

**Transforming Leaders, Transforming Organizations**

**THESIS**

by

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**A Research Paper  
Submitted in Partial Fulfillment of the  
Requirements for the  
Master of Science Degree  
in**

**Training and Development**

**Approved: 4 Semester Credits**



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### ABSTRACT

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Transforming Leaders, Transforming Organizations

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(Title)

Training and Development, Kari Dahl, May, 2004, 73

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(Graduate Program)

(Research Advisor)

(Month/Year)

(# of Pages)

American Psychological Association, 5<sup>th</sup> edition

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(Name of Style Manual Used in this Study)

Through the review of literature, it suggests that if transformation of thinking has occurred, the learning will be transferred to life situations and become embedded in practice. Through this case study, the researcher collected data through daily focus group interviews and written daily critical incident questionnaires to find out if through attending a leadership workshop, transformation of thinking occurred. If it did indeed occur, how will it affect the way participants lead in their organizations, and how do they believe it will impact their organization. The researcher then did a follow-up survey to investigate if they did actually put into practice their new knowledge.

## ACKNOWLEDGMENTS

A greater support system than my family cannot be comprehended. Unconditional love, support, guidance, understanding, and the freedom of choice to take risks and make mistakes are some of the core values that are held true. I say thank you to those who have supported me in the process of continuous learning: my son, father, mother, sisters, uncle and brother-in-law, along with other members of my extended family that is nurtured by love and respect rather than blood. I appreciate your unique qualities, belief systems, and the challenges you present to our relationship daily that makes it so intriguing. There is longevity in love, and you each have proven that.

Kari Dahl, Research Advisor and Interim Chair, People Process Culture Department, I thank you for being an advisor, mentor, teacher and advocate of lifelong learning. You continually add character, wisdom, and creativity to all elements of life. I admire you for all this combined with your ability to see the best in people and teach others how to seek out the best in one another. We too, see the best in you. Thank you.

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## CHAPTER I: INTRODUCTION

A case study involving eight participants who attended a leadership workshop was conducted over a period of two months to determine if transformation of thinking occurred through attending the workshop. If it did indeed occur, how will it affect how the participants lead in their organizations, and how do they believe it will impact their organization. In the leadership workshop the instructional team develops activities that encourage deep reflection of life experiences by participants (K. Dahl personal communication, May 6, 2004). The four-day leadership workshop involved the researcher and participants with content, deep thinking, and self-reflection, which is the basis for a transformational learning experience. Two months after the completion of the leadership workshop the researcher conducted a follow-up survey to investigate if participants put into practice their new knowledge

The leadership workshop took place at a university in the Midwest region of the United States of America. Twenty-five participants either volunteered or were strongly encouraged by their place of employment to attend the leadership workshop. Of the 26, eight participants agreed to be part of this case study. The case study participants ranged in age, type of employment, rank within company, etc.

The leadership workshop utilized in the case study is phase one of a three-phase process. The curriculums for all three phases were designed by instructors employed at the university in the departments of psychology and industrial management. Phase one is designed to meet these eight objectives: (1) learn how to develop your leadership character from the inside out, (2) begin to develop habits and practices that lead you to personal mastery, (3) understand the dynamics of purpose and personal mastery, (4)

capitalize on your strengths and growth opportunities, (5) determine how to lead and facilitate phases of change, (6) design a personal leadership development plan and support system, and (8) learn how you can participate in an ongoing leadership development process and become part of the University's Leadership Workshop Fellows. These learning objectives were created after reviewing the literature on leadership, including *Leadership from the Inside Out* (Cashman, 1998) and *Play to Win* (Wilson, 1998).

The researcher collected data by conducting daily focus group interviews, participants' completion of daily written critical incident questionnaires, and completion of a follow-up survey that answered these three questions: (1) Through attending this leadership workshop, do you feel a transformation in your thinking about leadership happened? (2) How will it affect the way you lead? (3) How will it affect your organization?

The assessment tools used engaged voluntary participants in dialogue to answer the questions created by the researcher for the purpose of this study. Through analysis of the interview and written data and observation of participants during the leadership workshop, inferences were made by the researcher.

### *Statement of the Problem*

Organizations are struggling during these economic times to justify allocating monies for the purpose of team member development through the use of leadership workshops. Organizations want to know what benefits these workshops have on the team members that attend and how they will affect the organization when they return (Yukul,

1998). Taking action to learn is a component of transformation which will benefit the organizations.

This case study benefits participants, organizations, designers, and facilitators of the leadership workshops by determining what, if any, components of the workshop transformed the participants' thinking, thus affecting the way they lead and how that impacts their organizations.

With this knowledge, designers and facilitators can perfect the content of the components that reap high results and strengthen the components of the leadership workshop. Participants and organizations will benefit both personally and professionally from the workshop due to the improved content and if a transformation does occur, can justify attendance in their budget showing added value to their organization.

#### *Purpose of the Study*

The purpose of this bounded (Creswell, 1998) case study was to understand and describe if a transformation in thinking occurred within the participants who attended a leadership workshop through answering these three questions: (1) Through attending this leadership workshop, do you feel a transformation in your thinking about leadership happened? (2) How will it affect the way you lead? (3) How will it affect your organization? This study provides an in-depth view of participants perceptions related to transformational learning moments and how they will have an impact on their practice in their organizations.

#### *Assumptions of the Study*

Research for this case study used qualitative analysis of the collected data. Due to the unique content of the leadership workshop, the purposeful sampling of participants



and the selected focus groups, the study is nontransferable. In addition, this case study cannot be replicated. The sampling for this study consisted of various people from many diverse organizations who simultaneously attended the same leadership workshop while interacting with one another. At no time could all factors be replicated to reproduce this study.

Assumptions of the study are: (1) all participants were authentic, acting ethically and provided honest data during the study. (2) All participants remained open to the learning process during the case study. (3) All participants attended and completed the entire four days of the stated leadership workshop.

### *Definition of Terms*

For the purpose of this study transformational leadership, transformational learning and organizational transformation will be defined.

*Transformational leadership*- “transformational leaders motivate others to do more than they originally intended and often even more than they thought possible. They set more challenging expectations and typically achieve higher results” (Bass, 1990, p. 4).

*Transformational learning*: “dramatic fundamental change in the way we see ourselves and the world in which we live” (Merriam & Cafferella, 1999, p. 318).

*Organizational transformation*: occurs when eight steps are achieved. They are (1) establishing a sense of urgency, (2) forming a powerful guiding coalition, (3) creating a vision, (4) communicating the vision, (5) empowering others to act on the vision, (6) planning for and creating short-term wins, (7) consolidating

improvements and producing still more change, and (8) institutionalizing new approaches (French & Bell, 1999).

### *Limitations of the Study*

The limitations of this case study are:

1. All members of this case study did not voluntarily choose to participate in the leadership workshop; therefore, having been mandated to attend by an employer, may not have been open to the learning process.
2. The sampling frame was purposeful and comprised of voluntary participants; however, all were enrolled and attended the same leadership workshop.
3. The data collected was derived from the participants' perception of the leadership workshop, and when a transformation in their thinking occurred; their perception of their current leadership style, their perception of the state of their organization and their ability to have effectively communicated that information to the researcher.
4. Bias may have occurred based on the researchers' participation in the leadership workshop with sample group (n=8), where identical verbal and written communication from the facilitators and guest speaker were received.
5. Bias may have occurred based on what the researcher observed of sample group (n=8) role and participation in the leadership workshop.

### *Methodology*

Chapter Two, the *Review of Literature*, will provide the reader with an education of past documentation on transformational learning, best practices of leadership, and

leadership's impact on organizational effectiveness, thus providing the reader with a historical background in which to gauge this case study.

Chapter Three, *Methodology*, describes the research methods and design used in creating this study. Summarized in this section, will be the subject selection and description, instrumentation used, the data collection procedures, analysis of data, and the limitations of this study.

Chapter Four, *Results*, reveals the data collected and analyzes the results of the findings from the case study in relation to the Review of Literature.

Chapter Five, *Discussion*, summarizes and discusses themes from the data collected using qualitative analysis and makes recommendations on continued research.

## CHAPTER II: LITERATURE REVIEW

The review of literature is intended to uncover practices and principles of learning, leadership, and organizational transformation through the exploration of previous research. Understanding the three components of the literature is essential to comprehension of the case study.

### *Section 1: Transformational Learning*

This section will review literature that describes transformative learning, how it occurs, and provide a model for understanding.

Transformational learning, “is about change-dramatic, fundamental change in the way we see ourselves and the world in which we live” (Merriam & Caffarella, 1999, p. 318). It is this change and awareness of self that the leadership workshop was designed to create.

“The process of transformative learning is firmly anchored in life experience. All human beings have a need to understand their experiences, to make sense of what is happening in their lives” (Merriam & Caffarella, 1999, p. 320). As people move through life they choose to carry with, or leave behind, pieces of their history. Enveloped in this are values and beliefs created from experience. By familiarizing yourself with these experiences and choosing to participate in self-directed learning, you will engage in transformational learning (Clark, 1993). This “...shapes people; they are different afterward, in ways both they and others can recognize” (Clark, 1993, p. 47).

For transformational learning to occur and people to be ‘shaped’ (Tennant, 1991) examines four levels of examining one’s learning.

First, at the most basic or superficial level, teachers can link their explanations and illustrations to the prior experiences of learners... Second, the teachers can attempt to link their learning activities to learners' current experiences at work, home, or in the community... Third, teachers can create experiences from which learning will flow. In other words, they can design learning experiences that require the active participation of learners such as simulations, games, and role plays. These learning experiences establish a common base from which each learner constructs meaning through personal reflection and group discussion. Fourth, meanings that learners attach to their experiences may be subjected to critical scrutiny. The teacher may consciously try to disrupt the learner's world view and stimulate uncertainty, ambiguity, and doubt in learners about previously taken-for-granted interpretations of experience. (Tennant, 1991, p. 196-197)

The outcome for the learner going through this process is a change of mind. This change creates self exploration of ones belief system. In some cases this leads to learners becoming more engaged in the classroom (Tennant, 1991).

Deep reflection of self can lead to a transformation in thinking (Cashman, 1998).

There are three types of reflection that can be differentiated, while only content reflection leads to transformative learning (Meizrow, 1991).

The three types of reflection include; content reflection, which, is thinking about the actual experience itself. Process reflection is thinking about ways to deal with the experience, that is, problem-solving strategies. Premise reflection involves examining long-held, socially constructed assumptions, beliefs, and values about the experience of problem (Merriam & Caffarella, 1999, p. 328).

When bonded with Tennant's (1991) beliefs life experience is the foundation of transformative learning.

Models exist by Meizrow (1991), Brookfield (1999) and Freire (1973) to examine the levels of reflection and of critical thinking in transformational learning. They agree that with this deep reflection and critical thinking, transformative learning can occur.

### *Section 2: What are best practices of leadership-Transformational Leadership?*

Participants of the leadership workshop were asked to reflect on past experience, critically think about themselves and reflect from within they began to identify their purpose, vision and what values they hold strong. This began the process of transformational leadership (Cashman, 1998).

Transformational leadership is a theory of best practices of leadership.

Transformational leadership is a term that frequents leadership, organizational, human resource management and training and development literature of the past and present. Bass (1990) stated "transformational leaders motivate others to do more than they originally intended and often even more than they thought possible. They set more challenging expectations and typically achieve higher results" (Bass, 1990, p. 4). It is predicted that the concept of transformational leadership will continue to be analyzed, explored, and utilized in future years. The idea of transformational leadership is continuously revisited by professionals and progressive organizations. The four components of transformational leadership are charismatic leadership, inspirational motivation, intellectual stimulation, and individualized consideration.

### *The Four Components of Transformational Leadership*

Transformational leaders do more with colleagues and followers than set up simple

exchanges or agreements. “They behave in ways to achieve superior results by employing one or more of the four components of transformational leadership” (Bass, 1998, p. 5). It is inferred by Bass (1998) that, “leadership is charismatic such that followers seek to identify with the leaders and emulate them. The leadership inspires the follower with challenge and persuasion providing meaning and understanding. The leadership is intellectually stimulating, expanding the follower’s use of their abilities. Finally, the leadership is individually considerate, providing the follower with support, mentoring, and coaching” (Bass, 1998, p. 5).

### *Charismatic Leadership*

Napoleon Bonaparte once said: “Imagination rules the world” as recorded by Conger (1989, p. 37). Imagination is an attribute that charismatic leaders possess. They are creative, innovative pioneers and visionaries who have the ability to act as change agents and redefine themselves, an organization or, as Napoleon did, transform history (Conger, 1989).

But what is charismatic leadership? What skills do they possess that noncharismatic leaders do not? Bass (1998) described Charisma as,

Transformational leaders behave in ways that result in their being role models for their followers. The leaders are admired, respected, and trusted. Followers identify with the leaders and want to emulate them; leaders are endowed by their followers as having extraordinary capabilities, persistence, and determination.

The leaders are willing to take risks and are consistent rather than arbitrary. They can be counted on to do the right thing, demonstrating high standards of ethical and moral conduct. (Bass, 1998, p. 5)

Charisma is difficult to gauge. It's an electrifying feeling one gets and desperately wanting to be engaged in dialogue with a person. That is a sign of intense charisma.

### *Inspirational Motivation*

Transformational leaders have the skills needed to transform an organization if they can effectively communicate a vision that inspires and motivates their team. For effective communication to occur, they must build trust in their team and show authentic interest in the person as an individual. This breeds confidence and exudes productivity (Conger, 1989).

Cashman (1998) identified "...Five Touchstones of Authentic Leadership. (1) Know yourself authentically, (2) Listen authentically, (3) Express authentically, (4) Appreciate authentically and (5) Serve authentically" (p. 120-126). If these five components are done Cashman (1998) stated "As you believe, so shall you lead" (p. 36). With this philosophy, it is imperative that you know one's self and are true to one's self prior to attempting to instill inspirational motivation onto one's team. As part of this process, Cashman (1998) believes one must know about one's conscious and shadow beliefs. As leaders we must be alert to these beliefs and remain awake to challenge these beliefs. Transformation cannot occur unless one is awake to do so (Mills, 2003).

Another key component in inducing inspirational motivation in persons and in teams is through open, honest, and authentic communication. Mark Twain once exclaimed, "Lord, what an organ is human speech when played on by a master," as recorded by (Conger, 1989, p. 68). It has long been proclaimed that one person can affect the mood, attitudes, and productivity of others by touching their emotions through the power of speech. With this power, they must be cautious to deliberately motivate others



through inspiration of speech and not allow them to be taken in by this and become commanding, as this will be a detriment to the team. If continually used correctly, speech will effectively communicate vision and create cohesiveness within the organization and assist in the perseverance through change (Conger, 1989). In essence, the leader will become a change agent. "Persuading through the spoken word can be a far more potent force for change than orders or dictates" (Conger, 1989, p. 68).

Furthermore, communication needs to be received and delivered through multiple channels. In times of transformation, it is imperative to [...] "do your best to make communication a two-way street. Ask Questions. Listen. Create completely new channels that make it easy and safe for people to express themselves," stated (Pritchett, 1996, p. 17). Encourage unity and listen carefully to others before speaking to ensure you are delivering the appropriate message to your audience. Ensure that you have framed your message correctly and its design is geared toward your team, and thus its contents deliver a message through analogies, organizational stories, or metaphors to solidify that all are equally a part of the team as done by Lee Iacocca in this speech, as recorded by Conger (1989), "I didn't take one dollar a year to be a martyr. I took it because I had to go into the pits [...] I call this equality of sacrifice...It wasn't the loans that saved us, although we needed them badly. It was the hundreds of millions of dollars given by everybody involved. It was like a family getting together and saying 'we've got a loan from our rich uncle and now we're going to prove that we can pay him back.'" This statement was skillfully designed to target his audience and use speech to inspire motivation by creating a unity of family within the organization.

Transformational leaders behave in ways that motivate and inspire those around them by providing meaning and challenge to their followers' work. Team spirit is aroused. Enthusiasm and optimism are displayed. Leaders get followers involved in envisioning attractive future states; they create clearly communicated expectations that followers want to meet and also demonstrate commitment to goals and the shared vision (Bass, 1998). "Charismatic leadership and inspirational motivation usually form a combined single factor of charismatic-inspirational leadership" (Bass, 1998, p. 5). In addition, "leadership that is charismatic and inspirational has been shown to reduce feelings of burnout and symptoms of stress in professionals (Bass, 1998, p. 28).

### *Intellectual Stimulation*

With this component leaders encourage creativity and new approaches without criticizing mistakes publicly or because they differ from the leaders. Followers are included in the process of finding solutions to existing problems and are solicited for new concepts (Bass, 1998). "Transformational leaders stimulate their followers' efforts to be innovative and creative by questioning assumptions, reframing problems, and approaching old solutions in new ways" (Bass, 1998, p. 5-6).

Along with the concept of intellectual stimulation evolves the concept of empowering themselves and their team. During this realm, it is crucial to investigate individualized consideration and the mission and vision of the organization to ensure that the empowerment is appropriate for all parties involved. If not used appropriately, empowerment can de-motivate and damage one's intellectual stimulation. Empowerment to induce intellectual motivation can be based on many factors: what individuals say they want, what the organizations claims they need, or how the leaders think (Leonard &

Straus, 1999, p. 60). "What we call cognitive differences are varying approaches to perceiving and assimilating data, making decisions, solving problems, and relating to other people. These approaches are called preferences," states President and Fellows of Harvard College (Leonard & Straus, 1999, p. 60). People have preferred thoughts and feelings on how they wish to engage in situations with other people and in the flexibility of job choices that are allotted. Being empowered with authority, autonomy, or options allows leaders and followers to use their preferences thus stimulating them intellectually. Empowering a team can promote intellectual stimulation within a team, thus creating increased job satisfaction, attitude, etc. (Blanchard, Carlos, & Randolph, 1996).

You can create autonomy by setting simple boundaries and allowing oneself and your team to be empowered to think creatively and intellectually on how to reap the best results within those boundaries. The benefits of empowerment, autonomy, and intellectual stimulation speak for themselves (Blanchard, Carlos, & Randolph, 1996).

As you provoke intellectual stimulation through empowerment, it is suggested to be consciously alert to creativity and its support of this process (Gretz & Drozdeck, 1992). A creative state of consciousness must be created for yourself and your team. "...the best way to define a creative state is a combination of psychological and physical states that enable us to perform creative tasks at optimal levels" (Gretz & Drozdeck, 1992, p. 83). Ensure facilities and environments are controlled and remain conducive to creativity. Put yourself and your team at ease into a creative state of consciousness and embark on a journey of innovation and intellectual stimulation.

As with any situation involving empowerment, the issue of ethics comes into play. "...a number of often opposing views have been held about the extent of power

which workers ought to be able to exercise” (Quinn & Davies, 1999, p. 78). Should ethics be brushed to the wayside if empowerment and intellectual stimulation will prevail? Is it ethical for one to create, direct, and supervise ones own tasks? These are great questions for every organization to assess individually. It is up to the unit to decide what the organization deems ethical to support intellectual stimulation.

Organizations that effectively engage workers’ intelligence will result in higher productivity and profitability, decreased turnover, and increased job satisfaction (Blanchard, Carlos, & Randolph, 1996).

Any company that’s going to make it in the 1990s and beyond has got to find a way to engage the mind of every single employee. If you’re not thinking all the time about making every person more valuable, you don’t have a chance. What’s the alternative? Wasted minds? Uninvolved people? A labor force that’s angry or bored? That doesn’t make sense. (John F. Welch Jr, cited in. Pinchot & Pinchot, 1996, p. 3)

### *Individualized Consideration*

“Transformational leaders pay special attention to each individual follower’s needs for achievement and growth by acting as coach or mentor” (Bass, 1998, p. 6). Management walks around and encourages a two-way exchange of communication with followers and colleagues. These interactions become personalized and individual needs and desires are accepted and recognized. With each interaction the leader listens effectively and sees the individual as a whole person rather than just an employee. Tasks are delegated by the leader to develop followers and are monitored to give support rather than to check up on employees. A supportive environment where followers and

colleagues are developed to successively higher levels of potential is thus created (Bass, 1998).

When offering followers individualized consideration truly listening to followers will allow leaders to become aware of what those considerations need to be. A process that can be practiced is suspended listening. This allows leaders to focus all energy in listening to what the employee has to say. The leader must attempt to remove all internal dialogue and just absorb what the employee is saying. In this situation it is key for the leader to avoid interrupting the employee or asking questions. Rather, the leader should allow the employee the time and opportunity to process their thoughts and feelings and verbalize these to the leader (Garmston & Wellman, 1997). In practicing suspended listening an environment of trust begins to be created, individual consideration created and an interpersonal bridge developed (Mills, 2003). "When people behave in accordance with my expectations I feel good about our relationship" (Mills, 2003, p. 40). These expectations become clear and behavior can be individualized through deeply listening to each other (Garmston & Wellman, 1997). As leaders and employees began to embrace each others uniqueness the more expectations are met and trust is built. "The more we continue to meet each other's expectations the stronger the bridge becomes, and trust flows freely" (Mills, 2003, p. 40). As trust is built leaders and employees learn how to better react to one another.

Humans are uniquely configured and respond and react to situations in varying manners. Some need to be motivated with extrinsic factors such as time off from work or a bonus, while others are intrinsically motivated because of their work (Bass, 1998). These individualized considerations need to be taken into account during each interaction

with a team unit or team member. An effective leader understands how and knows when to use varying types of leadership styles to reap the most productive results from employees while making them feel valued as individuals (Bass, 1998)

Although it can be a repetitive task, a subordinate's unique qualities, learning style, and personality type are to be taken into consideration with each encounter. A leader should continue to act as a mentor, coach, and developer of each team member and offer individualized consideration in all situations (Bass, 1998). Gaining personal insight and developing ones own 'soft' skills are useful in displaying this consideration (Channer & Hope, 2001).

"These 'personal' skills include the ability to: (1) Display sensitivity to and empathy for the learner's thoughts and ideas and understand the need for appropriate feedback, (2) Establish rapport and good communication channels with the learner, (3) Encourage the learner to take responsibility for his or her own development, (4) Support and build confidence in the learner" (Channer & Hope, 2001, p. 127).

When adding these 'soft' skills to each situation and offering individualized consideration by utilizing different leadership techniques, you can avoid derailment with your team and continue to thrust forward to productivity and profitability (Channer & Hope, 2001).

Through the combination of Charismatic Leadership, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration it would be gauged that a transformation would begin to evolve in a given organization constructed of such transformational leaders. Do transformational leaders possess the knowledge, skills and ability to transfer their leadership styles into that of the organizations?

As this transfer happens new leadership habits are developed, and people can move through the levels of the Leadership Development Hierarchy (Appendix A) (Krueger, 2004).

The five levels of the hierarchy are self awareness, authenticity, interpersonal effectiveness, developing people and teams and self actualization and altruism (Krueger, 2004). Self-awareness is essential to gain insight about situations that are challenging and stressful and to gauge one's own strengths, weaknesses, inner thought process and emotional response to different situations. Authenticity is being true to oneself. This level is knowing that you must first improve yourself to impact and improve your relationship. Interpersonal Effectiveness is allowing yourself to create more choices to improve yourself and the situations you find yourself in. A leader who has effective coaching skills and knowledge will master level four, Developing People and Teams; this is required to move to high performance levels. To reach Self Actualization and Altruism competence in the first four levels must first be achieved, "At this level the leader is able to function with a strong sense of purpose" (Krueger, 2004, p. 6).

The points of the triangle reflect purpose, vision and values to provide "The Triangle of Coherence" ([www.thegreatgameoflife.com](http://www.thegreatgameoflife.com)). "Clearly defining your purpose in life or purpose for leadership, your true values or beliefs and the vision of what you can become provide the focus, the will and the wherewithal to grow as a leader" (Krueger, 2004, p. 3).

Purpose is why we exist. It is the guide and inspiration for your life. Talents are the natural competencies you had at birth or developed over time. Values are essential

principles and ideals that define what is stood for. Vision is an image of the future and potential of fulfilling the purpose (Wilson, 1998).

*Section 3: How does the leader's style impact the organizational effectiveness?*

“What is required is... a new philosophy of leadership that is always and at all times focused on enlisting the hearts and minds of followers through inclusion and participation. Such philosophy must be rooted in the most fundamental of moral principles: respect for people” (Toole, 1995, p. 293). A leader's impact on the organization will be prevalent when respect for all is shown, moving an organization from a traditional structure into a high performing organization.

In *Good to Great*, Collins (2001) investigated what made companies not just good performers, but great performers over time. He hired a team of researchers and specifically told them not to look at the leaders. After collecting much data, the researcher could not deny that leadership was an extremely important factor in the success of the organization (Collins, 2001).

A five level hierarchy of how a leader can affect an organization was defined. At level one, the *Highly Capable Individual* makes productive contributions through talent, knowledge, skills and good work habits. The level two, *Contributing Team Member*, contributes productively to the achievement of the group objectives and works well with others in a group. At level three, the *Competent Manager* looks at predetermined goals and organizes people and resources to pursue and accomplish the goals. The *Effective Leader* is a level four person who develops a vision and commits to a clear and compelling pursuit of that vision. The final and fifth level



is the *Executive* who blends personal humility and professional will to build a great company. (Collins, 2001, p. 21)

While traditional or transactional leaders in the past have shown results in organizations for the short term, the level five leaders were found to re-define the organization and reap long-term results. This is done by thinking big and embracing the vision of the company. Collins (2001, p. 21), found that “level five leaders channel their ego needs away from themselves and into the larger goal of building a great company... their ambition is first and foremost for the institution, not themselves.” To further accommodate the concept of the leader’s ability to have transformed their organization, they must challenge the status quo and have the courage to revisit the effectiveness of their organizational hierarchy. Transformational leaders will use this opportunity to open-up communication lines and begin to act like business partners thus creating more of an “open book” organization (McCoy, 1996).

The whole idea of hierarchical management with a general at the top and then several colonels comes out of the military and was transplanted into government as well as into business institutions. This pyramid organization never fit the needs of business, or any other institution. (Burke, cited in McFarland, & Senn, & Childress, 1993)

The trend to move from a traditional hierarchy of management to a flatter structure is increasing. The leader however must have “...the wisdom, insight and courage to manage people effectively in spite of what their organization or conventional wisdom has said is the right thing to do” (Pfeffer, 1998, p. 293). If the leader can do this, then four principles are needed to create open communication, develop relationships,

eliminate barriers and empower employees as the organization is moved to a flatter structure, thus increasing the organizations effectiveness (Collins, 2001). These principles can be identified by Collins as: (1) build the structure around processes, not functions, (2) give work teams ownership of a substantial piece of the process, (3) do not separate the “thinkers” from the “doers” and (4) expand employee skill base to increase team problem solving capabilities (Collins, 2001).

Leaders can greatly impact an organization’s effectiveness, increasing productivity, profitability and employee retention by moving toward a flatter structure. However, some organizations remain noncompetitive based on the inequalities within their organization (Collins, 2001).

In most organizations inequality still runs rampant and all are not considered business partners (McCoy, 1996). This creates a “We” vs. “They” hierarchy where people at the top grant themselves privilege after privilege. In some instances they flaunt those privileges before the men and women who are doing the majority of the work. Managers then wonder why employees are unmoved by their invocations to cut costs and boost profitability. “When I think of the millions of dollars spent at the top of the management hierarchy on efforts to motivate people who are continually put down by that hierarchy, I can only shake my head and wonder” (Iverson, 1998, p. 16).

Based on the review of literature, participation in a transformational learning experience may develop transformational leaders, which will impact the organizations effectiveness. These leaders may possess charisma, encourage inspirational motivation by creating an open and honest environment, and by acting authentically and encouraging communication. In addition, these leaders empower followers and encourage creativity to

drive intellectual stimulation. They embrace individual differences and see the individual as a whole person

### CHAPTER III: METHODOLOGY

A large expense may occur with little benefit if a leadership workshop is attended and minimal or no desired affects to the person or organization are achieved. The intent of the case study was to determine if the leadership workshop transformed participants' thinking, how it affected the way they lead, and how it affected their organizations.

The researcher used interview techniques from life and classroom experience. These techniques included creating a safe and open environment for participants and allowing for open and honest communication. This was established by physically being in a private setting where others could not hear conversation from the participants and continually reassuring confidentiality. To begin conversation the research asked an opening question and allowed for participants to begin dialogue. As needed, probing and clarifying questions were asked to ensure accurate information was recorded.

The selection of the sample group, instrumentation used during the study, data collection procedures, data analysis, limitations and role of the researcher will be reviewed in this chapter.

#### *Subject Selection and Description*

The population for the case study consisted of 25 adult learners who attended the same leadership workshop over the same period of time but who attended for various reasons. These included, but are not limited to, being mandated by an organization to attend based on previous positive results to that organization, being mandated by an organization to attend based on workshop content and anticipated results for leaders and the organization, attendance for personal improvement based on previous positive results

observed or based on workshop content. This population was seen as purposeful for the case study so a sample group was selected.

The sample group was extracted from the population after an introduction of the study was given on the first day of the workshop. All members of the population were invited to participate. The selection of the purposive sampling group (n=8) was completed in three phases: (a) introduction of the case study and an invitation to participate, (b) a detailed explanation of the methodology of the case study, and (c) participants' voluntary signature of consent to participate (Appendix B). As a result, sample group (n=8) was formed. Sample group (n=8) volunteered to participate in a focus group upon the conclusion of each day's workshop. In addition, sample group (n=8) voluntarily participated in the completion of daily written critical incident questionnaires.

### *Instrumentation*

The researcher used three types of instrumentation for the purpose of the case study of the leadership workshop.

The first, daily critical incident questionnaires, adapted from Brookfield (1999) (Appendix C). The questionnaire was a listing of seven questions that were asked of all participants at the conclusion of each day's training. The exact seven questions were asked in the same sequence over the course of the four-day period. Sample group (n=8) completed this questionnaire daily responding to the seven questions in written form. These were then returned to the researcher as part of the data collection process.

The second type of instrumentation for research was focus group interviews. The interview questions were developed by the researcher based on the review of literature.

The focus group interviews occurred at the conclusion of each of the four days and asked of sample group (n=8) daily. The questions were designed to induce dialogue among participants, cause deep thinking and reflection, and produce honest answers in a safe setting. The researcher provided this by being courteous and respectful with all participants while offering little advice to the few questions asked (Creswell, 1999). The questions asked were open ended and conducted in a quiet location with no distractions (Creswell, 1999). In addition, consent was obtained from all participants prior to conducting the focus group interviews and collecting daily critical incident questionnaires after protocol for case study was explained (Creswell, 1999).

The final piece of instrumentation was a written follow-up requested of sample group (n=8). The 11-question survey was developed by the researcher based on the content of the leadership workshop, and the review of literature issues that emerged from interviews during the four day workshop. This survey was either mailed via postal service or e-mail to sample group (n=8) one month after the conclusion of the leadership workshop. Attempts were made by the researcher up to two months after this date requesting all participants to answer the follow-up questions.

Daily focus group interviews and written critical incident questionnaires were chosen based on time allotted for the case study. The leadership workshop began daily at 8a.m. and concluded at 5p.m. Out of respect for participants personal lives the time to conduct a thorough one-on-one interviews was taken into consideration. Critical incident questionnaires were used instead of a Liechert survey to gain richness from the response of participants. To create a respectful environment (Creswell, 1999) focus group

interviews, critical incident questionnaires, and a follow-up questionnaire were used as instrumentation for the purpose of the case study.

### *Data Collection Procedures*

Data collection procedures will be broken down into three sections, based on instrumentation, to reveal process of extracting information from sample group (n=8).

Data collected was placed in tables and listed in Appendix D & Appendix E.

On the first day of the leadership workshop, all 25 participants were given a large three-ring binder containing pertinent information to be used during the four days.

Included in this information were daily critical incident questionnaires that all 25 participants were asked to complete at the end of each day's session. Consent was given from sample group (n=8) to the researcher on the first day to collect their daily critical incident questionnaires to use as data for the purpose of the case study.

Consent was also given by sample group (n=8) to participate in daily focus group interviews responding to questions asked by the researcher. The focus group interviews took 20-30 minutes and were conducted in a venue that provided for formal and informal dialogue to occur. The researcher emphasized at the beginning of each session that all information revealed by sample group (n=8) was confidential and was only to be used for the purpose of this study. Simultaneously, the researcher requested from sample group (n=8) permission to take field notes for accuracy in collecting data.

One month following the conclusion of the leadership workshop, sample group (n=8) was mailed or e-mailed a questionnaire requesting follow-up information. Data returned to the researcher was then compiled and used for the purpose of the case study.

In addition, the researcher asked sample group (n=8) if they were willing to allow a job shadow and interview in their place of employment one month following the stated leadership workshop. This process would allow leaders to be observed as they chose to or chose not to apply their learning from the stated leadership workshop and observe the affects that it has on their organization. No participants in this case study voluntarily chose to allow the job shadow to occur; therefore, it was not conducted.

### *Data Analysis*

Based on the review of literature and collected data, the researcher identified emerging themes that addressed the research questions, (1) through attending this leadership workshop do you feel a transformation in your thinking about leadership happened, (2) how will it affect the way you lead, (3) how will it affect your organization? Emerging themes were concluded based on triangulation of data (Creswell, 1998). For each response the researcher identified a minimum of three responses from participants that matched one another. From this emerging themes converged. "Triangulation of information-searching for convergence of information" (Creswell, 1998, p. 213). Without triangulation of data the participants' response was not identified as a theme for this case study.

Questions were chosen from the daily critical incident questionnaires to identify themes that would answer the questions presented in the case study. These included, (1) what surprises did I encounter through this experience? (2) What has it caused you to continue to think about? (3) What changes if any has it caused you to consider?

Additionally, all focus group interview questions and follow-up questions were used and analyzed to identify existing themes.



Data analysis can be reviewed in Chapter IV results. A discussion of data is revealed in Chapter V.

### *Limitations*

Data was collected via focus interview and CIQ. Field issues associated with gathering data through these means include but are not limited to: getting people to respond to requests for information, handling emotional outbursts, “bracketing” personal bias, and addressing when interviewees stray from interview questions (Creswell, 1999).

Based on the responses and based on the perceived comfort level of the interviewee, the interviewer would move into questions that infer an informal conversation. Stakeholders could request a follow-up interview to check reliability or provide additional data. All participants were informed at the beginning of each interview that participation is voluntary, that all information is confidential, and that notes will only be taken upon approval.

The researcher participated in the leadership workshop with sample group (n=8) receiving identical verbal and written communication from the facilitators and guest speaker. The researcher observed sample group (n=8) roles and participation in the leadership workshop. Implications of the researcher were that a transformation of the researchers thinking occurred to what the outcome of the case study could be based on personal learnings.

The researcher collected additional data from sample group (n=8) during focus groups, interviews, and critical incident questionnaires. The researcher then compiled the data, by day, making inferences about emerging themes. Upon the conclusion of the leadership workshop, the researcher then used the data collected through the case study to

answer the questions (1) What surprises did I encounter through this experience? (2) What has it caused you to continue to think about? (3) What changes if any has it caused you to consider?

### *Summary*

Through this case study, further research can be done to quantify the content analysis procedures by asking participants in the leadership workshop to voluntarily participate in a pre-and post-survey to determine if a transformation has occurred in their leadership style, and if it has how has it affected the transformation of their organization? If a transformation has not occurred in their learning or leadership style then what factors exist to have not allowed the transformation to occur.

## CHAPTER IV: RESULTS

The results of the conducted case study are defined in the section below. Results were based on information collected during the case study and broken down to identify emerging themes.

Data was collected from sample group (n=8) through daily focus group interviews and daily written critical incident questionnaires upon completion of each day of the four-day workshop. Following the completion of the workshop, sample group (n=8) was contacted to complete a follow-up critical incident questionnaire.

### *Item Analysis*

Following are the results of daily focus group interviews, daily written critical incident questionnaires, and the give, want, expect, and need (GWEN) model (Appendix F).

The leadership workshop began with a model that was completed on the first day to gauge what the group wanted, expected, and needed from the four days of leadership training. After determining these factors, participants were addressed as to what they would be willing to give to achieve desired results.

This model was completed by all participants who attended the leadership workshop. The 25 participants were broken down into five tables of five people and asked to make lists of descriptors for each category and notate these on yellow note cards. Upon completion and discussion of the wants, needs, and expectations of participants, they were then asked to discuss at their table what they were willing to give to achieve their desired results. What participants were willing to give was then discussed and again written on yellow note cards. Instructors of the leadership workshop had placed four

pieces of paper on the wall labeled give, want, expect, and need. Each team of five was asked to place their note cards on the appropriate flip-chart for everyone's viewing. Further discussion was encouraged to discuss wants and needs and set expectations of participants while further discussing as a group what they were willing to give of themselves and to one another to ensure a highly productive week. This information can be viewed in the give, want, expect, and need model (Appendix F).

The following three sections will define the results of the data collected through daily focus group interviews and daily critical incident questionnaires (Appendix C). Emerging themes will be identified through the triangulation of data.

*Through attending this workshop do you believe a transformation in your thinking about leadership happened?*

Based on the information in Table 1 (Appendix D) over the four-day period the researcher has identified participants transformation in thinking based on three findings: the recognition of the Meyers Briggs Type Indicator personality types; that shadow beliefs can hold people back; and through suspended listening relationships can be strengthened.

On day one of the leadership workshop, sample group (n=8) was instructed to take the Meyers Briggs Type Indicator personality type test. This information provided participants with general knowledge of how they think and behave (Appendix G). This self-awareness was discussed by participants in focus group interviews and in daily critical incident questionnaires answering the question, "what surprises did I encounter through this experience and what has it caused you to continue to think about" (Appendix C. Participant (a) commented, "how to use personality types to reconsider new ways to

react to others. I want to use this at work.” The affects this awareness has causes participant (e) to deeply reflect and state, “How I can use my strengths to effectively help others but, more importantly, to recognize the gift of using others strengths to compensate in areas that I am weak. Is there anything I am not seeing about myself?” A transformation of thinking is transpiring with participants through being cognizant of their own personality types. As again evidenced by participant (b), “I always sort of thought the personality type thing was a bit hooley, but now I see it can really help” and participant (b), I changed from a P (perceiver) to a J (judger) I think through learned time management skills “life management” . There was evidence of self-awareness that emerged three times to suggest a common theme of the Meyers Briggs Type Personality Indicator created a transformation in ones thinking.

Prior to examining the results of how a transformation of thinking is interconnected with how one leads, we must reveal sample group (n=8) results of shadow beliefs. Throughout the process participants, such as, participant (e) came to realize that “fear is what is holding me back.” This is a result of hidden shadow beliefs that were confronted on the second day of the leadership workshop (Mills, 2003). Of sample group (n=8), a minimum of four participants discovered that their shadow beliefs caused them to continue thinking. Responses included, participant (d) “Trying to better understand my shadows and digging deeper to find them” and participant (h) “Management of shadow beliefs”. While participant (a) stated “Shadows...real truths” and participant (e) stated “Is there anything I am not seeing about myself”. Furthermore, guest speaker and author, William S. Mills, worked with participants to overcome their shadow beliefs, change their thinking about beliefs and suggested interventions to transform these beliefs into

positives. This created awareness in people. Participant (g) stated “the shadow beliefs I have are root to my biggest struggles at work.” This participant thinks deeper and reflects the following day with this statement, “trying to better understand my shadows and digging deeper to find them.” Knowing this and wanting to discover hidden beliefs, confront and work through these beliefs, participant (g) can transform his/her thinking and affect the way he/she leads (Cashman, 1998).

Three main concepts were brought to light in the leadership workshop to help provoke self-awareness. They include discovery of shadow beliefs (Cashman, 1998), the power of conscious thinking (Mills, 2003), and awareness of ones own personality type (Appendix G). Participating in activities that focus on creating a “trigger effect” (Merriam & Cafferella, 1999, p. 328) participants have been made to deeply reflect and analyze leadership from the inside out (Cashman, 1998). These “... significant past life experiences are analyzed and in terms of what they have done to shape the way one thinks and responds. This level of self-awareness leads to better and more choices to improve self and the situation” (Krueger, 2004).

The third and final theme, which emerged through the critical incident questionnaires, was that of the practice of suspended listening. For transformation to occur you must reflect on your own personality and inner beliefs (Cashman, 1998). You must also participate in external work such as suspended listening (Garmston & Wellman, 1997). This work was initiated during an activity in the leadership workshop where paired participants practiced deep listening of the other while letting go of all internal monologue and just focusing and accepting what the other was saying. Several participants found this exercise valuable and reflected in their thoughts on the critical

incident questionnaires. Some participants were observed to be excited to try this new process, while others were nervous. Participant (d) thought about, “how I can experiment with this tool and then incorporate it into everyday life”. Importance of the practice of suspended listening was reflected by participant (a) “also, how important deep listening is but how hard it is.” Participant (c) experienced transformative thinking when becoming self-aware about their listening skills, “how I listen and how I “jump in” during conversation”. As participants began to reflect on their style they began to reflect on the affects their style has on the organization. Participant (b) stated, “Suspended listening allows people to solve a problem themselves rather than have your help”.

The affects this transformation of thinking has on sample group (n=8) is in some examples reflected in how they lead.

*How will it affect how you lead?*

The concepts of hidden shadow beliefs, suspended listening, and the Meyers Briggs Type Indicator (MBTI) personality types can drastically change a leader’s thought process as indicated by participant (f) “I was surprised that all four leadership styles should be used depending on the situation” also in reflection by participant (a) “Thought process of each person and how it differs in different situations based on their MBTI.”

In this section we will discuss if and how this thought process has affected how sample group (n=8) leads within their organization.

Suspended listening proves to be a tool most participants plan to practice in their personal or professional lives. Participant (b) will “use suspended listening as a coach in lieu of participatory listening.” While others like participant (d) are open to the process and “will try using the listening style and see what results I get.” These small changes in

leadership style can greatly affect the results seen by the leader. Although the concept of suspended listening may be new to sample group (n=8), the process may be welcomed by the leaders' organizations. If this process of using suspended listening is embraced by all, then perhaps more open and understanding relationships will be built (Garmston & Wellman, 1997).

To effectively participate in suspended listening, participants were first aware of what their personality type was and sensed what the others might be. This helped participants distinguish when they should practice suspended listening, thus creating open communication and trusting relationships. Participant (b) "learned how to take action and will to interact with others."

Several participants were unable to answer the question of how a transformation in thinking can and will affect how they lead. Evidence supported the largest piece of its affect in feeling empowered (French & Bell, 1999). Participant (d) "has the confidence to take the power of choice and reevaluate her values to get life/job/family in alignment". Participant (c) "Now has the positive energy to move in another direction." Participant (c) also felt empowered through the pain discovered in awareness of shadow beliefs "I can redirect my self doubts and find out what to do to help redirect me". Evidence supports this participants feeling empowered to make decisions, empowered to engage in conscious thinking (Mills, 2003), and power to work through shadow beliefs (Cashman, 1998) to become a more effective leader.

*How will it affect your organization?*

Interestingly, in this section, participants were able to more clearly define how their leadership style could in fact affect their organizations, rather than how they lead.



Leaders have a tremendous impact on their organization and both can reap great benefits when positive new habits are formed and deep reflection entails (Collins, 2001). Personality types, deep listening and reflecting on shadow beliefs or past experience can transform ones thinking internally thus creating an external transformation that ultimately affects the organization (Cashman, 1998).

Throughout the leadership workshop participants were engaged in activities to promote conscious thinking (Mills, 2003) and leading from the inside out (Cashman, 1998). While leaders went through the activities designed by the instructional team, some reflected on how a change in their thinking could affect the organization.

Participant (a), stated, “The biggest benefit I see to myself and to the organization is that I will be both a better manager and a better leader. I don’t feel empowered as a leader within the organization, but now I’ve learned this week, especially taking the Meyers Briggs Type Indicator (Appendix G), will help me to empower myself and empower those around me. It goes back to the old saying that ‘knowledge is the power’.” Statements like this suggest a successful outcome of the leadership workshop. The leaders had taken control of their own thinking and doing. Taking ownership and responsibility for developing oneself first begins the ‘trickle down’ of affects this transformation will have within the organization (Bass, 1998).

Evolved from the concepts of suspended listening, personality types, and shadow beliefs (Cashman, 1998) were deeper reflection from participants on how their style affected their organization. The connection between internal thought and external doing are reflected in this statement by participant (b). “From this I have learned the value of purpose for oneself and creating a mission/purpose for my team. Right now I and

everyone else feel that we are striving toward something, but I can't pinpoint it. Having each individual create their own mission, me doing mine, and bringing those together to create one as a cohesive unit will help the organization be more productive because everyone will be working toward the same known goal."

This comment created dialogue among sample group (n=8) as to the importance of the individual, along with their teams having a purpose. Participant (c) stated, "I, too, would give the department a goal. Well, have them create a goal. By the team working together to create a goal for their unit, they, too, will know what they are working for and, hopefully, strive harder to achieve it. I perceive the affects on my company being lower turnover, increased profitability, and productivity as a result."

Upon the conclusion of the leadership workshop, most participants of sample group (n=8) had identified suspended listening as an exercise to implement in their organizations. Being that the leadership process was completed in four consecutive eight-hour days, most had not reported back to their organizations and begun putting into place these skills.

*Follow-up-What did you implement and how did it affect your organization?*

It is clear from the results in Appendix E that the follow-up questionnaire given to sample group (n=8) was not embraced by all participants. Only five out of the eight participants returned the survey upon request. All 11 questions were only answered by two out of the eight participants. Uniqueness lies in the fact that these two participants work in different capacities for the same organization.

Of the two participants who completed the entire questionnaire, participant (b) stated, "I submitted an idea for organizational change, and it was well-received...unsure

of action that will be taken by organization.” Leaders such as these attempting to implement new ideas can greatly affect the organization. Participant (b), along with others continues to observe their affects on the organization laying in their own empowerment and their ability challenge the status quo.

Leaders were made aware of their personality types, shadow beliefs (Cashman, 1998), and tried new activities as provided by the instructional team. Participants were able to implement suspended listening in their organization and interact with others more effectively based on the understanding of these key elements.

Self-awareness having been achieved moves leaders into the first level of the leadership development hierarchy (Krueger, 2004).

Individuals with high self-awareness know how they respond in different situations. They know their fears and they know that they have the power of choice to have more self-control in situations. These individuals also know that they have more choices to make to improve themselves and the situations they are in. (Krueger, 2004, p. 4)

The affects on the overall organization remain unclear at the conclusion of this study. The organization, however, is constructed of individuals whose knowledge of self-awareness will impact the organization through empowering themselves and seeking out new levels of reflection and critical thinking.

## CHAPTER V: DISCUSSION

On the first day of the leadership workshop 25 participants came together from all aspects of business and industry to a Midwestern university. These participants had aspirations and preconceived thoughts about learning that would occur during the week. Of the 25 participants eight individuals were chosen to be a part of the case study in attempts to collect data to identify responses to these three questions.: (1) through attending this workshop do you believe a transformation in your thinking about leadership happened? (2) How will it affect the way you lead? (3) How will it affect your organization?

During this section, a discussion of the results from Chapter IV will entail. It will encompass information conducted in the review of literature and its applications and relevance to that of the results. Included in this section will be a breakdown of discussion of the three questions asked of this case study.

A member of the leadership workshop instructional team verified the data in the case study. During the verification process the member of the instructional team inspected the quality of content, proper use of quotations, if the case study was adequately defined, was sufficient raw data found, and do observations and interpretations appear to have been triangulated (Creswell, 1999).

### *Limitations*

The limitations of this case study are:

1. All members of this case study did not voluntarily choose to participate in the leadership workshop; therefore, having been mandated to attend by an employer, may not have been open to the learning process.

2. The sampling frame was random and comprised of voluntary participants; however, all were enrolled and attended the same leadership workshop.
3. The data collected was derived from the participants' perception of the leadership workshop, their perception of their current leadership styles, their perception of the state of their organizations and their ability to have effectively communicated that information.
4. Bias may have occurred based on the researcher's participation in the leadership workshop with sample group (n=8), where identical verbal and written communication from the facilitators and guest speaker were received.
5. Bias may have occurred based on what the researcher observed of sample group (n=8) roles and participation in the leadership workshop.

### *Conclusions*

To determine conclusion, one must first reflect on the goal of research. This case study began with the intent to answer three questions through qualitative analysis of data collected of sample group (n=8) who participated in a professional four-day leadership workshop. There were eight objectives that the leadership workshop had set as expectation for the first phase of this three phase process. The overall objective of phase one was to stimulate self-awareness in participants. "A high level of self-awareness...allows leaders to clearly sense data, minimize pitfalls of critical thinking, and know why and how emotions can influence their behavior" (Krueger, 2004).

To evoke on the path of self-awareness, three main concepts were brought to light in the leadership workshop. They include discovery of shadow beliefs (Cashman, 1998), the power of conscious thinking (Mills, 2003), and awareness of ones own personality

type (Appendix G). Pulling these together in a workshop setting, participants have been made to deeply reflect and analyze leadership from the inside out (Cashman, 1998).

These "... significant past life experiences are analyzed and in terms of what they have done to shape the way one thinks and responds. This level of self-awareness leads to better and more choices to improve self and the situation" (Krueger, 2004).

Conclusion of this study reveals that most participants of sample group (n=8) left the workshop with a stronger sense of self having had a transformation of thinking occur. The affect to the participants was greater self-awareness in the way they lead within their organizations. Affects on their organization cannot be clearly identified due to minimal follow-up by participants of sample group (n=8). However, overall results were achieved by identifying components of the leadership workshop that resulted in a transformation of thinking, which affects the way one leads and ultimately will affect their organizations.

### *Recommendations*

Further research can include a breadth of studies. It is recommended that participants of a leadership workshop be contacted in advance of attending training in order to be interviewed individually prior to case study and observed in their natural work environment. An interview of the participant and of the employees that interact with the subject should be administered to gauge the participant's current leadership style and the effects the leader's style has on the organization.

During the leadership workshop, critical incident questionnaires should once again be filled out by participants at the conclusion of each day's activities. Interviews, as well, should be conducted daily at the conclusion of events in a one-on-one setting to reflect on the key learning from the day. Upon the immediate conclusion of the

workshop, participants and the same group of employees from their organizations should be given an exact replica of the survey that was delivered prior to the workshop. Again, this survey should be administered two months after the completion of the stated workshop. During this time period, the participants and coworkers should be given a replica of the initial survey to assess the leadership style of the participant and the effects the leader's style has on the organization. Interviews of the participant and job shadows to collect data should be conducted by researcher at this time. Discussing the process of the job shadow should be explained initially and in depth prior to conducting the case study. Suggested affirmation should be the benefits to the individual and to the organization by allowing the job shadow. This includes continued learning and deep reflection through the information discussed in the interview.

The above suggested data will reveal a more in-depth and accurate assessment of the leadership style of participants included in the study and the effects their leadership styles have on their organizations. From the collection of data, the following questions will be better answered: (1) through attending this leadership workshop do you believe a transformation in your thinking about leadership happened? (2) How will it affect the way you lead? (3) How will it affect your organization?

To gain a deeper understanding of transformational leadership, it is recommended that the above steps be taken with three different control groups. One group would complete only phase one of the leadership workshop. The second would complete phase one and phase two, while the third participate in all three phases. Phase one is designed to meet these eight objectives; (1) learn how to develop your leadership character from the inside out, (2) begin to develop habits and practices that lead you to personal mastery, (3)

understand the dynamics of purpose and personal mastery, (4) capitalize on your strengths and growth opportunities, (5) determine how to lead and facilitate phases of change, (6) design a personal leadership development plan and support system, and (8) learn how you can participate in an ongoing leadership development process and become part of the University's Leadership Workshop Fellows. Phase two is designed to apply the concepts learned in phase one, learn more about themselves as leaders, receive advanced coaching and feedback and to design a personal commitment to move to the next level. In this stage learning teams would be formed while team member expectations and coaching schedules would be established. Phase two would encompass these key points to gain a deeper insight about self and your impact on others. During phase three leaders and their team would work with academy coaches to learn an organizational development process that would help leaders develop a high performance work culture through the creation of a clear and compelling organizational vision. This would provide the researcher with a breadth of knowledge and data as to the transformation of leadership that evokes at the different levels of the leadership workshop.

Continued research will further benefit the participants, their organizations, and the designers and facilitators of the leadership workshop. The results will be an improved leadership workshop geared to transform participants' thinking, create transformational leaders, and promote continuous improvement for organizational effectiveness.



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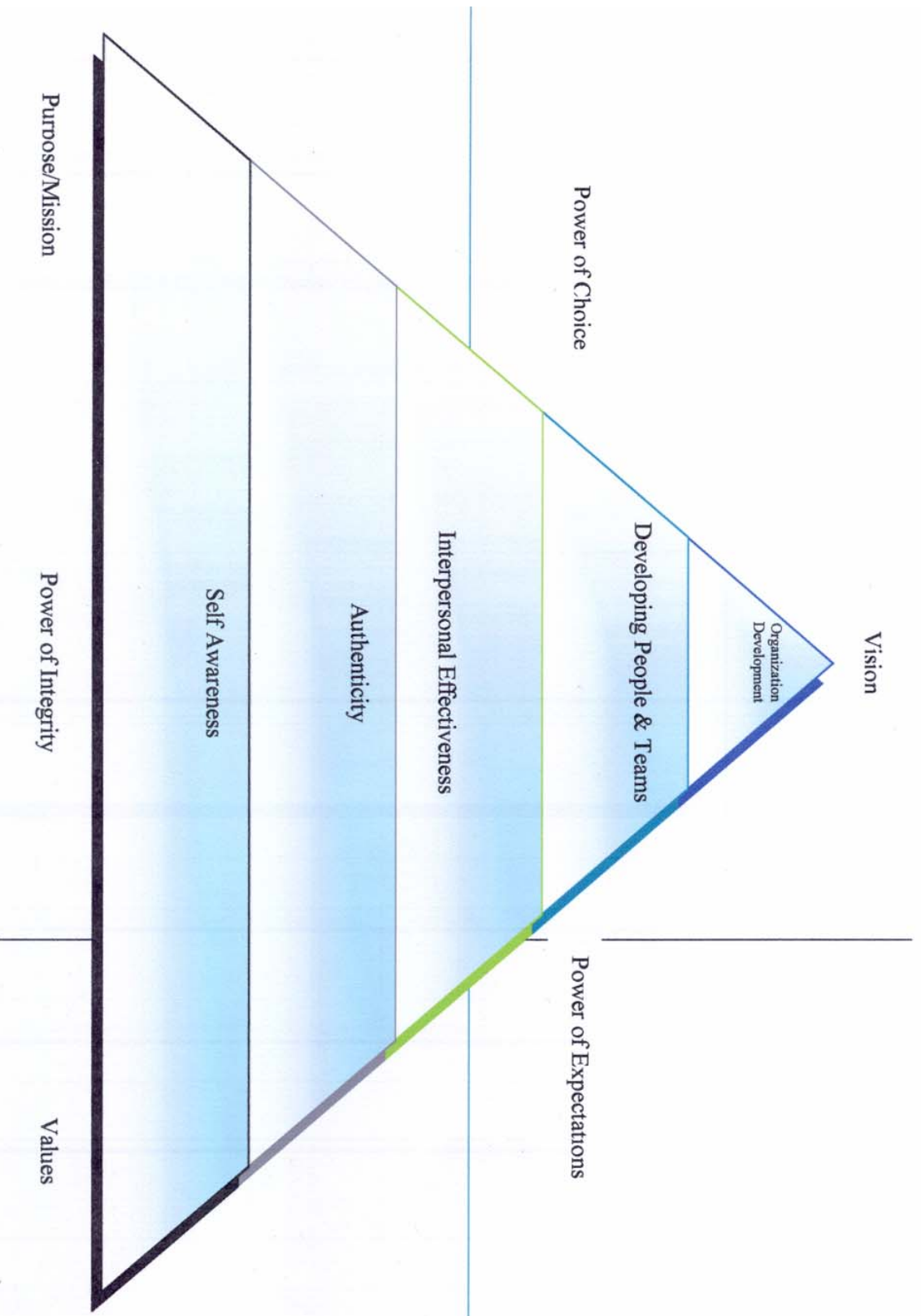
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## Appendix A: Leadership Development Hierarchy



A model by, Charles Krueger, 2004. Thanks to Larry Wilson's work re: Triangle of Coherence and to Don Baughman and Kari Dahl

Appendix B: Consent form to agree to participate as a research subject

Consent form to agree to participate as a research subject

Project Title: *Transforming Leaders, Transforming Organizations*

Kelly La Venture of Training and Development at the University of Wisconsin-Stout is conducting a research project titled, *Transforming Leaders, Transforming Organizations*. Participation in this study is appreciated.

It is not anticipated that this study will present any medical or social risk. The information gathered will be kept strictly confidential, and any reports of the findings of this research will not contain any name or other identifying information.

Participation in this research project is completely voluntary. If at any time participation in this research is not desired, subject may stop participating without coercion or prejudice. Just inform the researcher. By returning this questionnaire, informed consent is given as a participating volunteer in this study.

Once the study is completed, the analyzed findings would be available for information.

Note: Questions or concerns about the research study should be addressed to the researcher, Kelly La Venture 715-232-1151, or Kari Dahl 715-232-1145, the research advisor. Questions about the rights of research subjects can be addressed to Sue Foxwell, Human Protections Administrator, and UW-Stout Institutional Review Board for the Protection of Human Subjects in Research, Harvey Hall, Menomonie, WI 54751, phone 715-232-1126.

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Consent Form

Participation in this study is strictly voluntary, and participation may be discontinued at any time without prejudice.

It is understood that the purpose of this study is to investigate the problem, *Transforming Leaders, Transforming Organizations*.

It is also further understood that in order for this research to be effective and valuable certain personnel identifiers need to be collected. The strictest confidentiality will be maintained throughout this study, and only the researchers will have access to the confidential information. It is understood that at the conclusion of this study all records that identify individual participants will be destroyed. No human or legal rights have been waived by agreeing to this participation.

Signing below verifies that subject is 18 years of age or older, in good mental and physical condition, and agrees to and understand the conditions listed above.

Signature \_\_\_\_\_ Date \_\_\_\_\_

**Appendix C: Daily Critical Incident Questionnaire**

**Critical Incident Questionnaire**

Adapted from Stephen Brookfield, (1999)

1. At what moment was I most engaged?
2. At what moment was I least engaged?
3. What action did anyone take that was affirming to me?
4. What action did anyone take that puzzled me?
5. What surprises did I encounter through this experience?
6. What has it caused you to continue to think about?
7. What changes if any has it caused you to consider?



## Appendix D: Results of Daily Data Collection

Table 1-Critical Incident Questionnaire: Question 5-What surprises did I encounter through this experience?

Day	Participant	Participant	Participant	Participant	Participant	Participant	Participant	
1	(a) That I am an "R" (introvert personality) (sic).	(b) I always sort of thought the personality type thing was a bit hokey, but now I see it can really help (sic).	(c) I changed from a P (perceiver) to a J (judger) (sic). I think through learned time management skills "life management" (sic). Subscribe to Stephen Covey teachings (sic).	(d) Opposites do attract (sic).	(e) That I really got into the exercise of the Beowulf debrief (sic). Also, the different leadership styles this afternoon (sic).	(f) I was surprised that all four leadership styles should be used depending on the situation (sic).	(g) NR	(h) NR
2	Deep down I think I might not be worthy (sic)?! What the heck (sic)!	The line between victim and persecutor is very grey (sic).	That I can redirect my self doubts and find out what to do to help redirect me (sic).	That I have many shadow beliefs that determine or shape my behavior (sic).	That "fear" is what is holding me back (sic).	How I handle personal relationships (sic).	The shadow beliefs I have are root to my biggest struggles at work (sic).	That a lot of my issues lead back to a single event (sic).
3	How much listening can help get more truthful information (sic)?	Suspended listening allows people to solve a problem themselves rather than have your help (sic).	I don't really listen... also, betrayal healing method... anxious to try it (sic).	How strong I feel about developing a trusting relationship with others (sic). Also, when challenged to look at a different listening style (sic). That it would "touch" me so deeply (sic).	Maybe my definitions of trust and how perfectly my partner fulfills that description (sic).	NR	NR	NR
4	Thought process of each person and how it differs in different situations based on their MBTI (sic). From regular discussion group to trust game was a difference in actions (sic). Also, how important deep listening is but how hard it is (sic).	None today (sic).	Changing leadership styles is important for the growth of employees (sic).	NR	NR	NR	NR	NR

Table 2-Critical Incident Questionnaire: Question 6-What has it caused you to continue to think about?

Day	Participant	Participant	Participant	Participant	Participant	Participant	Participant	
	(a)	(b)	(c)	(d)	(e)	(f)	(g)	
1	How to use personality types to reconsider new ways to react to others (sic). I want to use this at work. In reflection I can already put it into use, but will I be able to at the time (sic)?	How I will react next time to our management and meetings and anyone whom I am interpreting as attacking me (sic).	That I don't take the "feeling" attitude and validate the impact on people as much as I should (sic).	How I react in different situations or to people based on my type (sic).	How I can use my strengths to effectively help others but, more importantly, to recognize the gift of using others strengths to compensate in areas that I am weak (sic).	I never would have thought about analyzing the group you're trying to lead and modify your style accordingly (sic).	Situations in past that I didn't use necessary skills (four leadership styles) (sic).	(h) NR
2	Shadows...real truths (sic).	I need to be very aware of the drama triangle with my children (sic).	The desire to move forward and not play games (sic). Also, to help my children grow (sic).	Trying to better understand my shadows and digging deeper to find them (sic).	Is there anything I am not seeing about myself (sic)?	When I let my shadow beliefs make or persuade/justify a decision (he) I told myself (sic).	How I can handle relationship in a calm way (sic).	Management of shadow beliefs (sic).
3	The importance of taking time to think and process (sic).	That I do not do any suspended listening at all, and I need to learn how to do it more naturally because it will help me (sic).	How I listen and how I "jump in" during conversation (sic).	How I can experiment with this tool and then incorporate into everyday life (sic).	NR	NR	NR	NR
4	How to address my weaknesses (sic).	Gossip in our department is rampant, and we need to do something (sic).	Certain employees who are at different levels of performance maturity (sic).	How I will behave with family relationships (sic).	The future and embracing it (sic).	How I can I better apply my strengths (sic)? What can I do to improve my weaknesses (sic)? Also, what impact does each have on my co-workers (sic)?	To think about taking risk without the excuse of failure (sic).	NR

Table 3-Critical Incident Questionnaire: Question 7-What changes if any has it caused you to consider?

Day	Participant	Participant	Participant	Participant	Participant	Participant	Participant	Participant
1	(a) Well, I think that my partner might be a thinker and I am a feeler (sic). So just knowing (or assuming that) explains a bit and hopefully will help me (sic).	(b) Consider other peoples types when conflict arises (sic).	(c) NR	(d) NR	(e) NR	(f) NR	(g) NR	(h) NR
2	Look for ways to slay out of the drama triangle with my children and help them understand a better way to cope with things (sic). Be a better listener (sic)	Do shadow work more intensely at home (sic).	The human behavior flowchart, it will cause me to pause (sic).	Analyzing my fears to uncover shadows (sic).	A sentimental desire to use the "power of choice" rather than blame or be a "victim" (sic).	How to re-affirm the truth in order to diffuse the lies (sic).	Recognize drama roles (sic).	NR
3	To use suspended listening as a coach in lieu of participatory listening (sic). Changes to my listening skills (sic). Although I knew I needed to improve it, I did not realize how much (sic).	To try using the listening style and see what results I get (sic).	I need to listen more deeply and then respond vs. react (sic). This I knew before I came here, but I wasn't sure how and, even worse, I couldn't even really put my finger on what the problem was (sic). I just knew that sometimes I wasn't reacting/behaving in the way that I wanted to (sic).	Step back and realize the situation (sic).	NR	NR	NR	NR
4	Keep studying (sic). Keep watching anxiety and shadow reactions (sic). Be more aware of my shadows and learn how to take criticism better (sic). I am competent, and my ideas are worthy so I should not be defensive when someone is critical of me or my work How I will interact with co-workers (sic). How I will approach my supervisor for a salary adjustment (sic). The way I will work at my leadership behavior at work (sic).	How I will interact with co-workers (sic). How I will approach my supervisor for a salary adjustment (sic).	Relax a little more when it comes to others (sic). My life at home and work and the way I view it (sic). Re-evaluate important things (sic).	What things I can do to have more success in approaching my co-workers (sic). To run projects by someone with that strength prior to initiating (sic). Looking outside of myself more at others abilities, willingness, life experiences, etc.				

Table 4-Question: Through attending this leadership workshop do you believe a transformation in your thinking about leadership happened?

Participant	Participant	Participant	Participant	Participant	Participant	Participant	Participant
(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)
I hope to be able to use my skills learned to better myself and my relationships within the company, whether leading or not (sic).	NR	That I can use information provided to help make improvements for myself and/or the organization (sic).	Professional and personal growth that will show itself by positive outcomes, member and staff satisfaction, and increased collegiality (sic).	Personally-to make me a better manager/leader but, more importantly, a better parent (sic). For my organization-help my team and organization achieve greater goals (sic).	More joy in what I do and a sense of direction and mission in my life (sic).	Increased personal knowledge (sic). Assess my fit in my current role...identify growth areas and make a plan (sic).	Communication (sic).

Table 4-2-Question: Through attending this leadership workshop do you believe a transformation in your thinking about leadership happened?

Participant	Participant	Participant	Participant	Participant	Participant	Participant	
(a) Black/White at first. Didn't care about personal business and work is work and nothing more. Now realizes that family and personal issues are extremely important and didn't want to look back and have regrets. Now tells people to take time off if they need it and he understands. The workshop today has opened his eyes even more to the need to be in tune with one's personal story because it constantly impacts your leadership style.	(b) Personality has a bigger impact in environments than I would have imagined. Reflecting on my life, I see that one's personality affects everyone around you. If I'm in a positive mood, than usually so are others. When I walk into work and am negative, people are put on the defense and productivity declines. Knowing the track record of my personality and what pieces of my personal story contribute to that, I can work through them and adjust as I did today.	(c) Native American view on pain. This has taught me that I can use my personal story and the painful pieces of it to guide me in the right direction. There have been times when I haven't listened to the pain and, if I would have, I might have had more positive experiences. My personal story has contributed to the way I lead today by helping me work through some of the pain and recognize it in others so I can help lead them away from the pain.	(d) Book (Larry Wilson's <i>Play to Win</i> )-Definition of success vs. failure, what does it mean to play to win, someone else doesn't have to lose- team concept. My personal story has always made me feel that someone has to win, and another has to lose. Fortunately, that is not the case. Both parties can find a common ground and reap good results. There does have to be some give and take and, at times, someone will have to lose, but for the most part, we can both benefit if willing to take the time to come up with solutions vs. resolutions.	(e) My personal story has evolved me into a person that has become resilient to bad stuff and will continue to do so in the future. I need to focus on staying resistant but allowing myself to take things in so that I can understand, absorb, and respond appropriately. It has changed my style today by making me more open and vulnerable.	(f) I have always felt like I am on the outside looking in. Knowing this, I will work on trying to change these feelings I have about myself. I will review the GWEN model for personal use to see how I can affect my own future.	(g) What you would have to give up and be happy with your recipe.	(h) I have given up the need to be right or wrong and learned that being right or wrong is your interpretation. My personal story has made me feel that I'd rather be looked at than overlooked.

Table 4-3-Question: Through attending this leadership workshop do you believe a transformation in your thinking about leadership happened?

Participant (a)	Participant (b)	Participant (c)	Participant (d)	Participant (e)	Participant (f)	Participant (g)	Participant (h)
<p>It will. Native American Proverb for pain. Don't feel connected, feel pain. The 'path' is good so recognize that. Now considerably more content with that understanding. That pain was getting him away from who he really is.</p>	<p>It will. Realizes that the anger is impacting her work. Has concluded that the anger is coming from not having a job description. Knowing that control can be taken, a position description requested, and hopefully the anger will subside.</p>	<p>It will. Taking the Meyers-Briggs type indicator and learning that she is a collaborative leader who relies heavily on those who are higher thinkers than feelers. Can adjust to be open and find understanding and welcome other's perceptions of her.</p>	<p>It will. In personal life as a leader of family. The anger, pain, fear model brings understanding of how he needs to provide unconditional love to family and continue to give affirmation to the positive and less attention to the negative. This will help lead his family toward more positive values, ethics and morals.</p>	<p>NR</p>	<p>NR</p>	<p>NR</p>	<p>NR</p>
<p>Did not have much empathy for those who got sick at work and now have become much more empathetic, easy going, and accepting.</p>	<p>Wants everyone to be included and has stopped prejudging.</p>	<p>Now has the positive energy to move in another direction. Can positively manipulate.</p>	<p>Needs affirmation from supervisors and wants feedback and benchmarks.</p>	<p>Positive not negative has contributed. Has learned willful obedience. Wants to use GWEN model with sales team so they can learn how their organization is and it's only as dysfunctional as they want to see it.</p>	<p>Has learned to take people at face value in leadership, also to transition them when they don't belong. Grandfather taught him/her one thing about life, "you can do it."</p>	<p>Blocked out childhood, legally changed name and told father to (get lost). From this learned hate and became autocratic, had to change leadership style and prove competence. Now have a softer side and more understanding. Views this leadership workshop as reaffirming personal learning.</p>	<p>Has become sensitized due to father's constant screaming when a young child. Vows to never do that to a person. This has and continues to shut down communication and affect one's leadership style. Productivity has increased and one's personal story has contributed by softening individual and allowing openness to occur and communication to exist. As a result, a different team works for this leader now than years previous.</p>

Table 4-4-Question: Through attending this leadership workshop do you believe a transformation in your thinking about leadership happened?

Participant	Participant	Participant	Participant	Participant	Participant	Participant	
(a)	(b)	(c)	(d)	(e)	(f)	(g)	
<p>I feel had having not been aware of my own leadership style. I think that being aware of whom I am leader. I think this will affect those involved in my organization because I think they will perceive me now as more approachable. I had wanted my team to come to me with solutions when the process is more important, and I need to help in that process. The biggest benefit I see to myself and to the organization is that I will be both a better manager and a better leader. I don't feel empowered as a leader within the organization, but now all the skills I've learned this week, especially taking the MBTI, will help me to empower myself and empower those around me. It goes back to the old saying that "knowledge is power."</p>	<p>From this I have learned the value of purpose for oneself and creating a mission/purpose for my team. Right now I, and I think everyone else, feel that we are striving toward something but can't pinpoint it. Having each individual create their own mission, me doing mine, and bringing those together to create one as a cohesive unit will help the organization be more productive because everyone will be working toward the same known goal.</p>	<p>I, too, would give the department a goal. Well, have them create a goal. By the team working together to create a goal for their unit, they, too, will know what they are working for and, hopefully, strive harder to achieve it. I perceive the affects on my company being lower turnover, increased profitability, and productivity as a result.</p>	<p>I feel indications are happening in my world that I can't control, and it is very difficult for me to work with. I have to be democratic, and I have partnered with a co-worker that can help me with this, but it's still difficult. I feel my leadership style has changed, and I feel empowered as an individual having attended this workshop, but I don't feel that I am going to have an affect on my organization. I do feel I will have an affect on my co-workers because I do feel better about myself and will have more interactions with them.</p>	<p>Leadership skills seem to be more important for mid-management than upper-management. If all of us mid-managers can change our leadership style, then we could have an impact on the organization. Right now, having tackled some of my shadow beliefs, I do feel that my leadership style has changed, and I have become a more authentic leader. I think this will directly impact those I am in constant contact with and will produce more positive interactions. I'm only one person though, and I exist in a very large organization so I don't think I will have any affect on the whole.</p>	NR	NR	NR

Table 5-Question: How will it affect how you lead?

Participant (a)	Participant (b)	Participant (c)	Participant (d)	Participant (e)	Participant (f)	Participant (g)	Participant (h)
Realized that he does not want to be boss, just his self and will compromise to help other departments.	Learned how to take action and will to interact with others.	In last position, the boss didn't walk the talk so confidence was lost on paper and off. She resigned from that position and is in a new position.	Was involved in a unique culture and survived many acquisitions as well as relocations. Has become more effective as a manger and leader and complements the organization. Understands that other's success is reflected in own and vice versa.	NR	NR	NR	NR



Table 6-Question: How will it affect your organization?

Participant	Participant	Participant	Participant	Participant			
(a) Participant Yes, I do plan on implementing the skills I have learned here. The environment of trust has been problematic, and I have had to review the process. One's personal life continues to affect the work environment and it has mine. I have learned to relax if my employees can't be at work and that home life is of great value. If I allow them to take off the time they need, they will be more trusting and more productive. I have also learned that by creating an environment of trust, they will begin making more decisions, find increased value in themselves and in these decisions. If something goes wrong, don't blame because you can't be wrong when trying to do what is right in creating this environment of trust.	(b) Participant I do plan on implementing some of the skills I've learned today in the workplace. I have staff personalities, one who is very sarcastic. I have tried different listening skills with this individual but to no avail. I have been inclined to ask probing questions when that style may not be conducive to building an environment of trust. It may just be the nature of my personality. I will listen more, free up time to be available to them, and work on empowering them to build trust. I do know there needs to be parameters set for this empowerment to occur, but if done correctly may build that trusting environment.	(c) Participant Could possibly build a more trusting environment by practicing listening skills. Currently enjoys using probing questions when he should really just be actively listening and allowing team members to speak. Will need to learn how not to "think" so much when listening and just focus on what the individual is saying. In doing so, more information will be collected, and it will probably be more accurate. Due to this, follow-up with this team member will be more productive and thus create an increased amount of trust between the two. Will continue to reflect on ways to let his/her team work through their own issues to become more productive instead of trying to give the answers to speed the process. In doing so, more trust and respect will be earned, and more value will be felt on all parts.	(d) Participant It has been very difficult to build an environment of trust in the current workplace being in a newly assigned role. Working with key players makes it difficult to voice one's own opinion, and having to remain quiet does not contribute to trusting these players. I need affirmation, and this is unable to happen due to the unique role I have been selected for within this organization. I'm not sure if this is the place for me.	(e) Participant Suspended listening has the potential to be a powerful tool if used correctly in the workplace. This is very difficult for me being that I thrive on conversation. This killed me to be quiet, but I am willing to try it with my spouse and see what reaction I get. I think you have to be selective with when and who you use it, or it may not be appropriate or received well. I will also need to practice this to build my own comfort level, or if I don't come across right when practicing suspended listening, it could hurt the environment of trust that has been created.	(f) Participant The concept of suspended listening is not new to me and it has been practiced in my profession for years. The idea of "the who talks last loses" rings true in tactics that are currently utilized in many organizations. From a personal standpoint, I believe in a two-way exchange. This breeds confidence and trust in both parties involved. When practicing suspended listening in my field, you may hurt trust rather than create it.	(g) Participant NR	(h) Participant NR

Table 6-2-Question: How will it affect your organization?

Participant (a)	Participant (b)	Participant (c)	Participant (d)	Participant (e)	Participant (f)	Participant (g)	Participant (h)
To be positive. Recognize how to do things and don't try and kid people.	Culture developed not productive or conducive to learning/teaching. In meetings profanity is used, people cut on each other everyday, and the 'r' word is heard excessively.	No goals, putty brain don't fight it, don't overanalyze it. Take it in and you'll be a better person and you may be able to apply it.	More energizing, no energy for family when she gets home. Has the confidence to take the power of choice and reevaluate her values to get life/job/family in alignment? More organization consistency and resource (sic). But am also seen as the instrument of "change" → resistance at times (sic).	Blames self, keeps self down. How to not beat self up to be a leader.	Actions or inactions can be life changing experiences. To have a better balance.	Evaluate 90% manager turn every three years. Understands now what happened in previous organization. Will conduct self exploration and help grow others.	Leading group to success. Benefits for family by being a better parent. Remain committed to personal development.
It has saved great amounts of time and resources when the task has gotten off track or gone in the wrong direction (sic).	NR	Able to manage three departments that interact with each other daily (sic). Currently no major problems between them (sic). Able to get the job done well everyday (sic).		Positively with my staff and current management (sic).	It has contributed to more acceptances of the program and participation (sic).	Kept the engine running, but no major technology advancements (sic).	Positive thoughts, positive energy (sic).

## Appendix E: Results of Data Collection from Follow-up Questionnaire

Table 7-Follow-Up Questionnaire

Question	Participant	Participant	Participant	Participant	Participant	Participant	Participant	Participant	Participant
1. What key learning from the leadership workshop and training have you implemented at work? Please list all that apply and answer the following questions accordingly.	(a) Definitely the listening skills..(sic).	(b) The "choice" concept - choosing how to react and knowing that you have control of emotions by determining whether it is fear or frustration (sic).	(c) Being cognizant of personality types in my organization and when leading meetings (sic).	(d) I've tried the suspended listening quite a bit (sic). We have used the personality type info when designing a department meeting (this was a potentially sensitive and explosive meeting), along with the facilitating change concepts (sic). This helped tremendously - the meeting went very well (sic).	(e) I also tried the What's Missing strategy' instead of 'What's Wrong (sic)? That worked well (sic). I've focused mostly on responding instead of reacting (sic). I've also tried shifting my perspective - from assuming that a person is doing something because of me to them acting the way they are because of their personal history, needs, or wants (sic).	(f) NR	(g) NR	(h) NR	

**Table 7-2-Follow-Up Questionnaire**

Question	Participant	Participant	Participant	Participant	Participant	Participant		
2. What have the results of this implementation been to you?	(a) More effective communication with colleagues and family members (sic).	(b) More satisfaction with work (sic).	(c) Amazing (sic). When I have really implemented these learning's, I have benefited greatly (sic). I have been a better listener, a better co-worker, a better teacher and manager (sic). The "What's missing?" interaction ended up as a well laid out email proposal with exactly what the person needed instead of a long conversation that may or may not have gotten anywhere (sic). Recognition of contributions to the organization (sic).	(d) NR	(e) NR	(f) NR	(g) NR	(h) NR
3. What have the results of this implementation been to fellow employes?	Better working relationships (sic).	Increased communication (sic).	Recognition of contributions to the organization (sic).	(d) NR	(e) NR	(f) NR	(g) NR	(h) NR
				<p>I noticed benefits immediately (sic)! They have solved their own problems, felt important and more empowered (sic). One person commented (after half an hour of almost complete suspended listening), "I know you're listening" (sic). Sounds simple, but she's never said that before, and I didn't give the usual active listening cues (sic). Usually, when she tells me work-related problems, I jump in and defend her or try to resolve things before she even gets done with the story (sic). Another biggie is that my staff seem like they are troubleshooting more on their own and are more confident on suggesting courses of action (sic). Maybe it's because I'm more approachable (sic)?</p>				

Table 7-3-Follow-Up Questionnaire

Question	Participant	Participant	Participant	Participant	Participant	Participant	Participant	Participant
4. What have the results of this implementation been to your organization?	(a) Focus on enhanced communication (sic).	(b) Less focus on "what's wrong" and "who's at fault" (sic).	(c) Unsure (sic). Maybe our department has benefited some, but not our organization as a whole (sic).	(d) NR	(e) NR	(f) NR	(g) NR	(h) NR
5. What continuous learning have you embarked on following the leadership workshop (workshops, reading, continuous group dialogue)?	Reading (sic).	Dialogue with colleague who attended leadership workshop (sic).	Reinforcement of practices learned during the week (sic).	I have revisited the leadership training notes and materials several times (sic). I am also trying to read Primal Leadership (sic).	NR	NR	NR	NR
6. Are there further techniques or a key learning you plan on implementing in your organization?	Explore strategies for "cultural" change (sic).	I really need to practice the things that I am implementing now before I try to conquer anything else (sic). I think the next step is becoming more vocal for our department with administration (sic). That's probably a matter of tackling the playing-to-win idea (sic).	NR	NR	NR	NR	NR	NR
7. What has held you back from implementing these?	Organizational structure (sic).	Time, confidence and focus, I suppose (sic). I feel that I need to focus on the other aspects mentioned in first question before I confront administration (sic). I need the department focused as a group first, and I need to make sure that they have complete confidence in me as a leader within our department (sic).	NR	NR	NR	NR	NR	NR

Table 7-4-Follow-Up Questionnaire

Question	Participant	Participant	Participant	Participant	Participant	Participant	Participant	
8. How do you feel this has impacted your learning and performance?	(a) Participant Unsure of expectations—has hurt (sic).	(b) Participant Freedom to operate—enhanced learning and performance (sic).	(c) Participant I'm not sure that it has hurt my performance (sic). It probably has reduced my opportunity to practice things that I have learned at the LA, though (sic).	(d) Participant NR	(e) Participant NR	(f) Participant NR	(g) Participant NR	(h) Participant NR
9. How do you feel this has impacted your organization?	The "half" has been dropped several times because of unclear expectations/role definition (sic).	We're getting reorganized once again without a voice (sic). (A University) may be shooting themselves in the foot on this one and I don't have the relationship that I need with the administration to stop it (sic).	Unsure (sic). Frankly, I'm not sure if I want to play with (my organization) for much longer in this role (sic). I feel like we are consistently set up for failure, and I'm not sure if I even want to fight this battle. I care for the people in my department and for the faculty and students at (the University), so I am compelled to do <i>something</i> , but I'm not sure exactly <i>what</i> (sic). Perhaps the real question for me to answer is: Whom do I really want to focus on helping and how can I best serve that population (sic)?	NR	NR	NR	NR	NR
10. What is your next step of action?	Met with supervisors and asked for clarification (sic).	I submitted an idea for organizational change, and it was well-received ... unsure of action that will be taken by organization (sic).		NR	NR	NR	NR	NR

**Table 7-5-Follow-Up Questionnaire**

Question	Participant (a)	Participant (b)	Participant (c)	Participant (d)	Participant (e)	Participant (f)	Participant (g)	Participant (h)
11. What continued support do you need from your organization?	Continued feedback (sic).	Professional development opportunities for leadership development (sic).	Any would be nice (sic). They've done nothing but cut us from every resource aspect possible (sic). They don't ask for our input when deciding to reorganize us, when budgeting or for anything else (sic). They only ask us to complete more projects, take on more responsibility, and provide more support with less staff, technology, and money (sic). It's very tiring and a major reason people in this department are retiring as soon as possible instead of continuing to work after they are eligible for retirement (sic). For those of us nowhere near retirement, we're feeling very uncertain (sic).	NR	NR	NR	NR	NR

## Appendix F: Give, Want, Expect and Need Model (GWEN)

Give	Want	Expect	Need
<ul style="list-style-type: none"> <li>• Listen</li> <li>• Feedback</li> <li>• Participation</li> <li>• Experience</li> <li>• Attention</li> <li>• Reflection</li> <li>• Encouragement</li> <li>• Humor</li> <li>• Honesty</li> <li>• Openness</li> <li>• Willingness to learn</li> <li>• Willing to change</li> <li>• Confidential atmosphere</li> <li>• Non-judgmental</li> <li>• Time</li> <li>• To understand the pitfalls of previous leadership roles I have had and how to learn from them</li> <li>• Improve gaps in leadership skills</li> <li>• To find joy in who I am</li> <li>• To have a "plan"</li> <li>• How to apply skills learned here</li> <li>• Learn about standard reactions of people</li> <li>• Provide positive working environment for others to develop</li> <li>• To feel energized</li> <li>• Confidence</li> <li>• Inside and learn to use</li> <li>• Excited about info to take back to work</li> <li>• Interested in others who are interested to learn</li> </ul>	<ul style="list-style-type: none"> <li>• Energy</li> <li>• Confidence in interactions</li> <li>• Know what an effective leader is</li> <li>• Tools</li> <li>• Apply leadership strategies</li> <li>• Joy</li> <li>• Life plans</li> <li>• Growth-Personal</li> <li>• Spreading Joy</li> <li>• What leadership means to self and others</li> <li>• Understanding self leadership</li> <li>• Focusing on positive energy</li> <li>• What causes others to be the way they are</li> <li>• Motivate others</li> <li>• To provide both leadership for one's department and improve own leadership style</li> <li>• Live life with energy for life</li> <li>• Confident in interactions with others</li> <li>• Be a better performer</li> <li>• Be an effective leader and understand what that means</li> <li>• Improve role in company</li> <li>• To learn to motivate others</li> <li>• What leadership means to me and others</li> <li>• Inside/out leadership</li> <li>• Focus on positive self energy</li> <li>• What motivates self and others to accomplish teamwork</li> <li>• Bring with and apply leadership strategies that will enhance the professional and personal lives of others in ones organization</li> <li>• Personal growth and development</li> <li>• Strategies and information for investment in oneself</li> <li>• Understand past leadership experiences</li> <li>• Implementation of skills</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance</li> <li>• Confidence</li> <li>• Re-focus energy</li> <li>• Habits of leadership</li> <li>• Strategies to go to next step</li> <li>• Positive</li> <li>• Fun</li> <li>• Fast paced</li> <li>• New information</li> <li>• Do work</li> <li>• Make an impact</li> <li>• Version of effective leadership characteristic</li> <li>• Will have to do the work to make the improvement</li> <li>• Have more fun as a leader</li> <li>• Introspective activity</li> <li>• Good time</li> <li>• Ideas</li> <li>• Fun in role</li> <li>• Coaches to mentor behavior</li> <li>• Draw out leadership skills</li> <li>• Hard work</li> <li>• Participate in activities</li> <li>• To learn how and why we react to people in different manners</li> <li>• Channel positive energy and thoughts</li> <li>• Channel energy in others</li> <li>• Guidance as to becoming the inner leader and confidence in becoming this</li> <li>• Self assurance</li> <li>• Support</li> <li>• Strategy to plan "new" chapter</li> <li>• Strategies and information that can be applied to enhance leadership skills</li> <li>• Fundamentals on how to grow oneself to be more positive at work and home</li> <li>• Career dimension</li> <li>• Life plan of "being"</li> <li>• "Molding" of total life</li> <li>• Growth in ability to interact with others</li> </ul>	<ul style="list-style-type: none"> <li>• Something to improve job competence</li> <li>• Determine one's shortcomings</li> <li>• Encouragement</li> <li>• How to deal with negative feedback</li> <li>• Discuss pitfalls of previous leaders</li> <li>• Joy</li> <li>• Have a plan</li> <li>• Identify positive attributes, underlying shadows</li> <li>• Interaction with others</li> <li>• Excitement of what is learned</li> <li>• Improvement</li> <li>• Applications</li> <li>• Standard reactions</li> <li>• Positive work environment</li> <li>• Knowledge of self</li> </ul>



## Appendix G: Meyers Briggs Type Indicator Vocabulary

Orientation of Energy: Direction of Focus, Source of Energy	
<b>E-Extraversion</b> <ul style="list-style-type: none"> <li>• Energized by outer world</li> <li>• Focus on people, things</li> <li>• Active</li> <li>• Breadth of interest</li> <li>• Live it, then understand it</li> <li>• Interaction</li> <li>• Outgoing</li> </ul>	<b>I-Introversion</b> <ul style="list-style-type: none"> <li>• Energized by inner world</li> <li>• Focus on thoughts, concepts</li> <li>• Reflective</li> <li>• Depth of Interest</li> <li>• Understand it before live it</li> <li>• Concentration</li> <li>• Inwardly directed</li> </ul>
Perceiving Function: Ways of Taking in Information	
<b>S-Sensing</b> <ul style="list-style-type: none"> <li>• Facts</li> <li>• Data</li> <li>• Detail</li> <li>• Reality-based</li> <li>• Actuality</li> <li>• Here and now</li> <li>• Utility</li> </ul>	<b>N-Intuition</b> <ul style="list-style-type: none"> <li>• Meanings</li> <li>• Associations</li> <li>• Possibilities</li> <li>• Hunches, speculations</li> <li>• Theoretical</li> <li>• Future</li> <li>• Fantasy</li> </ul>
Judging Function: Ways of coming to Conclusion	
<b>T-Thinking</b> <ul style="list-style-type: none"> <li>• Analysis</li> <li>• Objective</li> <li>• Logic</li> <li>• Impersonal</li> <li>• Critique</li> <li>• Reason</li> <li>• Criteria</li> </ul>	<b>F-Feeling</b> <ul style="list-style-type: none"> <li>• Sympathy</li> <li>• Subjective</li> <li>• Humane</li> <li>• Personal</li> <li>• Appreciative</li> <li>• Values</li> <li>• Circumstances</li> </ul>
Orientation to Outer Life: Attitude Toward the External World	
<b>J-Judging</b> <ul style="list-style-type: none"> <li>• Organized</li> <li>• Settled</li> <li>• Planned</li> <li>• Decisive</li> <li>• Control one's life</li> <li>• Set goals</li> <li>• Systematic</li> </ul>	<b>P-Perceiving</b> <ul style="list-style-type: none"> <li>• Pending</li> <li>• Flexible</li> <li>• Spontaneous</li> <li>• Tentative</li> <li>• Let life happen</li> <li>• Undaunted by surprise</li> <li>• Open to change</li> </ul>