, personal networking within the community,

community awareness, increased self-confidence, motivation and risk taking, understanding and interacting with others, a broadened perspective on many issues, improved teamwork, and improved problem solving abilities” (Results and Findings section, para.3). Earnest’s study resulted in the following improvements suggested by the program directors: fewer topics per day, increasing sponsorship by local businesses and agencies, and involving alumni in future leadership classes. Alumni suggested improvements such as spending more time applying the leadership skills through class projects, reducing the content and allowing for more discussion, improving recruitment efforts, and increasing awareness of the leadership program in the community (Earnest, 1996).

Tomorrow’s Leaders Today

In 1987, the Iowa Cooperative Extension offered a leadership training program built on the following elements:

- specific skills related to leadership: running a meeting, developing a plan, identifying stakeholders, etc.,
- opportunities for participants to expand their bridging social capital and networking opportunities,
- specific content around topics of value to leaders such as the personality types, strategic planning, vision and values, and
- group tasks designed to help participants develop a sense of collective leadership. (Emery et al., 2007, p. 61)

Communities applied as clusters for the leadership program and, according to Emery et al. (2007), 21 clusters were selected to participate. Emery et al. declared leadership

development programs have documented positive impacts on individuals, yet studies that measured the impact of leadership training on community were absent in the literature. Therefore, to “explore the relationship between leadership development and community capacity” (p.60), Emery et al. (2007) selected one cluster, consisting of six communities located in two Iowa counties, to investigate community level impacts. The study interviewed individuals who participated in the leadership program more than 20 years prior to the study. The study found participants “contributed greatly to specific projects from which the community benefited” (Emery et al., 2007, p. 60).

Rural Education and Development Association

Rural Education and Development Association (REDA) is a private continuing education agency located in Edmonton, Alberta, Canada (Sogunro, 1997). REDA offers leadership training programs to rural organizations emphasizing the development and/or advancement of the leadership abilities of participants so they may share and effectively lead in organizations at all levels (Sogunro, 1997). REDA’s objectives, as cited by Sogunro (1997), include:

- developing an understanding of the complexities and relationships between individuals, groups, and leaders;
- developing skills in communications, meeting arrangement, public speaking, and group consensus; and
- providing personal development opportunities to the participants, especially in exploring leadership concepts of power, decision making, motivation, time management, risk taking, understanding group dynamics, and working with groups. (p. 715)

The leadership program involves three stages: introductory, intermediate, and advanced leadership skills. Each stage occurs in a weeklong workshop utilizing lectures, question-and-answer sessions, small group discussions, leadership role-playing, case studies, and structured experiences.

During a review of the literature, Sogunro (1997) found most evaluation studies of leadership training programs report antecedents and transactions only. Additionally, once participants leave the training settings, program providers rarely attempt to ascertain the effects of their programs. The literature review revealed few leadership development programs

assessed impacts in terms of effectiveness and efficiency regarding costs and benefits to the funders; many lack assessment of impacts on participants in the program, especially through a combination of pretraining, during-training, posttraining, and follow-up evaluation procedures; and most lack in-depth data-gathering strategies involving mixed research methods such as interviews, document analyses, observations, and questionnaires. (Sogunro, 1997), p. 714)

According to Sogunro (1997), evaluations conducted at the conclusion of the leadership development program with questionnaires, “provide very little information about the real effect of the program on participants’ behavior on the job” (p. 714).

The review of REDA’s leadership training program found informal methods of evaluation were used, mostly based on opinions and judgments of a few participants; therefore, Sogunro (1997) sought to determine the impact on the leadership competencies and abilities of the program participants. Specifically, the

1. Increase in participants’ leadership knowledge as a result of the training.

2. Increase in participants' leadership skills as a result of the training.
3. Changes in attitudes/behavior as reported by participants and supervisors and other observable and measureable evidences of impact of the training.

(Sogunro, 1997, p. 717)

Sogunro's (1997) study collected qualitative and quantitative data. Qualitative methods employed by Sogunro included interviews, document analyses, and observations, and questionnaires were the quantitative method of collecting data. Questionnaires were administered to participants, instructors, the sponsoring organizations, and program administrators prior to the leadership training, during the leadership training, after the leadership training, and after the conclusion of the leadership training (Sogunro, 1997). The study found participants perceived their knowledge and skills increased and their attitudes changed from before the training to after the training. Leadership behaviors on the job were additionally perceived to have increased due to the leadership program (Sogunro, 1997).

U-Lead, The University of Minnesota Extension's Community Leadership Program

The University of Minnesota Extension implements leadership programs and has done so for more than 20 years. Scheffert (2007) states that U-Lead evolved in 2003 to "brand all of our leadership programs for greater visibility" (p. 174). U-Lead programs' intentions are to "foster commitment for leadership roles, enhance the competency of leaders, and strengthen organizations and communities" (Scheffert, 2007, p. 175). According to Scheffert (2007), "commitment is measured by graduates taking on leadership roles after the program" (p. 175), and "competency is measured by increases

in individual skills and knowledge” (p.175) and by pre and postprogram factors. The core educational modules of the U-Lead program include:

- Leading in the 21st Century.
- Building Exceptional Personal Leadership.
- Making the Most of Your Team.
- Functioning Committees and Public Boards.
- Cultivating Civic Leadership.
- Navigating Conflict and Communication Challenges.
- Stimulating Visionary Leadership.
- Enhancing Ethical Leadership.
- Leading for the Common Good. (Scheffert, 2007, pp. 177-178)

Scheffert (2007) cites a National Impact Study of Leadership that suggests “focused, in-depth programs 18 months or longer were transformational” (p. 175); U-Lead programs run from five months to two years. Scheffert (2007) set out to answer the question, “What impact, if any, does the program duration have on participant outcomes?” (p. 176). Data collection emanates from surveys mailed to participants. The U-Lead evaluation, as described by Scheffert (2007), measures five factors:

- Civic engagement – increased, effective civic participation.
- Personal growth and self-efficacy – greater sense of being able to make a difference.
- Community commitment – strengthened commitment and network to make their organization effective and/or their community better.

- Community knowledge – greater knowledge of assets, needs, resources and policy options.
- Shared future and purpose – stronger sense of a shared vision and purpose. (p. 178)

Scheffert's (2007) findings reveal "program length does matter. The longer the program, the more skill and knowledge outcomes can be expected. The long programs produced significant results on all five factors" (p. 186).

New Jersey Agricultural Leadership Development Program

In 1996, the New Jersey Agricultural Leadership Development Program (NJALDP) emerged to assist the members of agriculture-related professions to:

- Sharpen their business skills,
- Establish an extensive agricultural network,
- Develop effective marketing skills, and
- Develop oral and written communication skills. (Diem & Nikola, 2005, Background and Purpose section, para. 3)

The NJALDP participants, over a two-year span, investigate agricultural issues, debate concerns, enhance communication skills, and establish an agricultural network in New Jersey (Diem & Nikola, 2005). According to Diem and Nikola (2005), "the skills that participants acquire can be used to improve their own business and personal lives and enhance involvement . . . in . . . community and civic groups, governmental bodies, and school and youth programs" (Business and Purpose section, para. 5). The participants attend a seminar in Washington, D.C. to augment "their understanding of agricultural infrastructure and the legislative and lobbying processes" (Diem & Nikola, 2005,

Background and Purpose section, para. 6). The participants additionally attend an international seminar to witness the handling of agricultural matters outside the U.S. (Diem & Nikola, 2005).

Diem and Nikola (2005) find that the offering of many agricultural leadership programs exist throughout the U.S.; however, their impact is largely not reported or evaluated. Diem and Nikola (2005) conducted a study of the NJALDP to determine its lasting impact on the lives and careers of participants. The study finds the agricultural leadership program alumni make a difference in their communities and in the state of New Jersey by serving in officer positions on county boards of agriculture and boards of agricultural organizations. Diem and Nikola (2005) assert, “making the program practical and relevant is critical in attracting the participants and ensuring their commitment to completing the program and implementing what they have learned where they live and work” (Conclusions and Implications section, para. 5).

Kansas Community Leadership Initiative

Wituk et al. (2003) proclaim the conventional emphasis of community leadership programs lies in “(a) providing participants with information about community strengths, problems, and needs; (b) visiting and discussing specific community sectors (e.g., healthcare, government, education); and (c) introducing participants to each other and networking them with other community leaders” (p. 76). How community leadership plays a role in the health and well-being of a community goes without consideration (Wituk et al., 2003). The roles of the CLDP directors and board members, according to Wituk et al. (2003), are largely logistical in nature. The Kansas Community Leadership Initiative (KCLI) targets community leadership development directors and board

members and focuses on servant leadership and relationships rather than community awareness and networking as ways to develop leadership (Wituk et al., 2003). KCLI, according to Wituk et al. (2003), promotes “skill-based approaches to leadership among participating community leadership program directors and volunteer board members” (p. 78). The leadership skill building activities presented during KCLI include the process of creating a shared vision, assessing adult learning styles, describing the steps to a performing community, applying experiential learning to groups, defining one’s personal mission and values, building consensus and collaboration, and promoting servant leadership (Wituk et al., 2003). All KCLI participants originate in community leadership programs affiliated with Chambers of Commerce (Wituk et al., 2003).

Wituk et al. (2003) declare the evaluation of community leadership programs and their impact is limited. Referring to studies found in their review of the literature, Wituk et al. (2003) claim, “a handful of studies provide mixed results as most have found that programs were generally well received by participants, but less often achieved intended outcomes” (p. 78). Wituk et al. (2003) investigate the changes affiliated with KCLI, specifically “(a) the insights or lessons learned from their experiences, (b) initial organizational and community impacts, and (c) challenges or concerns in using the leadership skills” (p. 81). Through qualitative methodology, Wituk et al. propose KCLI participants experience changes in behaviors and attitudes that achieve change at the organizational and community level. In particular, the KCLI participants gain new insights about themselves and others, frequently use the leadership skills in professional and personal affairs, and intend to integrate their learning experiences into their leadership programs and communities (Wituk et al., 2003). Wituk et al. (2003) conclude,

“leadership becomes important not only for its own sake, but also to help communities reach a shared vision for their future” (p. 86).

Leadership Program Outcomes Measure

Black and Earnest (2009) report there is a lack of research evaluating the outcomes of leadership development programs and a lack of a suitable evaluation instrument. In an effort to determine the postprogram results of leadership programs on the individual, organization, and community levels, Black (2006) constructed the evaluation instrument, Leadership Program Outcomes Measure (LPOM). The model in Figure 2 is Black’s Theoretical Model of Leadership and “attempts to capture the elements relating to participants of leadership programs” (Black and Earnest, 2009, p. 184).

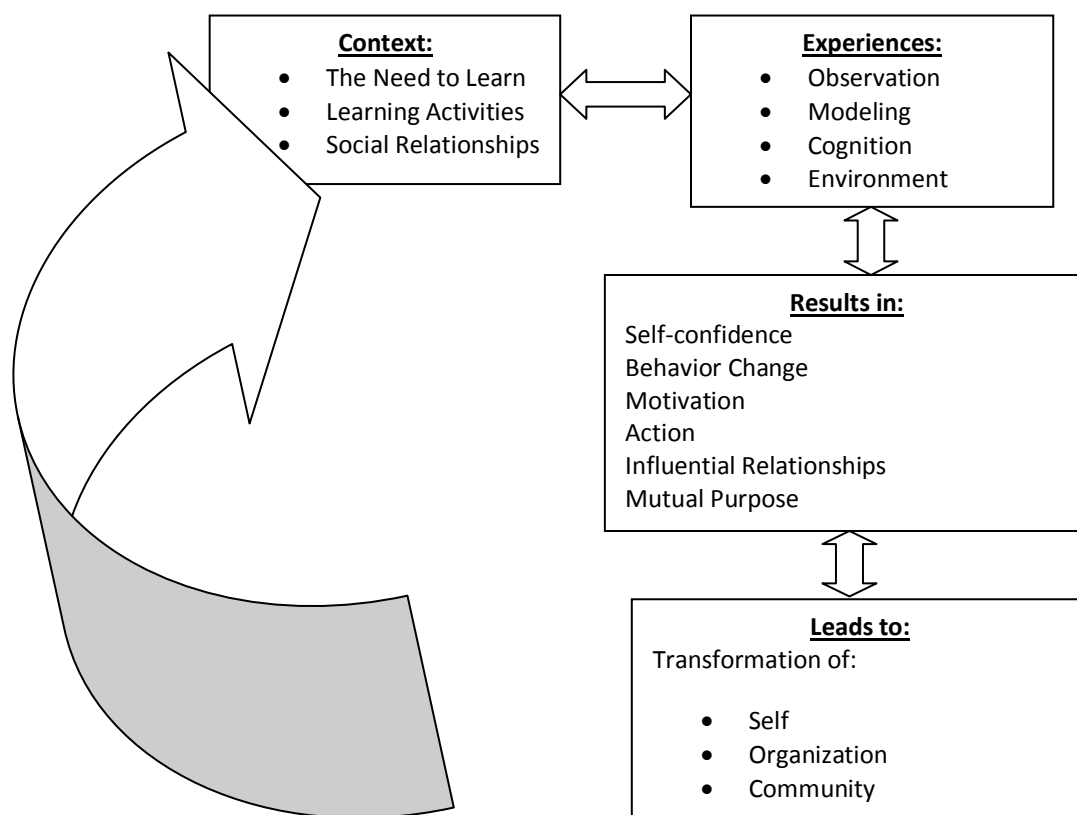


Figure 2. Black’s Theoretical Model of Leadership. Reprinted with permission from Dr. Alice Black.

The LPOM, developed with input from focus groups, judged by leadership program directors and faculty for content and face validity, and field tested for reliability, was administered online to leadership development program alumni (Black & Earnest, 2009). The findings of Black and Earnest (2009) reveal the individual level received most of the leadership program's direct benefits of "personal growth, self-confidence, personal power, creative thinking, valuing of time, business skill-building, and modeling behaviors" (p. 191). The open-ended question section of Black's and Earnest's (2009) study revealed participants experienced "increased confidence, increased communication skills, better ability to network, and more awareness of cultural factors" (p. 191). The organizational level indicated participants experienced positive program outcomes such as the ability to network, an increase in problem-solving skills, and improved business skills that brought new perspectives and new ideas to their businesses (Black & Earnest, 2009). The community level, identified by Black and Earnest (2009) as "the community where the program participants have influence either individually, directly, or indirectly through the organizations with which they work or are affiliated" (p. 193), reported lower levels of change as compared to the individual and organizational levels. However, 75% of participants indicated a change in their awareness of cultural diversity, and 70% of the participants indicated a higher level of involvement with organizations within their areas of expertise as well as involvement in organizations on the local, state, and national levels (Black & Earnest, 2009).

Black and Earnest (2009) suggest more research is needed on leadership program outcomes to compare results and to further define the evaluation scales. The LPOM provides a baseline "that will allow program decision makers, funders, and stakeholders

to determine improvements to the program, make changes, and discuss the outcomes” (Black & Earnest, 2009, p. 195). Black and Earnest (2009) add, “another important step for further research is to include stakeholders, funders, and others so that they can determine their outcome perspectives compared with those reported by program alumni” (p. 195).

Select Dissertations on the Impact of Community Leadership Development

The gap in the literature regarding the impact of CLDPs led many doctoral students to study various aspects of such programs in dissertations. The CLDPs ranged from 12 weeks to two years in duration and occurred from 1993 through 2010. The program sponsors and program elements varied also. Following is a summation of select dissertations.

Selected Georgia community leadership programs and their effect on selected leadership practices of program alumni. Taylor (1997) conducts a study comparing leadership practices of alumni of leadership programs based on leadership skill development with leadership programs based on issue discussion and networking. Taylor (1997) establishes that Chambers of Commerce primarily sponsor leadership programs based on issue discussion and networking and that leadership skills-based programs exist primarily in rural areas where a Chamber of Commerce is not located. According to Taylor, this is most likely due to Chamber of Commerce sponsored program alumni obtaining skill-based training through continued education provided and required by employers or through education. Taylor (1997) makes an important assertion: “Knowing the skills and using them in a business/work environment can be different from knowing

and using these same skills in a community environment where issues and problems are addressed and solved” (p. 80).

In comparing the two types of programs, Taylor (1997) notes the chamber sponsored programs charge a tuition fee ranging from \$200 to \$1,800 and the employers often pay this fee anticipating business contacts and income from the networking. Taylor observes that alumni from the chamber sponsored programs nominate future participants who usually are coworkers, thereby limiting diversity. The skill-based programs’ tuition fees are often less than \$50 and rarely more than \$100, according to Taylor. In addition to alumni nominating future participants, self nomination is permitted, as well as encouraged (Taylor, 1997).

Taylor’s (1997) study finds there is no significant difference between alumni of community leadership programs using a skill-based approach and those using an issue-based and networking approach. Taylor (1997) notes, “both types of curricula, when structured properly and planned accordingly, can provide opportunities for community leadership program participants to work collaboratively, struggle with conflicts of values, learn from mentors, promote creativity, learn from errors, and think globally and cross-culturally” (p. 77).

The efficacy of community leadership development programs in Lee County, Florida. East (2006) performs a study to determine whether the CLDP sponsored by the Chambers of Commerce in Lee County, Florida is appropriately preparing participants for community leadership roles so they may achieve a higher level of participation in the community. Lee County’s growth over the previous 20 years results in an increase in the demand for community leaders (East, 2006). East’s (2006) study additionally suggests

the 21st century brings changes that may increase the need for community leadership, changes such as conflicts of values and the ability to think globally and cross-culturally (Taylor, 1997).

East (2006) establishes through the W.K. Kellogg Foundation that the number of CLDPs continues to increase, as does the demand for participants and resources. Additionally, through the W.K. Kellogg Foundation, East (2006) states current and potential funding sources are requesting information regarding the outcomes of the program. East cites Wituk et al.'s (2003) assertion that the evaluations of leadership programs focus on satisfaction with the program, but satisfaction does not yield effectiveness. East (2006) states, "without conclusive evidence of a program's worth and of its positive influence on the community, it is difficult to determine whether the program warrants public support" (p. 5).

East's (2006) research covers participants from the years 2000 to 2005 and assesses the alumni's perceptions of the efficacy of the program curriculum as well as the alumni's self-reported levels of involvement in leadership roles due to participation in the CLDP. The study finds the Lee County, Florida CLDPs "prepare graduates for community leadership roles through community initiatives after program completion" (East, 2006, p. 147). East (2006) suggests, "by making communities . . . aware of the increased role of their graduates in community initiatives, community leadership development programs may be viewed as a community asset" (p. 147), thereby increasing the financial and participatory support.

An analysis of the efficacy of Leadership Southern Indiana by selected alumni.

Russell (2007) performs a program evaluation of Leadership Southern Indiana (LSI) to

determine the effectiveness of LSI in meeting its goal and mission of providing a collection of future leaders for the community and to establish which aspects of the program are the bases for the outcomes. Russell (2007) posits, “there is a need for community leadership development programs designed to train citizens to work to make their communities a better place” (p. 9). East’s (2006) assertion that accountability of the effectiveness of the leadership programs are being requested by program funders supports Russell’s inference that leadership development programs must be accountable to the funders and to the participants in the programs.

Leadership Southern Indiana (LSI) is the convergence of Clark County’s leadership program and Floyd County’s leadership program (Russell, 2007). When the two programs merged, according to Russell (2007), they created the mission statement, “to identify, train, develop and coordinate county-wide leadership” (p. 46). Russell’s study set out to determine the effectiveness of LSI in meeting its goal of providing a pool of future leaders for the community and to determine which aspect of the program caused the success of the outcomes from the classes of 2000 through 2006.

Russell’s (2007) results indicate the participants perceive the program as being effective in meeting the program goals and the program’s opening retreat is identified as the aspect of the program that most influenced the participants’ experience in the program. Russell (2007) suggests, “leadership programs need to make some changes from the original focus of awareness and networking to address the ‘new’ dynamics of leadership and to prepare participants to take their place as active citizens in today’s society” (p. 123). The “new” dynamics of leadership are identified as skills and attributes

of a servant leader, specific skills needed for the 21st century, and skills necessary to become effective board members (Russell, 2007).

Participants' perceptions of the value and effectiveness of the Leadership Boca program. Moraz (2010) examines the effectiveness of Leadership Boca, a CLDP offered by the Greater Boca Raton Chamber of Commerce, from the participants' perspectives. Referring to leadership development programs, Moraz (2010) contends, "the potential impact on a leader is influential and pertinent and at the same time, critical to the community's sustainability" (p. 17). Leadership Boca, according to Moraz's research, consists of meetings with professionals in government, health care, environment, education, social services, business, public safety, the arts, and the media to discover the issues in need of leadership. Moraz (2010) posits, "it is critical . . . to quantify the results so that outcomes may be measured for future program planning" (p. 3). As many other researchers assert, evaluations focus on participant satisfaction (Moraz, 2010).

Leadership Boca offers a developmental program for 35 professionals each year to become familiar with the civic community and to network with other professionals from a variety of industries (Moraz, 2010). Leadership Boca occurs over eight day-long sessions. To determine whether Leadership Boca achieves its expected outcomes, its merits for participation, and alumni's confidence in Leadership Boca's ability to meet its commitments from participants' perspectives is the focus of Moraz's (2010) study. Moraz utilizes Leadership Boca classes from 2002 through 2007 as the subjects of her study.

The results of Moraz's (2010) study indicates "favorable perceptions of the program meeting its expected outcomes" (p. ii). Moraz (2010) finds the participants report "a strong affiliation with the Boca Raton professional community and an

awareness of how participation in the Leadership Boca program benefits employers” (p. ii). The participants, according to Moraz, report direct benefits for themselves and indirect benefits for the organizations they represent. Moraz (2010) suggests, “future research is recommended that includes participants’ employers and program sponsors in the surveyed population” (p. 128).

Summary

The Literature Review reveals that the need for leaders and leadership dates back as far as the Old Testament, ancient China, and 16th century Italy (Safferstone, 2005). As the years pass and transitions from era to era transpire, leadership theory evolves; from the pre-1900 *great man* era when great figures with a significant effect on society were believed to inherit their leadership qualities (Van Wart, 2003; Kirkpatrick & Locke, 1991), to the current emphasis of leadership theory on the contributions a leader makes to society (Johns & Moser, 2001). Just as change occurs in leadership theory, so too does the debate on whether leaders are born or made. Kim Cameron, of The University of Michigan Business School, asserts leadership is teachable for if it is not, research and teaching of leadership must change, leadership journals will cease to exist, and training and development departments in organizations need not exist (as cited in Doh, 2003). It is through leadership development programs that organizations achieve performance improvement, succession management, and organizational change (McCauley, Kanaga, et al., 2010). With the emphasis of leadership theory on the contributions a leader makes to society (Johns & Moser, 2001), leadership development programs are designed to meet this need. Additionally, communities experiencing natural disasters require strong leaders within the community to “define goals, control resources, and direct redevelopment

initiatives” (Berke et al., 1993, p. 93). Through CLDPs, such as LGC, communities develop current and prospective leaders for the future (MSGCCC, n.d. b). The intent of this study is to determine the outcomes of a CLDP, LGC, on an individual, organizational, and community level as perceived by the alumni.

The following Chapter addresses the research design and methodology. The Chapter examines the instrumentation, population, research variables, data collection plan, and data analysis plan. Much of the research design and methodology emulate Black’s (2006) study on identifying the individual, organizational, and community level outcomes of a statewide agricultural leadership development program.

CHAPTER III

RESEARCH DESIGN AND METHODOLOGY

Introduction

The purpose of the study was to determine the individual, organizational, and community level outcomes associated with participation in LGC as perceived by the LGC alumni. The study additionally sought to determine if a relationship existed between the individual, organizational, and community level outcomes and the socio-demographic characteristics of year of participation in LGC, gender, age, education level, and alumni association membership status. The Literature Review revealed that determining the individual, organizational, and community level outcomes permitted program stakeholders to identify program improvements, make the necessary changes, and re-examine the outcomes (Black & Earnest, 2009). This process assisted the program stakeholders in achieving excellence in their CLDP (Black & Earnest, 2009), excellence that led to positive outcomes deemed necessary for sustainable leadership development programs (Meehan & Reinelt, 2007).

The Mississippi Gulf Coast's CLDP, LGC, experienced a 40% decline in the number of applicants for the 2009-2010 and 2010-2011 class years (C. Hartley, personal communication, January 2011). To date, an assessment of the LGC program to determine the outcomes due to participation in LGC has not been conducted. The Mississippi Gulf Coast is a community susceptible to natural disasters, and, according to Tan (2009), strong community leaders are essential during the planning stage for natural disasters. Berke et al. (1993) adds strong community leaders are also important during the recovery stage to assist and guide recovery from natural disasters. The sustainability of LGC is

important to maintaining the continuous pipeline of Mississippi Gulf Coast community leaders. Therefore, the research objectives for this study were to

1. Describe LGC alumni socio-demographic characteristics: year of participation in LGC, gender, age, education level, and alumni membership status.
2. Determine LGC alumni perceptions of the individual level outcomes associated with participation in the LGC program as measured by a researcher-designed scale.
3. Determine LGC alumni perceptions of the organizational level outcomes associated with participation in the LGC program as measured by a researcher-designed scale.
4. Determine LGC alumni perceptions of the community level outcomes associated with participation in the LGC program as measured by a researcher-designed scale.
5. Determine if a relationship exists between the individual, organizational, and community level outcome scores and each of the following socio-demographic characteristics: year of participation in LGC, gender, age, education level, and alumni association membership status.

Population and Sample

The population for the study was alumni of LGC from the classes of 2005-2006 through 2009-2010. Since alumni records were destroyed during Hurricane Katrina (C. Hartley, personal communication, October 2010), the population for this study began with the 2005-2006 LGC class and extended through the class of 2009-2010. Each LGC class consisted of 37 participants, yielding a total population of 185 possible participants. LGC program noncompleters and deceased alumni were removed from the population. Eight participants were classified as noncompleters, and the number of deceased alumni

was not currently known (C. Hartley, personal communication, October 5, 2011). The total population for the study was 177 alumni. To achieve a 95% confidence level, the study needed 118 participants to complete the survey (Krejcie & Morgan, 1970). The Mississippi Gulf Coast community participants of LGC were “representative of the business and professional community and the various segments of the community at large” (LGC, 2005, Section 12, p. 6). Additionally, the population of LGC alumni reflected “diversity of backgrounds, occupations and forms of community involvement” (LGC, 2005, Section 12, p. 7).

Research Design

The design of this quantitative study was an ex post facto, descriptive survey designed to determine the individual, organizational, and community level outcomes resulting from participation in LGC as perceived by the alumni, specifically, alumni from the LGC classes of 2005-2006 through 2009-2010. Ex post facto, in the perspective of social research, means “after the fact” or “retrospectively” (Cohen, Manion, & Morrison, 2000, p. 264). According to Belli (2009), retrospective studies involve “looking backwards to discover some potential cause or explanation for a current situation” (p. 68). Fink (2003) states “descriptive study designs . . . produce information on groups and phenomena that already exist; no new groups are created” (p. 22). Regarding descriptive research, Holton and Burnett (2005) state, “its purpose is simply to describe characteristics of the domain” (p. 33), characteristics Fink (2003) refers to as measures of “outcomes and impacts” (p. 23). The participants in the current study responded to the survey in a retrospective manner on their perceived individual, organizational, and community outcomes in the years following participation in LGC.

The study was exploratory and nonexperimental because the researcher explored the relationship between the identified individual, organizational, and community level outcomes with demographic characteristics of the LGC alumni and the variables were “not manipulated by the researcher” and were “studied as they exist” (Belli, 2009, p. 60). Exploratory research was defined by Stebbins (2001) as “a broad-ranging, purposive, systematic, prearranged undertaking designed to maximize the discovery of generalizations leading to description and understanding of an area of social or psychological life” (p. 3). Belli (2009) asserted that in nonexperimental studies, “one cannot be as certain as in experimental studies that outcomes differences are due to the independent variable under investigation” and that the “researcher needs to consider possible alternative explanations, to jointly analyze several variables, and to present conclusions without making definitive causal statements” (p. 60). Although causation may not be proven in nonexperimental studies, Belli (2009) states, “it may be possible to suggest it” (p. 73). Researchers can never be certain that inferences are true; however, “various degrees of validity can be invoked” (Shadish, Cook, & Campbell, 2002, p. 34).

Validity

Ensuring the individual, organizational, and community level outcomes determined by the LGC program alumni are due to participation in the LGC program and not some other alternative explanation is referred to as internal validity (Trochim, 2006). Internal validity, as declared by Trochim (2006), is not relevant in most descriptive studies; however, it was important to address whether the outcomes reported by the LGC alumni were attributable to participation in LGC and not some other possible cause. Given the LGC participants were selected “on the basis of community involvement,

leadership capabilities, and potential in their respective fields” (MSGCCC, n.d. c, “Who can participate?”), it may be difficult to discern whether the individual, organizational, and community level outcomes reported by the LGC alumni were a result of their participation in LGC. Trochim (2006) identified this type of threat to internal validity as the single group threats. Among the single group threats pertinent to the current study was the testing threat.

The testing threat as a threat to internal validity, according to Trochim (2006), only occurs in the pre-post design. In the current study, participation in another leadership program constituted the pretest in the pre-post design. LGC participants who participated in another leadership program might be “primed” for the LGC program in a way that they would not have been without participation in the other leadership program (Trochim, 2006, Single Group Threats section, para. 3). The possibility existed that participation in another leadership program influenced the participants’ perceived outcomes from participating in LGC. To account for this threat, a question added to the survey instrument asked participants if they participated in another leadership program. A dummy variable was created during data analysis to examine this potential occurrence.

External validity, according to Trochim (2006), “is related to generalizing” (External Validity section, para. 1). For the current study, generalizing means the degree to which the individual, organizational, and community level outcomes identified by the LGC alumni in the current study would hold for other CLDP participants in other CLDPs and at other times. The Literature Review revealed positive outcomes from participation in a CLDP and was consistent across populations, different types of CLDPs, and regions of the United States and Canada. Trochim (2006) purports “we can never generalize with

certainty” (External Validity section, para. 2), but Campbell and Stanley (as cited in Shadish et al., 2002) assert researchers learn how far they can generalize through conducting many “studies that contain different kinds of persons, settings, treatments, and outcomes” (p. 86). The consumer of the research discerns how similar their own population is to the study’s population and the extent to which they can extrapolate the results of one study to their own environment or population. This study sought to support previous findings on the outcomes of CLDPs.

Instrumentation

Surveys, as declared by Dillman, Smyth, and Christian (2009), are a “remarkably useful and efficient tool for learning about people’s opinions and behaviors” (p. 1). Internet surveys can be designed and implemented, and results can be reported faster and cheaper than traditional survey modes, which has led to a significant increase in the use of the Internet as a survey mode over the past decade (Dillman et al., 2009). For targeted populations, such as the LGC alumni, the Internet was deemed a useful means for conducting surveys (Dillman et al., 2009). A search for relevant instruments valid for the population of this study resulted in a survey developed by Black (2006). The instrument, Leadership Program Outcomes Measure (LPOM), is an Internet survey designed to measure the individual, organizational, and community level program outcomes and to determine if patterns exist between demographic data collected and the identified outcomes (Black, 2006). The Black designed LPOM, in addition to capturing demographic information, included “categorical, summated scale and open-ended questions” (Black, 2006, p. 61). The LPOM additionally provides baseline data to “allow

program decision makers, funders, and stakeholders to determine improvements to the program, make changes, and discuss the outcomes” (Black & Earnest, 2009, p. 195).

Described by Black and Earnest (2009) as a quantitative instrument with a qualitative component, the LPOM triangulates data for stronger reliability and validity. Reliability of the original instrument was confirmed by conducting a field test with other agricultural leadership program alumni (Black, 2006). Black (2006) established face and content validity of the LPOM through examination of the draft instrument by a professional and through having other agricultural leadership program directors rate the survey items. Construct validity for the original LPOM was established by Black through confirmatory analysis (Black & Earnest, 2009).

A review of the LPOM, with respect to the current study’s research objectives and Black’s (2006) recommendation “to collapse some of the questions” (p. 167) through combining or rephrasing questions, led to the modification, elimination, and addition of questions. Permission to use and make changes to the LPOM was granted to the researcher by Black. The permission to use and make changes to the LPOM appears in Appendix C. The revised LPOM used in the current study is in Appendix B. A panel of experts examined the revised LPOM to determine inter-rater reliability, face and content validity. Inter-rater reliability, according to Fink (2003), “refers to the extent to which two or more individuals agree in their ratings of given items” (p. 50) on a survey. Face validity answers the questions: “Does it seem to ask all the needed questions? Does it use the appropriate language and language level to do so?” (Fink, 2003, p. 51). Content validity “refers to the extent to which a measure thoroughly and appropriately assesses the skills or characteristics it is intended to measure” (Fink, 2003, p. 51). Holton and

Burnett (2005) state content validity “is usually established by subject matter experts and is done logically, not statistically” (p. 36).

Research Variables

To determine the LGC alumni’s perceptions of the individual, organizational, and community level outcomes associated with participation in LGC, the variables within each outcome level needed to be identified. Variables discovered by Black (2006) to determine the results of a leadership development program at each outcome level was consistent with the goals of this study; therefore, the variables identified by Black (2006) as the outcomes from participation in a leadership development program at the individual, organization, and society/community levels remained the same and are listed below. The demographics were adjusted to meet the needs of the current study and are additionally listed below.

The individual level outcomes assessed the LGC “alumni’s perception of their personal growth” (Black, 2006, p. 55). The specific variables included *community involvement, self-confidence, creative thinking, business skills, change resulting from the LGC experience, modeling, value of my time, value of my family, my growth, control, transformation, and the power to make a difference.*

The organizational level outcomes assessed the LGC “alumni’s perception of where they have applied their program-associated results in their business and organization” (Black, 2006, p. 55). The specific variables rated on the survey instrument included *decision making skills, networking skills, responding to problems, problem solving, use of time, facilitate change, professional organizations, use of resources, change of career, confidence to compete, and network of contacts.*

The community level outcomes assessed the LGC “alumni’s perception of the extent of their organizational reach” (Black, 2006, p. 55) as a result of their participation in LGC. Specific variables rated on the survey instrument were *involvement in local organizations, involvement on a state level, involvement on a national level, involvement in other countries, value of time, involvement in community organizations, reduction of commitment to an organization to increase involvement with another, and appreciation of cultural differences.*

The socio-demographic variables were year of LGC participation, gender, age, education level, and alumni association membership status. These variables served as independent variables to discover if a relationship existed between the individual, organizational, and community level outcomes and year of participation in LGC, gender, age, education level, and alumni association membership status.

Data Collection Procedures

To achieve the current study’s objectives, Black’s LPOM was revised and LGC alumni were asked to respond to questions using a 5-point Likert scale or to provide answers to open-ended questions about their LGC experience. Martineau and Hannum (2004), as cited in Black and Earnest (2009), suggest the Likert scale measures “the extent of participant agreement” and measures “a degree of change” (p. 190). Because open-ended questions are frequently skipped over and have “more variation in respondents’ answers” than closed-ended questions (Dillman et. al, 2009, p. 72), open-ended questions were changed to closed-ended. Discussion of data collection for the revised LPOM instrument, by research objective, and for the participants follows.

Data Collection: Instrument

RO₁: Describe LGC alumni socio-demographic characteristics: year of participation in LGC, gender, age, education level, and alumni membership status.

LGC alumni were asked to provide socio-demographic information through selection of responses from a choice of the years under study or yes/no choice. Socio-demographic information included: year of participation in LGC, gender, age, education level, and alumni membership status. Selection of choice or yes/no responses versus open-ended responses were used to ensure the desired type of answer (Dillman et al., 2009) and to minimize the request to obtain personal information perceived to decrease the “costs of responding to a survey” (Dillman et al., 2009, p. 25). Table 4 illustrates the questions corresponding to RO₁.

Table 4

Question map for RO₁.

Survey questions for RO ₁ : Describe LGC alumni socio-demographic characteristics: year of participation in LGC, gender, age, education level, and alumni membership status.	Response type
Q ₁₄ : Have you participated in any other leadership program since your participation in LGC?	Yes/No
Q ₁₅ : I was a member of LGC during:	Selection of choice 2005-2006 2006-2007 2007-2008 2008-2009 2009-2010
Q ₁₆ : My gender is:	Selection of choice Male Female

Table 4 (continued).

Survey questions for RO ₁ : Describe LGC alumni socio-demographic characteristics: year of participation in LGC, gender, age, education level, and alumni membership status.	Response type
Q ₁₇ : My current age is:	Selection of choice 20 – 29 30 – 39 40 – 49 50 – 59 60 – 69 70+
Q ₁₈ : What is your level of education?	Selection of choice High School Associate’s degree Bachelor’s degree Master’s degree or higher Other
Q ₁₉ : Are you currently a member of the LGC alumni association?	Yes/No

RO₂: Determine LGC alumni perceptions of the individual level outcomes

associated with participation in the LGC program as measured by a researcher-designed scale. In order to determine the LGC alumni perceptions of the individual level outcomes associated with participation in LGC, alumni were asked to respond to three questions.

The first question consisted of 12 statements and requested the LGC alumni to indicate, on a 5-point Likert scale, the amount of personal change experienced. The 12 items focused on “self-confidence, interpersonal skills, organizational skills, community involvement, and creative thinking” (Black & Earnest, 2009, p. 190). Two open-ended questions provided further insight into individual perceptions of the program and triangulation of data (Black, 2006). Specifically, participants were asked to describe three

ways they personally changed as a result of the leadership program and to report pursuit of further formal education. Table 5 depicts the components of the survey questions related to the individual level outcomes in RO₂.

Table 5

Question map for RO₂.

Survey questions for RO ₂ : Determine LGC alumni perceptions of the individual level outcomes associated with participation in the LGC program as measured by a researcher-designed scale.	Response type
Q ₁ : My community involvement increased I improved in self-confidence I improved in creative thinking I improved my business skills People describe me as being changed by my LGC experience I was able to meet people whose success I could imitate I increased my awareness of the value of my time I learned the value of my family because of my LGC experience Exposure to new ideas and concepts led to my growth I learned I do not have to be in control My LGC experience began a series of life changing events for me LGC helped me to realize that I have the power to make a difference	Likert 1 – None/Not at all 2 – A Little 3 – Some 4 – Much 5 – A Great Deal
Q ₂ : Briefly describe up to three ways you have personally changed because of your LGC experience:	Open-ended
Q ₃ : As a result of your LGC experience, did you decide to pursue further formal education? If so, what degree/certification did you receive?	Open-ended

RO₃: Determine LGC alumni perceptions of the organizational level outcomes associated with participation in the LGC program as measured by a researcher-designed scale. Similar to the previous section, the survey instrument targeted questions to assess LGC alumni perceptions of the organizational level outcomes resulting from participation

in the LGC program. A 5-point Likert scale was utilized for the first question and included 11 items regarding participants' professional change in "business decision making, innovativeness, use of business resources, new leadership skills, and improved management skills" (Black & Earnest, 2009, p. 190). Two open-ended follow-up questions addressed personal improvement on the "professional, organizational or business level" (Black, 2006, p. 63) and change in careers as a result of the LGC experience. Table 6 depicts the components of the survey questions related to the organizational level outcomes in RO₃.

Table 6

Question map for RO₃.

Survey questions for RO ₃ : Determine LGC alumni perceptions of the organizational level outcomes associated with participation in the LGC program as measured by a researcher-designed scale.	Response type
<p>Q₄:</p> <p>I improved my business/organizational decision making skills</p> <p>I improved my networking skills</p> <p>I am able to respond to problems and situations more effectively</p> <p>I became more innovative in my approach to problem solving</p> <p>I learned to make more efficient use of my time</p> <p>The exposure to other people and ideas helped facilitate change</p> <p>I became more involved in professional organizations</p> <p>I became more efficient in my use of resources</p> <p>My LGC experience helped me to change the direction of my business/career</p> <p>I developed the confidence to compete on a different level in business/career</p> <p>LGC helped me to build a better network of contacts</p>	<p>Likert</p> <p>1 – None/Not at all</p> <p>2 – A Little</p> <p>3 – Some</p> <p>4 – Much</p> <p>5 – A Great Deal</p>
<p>Q₅:</p> <p>Briefly describe up to three ways you have improved on a professional, organizational or business level because of your LGC experience:</p>	<p>Open-ended</p>

Table 6 (continued).

Survey questions for RO ₃ : Determine LGC alumni perceptions of the organizational level outcomes associated with participation in the LGC program as measured by a researcher-designed scale.	Response type
Q ₆ : As a result of the LGC Program experience did you change careers? If your answer is YES, please describe the career change you made:	Yes/No Open-ended

RO₄: Determine the LGC alumni perceptions of the community level outcomes associated with participation in the LGC program as measured by a researcher-designed scale. To assess the LGC alumni perceptions of the community level outcomes associated with participation in LGC, eight 5-point Likert scale items and three open-ended questions “to provide further insight and triangulation” (Black, 2006, p. 64) were asked. The eight items elicited information regarding participant’s community change in “leadership roles, increased involvement, increased awareness of time, and appreciation of cultural differences” (Black & Earnest, 2009, p. 190). The three open-ended questions asked the participants to describe three ways they made a difference within their community, to list community projects started or supported, and to list any governmental elected or appointed positions held. Three additional questions aided “in having final data to . . . ‘round out’ the study and . . . seek respondent opinions” (Black, 2006, p. 64). The employment of “list” versus “describe” was utilized when possible because, according to Dillman et al. (2009), descriptive questions require “a significant investment of time and effort” (p. 113), which many respondents are not willing to give. Employing these types of strategies make it more convenient to respond and can decrease the perceived cost of

participation to the respondent (Dillman et al., 2009). Table 7 depicts the components of the survey questions related to RO₄.

Table 7

Question map for RO₄.

Survey questions for RO ₄ : Determine the LGC alumni perceptions of the community level outcomes associated with participation in the LGC program as measured by a researcher-designed scale.	Response type
<p>Q₇: My LGC experience helped to increase my involvement in local organizations I became involved with groups on a state level because of LGC I became involved with groups on a national level because of LGC I became involved with activities in other countries after my LGC experience I increased my awareness of the value of my time Due to my LGC participation, I increased my involvement with community organizations I reduced my commitment to some organizations to be more effective in other organizations My appreciation of cultural differences increased due to my LGC experience</p>	<p>Likert 1 – None/Not at all 2 – A Little 3 – Some 4 – Much 5 – A Great Deal</p>
<p>Q₈: Briefly describe up to three ways you have made a difference within your society or community because of your LGC experience:</p>	<p>Open-ended</p>
<p>Q₉: Please list any community projects that you have initiated or championed because of your experience in the LGC program:</p>	<p>Open-ended</p>
<p>Q₁₀: Please list any governmental elected or appointed positions that you hold:</p>	<p>Open-ended</p>
<p>Q₁₁: Please describe anything that “decreased” or “worsened” as a result of the LGC experience:</p>	<p>Open-ended</p>

Table 7 (continued).

Survey questions for RO ₄ : Determine the LGC alumni perceptions of the community level outcomes associated with participation in the LGC program as measured by a researcher-designed scale.	Response type
Q ₁₂ : Please indicate how important you feel it is to continue the LGC Program.	Likert 1 to 10 1 = Not Important 10 = Very Important
Q ₁₃ : Please select a number below to indicate the level of change that you experienced because of your LGC participation.	Likert 1 to 10 1 = Did not change 10 = Changed a great deal

RO₅: Determine if a relationship exists between the individual, organizational, and community level outcome scores and each of the following socio-demographic characteristics: year of participation in LGC, gender, age, education level, and alumni association membership status. The final section of the survey instrument addressed the socio-demographic characteristics of the LGC alumni. This section of the survey instrument requested participants to provide year of program participation, gender, age, education level, and alumni association membership status to assist in identifying patterns and trends relative to leadership involvement (Black, 2006). Age ranges versus open-ended response were employed to minimize the request to obtain personal information perceived to decrease the “costs of responding to a survey” (Dillman et al., 2009, p. 25). Year of participation and education level utilized a list versus open-ended response to ensure the desired type of answer (Dillman et al., 2009). Because some LGC alumni may have participated in another leadership program after completing LGC, a dummy variable was created to assist in determining whether participation in another leadership program

influenced the alumni's responses. Table 8 depicts the components of the survey questions related to RO₅.

Table 8

Question map for RO₅.

Survey questions for RO ₅ : Determine if a relationship exists between the individual, organizational, and community level outcome scores and each of the following socio-demographic characteristics: year of participation in LGC, gender, age, education level, and alumni association membership status.	Response type
Q ₁₄ : Have you participated in any other leadership program since your participation in LGC?	Yes/No
Q ₁₅ : I was a member of LGC during:	Selection of choice 2005-2006 2006-2007 2007-2008 2008-2009 2009-2010
Q ₁₆ : My gender is:	Selection of choice Male Female
Q ₁₇ : My current age is:	Selection of choice 20 – 29 30 – 39 40 – 49 50 – 59 60 – 69 70+
Q ₁₈ : What is your level of education?	Selection of choice High School Associate's degree Bachelor's degree Master's degree or higher Other

Table 8 (continued).

Survey questions for RO ₅ : Determine if a relationship exists between the individual, organizational, and community level outcome scores and each of the following socio-demographic characteristics: year of participation in LGC, gender, age, education level, and alumni association membership status.	Response type
Q ₁₉ : Are you currently a member of the LGC alumni association?	Yes/No

Data Collection: Participants

Consistent with the Dillman et al. (2009) Tailored Design Method, a prenotice e-mail from the MSGCCC introducing the researcher and explaining the purpose and importance of participation in the survey was sent to participants to promote motivation for alumni response to the survey (see Appendix D). The CEO of the MSGCCC sent the prenotice e-mail through LGC's Constant Contact e-mail database to the LGC alumni because alumni are more apt to participate in the survey if the survey originates from "an authoritative source that has been legitimized by larger society to make such requests" (Dillman et al., 2009, p. 28).

A study by Trouteaud (2004) observed respondents who receive an invitation e-mail during midday are "substantially less likely to respond than those who receive the e-mail before standard work hours" (p. 388); therefore, the invitation e-mail to LGC alumni was sent out on a Tuesday morning following anticipated receipt of the prenotice e-mail (see Appendix E). As suggested by Dillman et al. (2009), the researcher requested help and advice from the alumni and included the web link in the e-mail to increase survey participation. In the event an alumnus requested a paper survey, a cover letter and a self-

addressed stamped envelope were prepared to be mailed. A confidential code assigned to track respondents was designated on each paper survey.

A reminder e-mail was sent one week later, again on a Tuesday, before work hours (see Appendix F). If alumni requested the paper survey, a reminder letter would have been sent 17 days after the initial mailing of the paper survey instrument; 17 days is the average turnaround time for postal mail surveys (Parsons, 2007). No alumni requested the paper survey in the current study.

Following Dillman et al.'s (2009) Tailored Design Method, if the first and second follow-ups generated significant responses, the researcher would follow-up a third time (see Appendix G). Alternatively, if follow-up yielded only a handful of responses, follow-up would cease because sample members may become irritated (Dillman et al., 2009). The researcher concluded data collection after six weeks, since Dillman et al. (2009) report the percentage of surveys returned by mail or e-mail diminishes after the 40th day from the prenotice e-mailing. Alumni response diminished greatly before the end of the survey timeline; therefore, reminders were suspended.

Data Analysis Procedures

The current study determined the individual, organizational, and community level outcomes associated with LGC as perceived by the LGC alumni and determined if a relationship between the outcomes and socio-demographic characteristics existed. To reach conclusions about relationships, establishing statistical conclusion validity is “relevant whenever we are trying to decide if there is a relationship in our observations” (Trochim, 2006, Conclusion Validity section, para. 2). Shadish et al. (2002) declared use of appropriate statistics would minimize the threats to statistical conclusion validity;

therefore, Gamble's (2001) guide to data analysis was referenced to identify the statistical test appropriate for the research objectives based upon the variables in the current study.

The statistical tests used in the current study are discussed below.

Demographics

Data collected from the demographics section of the revised LPOM described the socio-demographic characteristics of the LGC alumni as stated in Research Objective One. The socio-demographic variables were participation in another leadership program, year of participation in LGC, gender, age, education level, and whether or not the LGC alumnus was a member of the LGC alumni association.

Individual, Organizational, and Community Level Outcomes

Research Objectives Two through Four determined the LGC alumni perceptions of the individual, organizational, and community level outcomes associated with participation in LGC. Similar to Black's (2006) study, descriptive statistics were utilized to summarize the data for each variable within the individual, organizational, and community levels. Frequency distributions illustrated the similarity among alumni and indicated the mu.

Outcomes vs. Demographics

Research Objective Five determined if a relationship existed between the individual, organizational, and community level outcomes and the socio-demographic characteristics of the LGC alumni. A composite score derived for each of the outcome levels was used when determining whether a relationship existed. The socio-demographic variables were participation in another leadership program, year of participation in LGC, gender, age, education level, and whether or not the LGC alumnus was a member of the

LGC alumni association. The variable *participation in another leadership program* was added to the survey as a dummy variable due to the possibility that participation in another leadership program might have influenced the participants' perceived outcomes from participating in LGC.

Year of participation. To determine the relationship between the composite scores for the individual, organizational, and community level outcomes and year of participation in LGC, the median test was used. The median test, according to Huck (2008), "is designed for use when a researcher wishes to compare two or more independent samples" (p. 480). Conducting the median test is a three-step procedure. In the first step, the "comparison groups are temporarily combined and a single median is determined for the entire set of scores" (Huck, 2008, p. 481). In the second step, according to Huck (2008), the comparison groups are reestablished and a contingency table is created to signify how many people in each comparison group lie above and below the single median calculated in the first step. Huck (2008) states, in the third step an independent-samples chi-square test is conducted on the data in the contingency table to determine "if the samples differ . . . by more than what would be expected by chance alone" (p. 481).

Age and education level. Age and education level employed Spearman's rho, otherwise known as rank-order correlation (Huck, 2008). Correlation, as stated by Holton and Burnett (2005), is used to examine the relationship between two measures, but "not whether one *causes* the other" (p. 40). Spearman's correlation, according to Green and Salkind (2008), is used when "the measurement scales underlying the variables are ordinal" (p. 264). The independent variables of age and education level indicate ordered

position and are considered ordinal data (Huck, 2008), and the Likert scale for the dependent variables of individual, organizational, and community level outcomes are ordinal data. Green and Salkind (2008) add that, with ordinal data, intervals lack quantitative meaning.

Gender and alumni membership status. The Kruskal-Wallis test was used to determine the relationship of the composite scores for the individual, organizational, and community level outcomes to each of the independent variables, gender and whether an alumnus was a member of the LGC alumni association. Green and Salkind (2008) assert the Kruskal-Wallis test evaluates “whether the population medians on a dependent variable are the same across all levels of a factor” (p. 383). In this study, the mean ranks for the individual, organizational, and community level outcomes were compared to gender and whether an alumnus was a member of the LGC alumni association for sameness. Similar to the median test, the comparison groups were combined into one group. The single groups’ rankings of the individual, organizational, and community level outcomes were established. The comparison groups were reestablished and, according to Huck (2008), “each group’s sum of ranks will be entered into a formula that yields the calculated value” (p. 485). The calculated value for each of the outcome levels, individual, organizational, and community, for gender and alumni membership status were compared to the critical value (the value corresponding to a given significance level) and, if the calculated value was smaller than the critical value, a relationship existed (Huck, 2008).

Summary of Data Analysis Procedures

Descriptive statistics were used to describe LGC alumni socio-demographic characteristics. The socio-demographic characteristics examined in the study included year of participation in LGC, gender, age, education level, and alumni membership status. Descriptive statistics were also used to determine the individual, organizational, and community level outcomes associated with participation in LGC as perceived by the LGC alumni.

To determine whether a relationship existed between the individual, organizational, and community level outcome scores and the socio-demographic characteristics of the LGC alumni, statistical tests identified by Gamble's (2001) guide to data analysis were employed. For the socio-demographic characteristic year of participation, the median test was used, age and education level employed Spearman's rho, and gender and alumni membership status utilized the Kruskal-Wallis test. The dummy variable *participation in another leadership program*, added to the socio-demographic characteristics section of the survey, additionally utilized the Kruskal-Wallis test.

Institutional Review Board

Permission to conduct the study was requested through The University of Southern Mississippi's Institutional Review Board (IRB). A brief statement of the study's goals, an outline of the study's protocol, a letter of approval to conduct the study from the MSGCCC, copies of e-mail requests for participation in the study, along with the e-mail containing the survey link were submitted to the IRB for approval. Permission was granted and assigned Protocol Number 11101714 by the IRB. The IRB's Notice of

Committee Action granting permission to conduct the current study is included in Appendix A.

Summary

The purpose of the study was to determine the individual, organizational, and community level outcomes associated with participation in LGC as perceived by the LGC alumni. Additionally, the study described the socio-demographic characteristics of the LGC alumni and determined if a relationship existed between the identified individual, organizational, and community level outcomes and the socio-demographic variables of age, education level, year of participation in LGC, gender, and whether the LGC alumnus was a member of the LGC alumni association.

The quantitative ex post facto, descriptive survey design study utilized Black's LPOM, with some revisions based upon the literature, to survey LGC alumni from the classes of 2005-2006 through 2009-2010. The survey was e-mailed to the LGC alumni through the LGC liaison to the MSGCCC following Dillman et al.'s (2009) Tailored Design Method. Upon final collection of the data, the data was analyzed based upon the classification of the independent and dependent variables in the study. The following Chapter describes the results.

CHAPTER IV

RESULTS

Introduction

The purpose of the study was to identify the individual, organizational, and community level outcomes of the CLDP serving the Mississippi Gulf Coast, LGC, as perceived by the LGC alumni. Additionally, the relationship between LGC alumni and the identified individual, organizational, and community level outcomes perceived by the LGC alumni was determined.

A survey instrument developed by Black (2006) and used in this study, Leadership Program Outcomes Measure (LPOM), identifies outcomes at the individual, organizational, and community levels. Meehan and Reinelt (2007) assert leadership development programs perceived to have positive outcomes at the individual, organizational, and community levels are more likely to be sustainable. The survey in the current study yielded 50 responses, resulting in a 28% response rate. The CEO of the MSGCCC indicates a typical survey response rate for surveys initiated by the MSGCCC to the LGC alumni is 10%. Results of the study are presented below.

Socio-Demographic Characteristics

The first objective described the socio-demographic characteristics of the population according to year of participation in LGC, gender, age, education level, and alumni association membership status. Forty-two of the 50 survey participants responded to the socio-demographics section of the survey. Results are displayed in Table 9. Respondents from the alumni of the 2009-2010 LGC class were more likely to respond than any other group (33.3%, n = 14). The number of respondents from the 2005-2006,

2006-2007, 2007-2008, and 2008-2009 classes were 11.9% (n = 5), 14.3% (n=6), 23.8% (n = 10), and 16.7% (n = 7), respectively.

An equal number of males (n = 21) and females (n = 21) responded to the survey. More participants are from the 30-39 age group (38.1%, n = 16), followed by the 50-59 age group (31%, n = 13), and the 40-49 age group (21.4%, n = 9). An overwhelming majority (85.7%, n = 36) possess at least a bachelor's degree. Slightly more than half (52.4%, n = 22) are current members of the LGC alumni association. Nineteen percent (n = 8) of respondents have participated in other leadership programs since participating in LGC.

Table 9

Results of Socio-Demographic Characteristics

Variable	Category	Frequency	Percent
Participated in another leadership program (n= 42)	Yes	8	19
	No	34	81
Year of Participation (n=42)	2005-2006	5	11.9
	2006-2007	6	14.3
	2007-2008	10	23.8
	2008-2009	7	16.7
	2009-2010	14	33.3
Gender (n= 42)	Male	21	50
	Female	21	50
Age (n=42)	20-29	1	2.4
	30-39	16	38.1
	40-49	9	21.4
	50-59	13	31
	60-69	2	4.8
	70+	1	2.4

Table 9 (continued).

Variable	Category	Frequency	Percent
Education Level (n= 42)	High School	5	11.9
	Associate's Degree	1	2.4
	Bachelor's Degree	20	47.6
	Master's Degree or higher	16	38.1
	Other	1	
Alumni Member (n= 42)	Yes	22	52.4
	No	20	47.6

Individual Level Outcomes

Objective Two determined the individual level outcomes of the LGC program as perceived by the LGC alumni. Survey participants responded to three questions to determine perceived individual level outcomes associated with participation in LGC. The first question asked respondents to indicate the level of personal change experienced based on a 5-point Likert-scale (1 = none, 2 = a little, 3 = some, 4 = much, 5 = a great deal) for 12 different variables previously identified by Black (2006) which focused on “self-confidence, interpersonal skills, organizational skills, community involvement, and creative thinking” (Black & Earnest, 2009, p. 190). The specific variables identified by Black (2006) represented in the survey include *community involvement*, *self-confidence*, *creative thinking*, *business skills*, *change resulting from the LGC experience*, *modeling* (meet people), *value of my time*, *value of my family*, *my growth*, *control*, *transformation* (life-changing events), and *the power to make a difference*. The variables appear in bold in Table 10. Results of the first question are displayed in Table 10.

Table 10

Individual Level Outcomes

	None	A Little	Some	Much	A Great Deal
Exposure to new ideas and concepts led to my growth	2% 1	16% 8	16% 8	36% 18	30% 15
I was able to meet people whose success I could imitate	4% 2	8% 4	30% 15	32% 16	26% 13
LGC helped me to realize that I have the power to make a difference	8% 4	8% 4	28% 14	30% 15	26% 13
I increased my awareness of the value of my time	14% 7	12% 6	18% 9	44% 22	12% 6
My community involvement increased	4% 2	18% 9	46% 23	14% 7	18% 9
I improved my business skills	14% 7	4% 2	44% 22	30% 15	8% 4
I improved in creative thinking	8% 4	18% 9	38% 19	32% 16	4% 2
I improved in self-confidence	6% 3	24% 12	34% 17	32% 16	4% 2
I learned the value of my family because of my LGC experience	28% 14	12% 6	30% 15	22% 11	8% 4
I learned I do not have to be in control	28% 14	16% 8	32% 16	22% 11	2% 1
My LGC experience began a series of life changing events for me	26% 13	26% 13	30% 15	12% 6	6% 3
People describe me as being changed by my LGC experience	40% 20	26% 13	22% 11	10% 5	2% 1

Of the 12 statements appearing in the first question of the LPOM survey regarding the level of personal change due to participation in LGC, “some” level of change in community involvement is indicated by the greatest percentage of respondents (46%, n = 23); an additional 32% of respondents (n = 16) report “much” or “a great deal.” “Exposure to new ideas and concepts led to my growth” received the highest combined percentage (66%, n = 33) for “much” and “a great deal” for level of personal

change due to participation in LGC. The second highest combined percentage (58%, n = 29) to “much” and “a great deal” responses of the 12 statements come from the statement, “I was able to meet people whose success I could imitate.” Similarly, 56% (n = 28) report “much” or “a great deal” to “LGC helped me to realize that I have the power to make a difference.” Twenty-two out of 50 survey participants, or 44%, reported “much” to the fourth highest ranked statement, “I increased my awareness of the value of my time.” “Improved business skills” were indicated by 44% (n = 22) reporting “some” and 30% (n = 15) reporting “much.” Other statements indicating the level of personal change are improved creative thinking and improved self-confidence. These results indicate that eight of the 12 variables identified by Black (2006) are identified as individual level outcomes in the current study. The eight individual level outcomes identified in the current study are *my growth, modeling, the power to make a difference, value of my time, community involvement, business skills, creative thinking, and self-confidence.*

To provide further insight into individual perceptions and to cross-reference the results indicated by participants at the individual level, survey participants responded to two open-ended questions. First, respondents described up to three ways they personally changed because of participation in LGC. The majority, or 92% (n = 46), of respondents replied. The 46 respondents provided a total of 125 responses; however, six responses indicated “n/a” resulting in 119 responses describing ways LGC participants changed as a result of their participation in the LGC program. The researcher categorized responses according to similarity in context, and the resulting descriptors of personal change appear in Table 11. *Community awareness* (37.8%, n = 45) is most frequently reported among the responses as personal change, followed by *networking* (27.7%, n = 33), *confidence*

(9.2%, n = 11), *increased community involvement* (8.4%, n = 10), *appreciation of cultural differences* (6.7%, n = 8), *personal discovery* (5.9%, n = 7), *leadership skills* (2.5%, n = 3), and *access to LGC limited* (1.7%, n = 2).

Table 11

Descriptors of Personal Change

Descriptors of Personal Change	
Community awareness	37.8% (n = 45)
Networking	27.7% (n = 33)
Confidence	9.2% (n = 11)
Increased community involvement	8.4% (n = 10)
Appreciation of cultural differences	6.7% (n = 8)
Personal discovery	5.9% (n = 7)
Leadership skills	2.5% (n = 3)
Access to LGC limited	1.7% (n = 2)

Participant statements classified by the researcher as the descriptor *community awareness* include

- Broadened my understanding of not-for-profit agencies;
- More aware of our need to work together as the *Gulf Coast* not individual cities;
- More detailed knowledge of Gulf Coast better equipped me to discuss issues with others in the community;
- I am more aware of the symbiotic nature of community;
- Better knowledge of industry, education, and social services on the Coast;
- Increased knowledge and exposure to the infrastructure and business operations of the Gulf Coast;
- Heightened awareness of critical needs of the Gulf Coast.

Networking, reported by 33 out of 46 respondents as a component of personal change, support the second highest means of 3.68 from the statement, “I was able to meet people whose success I could imitate.” Examples of statements provided by survey respondents include

- I built a business partnership with other local leaders;
- Business network expanded;
- Great new friends and business contacts;
- Exposure to business peers;
- Exposure to other industries and leaders.

Eleven respondents reported *confidence* as personal change reflecting consistency and providing triangulation with the responses of “some” or “much” to the statement “I improved in self-confidence” ($\mu = 3.04$, $n = 33$). Participant statements classified by the researcher as the descriptor *confidence* are

- More confident at coast events;
- More confidence;
- Gave me more confidence to speak in front of a group;
- More outgoing in community and social activities.

Thirty-nine respondents reported experiencing at least “some” personal change as a result of the LGC program to the statement, “My community involvement increased,” providing triangulation for the 10 respondents’ claim of *increased community involvement*. Statements providing support to respondents’ declaration of an increase in community involvement include the following:

- Increased community involvement;

- Greater community involvement;
- Reaching out to others faster to help;
- Felt more compelled to become even more involved in the community;
- Became more engaged in civic activities.

The second and final open-ended question asked respondents if they decided to pursue further formal education because of their LGC experience. Of the 46 respondents, 95.7% (n = 44) did not pursue further formal education because of participation in LGC. This finding provides cross-reference for the 41 respondents who reported “none/not at all” to “some” to the statement, “My LGC experience began a series of life changing events for me.”

Organizational Level Outcomes

Research Objective Three determined the LGC alumni perceptions of the organizational level outcomes associated with participation in LGC. Survey participants responded to a question on the survey regarding their perceptions of the organizational level outcomes associated with participation in LGC utilizing a 5-point Likert-scale (1 = none, 2 = a little, 3 = some, 4 = much, 5 = a great deal). This question included 11 statements regarding participant’s professional change in “business decision making, innovativeness, use of business resources, new leadership skills, and improved management skills” (Black & Earnest, 2009, p. 190). The specific variables, previously identified by Black (2006), examining professional, or organizational level change, included *decision making skills, networking skills, responding to problems, problem-solving, use of time, facilitate change, professional organizations, use of resources,*

change of career, confidence to compete, and network of contacts. Results appear in

Table 12.

Table 12

Organizational Level Outcomes

	None	A Little	Some	Much	A Great Deal
LGC helped me to build a better network of contacts	2.2% 1	2.2% 1	11.1% 5	35.6% 16	48.9% 22
I improved my networking skills	2.2% 1	6.7% 3	28.9% 13	31.1% 14	31.1% 14
The exposure to other people and ideas helped facilitate change	11.1% 5	15.6% 7	15.6% 7	37.8% 17	20% 9
I became more involved in professional organizations	11.1% 5	20% 9	28.9% 13	24.4% 11	15.6% 7
I became more efficient in my use of resources	15.6% 7	13.3% 6	26.7% 12	33.3% 15	11.1% 5
I am able to respond to problems and situations more effectively	17.8% 8	13.3% 6	44.4% 20	17.8% 8	6.7% 3
I developed the confidence to compete on a different level in business/career	22.2% 10	20% 9	17.8% 8	33.3% 15	6.7% 3
I became more innovative in my approach to problem solving	15.6% 7	20% 9	37.8% 17	22.2% 10	4.4% 2
I improved my business/organizational decision making skills	13.3% 6	24.4% 11	35.6% 16	24.4% 11	2.2% 1
I learned to make more efficient use of my time	17.8% 8	26.7% 12	35.6% 16	13.3% 6	6.7% 3
My LGC experience helped me to change the direction of my business/ career	51.1% 23	11.1% 5	26.7% 12	2.2% 1	8.9% 4

Forty-five survey participants responded to the 11 Likert-scaled organizational level outcome statements regarding how the LGC participant or the LGC participant's business changed because of their LGC experience. Responses among LGC program participants indicate, "LGC helped me to build a better network of contacts" as the

strongest organizational level outcome with 48.9% (n = 22) responding “a great deal” and 35.6% (n = 16) responding “much.” “I improved my networking skills” ranks as the second strongest organizational level outcome resulting from the LGC program. Of the total number of respondents reporting to “I improved my networking skills,” 31.1% of respondents (n = 14) reported “a great deal” and an additional 31.1% of respondents (n = 14) reporting “much.” The third strongest organizational level outcome resulting from participation in the LGC program, represented by the statement, “The exposure to other people and ideas helped facilitate change,” recorded 37.8% of responses (n = 17) as “much” and 20% (n = 10) of responses as “a great deal.” Following as the fourth and fifth ranked organizational level outcomes are involvement in professional organizations and efficiency in use of resources. The results indicate *network of contacts*, *networking skills*, *facilitating change*, *professional organizations*, and *use of resources* are the strongest organizational level outcomes from participation in LGC. The remaining six statements reflected the greatest percentages of respondents reporting “none/not at all” to less than “some” change.

Triangulation, through the utilization of two open-ended questions, was used as evidence in support of the identified organizational level outcomes from participation in LGC. Respondents described up to three ways they improved on a professional, organizational, or business level because of their LGC experience. An aggregate of 99 descriptions for ways respondents improved on a professional, organizational, or business level because of their LGC experience; however, 19 respondents reported “n/a,” resulting in 80 usable responses. The researcher categorized similar responses using key words and the resulting descriptors appear in Table 13.

Table 13

Descriptors of Professional, Organizational or Business Improvement

Descriptors of Professional, Organizational or Business Change	
Networking	37.5% (n = 30)
Confidence	16.3% (n = 13)
Community/business awareness	11.3% (n = 9)
Access to and awareness of community resources	11.3% (n = 9)
Increased credibility	10% (n = 8)
Leadership skills	8.8% (n = 7)
Appreciation of differences	3.8% (n = 3)
Community involvement	1.3% (n = 1)

Thirty of 45 survey participants responding to this question report the descriptor *networking* as one way they improved on a professional, organizational, or business level because of their LGC experience. This represents 37.5% of the total responses and comports with the organizational level outcome variables of *network of contacts* and *networking skills* reported in the preceding survey question. Statements classified as the descriptor *networking*, provided by survey participants in support of *network of contacts* as an organizational level outcome, include the following:

- Met more/new contacts in leadership roles across the coast;
- Networking with future leaders;
- Expanded my contact list;
- Broader network of professional resources;
- Contacts, contacts, contacts!
- New contacts opened doors.

Networking statements provided by survey respondents that triangulated the organizational level outcome *networking skills* include

- Improved networking skills;
- Networking skills;
- Better networking skills;
- My networking skills improved.

Facilitate change was additionally identified as an organizational level outcome

by survey participants and the following statements confirm this outcome:

- Deeper understanding of working with people with different viewpoints;
- LGC colleagues shared personal experiences which helped facilitate professional/organizational growth;
- Stronger understanding of my potential impact with civic & community affairs;
- Seeing needs of the coast;
- Better understanding of my personal strengths and weaknesses;
- I feel better prepared to bring people together to accomplish things.

Evidence supporting and providing triangulation for the organizational level outcome, becoming more involved in *professional organizations*, includes the following:

- Joined two boards of directors;
- Executive board assignment

Survey respondents reported becoming more efficient in *use of resources* as an organizational level outcome. Participants described up to three ways they improved on a professional, organizational, or business level because of their LGC experience, providing triangulation for the organizational level outcome *use of resources*:

- More efficient because I had more contacts to get things done;

- Increased knowledge of available business resources;
- Greater proficiency at securing resources for my organization;
- Have been able to tap into different funding resources;
- Knowledgeable about resources in our community that can help solve problems;
- There are plenty of resources available to assist me when dealing with issues.

A second and final question providing triangulation of the organizational level outcomes reported by survey participants asked participants if they changed careers because of their LGC experience. Forty-five of the 50 survey participants responded. An overwhelming majority, 97.8% (n = 44), report they did not change careers because of participation in LGC. This response comports with the 23 out of 45 participant report of “none” to the statement, “My LGC experience helped me to change the direction of my business/career.”

Community Level Outcomes

The fourth Research Objective explored the LGC alumni perceptions of the community level outcomes associated with participation in the LGC program. Survey respondents utilized the Likert-scale (1 = none, 2 = a little, 3 = some, 4 = much, 5 = a great deal) on eight items to report level of community change experienced in “leadership roles, increased involvement, increased awareness of time, and appreciation of cultural differences” (Black & Earnest, 2009, p. 190). Specific variables previously identified by Black (2006) were *involvement in local organizations, involvement on a state level, involvement on a national level, involvement in other countries, value of time, involvement in community organizations, reduction of commitment to an organization to*

increase involvement with another, and appreciation of cultural differences. Forty-four of the 50 survey participants responded to the eight statements relating to community level outcomes. Results appear in Table 14.

Table 14

Community Level Outcomes

	None	A Little	Some	Much	A Great Deal
My appreciation of cultural differences increased due to my LGC experience	11.4% 5	11.4% 5	22.7% 10	31.8% 14	22.7% 10
My LGC experience helped to increase my involvement in local organizations	9.1% 4	20.5% 9	34.1% 15	22.7% 10	13.6% 6
Due to my LGC participation, I increased my involvement with community organizations	11.4% 5	22.7% 10	31.8% 14	15.9% 7	18.2% 8
I increased my awareness of the value of my time	15.9% 7	25% 11	25% 11	25% 11	9.1% 4
I reduced my commitment to some organizations to be more effective in other organizations	34.1% 15	15.9% 7	20.5% 9	22.7% 10	6.8% 3
I became involved with groups on a state level because of LGC	56.8% 25	13.6% 6	22.7% 10	4.5% 2	2.3% 1
I became involved with groups on a national level because of LGC	81.8% 36	13.6% 6	2.3% 1	0% 0	2.3% 1
I became involved with activities in other countries after my LGC experience	88.6% 39	9.1% 4	2.3% 1	0% 0	0% 0

Of the community level outcomes, *appreciation of cultural differences* ranked as the outcome most often reported because of participation in the LGC program with 31.8% (n = 14) of respondents reporting “much” and 22.7% (n = 10) reporting “a great deal.” The second strongest response from participants, for the eight statements regarding community level outcomes, with 34.1% (n = 15) reporting “some” change, is an increase in *involvement in local organizations*. The third highest ranked statement for community

level outcomes, an increase in *involvement with community organizations*, acquired 31.8% (n = 14) reporting “some” change and the remaining 68.2% (n = 30) evenly split between less than “some” and more than “some.” The remaining five community level outcome statements received the highest percentages of “none” to “a little” as responses to the statements. The majority of responses from the LGC program participants indicate no involvement on the state, national, or international level (56.8%, n = 25; 81.8%, n = 36; 88.6%, n = 39, respectively).

Four open-ended questions followed the Likert-scaled statements to provide further insight into specific actions taken by participants in an effort to triangulate the outcomes identified by the participants from the eight Likert-scaled statements. First, respondents briefly described up to three ways they made a difference within their society or community because of their LGC experience. Forty-four survey participants provided an aggregated 85 responses; however, 13 “n/a” responses resulted in 72 usable responses. The researcher categorized responses through common key words and themes. The resulting descriptors and results appear in Table 15.

Table 15

Descriptors of Community Change

Descriptors of Community Change	
Community involvement/volunteering	34.7% (n = 25)
Community awareness	12.5% (n = 9)
Broader viewpoint/bigger vision	11.1% (n = 8)
Networking	11.1% (n = 8)
Helped me at my current place of employment	5.6% (n = 4)
Give more to charity/raise funds	5.6% (n = 4)
Became leader in project	5.6% (n = 4)
More compassionate	5.6% (n = 4)
Increased my organization’s public relations	2.8% (n = 2)

Table 15 (continued).

Descriptors of Community Change	
Encouraged others to participate in LGC	1.4% (n = 1)
Better educator	1.4% (n = 1)
Better quality of time spent	1.4% (n = 1)
Self-awareness	1.4% (n = 1)

Statements classified by the researcher as the community change descriptor *broader viewpoint/bigger vision* supporting the community level outcome *cultural differences* include

- Broader viewpoints;
- More sensitive to others' needs in the community;
- I'm more open to people who are different from me;
- More compassion for those my organization serves;
- Approach community interactions with more compassion.

Survey responses lend support to the community level outcome of increased *involvement in local organizations/community organizations*:

- Greater awareness of community problems led to greater involvement in projects to change the community;
- Raising funds for our local charities;
- Volunteering;
- Community involvement;
- My volunteer focus shifted from business organizations to people based organizations;
- I am an advocate for the nonprofit world in a bigger way;

- Working with groups for walks;
- Help with needy children;
- Support local charities more than national charities now.

Several participants reported becoming more aware of community needs and becoming more involved in communities but did not provide specific examples.

However, participants responding to identifying ways in which they made a difference within their society or community because of their LGC experience provided examples such as Homeless Connect, charitable giving, leading projects at church, fundraising for charities, Biloxi Chamber Executive work, building relationships across professions, and taking on leadership positions on boards.

Next, survey participants listed community projects initiated or championed because of participation in LGC. Twelve of the 17 responding participants indicate they initiated or championed a community project as a result of their LGC program participation. Responses appear in Table 16.

Table 16

Community Projects Initiated or Championed

Please list any community projects initiated or championed because of your participation in the LGC program.

Coast MLK committee I worked on this past year
 Worked on election campaigns of local officials. Worked on projects for local food pantries.
 Project Homeless Connect
 Cleaning our community of trash and working to provide covered bus stops especially because of the elderly and disabled that use our transit system
 Organizing the storage area for Loaves & Fishes
 POC for base personnel on Mississippi Gulf Coast Resort Classic 3 years in a row
 Biloxi Executive Chamber work
 Led a career development workshop with a local High School Career & Technical Education program. Also, I recently accepted a board position with a local enrichment program for middle and high school students.

Table 16 (continued).

Please list any community projects initiated or championed because of your participation in the LGC program.

Homeless connect
 Project Homeless Connect United Way of South Mississippi Volunteer Center
 Co-chaired the financial services fund-raising committee for United Way of South MS.
 Volunteering at homeless cold weather shelter

Survey participants listed any governmental elected or appointed positions held as another indicator of community level outcomes resulting from LGC program participation. Of the 13 participants responding, 11 held no governmental elected position since their LGC program participation. One survey participant held Gulf Coast Tourism Partnership Board Member, Harrison County Beautification Commissioner, and Gulf Regional Planning Commissioner positions, and one held the position of Planning Commissioner.

Finally, the survey requested participants to “describe anything that ‘decreased’ or ‘worsened’ as a result of the LGC experience.” Thirteen survey participants responded with no reports that anything decreased or worsened as a result of their LGC program participation. Two participants provided additional comments about their LGC experience: (a) “LGC was one of the best experiences I have had professionally” and (b) “Nothing decreased or worsened, only increased and enhanced.”

In addition to the open-ended questions used to provide cross-reference and triangulation of the community level outcome statements, Black (2006) included two Likert-scaled items in the survey to discover LGC program alumni opinions of the LGC program continuation and level of change experienced because of the LGC experience. Survey respondents indicated their perception of importance to continue the LGC

program (1 = not important to 10 = very important). For the 44 respondents, the majority, 70.5% (n = 31), indicate it is very important to continue the LGC program. The results appear in Table 17.

Table 17

Importance of LGC Program Continuation

Please indicate how important you feel it is to continue the LGC program.

Not Important										Very Important
1	2	3	4	5	6	7	8	9	10	10
2.3%	4.5%	0.0%	0.0%	0.0%	4.5%	6.8%	4.5%	6.8%		70.5%
(1)	(2)	(0)	(0)	(0)	(2)	(3)	(2)	(3)		(31)

The second Likert-scaled item (1 = did not change to 10 = changed a great deal) requested respondents “to indicate the level of change experienced because of your LGC participation.” Of the 44 survey participants responding, 20 respondents indicate an eight or higher, demonstrating a propensity towards experiencing a great deal of change because of their LGC participation. The results appear in Table 18.

Table 18

Level of Change Due to LGC Participation

Please select a number below to indicate the level of change experienced because of your LGC participation.

Did not change										Changed a great deal
1	2	3	4	5	6	7	8	9	10	10
6.8%	0.0%	6.8%	4.5%	13.6%	11.4%	11.4%	29.5%	6.8%		9.1%
(3)	(0)	(3)	(2)	(6)	(5)	(5)	(13)	(3)		(4)

Relationships Between the Individual, Organizational, and Community Level Outcomes
and Socio-Demographic Characteristics

The fifth and final Research Objective determined if a relationship existed between the individual, organizational, and community level outcomes and year of participation in LGC, gender, age, education level, and alumni association membership status. The variable *participation in another leadership program* was included in the survey as a dummy variable due to the possibility that participation in another leadership program had the potential to influence perceived outcomes from participation in LGC. To determine if a relationship existed between the individual, organizational, and community level outcomes identified by the LGC alumni and year of the LGC alumni's participation, the median test was used. The Kruskal-Wallis test determined if a relationship exists between each of the outcome levels and the variables gender, alumni membership status, and participation in another leadership program. Spearman's rho tested whether a relationship exists between each of the outcome levels and the LGC alumni's ages and education levels.

The dummy variable, participation in another leadership program, was included in the socio-demographic characteristics section. Forty-two of the 50 survey participants responded to the socio-demographic characteristics questions. Of the 42 survey respondents, eight (19%) participated in another leadership program since participation in LGC. The Kruskal-Wallis test determined if a relationship exists between participation in another leadership program and the individual, organizational, and community level outcomes (see Table 19). Results indicate no statistically significant relationship exists between participation in another leadership program and the individual [$\chi^2(1, n = 42) =$

.779, $p = .377$], organizational [$\chi^2(1, n = 42) = 1.646, p = .200$, and community [$\chi^2(1, n = 42) = .002, p = .962$] level outcomes.

Table 19

Relationship between Participation in Another Leadership Program and the Individual, Organizational, and Community Level Outcomes

Ranks			
	Have you participated in any other leadership program since your participation in LGC?	N	Mean Rank
Individual Outcomes Composite	Yes	8	24.94
	No	34	20.69
	Total	42	
Organizational Outcomes Composite	Yes	8	26.50
	No	34	20.32
	Total	42	
Community Outcomes Composite	Yes	8	21.31
	No	34	21.54
	Total	42	

	Test Statistics ^{a,b}		
	Individual Outcomes Composite	Organizational Outcomes Composite	Community Outcomes Composite
Chi-Square	.779	1.646	.002
df	1	1	1
Asymp. Sig.	.377	.200	.962

a. Kruskal Wallis Test
b. Grouping Variable: Have you participated in any other leadership program since your participation in LGC?

Year of Participation

A contingency table analysis was employed using the median test relating the year of participation in LGC to the individual, organizational, and community level outcomes' composites to determine whether a relationship exists. A single median for each of the outcome levels was determined for all survey participants (median = 3.2083, $n = 42$).

Separated by year of participation in LGC, the number of participants with medians above and below the median from each year for the individual, organizational, and community outcomes was determined (see Table 20). An independent samples chi-square test on the data in the contingency table determined “if the samples differ . . . by more than what would be expected by chance alone” (Huck, 2008, p. 481). Results, displayed in Table 21, indicate no significant relationship exists between the individual [$\chi^2(4, N = 42) = 3.086, p = .544$], organizational [$\chi^2(4, N = 42) = 2.806, p = .591$], or community [$\chi^2(4, N = 42) = 6.095, p = .192$] level outcomes and year of participation in LGC.

Table 20

Contingency Table for Number Above and Below the Median and Year of Participation for Individual, Organizational, and Community Level Outcomes

		Frequencies				
		I was a member of LGC during:				
		2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Individual Outcomes Composite	> Median	3	3	7	3	5
	<= Median	2	3	3	4	9
Organizational Outcomes Composite	> Median	4	2	5	3	6
	<= Median	1	4	5	4	8
Community Outcomes Composite	> Median	5	2	5	3	6
	<= Median	0	4	5	4	8

Table 21

Test Statistics for Year of Participation and Individual, Organizational, and Community Level Outcomes

Test Statistics ^c			
	Individual Outcomes Composite	Organizational Outcomes Composite	Community Outcomes Composite
N	42	42	42
Median	3.2083	3.2500	2.4375
Chi-Square	3.086 ^a	2.806 ^b	6.095 ^a
df	4	4	4
Asymp. Sig.	.544	.591	.192

a. 6 cells (60.0%) have expected frequencies less than 5. The minimum expected cell frequency is 2.5.

b. 7 cells (70.0%) have expected frequencies less than 5. The minimum expected cell frequency is 2.4.

c. Grouping Variable: I was a member of LGC during:

Age and Education Level

Results of the relationship between age and the individual, organizational, and community level outcomes examined utilizing Spearman's rho appear in Table 22.

Spearman's rho revealed no statistically significant relationship exists between age and the individual, organizational, and community level outcomes ($\rho[42] = .079, p = .618$; $\rho[42] = .058, p = .713$; $\rho[42] = -.026, p = .869$).

Table 22

The Relationship between Age and Program Outcomes

		My current age is:	
Spearman's rho	My current age is:	Correlation Coefficient	1.000
		Sig. (2-tailed)	.
		N	42
	Individual Outcomes Composite	Correlation Coefficient	.079
		Sig. (2-tailed)	.618
		N	42
	Organizational Outcomes Composite	Correlation Coefficient	.058
		Sig. (2-tailed)	.713
		N	42
	Community Outcomes Composite	Correlation Coefficient	-.026
		Sig. (2-tailed)	.869
		N	42

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

Level of education and the individual, organizational, and community level outcomes were examined for the existence of a relationship. Results appear in Table 23. Similar to age, no statistically significant relationship exists between level of education and the individual ($\rho[42] = -0.068, p = .666$), organizational ($\rho[42] = .027, p = .866$), or community level outcomes ($\rho[42] = -.039, p = .806$).

Table 23

The Relationship between Education and Program Outcomes

		What is your highest level of education?	
Spearman's rho	What is your highest level of education?	Correlation Coefficient	1.000
		Sig. (2-tailed)	.
		N	42

Table 23 (continued).

Individual Outcomes Composite	Correlation Coefficient	-.068
	Sig. (2-tailed)	.666
	N	42
	Correlation Coefficient	.027
Organizational Outcomes Composite	Sig. (2-tailed)	.866
	N	42
	Correlation Coefficient	-.039
	Sig. (2-tailed)	.806
Community Outcomes Composite	N	42

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

Gender and Alumni Membership Status

A Kruskal-Wallis test evaluated the individual, organizational, and community level outcomes' composite scores with the mean rank across gender for sameness, revealing no significant relationship, or sameness, for the individual [$\chi^2(1, n = 42) = 1.685, p = .194$], organizational [$\chi^2(1, n = 42) = 1.201, p = .273$], or community [$\chi^2(1, n = 42) = 2.138, p = .144$] level outcomes across gender.

Table 24

The Relationship between Gender and Individual, Organizational, and Community Level Outcomes

		Ranks	
	My gender is:	N	Mean Rank
Individual Outcomes Composite	Male	21	19.05
	Female	21	23.95
	Total	42	
Organizational Outcomes Composite	Male	21	19.43
	Female	21	23.57
	Total	42	

Table 24 (continued).

	Test Statistics ^{a,b}		
	Individual Outcomes Composite	Organizational Outcomes Composite	Community Outcomes Composite
Community Outcomes Composite			
Male		21	18.74
Female		21	24.26
Total		42	
Chi-Square	1.685	1.201	2.138
df	1	1	1
Asymp. Sig.	.194	.273	.144

a. Kruskal Wallis Test
b. Grouping Variable: My gender is:

The Kruskal-Wallis test for alumni association membership status revealed a statistically significant relationship exists for the individual [$\chi^2(1, n = 42) = 5.509, p < .05$], organizational [$\chi^2(1, n = 42) = 7.349, p < .05$], and community [$\chi^2(1, n = 42) = 8.497, p < .05$] level outcomes.

Table 25

The Relationship between Alumni Association Membership and Individual, Organizational, and Community Level Outcomes

		Ranks	
	Are you currently a member of the LGC alumni association?	N	Mean Rank
Individual Outcomes Composite	Yes	22	25.73
	No	20	16.85
	Total	42	
Organizational Outcomes Composite	Yes	22	26.39
	No	20	16.13
	Total	42	
Community Outcomes Composite	Yes	22	26.75
	No	20	15.73
	Total	42	

Table 25 (continued).

	Test Statistics ^{a,b}		
	Individual Outcomes Composite	Organizational Outcomes Composite	Community Outcomes Composite
Chi-Square	5.509	7.349	8.497
df	1	1	1
Asymp. Sig.	.019	.007	.004

a. Kruskal Wallis Test
b. Grouping Variable: Are you currently a member of the LGC alumni association?

Summary

This chapter presented descriptive statistics for the socio-demographic characteristics of the survey participants and the individual, organizational, and community level outcomes associated with participation in LGC as perceived by the alumni. The LGC class of 2009-2010 (33.3%, n = 14) had the highest representation among survey participants. Additionally, the 30-39 age group (38.1%, n = 16) and alumni possessing at least a bachelor's degree (85.7%, n = 36) were the highest percentage represented among survey participants in age and education level. LGC alumni association members represent 52.4% (n = 22) of the survey participants and gender is equally represented (50%, n = 21). Individual level outcomes perceived by the LGC alumni are *my growth, modeling, and the power to make a difference*. Organizational level outcomes from participation in LGC, as perceived by the alumni, are *network of contacts, networking skills, facilitate change, professional organizations, and use of resources*. At the community level, perceived outcomes are *appreciation of cultural differences, involvement in local organizations, and involvement in community organizations*.

Additionally, the existence of a relationship between the socio-demographic characteristics and the individual, organizational, and community level outcomes was examined through statistical analysis utilizing SPSS 17.0. The only statistically significant relationship between the socio-demographic variables and the individual, organizational, and community level outcomes originate with LGC alumni association members. Participation in other leadership programs appears to have no influence on the overall perceived outcomes from participation in LGC at the individual, organizational, or community levels. The following Chapter presents the summary of and conclusions for the Research Objectives set forth in the study.

CHAPTER V

DISCUSSION

Summary

The purpose of this exploratory, non-experimental study was to determine the individual, organizational, and community level outcomes associated with participation in LGC as perceived by the LGC alumni. Additionally, the study described the socio-demographic characteristics of the LGC alumni and determined if a relationship exists between the identified individual, organizational, and community level outcomes and the socio-demographic variables (age, education level, year of participation in LGC, gender, and whether the LGC alumni were members of the LGC alumni association). Previous research revealed the need to analyze civic leadership programs using a standardized method and to compare the outcomes across programs (Azzam & Riggio, 2003) to allow organizations to make informed decisions about how to improve leadership programs and determine the extent to which goals have been met (Hannum & Martineau, 2008). Black (2006), in response to the lack of an instrument to determine leadership program outcomes, developed an instrument, Leadership Program Outcomes Measure (LPOM), and identified the outcomes from participation in a statewide agricultural leadership development program. The current study utilized Black's instrument to determine the individual, organizational, and community level outcomes from participation in a CLDP and determine whether a relationship exists between the CLDP participants' socio-demographic characteristics and the identified outcomes. In addition to meeting the goals of this study, use of the LPOM will provide further validation for the instrument and may

support the LPOM's use as the instrument by which leadership development programs evaluate outcomes.

Conclusions and Recommendations

Leadership Gulf Coast has been serving the Mississippi Gulf Coast as a community leadership development program since 1988. The outcomes from participation in LGC have not been identified since inception of the program. This study describes the socio-demographic characteristics of the LGC alumni participating in the survey from the classes of 2005-2006 through 2009-2010 and determines the alumni's perceived outcomes from participation in LGC at the individual, organizational, and community levels. In addition to determining the individual, organizational, and community level outcomes from participation in LGC, the study determines whether a relationship exists between the socio-demographic characteristics of the LGC alumni and the identified outcomes. The current study, similar to Black's (2006) agricultural leadership program study, uses Black's survey instrument. The individual, organizational, and community level outcomes identified by Black's (2006) study are provided to illustrate similarities or differences between findings from the two studies. Based on the findings of the current study and compared with the findings from Black's (2006) study, it is up to the consumer of research to discern if inferences can be made.

Socio-demographic Characteristics

Findings. Descriptive statistics were used to describe the survey participants in the study and to summarize the data for the individual, organizational, and community levels. The LGC class of 2009-2010 had the highest response rate to the survey, followed by the LGC class of 2007-2008. Most survey participants are in the 30-39 age group with

the age group of 50-59 representing the second highest number of survey participants. An equal number of males and females participated in the study and a slight majority of survey participants are members of the LGC alumni association. An overwhelming number of participants hold at least a bachelor's degree.

Individual Level Outcomes

Findings. The current study identifies the individual level outcomes, determined by the LGC alumni survey participants, as *my growth, modeling, the power to make a difference, value of my time, community involvement, business skills, creative thinking, and self-confidence*. The open-ended question, "Briefly describe up to three ways you personally changed because of your LGC experience," used for triangulating the 12 Likert-scaled statements to identify the individual level outcomes, reveals participant themes of *community awareness, networking, confidence, and increased community involvement* as personal change experienced. The identified individual level outcomes in the current study are similar to Black's (2006) outcomes from participation in an agricultural leadership program. Black's identified outcomes at the individual level, in rank order by mean, are as follows: *my growth, self-confidence, the power to make a difference, modeling, value of my time, business skills, and creative thinking*.

Conclusion. The variables *my growth* and *modeling*, along with the themes of *community awareness* and *networking*, identified as individual level outcomes perceived by the alumni, suggest achievement of LGC's objective to

sensitize our current and potential leaders to the real problems and opportunities in our community, teaching them to consider an array of options in finding solutions and helping them to know each other well, developing a network of

relationships that would provide clear communication between and among all segments of our society. (MSGCCC, n.d. a, para. 2)

LGC participants exhibit *the power to make a difference* through *increased community involvement*. In addition to fulfilling LGC's objective, LGC fulfilled Bono et al.'s (2010) assertion of a community leadership program's purpose to develop "active and informed citizen leaders who can collaborate with other individuals and groups to solve community-based problems" (p.326). Additionally, according to Rohs and Langone (1993), CLDPs serve "as a catalyst to . . . involve local citizens in improving their communities" (p.114). Based on Black's (2006), Bono et al.'s (2010), and Rohs and Langone's (1993) findings, participants of similar CLDPs can expect to experience comparable outcomes on the individual level.

Recommendation. The relationship between the themes emerging from participants and outcomes from participation in a CLDP should be explored so developers may build components into leadership programs to maximize *networking*, *community awareness*, and *confidence* as tools to enhance community leadership.

Organizational Level Outcomes

Findings. Organizational level outcomes identified include *network of contacts*, *networking skills*, *facilitate change*, *professional organizations*, and *use of resources*. *Networking*, *confidence*, *community/business awareness*, and *access to and awareness of community resources* emerged as themes in response to the open-ended question to which respondents described up to three ways they improved on a professional, organizational, or business level because of their LGC experience. Black's (2006) study indicated similar

organizational level outcomes of *network of contacts*, *networking skills*, *facilitate change*, *problem-solving*, and *responding to problems*.

Networking, as an individual and organizational level outcome, leads to strong links to decision-makers in the public and private sectors (Rubin, 1985), allows a community to enjoy greater access to resources (Hitt & Ireland, 2002) and enables the community to “define and communicate their needs, mediate disagreements and participate in local organized decision making” (Berke et al., 1993, p. 100) all of which comport with LGC’s goal to “understand real problems and opportunities in our community, and to create a communication network between present and emerging leaders dedicated to the improvement of the Mississippi Gulf Coast” (MSGCCC, n.d. c, para. 1).

Conclusion. The identification of *networking*, *facilitate change*, and *use of resources* as organizational level outcomes from participation in a CLDP combined with Rubin’s (1985), Hitt and Ireland’s (2002), and Berke et al.’s (1993) assertions regarding networking, support *networking* as the foundation to *awareness* and *use of resources* and the ability to *facilitate change*.

Recommendation. Examining program goals and structuring opportunities for CLDP participants to network by CLDP developers is recommended to facilitate the CLDP’s desired outcomes.

Community Level Outcomes

Findings. The outcomes identified by the LGC alumni for the community level are *appreciation of cultural differences*, an increase in *involvement in local organizations*, and an increase in *involvement with community organizations*. *Community*

involvement/volunteering, community awareness, and a broader viewpoint emerged as themes emerging from the open ended question to describe three ways respondents made a difference within their community because of their LGC experience. The themes correspond with the community level outcomes identified by survey participants. Black's (2006) study indicated *appreciation of cultural differences, value of time, involvement in local organizations, involvement in community organizations, and reduction of commitment to an organization to increase involvement with another.*

The two supplemental Likert-scaled statements regarding participant feelings toward the importance of continuing the LGC program and the level of change experienced because of participation in LGC reveal strong feelings toward the continuation of LGC and a propensity towards experiencing personal change because of their LGC participation.

Conclusion. The increase in *involvement with local and community organizations*, supported by the themes of *community involvement/volunteering* and *community awareness*, leads to the conclusion that participants in similar CLDPs have the potential to become more aware of their community and its resources leading to their community involvement/volunteering. The *appreciation of cultural differences* due to participation in LGC, supported by the theme *broader viewpoint*, leads to the conclusion that participants in similar CLDPs can develop a broader viewpoint leading to an appreciation of cultural differences.

Relationship between the Socio-Demographic Characteristics and the Identified Individual, Organizational, and Community Level Outcomes

To determine the existence of a relationship between the socio-demographic characteristics of the survey participants and the identified outcomes, the median test was used for year of participation, Spearman's rho was used for age and education level, and Kruskal-Wallis was used for gender and alumni membership status. A dummy variable, participation in another leadership program since participation in LGC, was included to determine if participation in another leadership program influences responses. The Kruskal-Wallis test indicates no influence on the overall outcomes from participation in another leadership program since participation in LGC.

Findings. Statistical tests reveal no statistically significant relationship between the individual, organizational, and community level outcomes and the variables year of participation in LGC, age, level of education, and gender. However, the Kruskal-Wallis test evaluated differences between alumni membership status and the individual, organizational, and community level outcomes, revealing a statistically significant difference, $\chi^2(1, n = 42) = 5.509, 7.349, \text{ and } 8.497; p = .019, .007, \text{ and } .004$, respectively. Alumni association members report stronger outcomes from participation in LGC at the individual, organizational, and community levels than non-members. An examination of the individual, organizational, and community level outcomes indicate the LGC alumni's outcomes at the community level are the strongest; outcomes at the organizational level, second; and outcomes at the individual level, last.

Conclusion. Upon completion of the LGC program, graduates are encouraged to become members of the LGC alumni association. The LGC participants who choose to

become a member of the alumni association are associated with the strongest outcomes at the community level; specifically, acquiring a *broader viewpoint* leading to an *appreciation of cultural differences*, and experiencing *community awareness* that leads to *increased involvement in local and community organizations*.

Next, at the organizational level, a CLDP alumni association member will build a better *network of contacts* linking the alumni member to decision-makers in the public and private sectors. This network of contacts will allow the CLDP alumni association member greater *access to community resources* and participation in local decision making to *facilitate change*. CLDP alumni association members are more likely to be involved in *professional organizations* than non-alumni association members.

Lastly, at the individual level, a CLDP alumni association member experiences *personal growth* through personal discovery, meets others whose success they could imitate through *networking*, realizes they have the *confidence* and *power to make a difference*, becomes *more involved in the community* through *community awareness*, and improves *business skills* and *creative thinking*.

Recommendation. CLDP alumni association members report greater outcomes at the community, organizational, and individual levels. CLDPs whose objectives are community awareness, community involvement, and building networks to collaborate and solve community issues, must increase efforts that encourage participants to become members of the alumni association. An investigation into the characteristics of alumni association members who are the same as, or different from, non-members may determine what causes greater outcomes and what causes CLDP participants to join the alumni association.

Limitations

Two limitations existed in the current study. First, a particular group was targeted in the study, specifically, LGC alumni from the classes of 2005-2006 through 2009-2010. As a result, the possibility of bias by the LGC alumni was determined to be a limitation. Black (2006) declared that open-ended questions appearing on the survey were included “to ensure that respondent bias and program glamorization were not occurring” (p. 61). Additionally, the cross-referencing provided by the open-ended questions to the outcome variable statements assisted in providing triangulation for the declared outcomes. Although Black (2006) included open-ended questions to solve the possibility of bias, Shadish et al. (2002) state, “no method guarantees the validity of an inference” (p. 34). It is important to acknowledge the LGC alumni class of 2009-2010 was over-represented in the study, and the program glamorization to which Black (2006) referred may exist.

The 28% survey response rate in the current study poses a threat to statistical conclusion validity; specifically, it suggests low statistical power. According to Shadish et al. (2002) the low statistical power “may incorrectly conclude that the relationship . . . is not significant” (p.45) and may be a reason no statistically significant relationship was found to exist between the socio-demographic variables of year of participation in LGC, gender, age, and education level and the individual, organizational, and community level outcome scores. This threat exists in the second limitation in the current study: the small sample size. The population for the current study was 177, and 118 participants were needed to achieve a 95% confidence level. The current study received responses from 50 participants; therefore, the current study was unable to attain a 95% confidence level. However, Black’s (2006) study to identify the individual, organizational, and community

level outcomes from participation in an agricultural leadership program achieved a 75% response rate, allowing a 95% confidence level with a 3.5% margin of error (Krejcie & Morgan, 1970). Black's (2006) results were included to allow the consumer of research to discern if inferences can be made based upon the findings of the current study.

Conclusion

Communities need leaders who can address problems that threaten a community's success and sustainability (Williams & Wade, 2002), manage change within a community (Langone & Rohs, 1995), and assist and guide a community's recovery from natural disasters (Berke et al., 1993). Community leaders are essential not only during the recovery period following a natural disaster, but during the planning stage as well (Tan, 2009). Communities rely on CLDPs to provide the pipeline of community leaders, yet outcomes from participation in a CLDP have rarely been determined (Sogunro, 1997). With today's uncertain economy, organizations express concern that investments in leadership development programs achieve desired outcomes (Altman & Kelly-Radford, 2004). Collecting and summarizing findings regarding the outcomes and impacts of leadership development programs will assist in sustaining investments in these programs (Meehan & Reinelt, 2007). Additionally, identifying the outcomes of a CLDP allow the stakeholders to discuss the outcomes and make changes as they seek to continue providing the pipeline of community leaders.

The Mississippi Gulf Coast is susceptible to natural disasters and maintaining a pipeline of leaders is paramount to maintaining the quality of life the Mississippi Gulf Coast enjoys (C. Hartley, personal communication, January 2011). Leadership Gulf Coast, the CLDP serving the Mississippi Gulf Coast, experienced a 40% decline in the

number of applications each of the two years prior to this study (C. Hartley, personal communication, January 2011). This study identified the outcomes from participation in LGC at the individual, organizational, and community levels. The study additionally described the socio-demographic characteristics of the LGC alumni and determined whether a relationship existed between the individual, organizational, and community level outcomes and the socio-demographic characteristics of alumni from 2005-2006 through 2009-2010.

The findings from this study confirm the outcomes from previous studies. CLDPs produce benefits for the communities in which they are based, for the organizations where participants are employed, and for the potential leaders who participate. At the community level, participation in a CLDP leads to alumni becoming more aware of local issues, more involved in and making a difference within communities, networking within communities to solve community issues, and broadening perspectives leading to an appreciation of cultural differences. At the organizational level, the networking skills participants acquire provide a better network of contacts, creating a broader network of professional resources. Participants of CLDPs experience personal growth and meet others whose success they could imitate leading to the self-confidence it takes to realize they have the power to make a difference. As a result, communities facing a shrinking pool of potential community leaders today should consider the creation, or adoption, of a CLDP to prepare the CLDP participants to become community leaders of tomorrow.

APPENDIX A

INSTITUTIONAL REVIEW BOARD APPROVAL



INSTITUTIONAL REVIEW BOARD
 118 College Drive #5147 | Hattiesburg, MS 39406-0001
 Phone: 601.266.6820 | Fax: 601.266.4377 | www.usm.edu/irb

NOTICE OF COMMITTEE ACTION

The project has been reviewed by The University of Southern Mississippi Institutional Review Board in accordance with Federal Drug Administration regulations (21 CFR 26, 111), Department of Health and Human Services (45 CFR Part 46), and university guidelines to ensure adherence to the following criteria:

- The risks to subjects are minimized.
- The risks to subjects are reasonable in relation to the anticipated benefits.
- The selection of subjects is equitable.
- Informed consent is adequate and appropriately documented.
- Where appropriate, the research plan makes adequate provisions for monitoring the data collected to ensure the safety of the subjects.
- Where appropriate, there are adequate provisions to protect the privacy of subjects and to maintain the confidentiality of all data.
- Appropriate additional safeguards have been included to protect vulnerable subjects.
- Any unanticipated, serious, or continuing problems encountered regarding risks to subjects must be reported immediately, but not later than 10 days following the event. This should be reported to the IRB Office via the "Adverse Effect Report Form".
- If approved, the maximum period of approval is limited to twelve months. Projects that exceed this period must submit an application for renewal or continuation.

PROTOCOL NUMBER: 11101714

PROJECT TITLE: Determining the Individual, Organizational, and Community Level Outcomes of a Community Leadership Development Program as Perceived by the Program Alumni

PROJECT TYPE: Dissertation

RESEARCHER/S: Susan Johnston Bush

COLLEGE/DIVISION: College of Science & Technology

DEPARTMENT: Economic and Workforce Development

FUNDING AGENCY: N/A

IRB COMMITTEE ACTION: Expedited Review Approval

PERIOD OF PROJECT APPROVAL: 11/30/2011 to 11/29/2012

Lawrence A. Hosman, Ph.D.
Institutional Review Board Chair

APPENDIX B

LEADERSHIP PROGRAM OUTCOMES MEASURE

1. Instructions:

The following items deal with your Leadership Gulf Coast (LGC) experience on a personal level. For each item please indicate how you as an individual have changed because of your LGC experience.

	1 None/Not at all	2 A Little	3 Some	4 Much	5 A Great Deal
My community involvement increased	1	2	3	4	5
I improved in self-confidence	1	2	3	4	5
I improved in creative thinking	1	2	3	4	5
I improved my business skills	1	2	3	4	5
People describe me as being changed by my LGC experience	1	2	3	4	5
I was able to meet people whose success I could imitate	1	2	3	4	5
I increased my awareness of the value of my time	1	2	3	4	5
I learned the value of my family because of my LGC experience	1	2	3	4	5
Exposure to new ideas and concepts led to my growth	1	2	3	4	5
I learned I do not have to be in control	1	2	3	4	5
My LGC experience began a series of life changing events for me	1	2	3	4	5
LGC helped me to realize that I have the power to make a difference	1	2	3	4	5

2. Briefly describe up to three ways you have personally changed because of your LGC experience:
[3 boxes]
3. As a result of your LGC experience, did you decide to pursue further formal education? If so, what degree/certification did you receive?
[Yes/No; Yes takes the participant to part two of the question, No takes the participant to question 4]
-

4. Instructions:

The following items deal with your experience with LGC on a business/organizational level. Please indicate how you or your business professionally changed because of your LGC experience.

	1 None/Not at all	2 A Little	3 Some	4 Much	5 A Great Deal
I improved my business/organizational decision making skills	1	2	3	4	5
I improved my networking skills	1	2	3	4	5
I am able to respond to problems and situations more effectively	1	2	3	4	5
I became more innovative in my approach to problem-solving	1	2	3	4	5
I learned to make more efficient use of my time	1	2	3	4	5
The exposure to other people and ideas helped facilitate change	1	2	3	4	5
I became more involved in professional organizations	1	2	3	4	5
I became more efficient in my use of resources	1	2	3	4	5
My LGC experience helped me to change the direction of my business/career	1	2	3	4	5
I developed the	1	2	3	4	5

confidence to compete on a different level in business/career					
LGC helped me to build a better network of contacts	1	2	3	4	5

5. Briefly describe up to three ways you have improved on a professional, organizational or business level because of your LGC experience:
[3 boxes]

6. As a result of the LGC program experience, did you change careers? If your answer is YES, please describe the career change you made:
[Same routing as question 3]

7. Instructions:

The following items deal with your LGC experience on a community level. Please indicate how your participation in the community changed after your LGC experience.

	1 None/Not at all	2 A Little	3 Some	4 Much	5 A Great Deal
My LGC experience helped to increase my involvement in local organizations	1	2	3	4	5
I became involved with groups on a state level because of LGC	1	2	3	4	5
I became involved with groups on a national level because of LGC	1	2	3	4	5
I became involved with activities in other countries after my LGC experience	1	2	3	4	5
I increased my awareness of the value of my time	1	2	3	4	5
Due to my LGC participation, I increased my involvement with	1	2	3	4	5

community organizations					
I reduced my commitment to some organizations to be more effective in other organizations	1	2	3	4	5
My appreciation of cultural differences increased due to my LGC experience	1	2	3	4	5

8. Briefly describe up to three ways you have made a difference within your society or community because of your LGC experience:
[3 boxes]

9. Please list any community projects that you have initiated or championed because of your experience in the LGC program:

10. Please list any governmental elected or appointed positions that you hold:

11. Please describe anything that “decreased” or “worsened” as a result of the LGC experience:

12. Please indicate how important you feel it is to continue the LGC program.

Not Important
1 2 3 4 5 6 7 8 9 10
Very Important

13. Please select a number below to indicate the level of change that you experienced because of your LGC participation.

Did not change
1 2 3 4 5 6 7 8 9 10
Changed a great deal

The following questions are called demographic questions and help to determine patterns and trends in the final research analysis.

14. Have you participated in any other leadership program since your participation in LGC?
[Yes/No]

15. I was a member of LGC during:

2005-2006 2006-2007 2007-2008 2008-2009 2009-2010

16. My gender is:

Male
Female

17. My current age is:

20-29 30-39 40-49 50-59 60-69 70+

18. What is your highest level of education? :

High school diploma
Associate's degree
Bachelor's degree
Master's degree or higher
Other

19. Are you currently a member of the LGC alumni association?

[Yes/No]

20. Additional comments regarding how LGC helped/hindered you on the individual, organizational, or community level:

Note. Developed by Alice Black, PhD, copyright ©2009
Revised with Permission

APPENDIX C

PERMISSION TO USE AND MAKE CHANGES TO THE LPOM

Printer Friendly

Page 1 of 1

From "Alice Black" <black.298@osu.edu>
 Subject Re: Leadership Program Outcomes Measure
 Date Tue, June 1, 2010 12:48 pm
 To susan.bush@gulfportschools.org

Hi Susan,

I am more than willing to assist you!

Attached is the instrument. It was designed for on-line query as you will see. The questions may be changed. The use of the open-ended questions triangulate the Lickert-scale.

If you have any further questions please let me know.

Have a good week!

Alice

On Tue, Jun 1, 2010 at 10:45 AM, <susan.bush@gulfportschools.org> wrote:

> Good morning, Dr. Black. My name is Susan Bush and I am in the Human
 > Capital Development PhD program at The University of Southern Mississippi.
 > I am in the very early stages of my dissertation. So early, I am still
 > exploring a topic. Currently, I am researching leadership development
 > programs. My interest stems from our local chamber of commerce's
 > leadership development program, Leadership Gulf Coast. In particular, I
 > would like to look at the program post-Katrina since Hurricane Katrina
 > destroyed many businesses and caused many people to relocate (the
 > personal, professional, and community levels are of particular interest).
 > I came across the article you co-authored with Dr. Garee W. Earnest,
 > Measuring the Outcomes of Leadership Development Programs. I am
 > interested in possibly using your Leadership Program Outcomes Measure to
 > conduct a program evaluation on Leadership Gulf Coast. Is the evaluation
 > instrument available for use in conducting research for a dissertation?
 > Sincerest regards,

>
 > Susan Bush
 > Student Services Coordinator
 > Gulfport High School Technology Center
 > 100 Perry Street
 > Gulfport, MS 39507
 > (228)897-6042
 >

> -----
 > This message may contain confidential and / or privileged information.
 > This information is intended to be read only by the individual or
 > entity to whom it is addressed. If you are not the intended recipient,
 > you are on notice that any review, disclosure, copying, distribution, or
 > use of the contents of this message is strictly prohibited. If you have
 > received this message in error, please notify the sender immediately
 > and delete or destroy any copy of this message.
 >

[Download this as a file](#)

APPENDIX D

PRE-NOTICE E-MAIL

Dear Leadership Gulf Coast Alumni:

Twenty-three years ago, a group of visionary leaders from the Mississippi Gulf Coast Chamber of Commerce sought a program to provide developmental opportunities to create a pipeline of strong, community-committed people to take on leadership responsibilities from those who had been serving for a number of years. Leadership Gulf Coast is the product of this concern and has been a program of the Mississippi Gulf Coast Chamber of Commerce for 21 years.

A graduate student from The University of Southern Mississippi, Susan Bush, is conducting a study to determine the outcomes of Leadership Gulf Coast on a personal, business, and community level. This study will provide valuable information to the Board of Directors to ensure the continued success of Leadership Gulf Coast. On Tuesday morning, January 10th, you will receive an e-mail from Leadership Gulf Coast including a link to the Survey Monkey site for survey completion. If you would prefer a paper copy of the survey for completion, please contact Susan Bush at susan.bush@eagles.usm.edu. A paper copy of the survey and a return address envelope will be sent to you.

Your responses will be kept confidential and you will never be identified individually. Mailed surveys and e-mailed surveys are coded to statistically evaluate response rate and outcomes. The results will be published as group data. We will follow-up non-responses with another e-mail on Tuesday, January 17th. The more alumni completing the survey, the greater the understanding we will gain about the outcomes from participating in Leadership Gulf Coast.

If you have any questions regarding the study or survey, please contact Susan Bush at 228-229-4184 or at susan.bush@eagles.usm.edu.

Sincerest regards,

Kimberly Nastasi, CEO
Mississippi Gulf Coast Chamber of Commerce

APPENDIX E

INVITATION E-MAIL

Dear Leadership Gulf Coast Alumni:

Good morning! I am Susan Bush, a doctoral candidate at The University of Southern Mississippi. As Kimberly Nastasi, CEO of the Mississippi Gulf Coast Chamber of Commerce recently communicated to you, I am conducting a study focusing on the outcomes of participation in a community leadership development program at the personal, organizational, and community levels. The outcomes of community leadership development programs are rarely determined. Your assistance by completing the web survey at the link below could change this. The survey will take approximately 10 minutes to complete. Your participation is voluntary and your identity will remain anonymous. Individual responses are confidential. Your answers to questions confirm your consent to participate. There are minimal benefits to the participant directly but the research will help the Mississippi Gulf Coast Chamber of Commerce/Leadership Gulf Coast program evaluate the outcomes to make changes to the program for future Leadership Gulf Coast classes and helping the public at large. There are no risks to the participant in this research. If you have any questions about this research, you may contact me via e-mail at susan.bush@eagles.usm.edu or by phone at 228-229-4184. Thank you in advance for your completion of the survey.

Web link: <https://www.surveymonkey.com/s/LeadershipGulfCoast>

Sincerest regards,

Susan Bush
Doctoral Candidate
The University of Southern Mississippi

APPENDIX F

REMINDER E-MAIL

Dear Leadership Gulf Coast Alumni:

We understand how busy you must be and you may not have had the time to respond to the Leadership Gulf Coast survey. Your response is valuable to providing a greater understanding of the outcomes from participation in Leadership Gulf Coast.

Your responses will be kept strictly confidential. Survey information is returned to The University of Southern Mississippi and you will not be identified individually. The codes are used to assist in evaluating the response rate and outcomes.

Thank you in advance for taking time out of your busy day to assist us in determining the outcomes of Leadership Gulf Coast and ensuring its continued success.

Sincerest regards,

Kimberly Nastasi, CEO
Mississippi Gulf Coast Chamber of Commerce

APPENDIX G

FOLLOW-UP E-MAIL

Dear Leadership Gulf Coast Alumni:

Other priorities may have sidetracked your intentions to complete the Leadership Gulf Coast survey. We understand and would like to request, at a suitable time, completing the survey before the deadline of February 21st.

The survey link is: <https://www.surveymonkey.com/s/LeadershipGulfCoast>

Thank you for your help,

Kimberly Nastasi, CEO
Mississippi Gulf Coast Chamber of Commerce

REFERENCES

- Altman, D. & Kelly-Radford, L. (2004, January/February). A question of leadership. *Leadership in Action*, 23(6), 13.
- Ardichvili, A. & Manderscheid, S. V. (2008). Emerging practices in leadership development: An introduction. *Advances in Developing Human Resources*, 10(5), 619-631.
- Arvey, R. D., Rotundo, M., Johnson, W., Zhang, Z., & McGue, M. (2006). The determinants of leadership role occupancy: Genetic and personality factors. *The Leadership Quarterly*, 17(1), 1-20.
- Avolio, B. J. (2007, January). Promoting more integrative strategies for leadership theory-building. *American Psychologist*, 62(1), 25-33.
- Avolio, B.J., Walumbwa, F.O., & Weber, T.J. (2009). Leadership: Current theories, research, and future directions. *Annual Review of Psychology*, 60, 421-449.
- Azzam, T. & Riggio, R. E. (2003). Community based civic leadership programs: A descriptive investigation. *Journal of Leadership and Organizational Studies*, 10(1), 55-67.
- Bass, B. M. (2008). *The Bass handbook of leadership: Theory, research, & managerial applications*. New York, NY: Free Press.
- Belli, G. (2009). Nonexperimental quantitative research. In S. D. Lapan & M. T. Quartaroli (Eds.), *Research essentials: An introduction to designs and practices* (pp. 59-77). Hoboken, NJ: John Wiley & Sons, Inc.
- Berke, P. R., Kartez, J., & Wenger, D. (1993). Recovery after disaster: Achieving sustainable development, mitigation and equity. *Disasters*, 17(2), 93-109.

- Black, A. M. (2006). *Evaluating the effectiveness of an Ohio statewide agricultural leadership program* (Doctoral dissertation). Retrieved from <http://etd.ohiolink.edu/send-pdf.cgi/Black%20Alice%20M.pdf?osu1141753752>
- Black, A. M. & Earnest, G. W. (2009). Measuring the outcomes of leadership development programs. *Journal of Leadership and Organizational Studies*, 16(2), 184-196.
- Bolton, E. B. (2005, March). *Planning, conducting, and evaluating the county leadership program* (Publication FCS9204). Retrieved from University of Florida, IFAS Extension website: <http://edis.ifas.ufl.edu/pdffiles/FY/FY68600.pdf>
- Bono, J. E., Shen, W., & Snyder, M. (2010). Fostering integrative community leadership. *The Leadership Quarterly*, 21, 324-335.
- Burns, J.M. (1978) *Leadership*. New York, NY: Harper & Row.
- Cohen, L., Manion, L, & Morrison, K. (2000). *Research methods in education*. London, England: Routledge Falmer.
- Conger, J. A. (1992). Leaders: Born or bred? In Syrett, M. & Hogg, C. (Eds.) *Frontiers of Leadership: An Essential Reader* (pp. 361-369). Cambridge, MA: Blackwell Publishers.
- Conger, J. A. (1993, Winter). The brave new world of leadership training. *Organizational Dynamics*, 21(3), 46-58.
- Conger, J. A. & Fulmer, R. M. (2003, December). Developing your leadership pipeline. *Harvard Business Review*, 81(12), 76-84.
- Conger, J. A. & Ready, D. A. (2003, May). *Why leadership development efforts fail*

- (Center for Effective Organizations Publication G 03-16(444)). Retrieved from http://cte.rockhurst.edu/s/945/images/editor_documents/READY%20and%20CONGRER%20Why%20Ldr%20Development%20Effort%20Fails.pdf
- Cox, C. M. (1926). *The early mental traits of 300 geniuses. Volume 2, Genetic studies of genius*. Stanford, CA: Stanford University Press.
- Day, D. V. (2000). Leadership development: A review in context. *Leadership Quarterly*, 11(4), 581-613.
- Diem, K. G. & Nikola, M. P. (2005, December). Evaluating the impact of a community agricultural leadership development program. *Journal of Extension*, 43(6). Retrieved from <http://www.joe.org/joe/2005december/rb5.php>
- Dillman, D. A., Smyth, J. D., & Christian, L. M. (2009). *Internet, mail, and mixed-mode surveys: The tailored design method*. Hoboken, NJ: John Wiley & Sons, Inc.
- Doh, J. P. (2003). Can leadership be taught? Perspective from management educators. *Academy of Management Learning and Education*, 2(1), 54-67.
- Drath, W. H., & Palus, C. J. (1994). *Making common sense: Leadership as meaning-making in a community of practice*. Greensboro, NC: Center for Creative Leadership.
- Dychtwald, K., Erickson, T., & Morison, R. (2006). *Workforce crisis: How to beat the coming shortage of skills and talent*. Boston, MA: Harvard Business School Press.
- East, J. I. (2006). *The efficacy of community leadership development programs in Lee County, Florida* (Doctoral dissertation, University of Phoenix). Available from ProQuest Dissertations and Theses database. (UMI Number 3272241)
- Earnest, G. W. (1996). Evaluating community leadership programs. *Journal of Extension*,

34(1). Retrieved from <http://www.joe.org/joe/1996february/rb1.php>

Emery, M., Fernandez, E., Gutierrez-Montes, I., & Flora, C. B. (2007, Winter).

Leadership as community capacity building: A study on the impact of leadership development training on community. *Community Development: Journal of the Community Development Society*, 38(4), 60-70.

Fink, A. (2003). *How to design survey studies*, 2nd ed. The Survey Kit 2nd Ed. Thousand Oaks, CA: Sage Publications, Inc.

Foster, R. (2000, Spring). Leadership in the twenty-first century: Working to build a civil society. *National Civic Review*, 89(1), 87-93.

Fredricks, S. M. (1999). Exposing and exploring statewide community leadership training programs. *The Journal of Leadership Studies*, 5(2), 129-142.

Gamble, A. (2001). *The dummy's guide to data analysis using SPSS*. Univariate Statistics, Scripps College. Retrieved from http://www.aged.tamu.edu/research/readings/Research/2001SPSS_Guide.pdf

Gentry, B. (2009, July 8). Enrollment drops by half for Leadership Lynchburg as companies cut back. *The News & Advance*. Retrieved from http://www2.newsadvance.com/business/2009/jul/07/enrollment_drops_by_half_for_leadership_lynchburg_-ar-217205/

Goleman, D. (1998). What makes a leader? *Harvard Business Review*, 79, 93-102.

Goleman, D. (2000). *Working with emotional intelligence*. New York, NY: Bantam Dell.

Green, S. B., & Salkind, N. J. (2008). *Using SPSS for Windows and Macintosh: Analyzing and understanding data*. Upper Saddle River, NJ: Pearson Education, Inc.

Greenleaf, R.K. (1991). *The servant as leader*. Indianapolis, IN: The Robert K. Greenleaf

Center.

- Grove, J. T., Kibel, B. M., & Haas, T. (2005). *EvaluLEAD. A guide for shaping and evaluating leadership development programs*. Oakland, CA: Sustainable Leadership Initiative. Public Health Institute.
- Hambrick, D., Cannella, A. A., & Pettigrew, A. (2001, August). Upper echelons: Donald Hambrick on executives and strategy. *Academy of Management Executive*, 15(3), 36-44.
- Hannum, K. M. & Martineau, J. W. (2008). *Evaluating the impact of leadership development*. San Francisco, CA: Pfeiffer.
- Hanson, R., Wolman, H., Connolly, D., & Pearson, K. (2006, September). *Corporate citizenship and urban problem solving: The changing civic role of business leaders in American cities*. Discussion paper prepared for the The Brookings Institution Metropolitan Policy Program, The George Washington Institute of Public Policy. Retrieved from http://brookings.edu/~media/Files/rc/reports/2006/09useconomics/20060901_corpcitizenship.pdf
- Hernez-Broome, G. & Hughes R. L. (2004). Leadership development: Past, present, and future. *Human Resource Planning*, 27, 24-32.
- Hitt, M. A. & Ireland, R. D. (2002). The essence of strategic leadership: Managing human and social capital. *The Journal of Leadership and Organizational Studies*, 9(1), 3-14.
- Hollenbeck, G., McCall, M. Jr., & Silzer, R. (2006). Leadership competency models. *The Leadership Quarterly*, 17(4), 398-413.
- Holton, E. F., III, & Burnett, M. F. (2005). The basics of quantitative research. In R. A.

- Swanson & E. F. Holton, III (Eds.), *Research in organizations: Foundations and methods of inquiry* (pp. 29-44). San Francisco, CA: Berrett-Koehler Publishers, Inc.
- Horner, M. (1997). Leadership theory: Past, present and future. *Team Performance Management*, 3(4), 270-287.
- House, R. J., & Aditya, R. N. (1997). The social scientific study of leadership: Quo vadis? *Journal of Management*, 23(3), 409-473.
- Huck, S. W. (2008). *Reading statistics and research*. Boston, MA: Pearson Education, Inc.
- Ireland, R. D., & Hitt, M. A. (2005). Achieving and maintaining strategic competitiveness in the 21st century: The role of strategic leadership. *Academy of Management Executive*, 19(4), 63-88.
- Jago, A. G. (1982, March). Leadership: Perspectives in theory and research. *Management Science*, 28(3), 315-336.
- Johns, H. E., & Moser, H. R. (2001). From trait to transformation: The evolution of leadership theories. *Education*, 110 (1), 115-122.
- Kelsey, K. D. & Wall, L. J. (2003). Do agricultural leadership programs produce community leaders? A case study of the impact of an agricultural leadership program on participants' community involvement. *Journal of Agricultural Education*, 44(4), 35-46.
- Kirkpatrick, S. A., & Locke, E. A. (1991). Leadership: Do traits matter? *Academy of Management Executive*, 5(2), 48-60.
- Kotter, J. P. (1990, May/June). What leaders really do. *Harvard Business Review*, 269-

278.

Krejcie, R.V. & Morgan, D.W. (1970). Determining sample size for research activities.

Educational and Psychological Measurement, 30, 607-610.

Lamoureux, K., & O'Leonard, K. (2009, October). *Leadership development factbook®*

2009: Benchmarks and analysis of leadership development spending, staffing and programs. Oakland, CA: Bersin & Associates.

Langone, C. A. (1992). Building community leadership. *Journal of Extension*, 30(4).

Retrieved from <http://www.joe.org/joe/1992winter/a7.php>

Langone, C. A. & Rohs, F. R. (1995). Community leadership development: process and

practice. *Journal of the Community Development Society*, 26(2), 252-267.

Leadership Gulf Coast (2005). *Board of trustees handbook* . Mississippi Gulf Coast

Chamber of Commerce.

Lindeman, E. C. (1921). *The community: An introduction to the study of community*

leadership and organization. New York, NY: Association Press.

Loza, J. (2004, September). Business-community partnerships: The case for community

organization capacity building. *Journal of Business Ethics*, 53(3), 297-311.

Manz, C. C., & Sims, H. P. (1991). SuperLeadership: Beyond the myth of heroic

leadership. *Organizational Dynamics*, 19, 18-35.

McCauley, C. D., Kanaga, K., & Lafferty, K. (2010). Leader development systems. In

Van Velsor, E, McCauley, C. D., & Ruderman, M. N. (Eds.), *The Center for*

Creative Leadership Handbook of Leadership Development, (29-61). San

Francisco, CA: John Wiley and Sons.

McCauley, C. D., Van Velsor, E., & Ruderman, M. N. (2010). Introduction: Our view of

- leadership development. In Van Velsor, E, McCauley, C. D., & Ruderman, M. N. (Eds.), *The Center for Creative Leadership Handbook of Leadership Development*, (1-26). San Francisco, CA: John Wiley and Sons.
- Meehan, D. & Reinelt, C. (2007). Accelerating learning about leadership development: A learning community approach. In Hannum, K., Martineau, J., & Reinelt, C. (Eds.), *The Handbook of Leadership Development Evaluation*, (pp. 511-535). San Francisco, CA: Jossey-Bass.
- Mississippi Gulf Coast Chamber of Commerce (n.d. a). *Leadership Gulf Coast history*. Retrieved from <http://mscoastchamber.com/leadership/leadership-gulf-coast-history/>
- Mississippi Gulf Coast Chamber of Commerce (n.d. b). *Leadership the program*. Retrieved from <http://mscoastchamber.com/leadership/the-program/>
- Mississippi Gulf Coast Chamber of Commerce (n.d. c). *Leadership FAQs*. Retrieved from <http://mscoastchamber.com/leadership/leadership-faqs/>
- Moon, J. (2001). Business social responsibility: A source of social capital? *Reason in Practice*, 3(1), 1-12.
- Moore, C.M. (1988). *A colorful quilt: The community leadership story*. Indianapolis, IN: National Association of Community Leadership Organizations.
- Moraz, K. L. (2010). *Participants' perceptions of the value and effectiveness of the Leadership Boca program* (Doctoral dissertation, Capella University). Available from ProQuest Dissertations and Theses database. (UMI Number 3398332)
- Mumford, E. (1909, March). *The origins of leadership*. Chicago, IL: The University of Chicago Press.

- National Extension Task Force on Community Leadership (1989, January). Community leadership development: Implications for extensions. *Journal of Travel Research*, 27, 52-53.
- Northouse, P. G. (2010). *Leadership: Theory and practice*. Los Angeles, CA: Sage.
- O'Brien, B. (2010, May 27). Chamber to evaluate leadership program. *Traverse City Record-Eagle*. Retrieved from <http://record-eagle.com/local/x433574391/Chamber-to-evaluate-leadership-program>
- Olivares, O. J., Peterson, G., & Hess, K. P. (2007). An existential-phenomenological framework for understanding leadership development experiences. *Leadership and Organization Development Journal*, 28, 76-91.
- Paradise, A. & Patel, L. (2009). *2009 State of the industry report: ASTD's annual review of trends in workplace learning & performance*. Alexandria, VA: ASTD.
- Parsons, C. (2007). Web-based surveys: Best practices based on the research literature. *Visitor Studies*, 10(1), 13-33.
- Patton, M. Q. (1990). *Qualitative evaluation and research methods*. Thousand Oaks, CA: Sage.
- Pigg, K. E. (1999). Community leadership and community theory: A practical synthesis. *Journal of the Community Development Society*, 30(2), 196-212.
- Putnam, R. D. (1995, January). Bowling alone: America's declining social capital. *Journal of Democracy*, 6(1), 65-78.
- Radler, D. (2007). Leaders today – From theory to a glimpse into science. *Theoretical and Applied Economics Supplement*, 81-88.
- Raelin, J. A. (2004). Don't bother putting leadership into people. *Academy of*

Management Executive, 18(3), 131-135.

- Reester, K. (Jr.) (2008). Dynamic succession planning: Overcoming the baby boomer retirement crisis. *Journal of Public Works and Infrastructure*, 1(1), 97-106.
- Riggio, R. E. (2008). Leadership development: The current state and future expectations. *Consulting Psychology Journal: Practice and Research*, 60(4), 383-392.
- Ringler, I. (2011, Spring). Values satisfaction and participation in a community leadership program: A case study. *Leadership Review*, 11, 171-189.
- Rivera, R., & Paradise, A. (2006). *State of the industry*. Washington, DC: ASTD.
- Rohs, F. R. & Langone, C. A. (1993, February). Assessing leadership and problem-solving skills and their impacts in the community. *Evaluation Review*, 17(1), 109-115.
- Rubin, C. B. (1985). The community recovery process in the United States after a major natural disaster. *International Journal of Mass Emergencies and Disasters*, 3(2), 9-28.
- Russell, J. R. (2007). *An analysis of the efficacy of Leadership Southern Indiana by selected alumni* (Doctoral dissertation, Spalding University). Available from ProQuest Dissertations and Theses database. (UMI Number 3373045)
- Russon, C & Reinelt, C. (2004). The results of an evaluation scan of 55 leadership development programs. *Journal of Leadership and Organizational Studies*, 10(3), 104-107.
- Safferstone, M. J. (2005). Organizational leadership: Classic works and contemporary perspectives. *CHOICE: Current Reviews for Academic Libraries*, 42, 959-975.
- Sandmann, L. R. & Vandenberg, L. (1995, December). A framework for 21st century

- leadership. *Journal of Extension*, 33(6). Retrieved from
<http://www.joe.org/joe/1995december/a1.php>
- Scheffert, D. R. (2007, Winter). Community leadership: What does it take to see results? *Journal of Leadership Education*, 6(1), 174-189.
- Shadish, W. R., Cook, D. C., & Campbell, D. T. (2002). *Experimental and quasi-experimental designs for generalized causal inference*. Boston, MA: Houghton Mifflin Company.
- Sogunro, O. A. (1997, December). Impact of training on leadership development: Lessons from a leadership training program. *Evaluation Review*, 21(6), 713-737.
- Stebbins, R.A. (2001). *Exploratory research in the social sciences*. Thousand Oaks, CA: Sage.
- Stogdill, R. M. (1948). Personal factors associated with leadership: A survey of the literature. *Journal of Psychology*, 25, 35-71.
- Stogdill, R. M. (1974). *Handbook of leadership: A survey of theory and research*. New York, NY: Free Press.
- Swanson, R. A., & Holton, E. F. (2005). *Research in organizations: Foundations and methods of inquiry*. San Francisco, CA: Berrett-Koehler Publishers, Inc.
- Tan, N. T. (2009, May/June). Disaster management: Strengths and community perspectives. *Journal of Global Social Work Practice*, 2(1).
- Taylor, S. (1997). *Selected Georgia community leadership programs and their effect on selected leadership practices of program alumni* (Doctoral dissertation, University of Georgia). Available from ProQuest Dissertations and Theses database. (UMI Number 9735484)

- Thomas, H., & Carnall, C. (2008). Leadership development: Integration in context. *Strategic Change, 17*, 193-206.
- Trochim, W. M. (2006). *The Research Methods Knowledge Base*, 2nd Edition. Retrieved from <http://www.socialresearchmethods.net/kb/>
- Trouteaud, A. R. (2004, Fall). How you ask counts: A test of internet-related components of response rates to a web-based survey. *Social Science Computer Review, 22*(3), 385-392.
- U.S. Chamber of Commerce. (n.d.). About the U.S. Chamber of Commerce. Retrieved from <http://www.uschamber.com/about>
- Van Wart, M. (2003, March/April). Public-sector leadership theory: An assessment. *Public Administration Review, 63*(2), 214-228.
- Warren, R. (1963). *The Community in America*. Chicago, IL: Rand McNally.
- Williams, M. R. & Wade, V. M. (2002). Sponsorship of community leadership development programs: What constitutes an ideal partnership? *Journal of the Community Development Society, 33*(2), 61-71.
- Winston, B. E. & Patterson, K. (2006). An integrative definition of leadership. *International Journal of Leadership Studies, 1*(2), 6-66.
- Wituk, S., Ealey, S., Clark, M., Heiny, P., & Meissen, G. (2005). Community development through community leadership programs: Insights from a statewide community leadership initiative. *Community Development, 36*(2), 89-101.
- Wituk, S., Warren, M., Heiny, P., Clark, M., Power, C., & Meissen, G. (2003). Developing communities of leaders: Outcomes of a statewide initiative. *Journal of Leadership and Organizational Studies, 9*(4), 76-86.

Yukl, G. (1989). Managerial leadership: A review of theory and research. *Journal of Management*, 15(2), 252-289.