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The Power of Reflection:
Understanding The Impacts Made Upon Employees Who Have Managers Who Reflect On Their
Professional Development

by

Ryan Jordan

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree
Of
Executive Doctorate in Business
In the Robinson College of Business
Of
Georgia State University

GEORGIA STATE UNIVERSITY
ROBINSON COLLEGE OF BUSINESS

2023

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ACCEPTANCE

This dissertation was prepared under the direction of the *RYAN JORDAN* Dissertation Committee. It has been approved and accepted by all members of that committee, and it has been accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Business Administration in the J. Mack Robinson College of Business of Georgia State University.

Richard Phillips, Dean

DISSERTATION COMMITTEE

Dr. Danny Bellenger (Chair)

Dr. Wesley Johnston

Dr. Kris Byron

DEDICATION

This dissertation is dedicated to my late uncle, Kenneth B. Facey Col. U.S.A Retired. A proud father, husband, and combat veteran, he instilled in me the passion for leadership and the desire to rise to any challenge afforded to me. Even though we lost him many years ago, his words of encouragement have always rung strong in my head.

To my family and especially my children, even though I have missed a lot these past few years, thank you for your unwavering support. You may not have completely understood all the reasons for my absence, but your love and understanding has been a true guide throughout this amazing journey. And to Jennifer, for your love, support, and encouragement through this journey. Thank you for listening to me ramble on about all things related to this paper and classwork. You have been an amazing partner.

To all of those individuals with a daring dream but face self-doubt and seemingly unsurpassable obstacles. Let this be your reminder that YES it is all possible to accomplish with dedication and perseverance. Let your voice be heard and your goals be known, for you can overcome any challenge you may face.

To all of those who have told me I was not smart enough nor strong enough to accomplish my goals, I say to them, I did it.

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ABSTRACT

The Power of Reflection: Understanding The Impacts Made Upon Employees Who Have Managers Who Reflect On Their Professional Development

by

Ryan Jordan

August 2023

Chair: Danny Bellenger

Major Academic Unit: Doctorate in Business Administration

No matter the level, managers who reflect on their professional development will impact their careers in various ways. But what impact can this same reflection have on those individuals who are led by those managers? It is widely known in the literature that professional development reflections can have positive effects on one's career. With that knowledge, it is intended to drill down into this concept to help identify how a manager's professional development reflection can have the same impact on their employees. The impact of managers' professional development reflection on their employee's increased interest in career development, improved job performance, and improved job satisfaction will be explored through this study. The following hypotheses will be assessed, H1: The more managers consistently share their professional development reflections with their employees, the more interest in career development will increase. H2: The more a manager consistently shares their professional development reflections with their employees, the more employee job performance will increase. H3: The more a manager consistently shares their professional development reflections with their employees, the more employee job satisfaction will increase. The basic research question in this study is, how does managers' shared professional development reflection impact their

employee's increased interest in career development, improved job performance, and improved job satisfaction? The research question is framed by the theoretical frameworks of the connectivism learning theory and the reflective learning theory by combining aspects of each into this study. This study will also be quantitatively analyzed to better understand the impacts of professional development reflection of a manager on their employees.

The findings of this study and its conclusion suggest a statistically significant impact when a manager shares their professional development reflection with their employees. It was indicated that there is a positive impact to the increased interest in professional development, improved job performance, and improved job satisfaction for the employees. Knowing this information and implementing the findings into a daily routine for management and employees can have a significantly positive impact on their daily lives. Managers now have a unique opportunity to give their employees a more meaningful and thought-provoking career in the US energy industry.

INDEX WORDS: Reflection, professionalism, professional development, strategy, manager, employees, higher education, Connectivism

I INTRODUCTION

The main objective of this research is to support and improve the understanding of the unique dynamics behind a manager's professional development reflection and how it can impact an employee's increased interest in professional development, improved job performance, and improved job satisfaction. For this study, the dependent variable is increased interest in employee career development, improved job performance, and improved job satisfaction, and the independent variables will be managers sharing their professional development reflections with employees. The control variables being demographic in nature will be broken down into subcategories, age ranging from Boomers I (1946-1954), Boomers II (1955-1964), Gen X (1965-1980), Millennials (1981-1996), Gen Z (1997-2012), gender being male or female, education level being technical degree, associate's degree, bachelor's degree, master's degree, doctoral degree, or none. When defining professional development, it is not just of higher education in the formal regard but also in the sense that there has been an effort to further one's career using any form of education. This education can range from formal college education (any level) to correspondence courses given to any organization's employees. Reflection is defined as the process of thinking about any situation that has occurred in an individual's life in said individual's mind (Atroshchenko 2022). Reflection is defined, per Merriam-Webster, as a thought, idea, or opinion formed, or remarks made because of mediation. For this study, professional development reflections will be defined as a process of reviewing and evaluating one's own experiences and actions and using those insights to inform future development goals and actions. The concept of employee career development is defined as a process of development of the employee along a path of experience and jobs in one or more organizations (Baruch 2000, Baruch 2006). Truly little literature on professional development reflection and its impact on the employee's career development has been

found in the current body of literature. Exploring this phenomenon will bring new insights into how professional development reflection can impact those employees in any industry. It is the intent to open a new pathway to professional development reflection and its impact on those employees with a direct manager. Given that this subject matter has not been entirely explored nor developed, the research as well as the findings of this study will offer new insights that can assist managers, employees, and scholars.

The conceptual framework for this study will focus on two separate theories that will have specific principles taken from each. These two theoretical frameworks are the connectivism learning theory and the reflective learning theory. These theories will expand the understanding of how managers can impact their employees' career development by ways of the manager's professional development reflection. By framing this study around connectivism learning theory and reflective learning theory it is anticipated that the results will be beneficial to both practitioners and scholars. The practitioners can use this study to better understand their role as a manager and how sharing what they have done in their careers can have an impact on their employees. Directly or indirectly, this can be beneficial to both the manager and the employee. Scholars can also use the results of this study to better understand the impacts of the data and apply the results to how managership is taught in business. The basic research question in this study is, how does managers' shared professional development reflection impact their employee's increased interest in career development, improved job performance, and improved job satisfaction? This study will involve a Qualtrics survey that will be given to employees of multiple organizations in the energy industry in the United States. By surveying employees, a better understanding of the correlation between the professional development reflection of managers and its impacts on the employees can be explored. The results of the survey and the conclusion of this study will give a new understanding

of managers' professional development reflection can have a significant impact on employees. In turn, this new knowledge base will help in the betterment of not only the individuals but also the organizations that implement this knowledge.

II LITERATURE REVIEW

Little literature exists on the professional development reflections of managers and their impacts on employees' professional development; there was also incredibly little prior research conducted on this topic by scholars. When it comes to professional development reflection on one's career, there is a plethora of articles contributing to the current body of knowledge. But the professional development reflection of a manager and its impact on their employee's professional development is, as it seems, to be a topic that has not had any significant scholarly approach conducted. This study is intended to provide a base for further research on this subject framed around the combination of the connectivism learning theory and the reflective learning theory.

The search for appropriate scholarly articles was conducted using Georgia State University's library online. The search conducted on Georgia State University's online library, Ebsco, Elsevier, and Galileo had parameters that were instituted to be able to keep this study precise. These parameters included limiting to only the English language and keeping all articles confined to being only scholarly-reviewed publications. Keeping to only scholarly-reviewed publications was to ensure the quality of articles used. Limiting the geographic nature of the articles to only the United States but consequently relinquished that parameter to help garner a larger group of literature. There also was research conducted using Google Scholar to help broaden the search investigation, though this search method was rarely used due to the vast number of articles retrieved from the other specified search protocols. Specific terms were used in the search for scholarly articles which included reflection, professionalism, professional development, strategy, leadership, employees, higher education, connectivism learning theory, reflective learning theory, and professional development reflection. These terms were combined in no specific order to articulate the intentions of this study. The lack of applicable articles and

information on this distinctive subject matter formally led to the understanding of the need for this study.

Reflection can be utilized in any situation for an individual to be able to grow from that experience and used to mitigate ineffective practices (Wilson 2022). The literature shows that many dimensions of reflection are distinct from conceptual constructs (Mauer 2020). Such dimensions include those of an important person, job, or organizational variables (Mauer 2020). This information is significant to this research due to the understanding that organizational variables can differ significantly from industry to industry. While this study is focused on a singular industry, this same study could be replicated in a variety of industries or conducted in a broader multi-industry study. It states in the literature that the primary source of managerial skills is experience rather than being taught in a formal setting (DeRue and Wellman 2009). Researchers have indicated that upwards of 70% of all managerial skills are learned from those with first-hand experience whereas approximately 10% are in a formal setting (DeRue and Wellman 2009). Professional development reflection of managers may be a key contribution in shaping employees' career development. The theory of experience-based leadership development states that the more challenging a situation the more value can be added to a manager's overall skill sets (DeRue and Wellman 2009). But it is also understood that this is a subjective concept since not every individual can perform under extreme stress environments (Ohlott 2004). While this might be true, it is not absolute and there are other sources of research information on that topic of interest, but not intended for this research. Now, it is best to go back to the above and understand what "professional development reflection" really means in terms of this research.

This literature review has been separated into five sections with the fifth section further divided into three subsections. These sections and subsections are 2.1 Leadership, 2.2 Impacts of

leader success, 2.3 Professional development reflection, 2.4 Employee career development, and 2.5 Theoretical Framings. Section 2.5 has three additional subsections, 2.5.1 Connectivism learning theory, 2.5.2 Reflective learning theory, and 2.5.3 Connection reflection learning theory. These sections and subsections will be discussed in detail on how each construct relates to this study. Also, the method for this literature review can be found in **Appendix C** of this paper.

II.1 Leadership

Leadership and leadership development has been focused on the skill sets that an “expert” leader should possess throughout the current literature. These skill sets or competencies are self-management, cognitive ability, interpersonal skills, and work facilitation (Hibbert 2017). Even though leadership development has been widely researched, there is still considerable debate within the literature. The current debate suggests that the above competencies and other skill sets based on experience are interpretative concepts (Cunliffe 2009). Cunliffe (2009) does suggest that there is a direct link between how an individual interprets their experiences and how an individual develops as a leader or not as a leader at all.

According to Merriam-Webster dictionary online, leading is defined as providing direction or guidance, leadership is defined as “the office or position of a leader, whereas a leader is defined as something (someone) that leads.” With this simple definition of leadership, it is to be said that this definition is not of what leadership truly is. Miguel (2017), states that through her extensive research on leadership, she has yet to be able to fully define what leadership means in today’s world. Stogdill (1974) also states, “There are almost as many different definitions of leadership as there are persons who have attempted to define the concept.” This was even after Stogdill himself tried to define leadership in 1950 as “the process (act) of influencing the activities of an organized group in its efforts toward goal setting and goal

achievement.” Which, Silva (2016) defines leadership as “the process of interactive influence that occurs when, in a given context, some people accept someone as their leader to achieve common goals.” The definition presented by Silva in 2016 is one of the more acceptable definitions to date in the literature on leadership. For this research, leadership will be defined as an individual’s emotional and cognitive ability to influence others with goal-focused strategies while accepting unknown experiences and actions. With these definitions in mind, being in a particular management position does not constitute that individual being a leader (Elwell 2015). Leading can occur at any position in an organization non-conditional to a management title. It states in the literature that individuals learn to lead in three distinct categories, trial and error, observation of others, and education (Brown 2001). In this same study, they found that in a study conducted by Honeywell that individuals learned to lead in three subcategories, job experience, assignments, relationships, and formal education. (Zemke 1985, Brown 2001). Learning through reflection (Wain 2017) can be seen as learning through all experiences an employee will encounter throughout their career.

In a study published in 2022 by Zheng, these authors discuss the concept of mindful leadership and how it can impact employee innovative behavior in a healthcare environment. Noting that this study revolves around a U.S. energy organization and not that of healthcare, but instead taking specific dynamics from the study to help better understand leadership. Mindful leadership focuses on the present moment and inclusive awareness (Zheng 2022) which gives a leader the ability to focus on their employees in a more meaningful and empathetic way. Mindfulness, to some scholars, has the same or similar meaning as that of reflection (Wilson 2022) by deliberately having a strategy to be fully and cognitively present in the moment (Wilson 2022). Using mindful leadership helps employees better identify with their managers

and vice versa. Also, with mindful leadership, there is the concept that employees can experience positive emotions which allows them to engage more freely with their managers (Zheng 2022). By using the same methodology as proposed here; Zheng (2022) found that there is a direct correlation between mindful leadership and employee innovative behavior. This concept of mindfulness in the context of leadership is impactful to those employees by allowing them to express themselves in a way that brings the best productivity. Zheng (2022) also states that the findings of their study do suggest that leaders should facilitate the acquisition of necessary resources for their employees. The necessary resources employees need to better help them achieve their goals for professional development include but are not limited to training, time investments, and the willingness to develop (Zheng 2022). With these resources, there is also the valuable resource of how a manager shares their past experiences with their employees and their respective professional development reflections.

II.2 Impacts of Leader Success

The impacts of a leader's success on an employee can be defined in a plethora of diverse ways and taken down many different avenues of research. With this, Horner (1997) states in her studies that there is no true finite explanation of what makes a leader successful. Throughout the current literature, just as with leadership; there has been a large concurrence of researchers who have tried to define what they consider to be a successful leader. But with that understanding, a successful leader, in the context of this research; is to be considered one who has shown the ability to facilitate their employee's professional development via professional development reflection of their own professional development. When discussing leader success, it is relevant and valid to mention the concept of a leader's career success. Career success is defined as the positive achievement or psychological sense of accomplishment related to work (Seibert 2001,

Peng 2019). With career success, a leader should be willing to reflect upon this success by evaluating what were and are the main driving force for their career progression and experiences. Reflection can be exploited in any situation for an individual to be able to grow from that experience and used to mitigate ineffective practices (Wilson 2022). For this study, reflection is defined as the process of thinking about any situation that has occurred in an individual's life in said individual's mind (Atroshchenko 2022). The literature does show that there are many different dimensions of reflection from different conceptual constructs (Mauer 2020). Such dimensions include those of an important person, job, or organizational variables (Mauer 2020). As stated previously this study will focus on a singular industry, this same study could be replicated in a variety of different industries.

While it is understood that being a successful leader is something that every manager should strive for (Elwell 2015), but what does that entail for a leader? A prospective leader should have the ability or the knowledge of how to influence others and drive outcomes (Elwell 2015). This concept is in line with the theory of experience-based leadership, where a young leader has had a positive impact on their professional development by a manager during their career. This in turn is shared with their employees for their betterment. As a manager reflects on their professional development, they have the potential to discover interrelationships, interdependencies, and connecting contrasting ideas (Wilson 2022). Seibert (2001) states that successful managers spend 70% more time engaged in networking and 10% engaged in routine communications than their less successful counterparts. A part of this networking is engaging with their employees daily.

Successful leadership has many distinct aspects in a wide variety of environments and concepts. One of those concepts of a successful leader is that of leader-member exchange, which

characterizes mutual trust, respect, and connection (Kim 2018). With leader-member exchange, a concept that has been seen throughout the literature on leadership is that of efficacy. Boice (2006) defined efficacy, in terms of leadership, as an individual's belief that they can accomplish a task when that task is presented to them. Efficacy is incredibly important in terms of the impact a manager has on their employees, as for this study it is highly warranted for managers to show efficacy when engaging in professional development reflection activities. Being able to impact one's employees positively within the employees' career development shows the true nature of what a manager should be. The more impactful a manager is in their employees' careers, has shown that those employees have received more promotions, higher incomes, and job satisfaction (Dreher and Ash 1990). The literature states that those style managers show coaching, inform, led by example, show concern, and encourage (Spreitzer 2008) their employees. Managers have a unique opportunity to also help develop their employees by encouraging them to participate in experiences outside of the workplace (Das 2022). These types of activities can bring about better coherence between the employees and the manager as well as the capability of stronger career development (Das 2022). Khan (2006) states that managers should identify and motivate employees to engage in proactive career development behavior. Das (2022) also states that managers should look for strategies that help boost employee satisfaction, devotion, and organizational pride in the workplace. One strategy is that of tuition reimbursement programs to be offered to employees (Benson 2004). Managers that have shown their employees their value by not only paying for or reimbursing tuition have seen a lower turnover rate overall (Baruch 2006). While many employees are not recognized by their managers for their newly acquired competencies, these employees typically leave said organization for organizations and managers that will appreciate them. This concept was

introduced by Terjesen (2005) by introducing the term “career capital.” Managers that conduct themselves in this professional manner and have the proper access to resources and information are seen as more influential to their employees (Seibert 2001). Another element of a successful leader is of being or perceived as an ethical leader. A manager who is an ethical leader has been recognized as a key factor in reducing work-related stress factors as well as being seen as a role model (Mo 2015). Being a role model for employees can have a considerable influence on employees by capturing their attention (Mo 2015). Moreover, motivation to learn and lead is widely recognized in the literature as being incredibly important for the success of training and professional development of managers (Harris 2001).

II.3 Professional Development Reflection

In the Latin language, “reflection” came from the term “reflexio” which, in literal terms, means “turning back.” As such, originating in early philosophy and scholars referred it to as the process of thinking about everything that happens in an individual’s mind (Atroshchenko 2022). Reflection is, in modern scholarly literature; defined as a fundamental aspect of higher mental functions (Gillespie 2007). Raelin (2001) notes that reflection “is the practice of periodically stepping back to ponder the meaning of self and others in one’s immediate environment about what has recently transpired.” For this study, reflection is defined as the process of thinking about any situation that has occurred in an individual’s life in said individual's mind (Atroshchenko 2022). For this study, professional development reflections are defined as a process of reviewing and evaluating one's own experiences and actions and using those insights to inform future development goals and actions. The concept of reflection, especially in the context of this research, is important for a manager to understand and it is also important for those employees to understand how reflection can impact their career development. Wilson

(2022) states that reflection comprises two major foci implicit, reflecting on oneself, and explicitly, reflecting on others (Wilson 2022). Professional development reflection involves a deliberate process of self-reflection and evaluation, to continually improve one's skills, knowledge, and abilities in their professional role.

Managers have a key role to play in leading and mentoring those under them. One of these roles is to foster performance through goal-setting processes with reciprocal interactions between the parties (Kim 2018). Daru (2009) states that organizations view leaders and leadership as a source of competitive advantage and invest in their development for the betterment of the organization. The interaction between the manager and employee is key if the interaction is coupled with mentorship attributes. “Reflection is a nurturing practice that builds the capacity to be mindful and fully present and to respond to everyday experiences consciously and with awareness rather than reactivity” (Wilson 2022). Khazaeenezhad (2018) states that reflection comprises many distinct aspects of a systematic and disciplined way of thinking. To include spontaneous interpretation of an experience; naming the problem(s) and question(s) that arise out of the experience; generating explanations for the problem(s) posed; developing and evaluating the explanations; and efforts to sort out, or live with, the problem(s) posed (Khazaeenezhad 2018). Reflection itself has been said to be a core expectation of being a professional (Wilson 2022), with this, Atroshchenko (2022) states that reflection is inextricably linked to professional teaching. It is not just the act of reflection that can bring on professional development but being able to seek out feedback from managers and the willingness to be vulnerable and open to others' perspectives of perceived behaviors (Wilson 2022). Wilson (2022) states that managers have noted the time constraints associated with professional development reflection and that a time block must be set aside daily to reflect.

Feedback, as it has pertained to learning theories; was originally identified with the concept of knowledge of results or what is right and what is wrong (Sadler 2010). Sadler (2010) puts feedback into stricter criterium, that allow a “learner” to be told in a multitude of practices whether an instructional response has validity or not. A manager might seek feedback from their colleagues, peers, or even their employees to gain the necessary insight into areas of themselves that may need improvement to be a strong manager. Professional development reflection has an exciting potential to guide an individual to be more effective and efficient in their daily tasks. But none of this is possible without the act of reflecting on professional development in one mode or another. It takes an individual’s cognitive capability to practice what is being taught and to reflect on what is being learned. Nevertheless, professional development reflection does not always need to be a prompted action but can occur naturally from an event (Maurer 2022).

Professional development reflection involves a deliberate process of self-reflection and evaluation, to continually improve one's skills, knowledge, and abilities in their professional role. While professional development reflection takes time, energy, and a great deal of practice, (Seibert 2001) it is said in the literature that shorter more frequent reflection sessions may be more effective rather than prolonged periods (Wilson 2022). There are a variety of strategies to conduct professional development reflection, and these include journaling, mind-mapping, and pausing (Wilson 2022). When it comes to the element of journaling it needs to be noted that these are rarely discussed or processed after the initial review (Perusso 2020), this strategy may not be the best method for most individuals. It is imperative to not lose sight of what one has transcribed in correlation with one’s reflective practices. Though keeping a reflective journal can help a manager to document their experiences, identify patterns and themes, and gain insights into their own thought processes and decision-making abilities if maintained adequately. Each of

these strategies and many more have different benefits associated with them. The benefits are diverse and more specifically, they are unique to everyone. One strategy of professional development reflection is that of conducting an After-Action Review (AAR) or After-Event Review (AER), (Maurer 2020). These types of reflection are designed to be conducted at the end of an event and are meant to help maximize learning from the said event (Salter 2007). The U.S. Army uses the After-Action Review method to help soldiers understand the action taken during any type of training or active mission. This is to give soldiers the tools needed to understand and process what has transpired and how to learn from each action. An after-action review being utilized within the concept of professional development reflection can bring an immediate response to a current experience.

Managers set specific goals for their professional development, such as gaining a new certification or developing a new skill and evaluate their progress over time. By stepping back a manager can focus on what they have done in their career to have earned their current position. With this, reflecting on education managers can evaluate what schools, programs, or activities have had the most profound impact on them in their careers thus far. After reflecting on and evaluating these schools, programs, or activities these managers can gain perspectives and insights into their experiences and developmental goals that may have not been seen during and even directly after the experience. For instance, if a manager has had a successful career thus far what has brought them to that conclusion? This is where professional development reflection starts for an individual's reflection journey. A manager can see that their career may have been one of many difficulties, but they still have achieved their goals so far. By taking those successes and failures into account, writing them down in a journal or mind-mapping, they can tangibly see how and why they became a manager. Now, the manager can rationalize them adequately to best

prepare for future goals, achievements, and the ability to share those experiences with their employees.

Kolb (1984) introduced the concept of experiential learning, which is defined by how an individual can learn from each experience (Kolb 1984, 2015). This concept is a significant approach to professional development reflection for it is said to be a singularly powerful approach to teaching and learning (Kolb 1984, 2015). As stated previously, most leadership skills come from learned experiences rather than formal education (DeRue and Wellman 2009). Kolb's learning cycle is four steps of experiential learning (Rover 2021) which include, in order of operation; experience, reflection, generalize, and active experimentation. The Kolb learning cycle (**Figure 1**) was modified to better articulate the importance of reflection and integrated a more in-depth approach to said reflection (Rover 2021). This was introduced as the modified Kolbian cycle (**Figure 2**) which included reflection for action, reflection in action, reflection on action, and composted reflection (Cowan 2020). Keeping committed to linking reflective activities aimed at the development of abilities (Cowan 2020), has widened over years of experience to skills, personal qualities, and understanding. This was to help prepare individuals for life and work in today's modern society (Cowan 2020). Cowan (2020) included such transferable skills as report writing, working to deadlines, making presentations, working in teams, and creating portfolios.

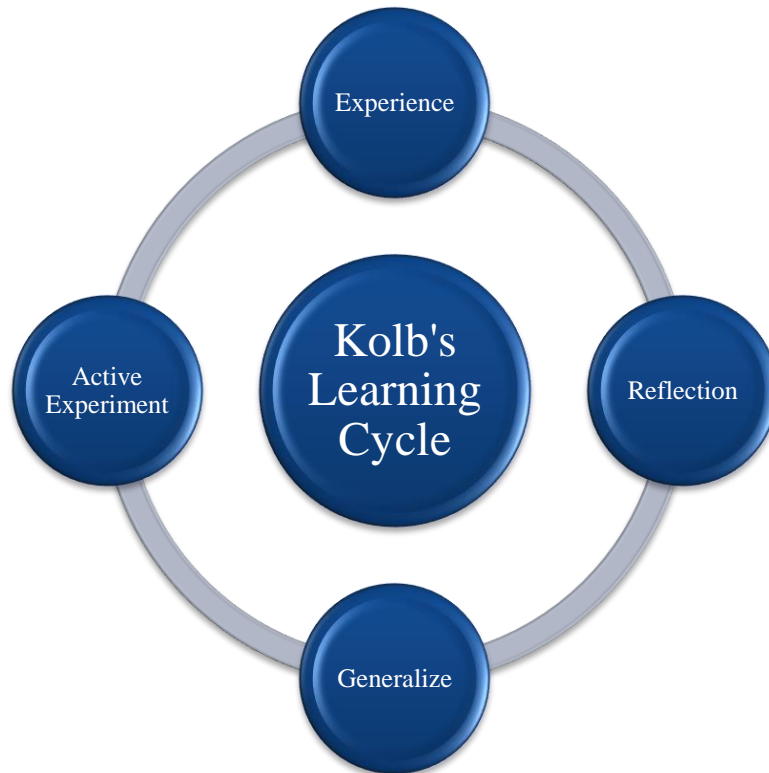


Figure 1 Kolb's Learning Cycle

(Note: This figure shows the original design for the Kolb's Learning Cycle)

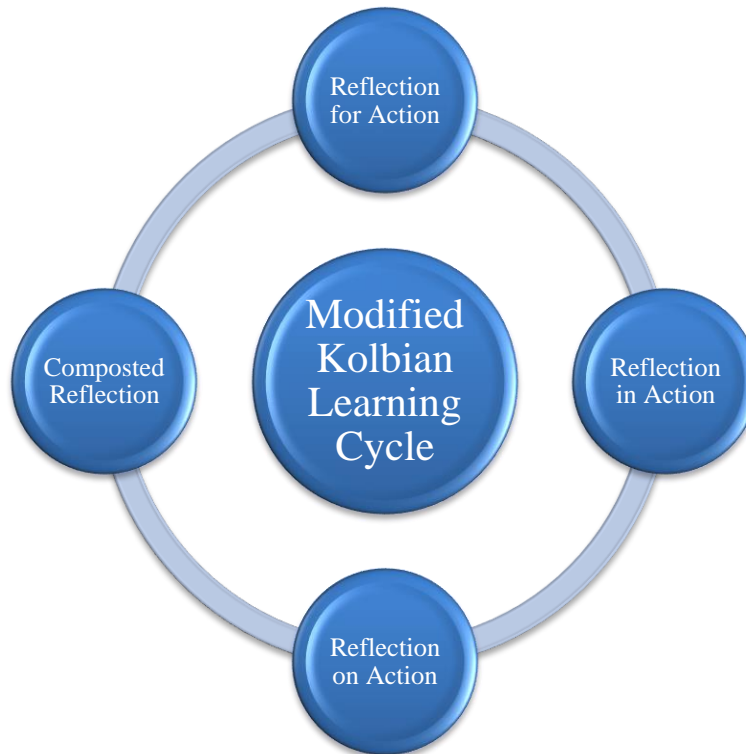


Figure 2 Modified Kolbian Learning Cycle

(Note: This figure shows the modifications' made to the original design for the Kolb's Learning Cycle)

II.4 Employee Career Development

The literature focusing on career development states that traditional career development was predictable, secure, and linear (Baruch 2006). Employee career development is defined as a process of development of the employee along a path of experience and jobs in one or more organizations (Baruch 2000, Baruch 2006). In the earlier versions of the literature, ranging back to the 1970s, organizational career management was primarily focused on providing the organization with guidelines on effective succession plans (Baghdadi 2019). Whereas in today's ever-changing business environments, career development is more unpredictable, vulnerable, and multidirectional (Baruch 2006). Career development is ever more unpredictable for employees so they must stay proactive and take the initiative (Dreher 1990) in their career development to better garner success (Khan 2022). There are ever-growing challenges for employees to gain

career development and success since technology and the need for upgraded knowledge change relentlessly (Khan 2022). With the sense of ever-changing technology, and the ever-changing work environment, is it possible to sustain the understanding that job insecurity is a growing normality (Cooper 2005)? It is also with such understanding that organizations previously provided training, development, and careers (Cooper 2005). With such disruptions in the traditional business sense, employees are starting to manage their own careers (Baruch 2006). Cooper (2005) also states that it is the responsibility of the employee to manage their professional development. An employee with a more initiative-taking mindset, according to social learning theorist, gain important managerial skills by observing an effective manager (Dreher 1990).

Having this study focus on professional development reflection and its impacts on the increased interest in employee career development, improved job performance, and improved job satisfaction, there is also an aspect of this that needs to be said to ensure that this study is authentic. A concept within the leader-member exchange theory suggests that in a high-quality leader-member environment, with all else equal, the employee will feel more empowered to accomplish tasks given to them (Boise 2006). Empowerment of employees within professional development reflection comes from how managers show their employees their value in their organization. Employee empowerment has had a known positive influence on said employees in many different areas of concern (Weidenstedt 2020). This employee empowerment is a valuable managerial concept (Weidenstedt 2020) for all managers to consider in their day-to-day interactions with employees. When an issue arises, it is imperative to empower employees and engage with them in solutions (Elwell 2015) to help mitigate any further negative situations and to promote positive reactions. This concept of employee empowerment aims to create autonomy,

and confidence, and especially motivate to help employees to experience their job as more meaningful (Weidenstedt 2020). With a rapidly changing environment in today's business world, it is key to allow employees to have a voice in the organization (Liu 2022). The "employee voice" will allow a more empowered employee to share their thoughts and concerns about daily activities. But this empowerment does not come on its own but with a level of trust that must be formed between managers and employees.

When a manager reflects on their career and takes stock in their conducted reflection, it allows the manager to be more impactful to those they lead (Wilson 2022). The practice of reflection should not only be stressed upon a single individual but a team of individuals in an organization to use these same techniques (Wilson 2022). When a manager reflects, that shows growth as a professional manager, but conducting a reflection session with one's employees can bring improvements to the team. This improvement is professional feedback that can assist employees to engage in new behaviors (Wilson 2022). Employees, when assessing their career development, should have a network of managers to help them with said career development (Seibert 2001, Wilson 2022). With this network, there should be a range of diverse perspectives that will give an employee a better sense of how they should allow this newly acquired information to improve and impact their career development. When employees are allowed to bring their values, goals, learned abilities, and their contacts to work they are more likely to help improve the organization as well as themselves (Das 2022).

Organizational career management, in the current body of knowledge, refers to the activities companies use to help sustain an employee's career development (Bagdadli 2019). Career development, more specifically employee career development, is an essential part of an employee's career path. In the current literature, there has been considerable research conducted

on the levels of trust between employees and their managers. This exchange is called upward and downward trust (Liu 2022) which has been shown to have an influential impact on employee behavior and attitudes. The perception of their leader's trust (Liu 2022) has been shown in more recent literature to be a prominent prerequisite for garnering an employee's perceptions (Makridis 2011). Trust, being important to the professional relationship between an employee and manager, has also been shown to lead to organizational commitment, better performance, and more expression of work options (promotions) inside of an organization (Bagdadli 2019, Liu 2022). The commitment and the desire of employees to explore their career options within the organization is an invaluable concept for managers, employees, and the organization to understand. It was found that when an employee is given access to information and resources regarding career development, this leads to a higher level of motivation and performance (Seibert 2001) among employees. It has also been shown that when an organization recognizes the benefits of this career development strategy, the organization will reimburse or pay for schooling (Baruch 2006). Baruch (2006) also states in their study that it was concluded that turnover decreases when such programs are established.

Employees that are career-aspiring and that have greater clarity of their career objectives are in a significantly better position than those who are not (Khan 2022). Khan (2022) also states that the more supportive that an organization or management is when considering a career progression, it is seen by employees as a reinforcement necessary for sustaining their career.

II.5 Theoretical Framing

This study is framed around the connectivism learning theory and the reflective learning theory in tandem. With these two theoretical concepts, this research is being constructed by combining principles from both theories to contribute a new theory to the current body of

knowledge. This new theory is the connection reflection learning theory (subsection 2.5.3) which will form how a manager's professional development reflection can impact an employee's career development. While connectivism is based on the understanding that learning is a process, and the most relevant and up-to-date information is intended to be used within all connectivist learning activities (Siemens 2005). Whereas the reflection learning theory is the process of internal examination of an experience which can change one's perception of said experience (Yang 2021). The intent is to combine these two theories with the understanding that one must reflect on all relevant information and those direct experiences related to said information to be able to construct a thought process that is conducive to the current environment in which that individual is operating.

II.5.1 *Connectivism Learning Theory*

Connectivism learning theory was first introduced by George Siemens in 2004 and then again as a revised article in 2005 (Corbett 2020). This novel theory was constructed by combining constructs from different leading theoretical learning theories (Corbett 2020). Siemens (2005) states that this theory was derived from principles of chaos, network, complexity, and self-organization theories. Connectivism is guided by the understanding that decisions are based on ever-changing environments and newly acquired information (Siemens 2005). To define connectivism, Corbett (2020) notes that learning is a network of people where learning is a process of connecting people and information sources. Siemens (2005) notes that he believes that traditional learning theories were inadequate for today's modern technological world. Connectivism, as of the current date; has eight specific principles (Siemens 2005) that embody this theory, these principles are as follows:

- Learning and knowledge rest in a diversity of opinions.
- Learning is a process of connecting specialized nodes or information sources.

- Learning may reside in non-human appliances.
- The capacity to know more is more critical than what is currently known.
- Nurturing and maintaining connections are needed to facilitate continual learning.
- The ability to see connections between fields, ideas, and concepts is a core skill.
- Currency is the intent of all connectivist learning activities.
- Decision-making is itself a learning process. Choosing what to learn and the meaning of incoming information is seen through the lens of a shifting reality. While there is a right answer now, it may be wrong tomorrow due to alterations in the information climate affecting the decision.

There are four foundations for learning in the connectivism learning theory, which includes autonomy, connectedness, diversity, and openness. Autonomy is defined by Corbett (2020) as what is self-governing, which allows individuals to have complete control over their knowledge, its distribution, and the velocity of said information (Siemens 2005). Connectedness, in the field of psychology, relates to the sociability of things whereas in connectivism this concept is the correlation with network connections (Corbett 2020). Diversity is most often defined by demographic differences but for the conceptual nature of connectivism, it is defined as the unique perspectives and creativities of individuals in a network (Corbet 2020). Openness is related to such aspects of curiosity or exploration (Corbett 2020) whereas connectivism is related to the exchange of ideas, resources, and artifacts within a network (Siemens 2005, Corbett 2020). Corbett (2020) breaks the constructs stated above into four additional concepts in themselves, which include learning, knowledge, reasoning, and interactions and engagements. These concepts are seen in a different context when viewed from the connectivist perspective (Corbett 2020).

Learning, from the perspective of the connectivism learning theory, has two main focal points that are a part of the base of this theory. These two focal points are searching for added information and being able to filter out non-essential information (Siemens 2005, Kop 2008, Corbett 2020). For this reason, connectivism does assume that information is unlimited and that the learner, in this case, an employee; does not need to memorize or understand everything but to

be able to cognitively find and apply specific information (Siemens 2005, Corbett 2020).

Siemens (2005) notes that learning is the ability to recognize different patterns by and in a complex network. This is accomplished by cognitively seeing the connections between separate networks outside and within one's network (Siemens 2005).

Knowledge is viewed as a distribution of information in a network (Corbett 2020). There is also the understanding with this concept that knowledge acquisition is becoming more prevalent with the ever advancement of technology. Knowledge, in the context of connectivism; shifts from an individual(s) to outside networks all while garnishing new knowledge from other networks (Corbett 2020). Thus, knowledge is a cycle of information flowing within networks to outside networks and back to within networks. Downes (2007) states that the concept of knowledge within connectivism is not about traditional learning but the activities conducted to learn are more for growing or developing ourselves in society. This unique perspective of learning does challenge the traditional ways of learning or perspective of learning. By stating that connectivism challenges where knowledge resides, in an individual or a collective of individuals (Corbett 2020).

Reasoning, as with learning and knowledge, has a profoundly different rationale in the view of connectivism (Corbett 2020). In a connectivist view, learners encourage others inside their network to be actively engaged in networking and other subsequent networks and to make use of their sense-making abilities (Corbett 2020). Sense-making, according to the connectivism learning theory is patterning, wayfinding, and the realization of information to gain knowledge in formal and informal learning environments. Reasoning in connectivism allows the user to better define, within reason, their current level of knowledge and information and how to properly garner further knowledge and information.

Interactions and engagements are broken down into the teacher role and the learner role within the connectivism learning theory. This concept, like the others, is viewed differently by ways of connectivism versus a traditional viewpoint. Kop (2008) states that the role of the teacher is more so of creating a dialogue with the learners as a process of learning and knowing. In this view, a teacher is considered a peer or moderator rather than a formal instructor (Corbett 2020). This is to say that in connectivism no one individual can have omnipotence of knowledge but instead, a collective of networks hold said knowledge (Kop 2008, Corbett 2020). On the other hand, the learner's role in connectivism is to contribute to the learning community by learning from it, connecting to it, and sharing information with it (Corbett 2020). Again, this concept within connectivism suggests that there is always a cycle of information that continuously grows and adapts to an ever-changing "landscape." Siemens (2005) states, "Knowledge does not only reside in the mind of an individual, but knowledge also resides in a distributed manner across a network." Moreover, it is the interactions and engagements of each learner and teacher that create a level of cognition that allows for a greater knowledge base for every individual not just for a limited few. Siemens (2005) daringly suggests that "the learner is the teacher is the learner."

All organizations face challenges in their day-to-day operations, one of these challenges is in knowledge management activities (Siemens 2005). Information flow of knowledge is a quintessential element to an organization's efficacy (Siemens 2005) and making sure that this information is given to the right people at the most appropriate time. With this information, the connectivism learning theory begins at the individual level (Siemens 2005) and flows outwards thereafter. Siemens (2005) states, when it comes to the flow of information it comes full circle from the individual level to the organization, and then back to the individual level. Connecting

the individual to the organization and that knowledge is disseminated throughout the said organization can be adapted or progressed to the point which it “circles back” to that individual who now has acquired a new knowledge base. This allows learners, all individuals; to remain current in the knowledge for their specific field and organization (Siemens 2005).

At the core of connectivism, through the extension of personal networks, is the expansion of learning, knowledge, and understanding (Siemens 2005). For over the past twenty years, technology has reshaped how everyone goes about their daily lives to include the way we communicate, learn, teach, and even socialize (Corbett 2020). Noting that with these technological advances, learning needs and theories must be adaptive and one should reflect on those changes (Siemens 2005). This is why connectivism learning theory was positioned as an alternative to traditional learning theories and is more consistent with change (Corbett 2020). This theory has given a new perspective on learning and how as our society changes so should our learning (Corbett 2020). Stephen Downs (2022) states, “Connectivism is the thesis that knowledge is constituted of the sets of connections between entities, such that a change in one entity may result in a change in the other entity, and that learning is the growth, development, modification or strengthening of those connections.”

Connectivism learning theory has been eloquently formulated around the growing nature of technology and how society learns and accumulates information. Learning has been extremely well documented in the literature on how it is a foundational concept of leadership. It also states throughout the literature that effective leaders are those who continuously are learning. This is an overly broad construct but for this reason, this study is functionally only viewing this aspect in the context of professional development and professional development reflection. Brown (2001) concludes that learning and leadership quality are directly correlated and that the most effective

leaders are those who actively engage with their employees. Connecting the connectivism learning theory to leadership has had little interest among scholars in the past few decades, with this, Siemens (2005) posits that connectivism will have a dramatic impact on management and leadership development. But with much to be warranted, Siemens (2005) did not lay out a framework for this concept of leadership. By understanding and taking the connectivism learning theory and its construct to better understand the correlations between a manager's professional development reflection and the impacts it can have on their employees, this will be seen by connecting the internal and external networks of employees and managers and viewing them, again as Siemens (2005) states, "learners being teachers being learners." With the abundance of information available to everyone, it is to be seen how well these managers take advantage of this concept to best impact their employees' career development. Connections or networks are defined in today's modern world with the knowledge of knowing and learning (Siemens 2005), as such, "connectivism is the assertion that learning is primarily a network forming process." Thus, this research has validity and the rigor needed to continue, and by redefining how professional development reflection of a manager and the impacts that it can have on an employee's career development with the use of the connectivism learning theory.

II.5.2 *Reflective Learning Theory*

Reflective learning has been shown in the current literature; to be a central element of theories regarding learning and is considered one of the most important concepts for human learning (Higgins 2011). As with professional development reflection, the reflective learning theory maintains that reflection in action, reflection on action, and critical reflection are all crucial to learning from one's experiences (Perusso 2020). The reflective learning theory has also been shown to have a profound impact on employees, teams, and organizational outcomes (Yang

2020). For employees, reflective learning helps to facilitate making sense of success and failure as well as their strengths and weaknesses (Yang 2020). This will help improve the employee's future performance (Yang 2020) and the relationships made with managers within and outside of an organization. Reflective learning is considered a key to bottom-up organizational learning (Yang 2020), whereas this concept has grown more relevant for the employee's perspective as well as management's decision-making processes (Yang 2020). Whereas Roessger (2020) states that practitioners struggle to assess reflective learning within the workplace. Roessger (2020) goes on to state that reflective learning is so diverse in its processes that individuals must assess its validity in the workplace per area of concern. For this research, Roessger's (2020) theory on reflective learning, is the skills and knowledge of those around the employees whom those individuals learn relevant skills for their daily tasks.

It is with reflective learning that employees can cognitively process past situations and can better adapt to future situations that will in time occur (Yang 2020). This too is important for managers as they reexamine their actions to further adapt policies for the betterment of employees (Yang 2020), teams, and organizations. While reflective learning has been around since 1933 and was introduced by John Dewey, the definition of this theory has gone through many iterations over the years to today's current definition by Yang (2020) as, "employees' cognitive activity which is evoked by employees' current environments and entails them looking back to plan for a better future." Reflective learning is complex in nature and involves the cognitive ability to actively seek out and process information, question current knowledge, examine past experiences, and further purposing alternative explanations (Yang 2020). With this view, it is understood that reflective learning is that of a conscious effort rather than that of the unconscious. Within reflective learning theory, Li (2020) conducted a study that concluded that

there is a direct correlation between reflective learning and having a proactive personality. A proactive personality is, “a stable personality trait which refers to someone who is relatively unconstrained by situational forces and who effects environmental change” (Yang 2020). These individuals are more active in monitoring and processing work situations (Li 2020). Li (2020) also states that these proactive individuals can produce creative ideas through a backward-looking cognitive process (Grant 2008, Higgins 2011). This process of looking back at experiences captures self-awareness through internal causal attributions (Li 2020). Thus, managers who are proactive in professional development reflection may have the direct ability to enhance an employee’s professional development by cognitively expressing the benefits of said reflection.

The reflection learning theory when placed upon the concept of professional development reflection, in the current literature; is considered the linking of learning and action (Higgins 2011). Linking learning and action has been seen as a closeness between problems and challenges within a business and in education (Higgins 2011) and has been able to exacerbate the need for reflective learning. According to Higgins (2011), reflection has become critical for professional development in the fact that it facilitates individuals to become more open to differences in opinions and practices. This allows employees to be able to grow in their professional development by working with managers on reflective practices. Noting that this is when managers reflect on their professional development experiences. Reflecting on professional development has become more appealing as it has shown that reflection raises the chances of what might be learned as more relevant in day-to-day activities (Higgins 2011). With the understanding that reflection on professional development has come a long way in the current body of knowledge, it is still often overlooked as an activity of growth and learning (Perusso

2020). Scholars have suggested, in the current body of knowledge; that when unexamined experiences become unreliable sources of learning due to individuals' making premature erroneous judgments (Perusso 2011) about said experiences. Though according to Raelin (2001), when experiences are reflectively and accurately examined it will mitigate judgments and help improve future actions and behaviors. Perusso (2020), in their study that spanned over ten years, found three distinct learning mechanisms within reflective practices. These include, (1) reflective dialogue s central for ensuring that impressions from experience translate into better-defined learning outcomes, (2) this dialogue process benefits from a closely guided process, and (3) different reflection mechanisms contribute differently to the learning process (Perusso 2020). Moreover, Sadler (2010) adapts three distinguished forms of reflection from that of Mezirow's 1991 study *Transformative dimensions of adult learning*, content reflection, process reflection, and premise reflection. Sadler (2010) goes on to further this perspective and drills down into three additional constructs adapted from a study conducted by Grimmett in 1990 on how to view reflection. These constructs are propositional knowing, practical knowing, and dialectical knowing (Sadler 2010). These concepts on reflection and the reflective learning theory have developmentally come into fruition by the continuous adaptation of the understanding of the importance of reflection on any experience, in this study, particularly, professional development.

As stated previously, three constructs maintain the validity of the reflective learning theory, reflection in action, reflection on action, and critical reflection (Perusso 2020). Reflection in action is as it seems, to reflect while currently experiencing some action. This concept has been even more popular and more dominant in the current literature over the past several decades (Perusso 2020). With that, reflection in action centralizes the concern of the immediate problem-solving process (Perusso 2020). While in modern business, managerial problems have been

becoming more complex than they have been in the past. These problems extensively vary from business to business, person to person, and even industry to industry. Reflection on action is a more intense cognitive process in which an individual must understand what happened, why it happened, and how it happened (Perusso 2020) to better improve for future action that may occur. Actions and daily activities change rapidly, so an employee must be able to adapt from one learned behavior to another through the process of reflection. This is a “learning from experience” concept that can offer multiple learning opportunities via each experience (Sadler 2010). It is also widely stated in the literature that reflection on action should be a collective discussion activity rather than just an individual, such as an After-Action Review as stated previously. This is to say that a manager who currently reflects on their professional development has the unique opportunity to help an employee reflect on their professional development through reflection on action. Again, dialogue is a key element in reflection not just a written journal of sorts. Getting written feedback or just writing in a journal can cause much frustration for an individual without the option of having a dialogue with management (Perusso 2020). The concept of critical reflection has been seen in all elements of the literature regarding reflection. Critical reflection recognizes the importance of one’s hidden influences and constraints (Perusso 2020) to “unlock” an individual from their perceived assumptions. Being able to critically look at or examine an experience, negative or positive; is crucial in modern business. With this, critical reflection helps employees to process emotion (Perusso 2020) and to directly find and rationalize the “why” in any experience. This also allows said employees to be able to have the cognitive ability to understand the true nature of experiences even when that

truth may be unpleasant to conceptualize (Raelin 2001).

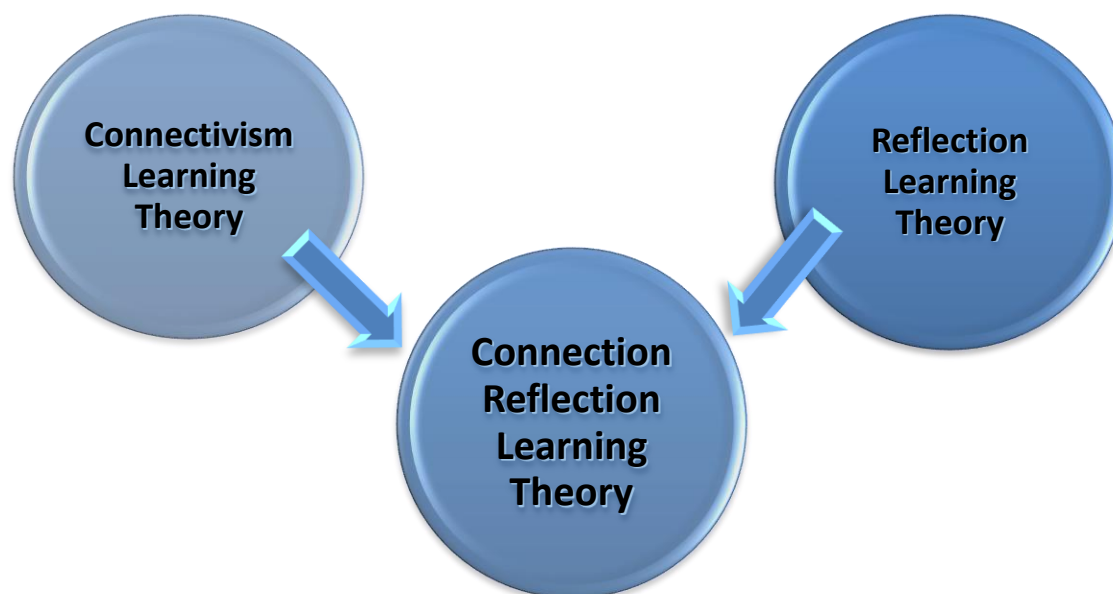


Figure 3 Connection Reflection Learning Theory Design

(Note: This figure shows the Connection Reflection Learning Theory, and its interpretation)

II.5.3 *Connection Reflection Learning Theory: In Practice and Academia*

The Connection Reflection Learning Theory proposes that learning occurs through a process of reflection on one's connections. According to this theory, knowledge is not simply acquired through external stimuli but is also constructed through the connections individuals make between perceived experiences, thoughts, and feelings. This theory emphasizes the importance of introspection and self-awareness as key components of the learning process. By reflecting on an individual's experiences and connections, individuals are better able to understand and integrate new knowledge. Additionally, this theory posits that learning is not a one-time event, but rather an ongoing process of reflection and refinement of connections.

This theory will explore the impact of professional development reflection of managers on their employee's increased interest in career development, improved job performance, and improved job satisfaction. This theory states that by reflecting on all relevant information and

experiences, employees can construct a thought process best suited to their current environment. This new theory aims to increase interest in employee professional development, improved job performance, and job satisfaction through a robust connection between employees and their managers. Connection reflection learning theory consists of the adaptation and understanding of what reflecting and connecting conceptually are in terms of this study. Noting that this theory is not absolute and has the unique opportunity to be tested and scrutinized in many different fields of study. It is intended to add to the current body of knowledge by creating an alternative learning theory that is focused on the impact of professional development reflection of managers on their employees. Thus, managers can transfer their current knowledge to their employees by connecting with them, guiding them, and planning with them on their professional development and its respective reflection. It is intended to improve the employee professionally and to put that employee in a position that gives them satisfaction over their current career path. It is of note that this theory does not have to be solely on a one-on-one basis but as a group effort for the betterment of a team or organization. A strong connection between employees and their manager is a key element of this theory, whereas, without it, employees may not get the opportunity to thrive in their careers. The concept of connection in this theory will show how well managers interact with their employees and how each employee gains critical information.

The internal and external networks employees gain regarding their professional development rely on their willingness to acquire new and innovative ideas from those around them. They must also be willing to accept and rationalize their successes and failures as well as their strengths and weaknesses (Yang 2020) to accomplish their professional development. They can do this by looking back at an experience, reflecting on that experience, and bringing this added information into the present to prepare for future actions through the extension of

professional and personal networks (Siemens 2005). Where these networks are considered the expansion of learning, knowledge, and understanding (Siemens 2005).

Principles of connection reflection learning theory

- Connections through networks of diverse and open-minded individuals.
- Learning through extensive networks for continuous learning and knowledge gathering.
- Reflection based on past experiences, brought into the present, to prepare for future actions.
- Openness to the possibilities of what professional development reflection can lead to career success.
- Knowledge is fluid thus accept and process the most current and relevant information known.

II.5.3.1 Implications For Practitioners

With this theory, it is crucial to realize the value of other employees and their unique perspectives on an experience that has occurred to or around them. This allows managers to better understand and reflect on their professional development to accommodate their employees in garnering their professional development as well as being able to reflect on professional development. Utilizing this novel theory in daily operations can prove vital to employees, managers, and organizations alike for the betterment of the micro and macro scale of business. By improving problem-solving skills while connecting new and prior knowledge and reflecting on this new information to best achieve professional versatility. Professional development reflection is a key element for an individual to be able to step back and focus on what has occurred in their career, what needs to be modified for furthering their career, and how to attain the new objectives set forth. With this, this theory supports the construction of continuous learning by adapting or facilitating the creation of new professional networks (Wilson 2022) to enhance the professional development of employees. By accepting these networks as a viable and consistent source of appropriate information, they can start to conceptualize what professional development is and how reflection can alter the outcome of their career path. As the

theory states, connection reflection theory promotes, encourages, and could enhance an employee's daily reflective practices. By allowing each employee to cognitively scrutinize their career path and goals to make the necessary advancements when or if needed. That teaches the employee to best adapt to the ever-changing business environment and how to best react to new challenges.

II.5.3.2 Implications For Academia

For the academic community, the connection reflection learning theory can be used in a multitude of different contexts, from using this theory as an alternative to other learning theories to adapting it to further advance the knowledge base of leadership, reflection, professional development, and education. This new theory has the profound ability to foster active learning by encouraging students to actively make connections between added information and prior knowledge. This concept will lead to a deeper understanding of reflection and the benefits associated with it. There will also be the ability to start to create professional networks of individuals in the desired industry of each student. Also, by enhancing their ability to connect, this theory supports a transfer of learning across different contexts and fields by enhancing students' engagement and motivation.

The connection reflection learning theory has a broad range of capabilities when introduced to academia. With this, educators, specifically those in higher education; have a unique opportunity to engage with others in their industry and their fields of study while facilitating in enhancing their knowledge base. Building connections is a unique skill that all professionals should have the knowledge and ability to create. Such that educators have an environment that can lead to the use of enhanced active learning techniques such as but not limited to group discussions, problem-based learning, and even case studies to promote

connection reflection learning. There is also the possibility for educators to align course approaches with this theory by emphasizing inquiry-based learning. To which will promote the element of teacher-student engagement and other motivational concepts.

The use of connection reflection learning theory most aligns with scholars and the research they conduct. The theory promotes critical thinking, which will encourage scholars to evaluate their understandings and make connections to new and old information while promoting a higher level of cognitive ability. With the same concept, this theory will help scholars make the connections between different theories and constructs to best align new techniques for interdisciplinary research. This theory also promotes scholars to engage in reflection to enhance the scholar's thought processes, research inquiries, and even mitigate their biases. Helping each scholar look at, reflect, engage, correlate, and correct the erroneous judgments made under premature assumptions. Connections reflection learning theory is not just a theory that can be exhibited well in only one study but promotes a scholar's lifelong quality learning habits. By making a connection and reflecting on each learning process that is encountered. Most of all for scholars, this theory promotes the enhancement of their research effectiveness and efficiency. Connection reflection learning theory will help lead scholars in finding new insights in their field of study as well as novel breakthroughs.

III CHAPTER 3: METHODOLOGY

The basic research question to be addressed in this study was, how does a managers' shared professional development reflection impact their employee's increased interest in career development, improved job performance, and improved job satisfaction? This study used a survey (**Appendix B**) to address the research question and the hypotheses. The first section of this survey consisted of demographic questions which were designated as the control variables for this study. The second section was “managers sharing their professional development reflections with employees” and was the independent variable. The third section was “the increased interest in employee career development, improved job performance, and improved job satisfaction” and also was designated as the dependent variable. The survey itself was modified from a survey constructed by Kember (2000) and Al-Haidan (2022). The main concept behind the creation of Kember's (2000) survey was to create a usable instrument to best determine whether graduate and undergraduate students use reflective thinking and if they do, to what level (Kember 2000). Kember (2000) proved the validity of this survey by sampling 303 students from eight classes of health science faculty. This determination of validity was from the Cronbach alpha values being computed and the resulting statistical data indicated the results can be interpreted reliably (Kember 2000). These results and the validity of the results can be found in Table 2 of their study. With this, it was intended to apply a similar methodology to this study to be able to answer the research question and the hypotheses. Al-Haidan's (2022) survey is specifically on job satisfaction, employee performance, social connectedness, and career advancement. This study also used a Likert scale of one being strongly disagree to five being strongly agree. By identifying the correlation between social disconnectedness and career advancement that directly influenced employees while working remotely in the Saudi energy sector (Al-Haidan 2022). That survey was modified to reflect how impactful a manager is on

their employees regarding a manager's professional development reflection. Al-Haidan (2022) proved that there is a statistically positive and significant correlation between career advancement and employee performance. Also, with a negative correlation when social disconnect was used as a mediator. Adding that a positive impact of employee satisfaction on employee performance (Al-Haidan 2022). With this, it was intended to apply this same methodology to this study to be able to answer the research question and hypotheses. These two surveys have been modified to reflect how when a manager shares their professional development reflection with their employees, the employee will see increased interest in career development, improved job performance, and improved job satisfaction.

The quantitative methodology had validity for this research due to the necessity to test correlations between the independent and dependent variables which can be compared, ranked, quantified, and replicated (Reid 2018) for further research. This design also enables the variables to be tested in an unbiased manner (Reid 2018) to be able to properly identify relationships as well as solid evidence. In the following sections, details on the measurements, variables, and analysis will be discussed in their entirety. These sections will also give a direct link to how each of the earlier stated hypotheses will be answered and charged directly to the research question for this study.

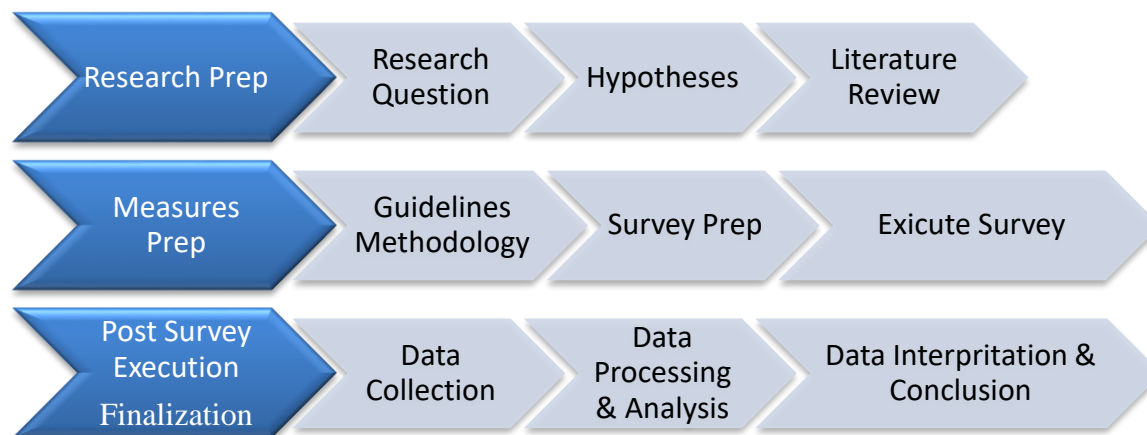


Figure 4 Research Design

(Note: This figure shows the research design for this research and how each stage was conducted)

This methodology section is separated into two sections with the first section being separated into four additional subsections. These sections include 3.1 Measures, 3.2 Analysis, with section 3.1 subsections, 3.1.1 Targeted Population, 3.1.2 Control Variables, 3.1.3 Independent Variable, and 3.1.4 Dependent Variables. These sections will be discussed in detail and will show how when a manager shares their professional development reflection with their employees, the employee will see increased interest in career development, improved job performance, and job satisfaction when controlled by the employees' gender, age, ethnicity, and level of higher education.

III.1 Measures

A quantitative research study was created to answer the basic research question and to evaluate the hypotheses implemented. This study, like others, did have its limitations, mainly because of the strict parameters created by the author. But other limitations that did occur were employees not wanting to be surveyed and not wanting to complete the survey in its entirety. This study, being quantitative in nature, used a Likert scale (1932) to guide the study to be able to stay within structured parameters. These parameters consist of staying within the energy

industry here in the United States, focusing on the employees themselves to better understand the level of impact their manager's professional development reflection on them, and only surveying those employees with a direct manager.

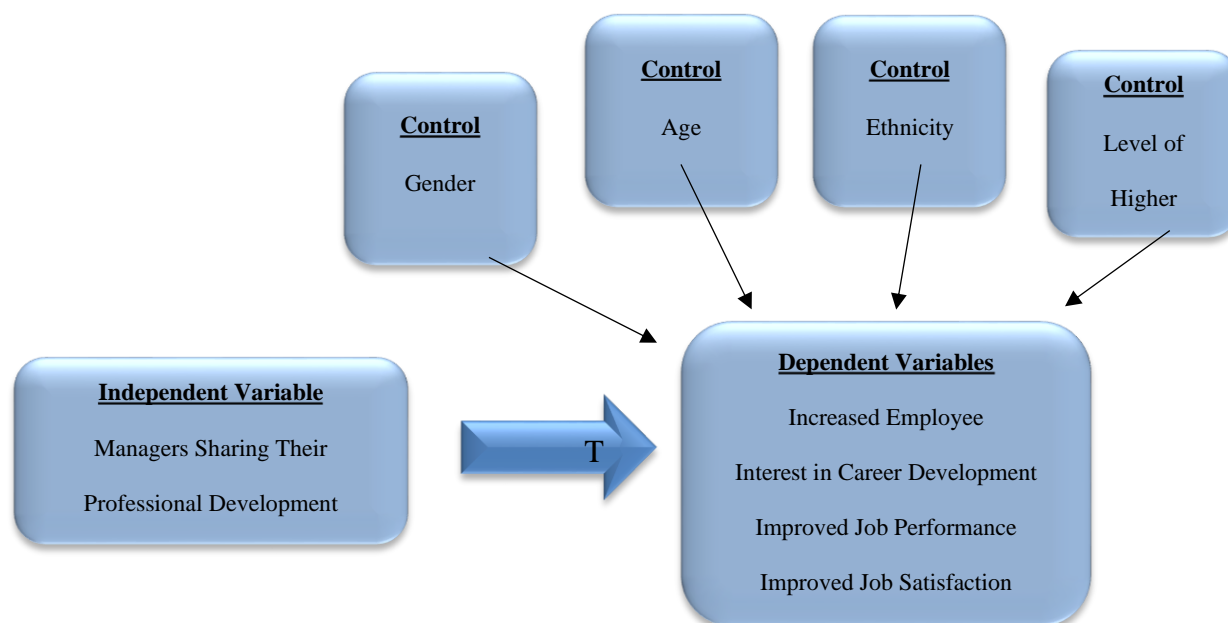


Figure 5 Research Model

(Note: This figure shows the research model for this research and how each variable may correlate)

III.1.1 Targeted Population

The sample for this study was to be approximately 250 employees with direct managers in the energy sector in the United States. The targeted employees were asked twenty-two questions that were separated into three sections in the form of a Qualtrics survey. It was clearly stated in the survey (**APPENDICES**

Appendix A) and (**Appendix B**) that all participant's responses were kept strictly confidential and anonymous throughout and after this study. There was no personal information asked for of any participant to enable their anonymity. To add to the level of commitment to anonymity, the survey was distributed using Qualtrics and mediated through Cloud Research's Managed Research department such that responses were directly updated anonymously as

participants submitted the survey. By sending this survey through Cloud Research and managed through their Managed Research department, it was to best garner the desired number of samples from the overall population. This population was chosen to best identify how the managers and employees interact with each other on a regular basis and to help mitigate the unique dynamics of the US energy sector from the multitude of other industries. This limitation was set into place to give way to future research into a longitudinal multi-industry research study.

III.1.2 *Control Variables*

The control variables that were utilized for this study were chosen to help best identify, if at all; how an individual's identity could have an impact on their interpretation, disposition, and implementation of the impacts made on them by their manager. When a manager shares their professional development reflection with their employees, the employee will see increased interest in career development, improved job performance, and job satisfaction when controlled by the employees' gender, age, ethnicity, and level of higher education. This section of questions was given a numeric configuration to better serve this study when statistically analyzing the responses. Being quantitative in nature, this study required each answer to the questions to be articulated in a numerical sense. For this reason, question one was allocated with "0" for males and "1" for females. Question two had a numerical range of "0" to "4" to identify the separate generational age ranges. For question three, "0" did identify Anglo, and "1" did denote non-Anglo. Question four was designated with "0" through "5" to identify the level of higher education that the employee has completed.

The first section was demographic identifiers that were separated by the employee's gender, age, ethnicity, and level of higher education. For the first section, it was comprised of the following question:

1. “What is your gender?”
2. “What is your age range?”
3. “What is your ethnicity?”
4. “What is your current level of higher education?”

These demographic identifiers were chosen to accurately identify how each employee identifies with their characteristics. It has been found throughout the current literature that demographic characteristics have been instituted in most statistical analyses of management and their teams (Díaz-Fernández 2014). Díaz-Fernández (2014) also states that even though demographics have been seen often in the literature, it is still a construct that has not been fully developed in the context of performance. Within this same study, it states that a manager’s characteristics can have a positive or negative impact on an organization as well as its employees (Díaz-Fernández 2014). For this study, it is to be identified if any of these demographic characteristics will have an impact on the dependent variable through the descriptive questions.

III.1.2.1 Gender:

Gender has been seen to have an impact on many different actions and activities in current academic research. Zurek (2022) states that “executive functions are related to human abilities that allow individuals to achieve planned goals, contribute to creativity and the analysis of new ideas, and allow for adaptation to new situations in daily life.” This is to say that gender, male, and female; have a direct role in how employees are impacted by their managers. Zurek (2022) in their study, found that when a male was set against a female the outcome was that there was no difference in performance levels between the two genders. For this study, gender is to be used to accurately identify if a male or female employee is more receptive to professional development direction from their manager regarding the manager’s professional development reflection.

III.1.2.2 Age:

It is widely seen throughout literature that there are differences in many distinct aspects when it comes to generational gaps. From the concept of being older and wiser to young and ignorant. It is to be seen how each generational gap will influence how an employee reacts to their manager's professional development reflection. Noting that these generational age ranges are courtesy of BeresfordResearch.com. However, according to the National Academies of Sciences, Engineering, and Medicine (NASEM) "categorizing workers with generational labels like 'baby boomer' or 'millennials' to define their needs and behaviors is not supported by research, and cannot adequately inform workforce management decisions..." To this end, Rudolph (2021) states, "of equal importance to the theoretical limitations, common research methodologies used to study generations cannot unambiguously identify the unique effects of generations from other time-bound sources of variation."

III.1.2.3 Ethnicity:

Being a demographic attribute that can range from a wide variety of different ethnicities, for this study, to keep within strict parameters; there will only be two defined ethnicities. Being that of Anglo and non-Anglo to best identify employees on a broad scale. By confining the ethnicity of employees, it is the intent to be able to further this study by identifying a narrower approach with additional research. According to Merriam-Webster online dictionary Anglo is defined as "a white inhabitant of the U.S. of non-Hispanic descent," and will be used as such for this study. Whereas Non-Anglo will be defined as any individual who does not identify as being a white inhabitant of the U.S.

III.1.2.4 Level of education:

A study conducted by Kasoga (2020) found that education is one of the driving forces for value creation in an organization. Particularly the study was conducted in the service and manufacturing industries, which is akin to this current research. Furthermore, Kasoga (2020) states that while education might be intangible and can be non-monetary to the organization, it is an invaluable resource to an organization's well-being. Khan (2011) also states that education has the largest role to play in the development of a country, organization, or individual. Thus, it was intended to correlate the level of education of employees and their willingness to reflect on their professional development per the guidance given to them by their manager. Khan (2011) goes on to state that, "Education changes thinking and planning ways for a company from hiring practices to laying off people, including training and development of employees." Meaning that education can lead to strong strategic human resource management which is the proactive management of people (Khan 2011). It is with the understanding that yes, education can lead to remarkable things, but it is how an individual reflects on this education that can cause a positive ripple effect. Especially when that managers' professional development reflection is articulated to those employees around them.

III.1.3 Independent Variable

This section of questions, from section two, "Managers sharing their professional development reflections with employees;" was answered through a five-point Likert scale (1932). The format was as follows: 1-Strongly Disagree 2- Disagree 3- Neutral 4- Agree 5- Strongly Agree. This scale was used to statistically analyze the completed surveys by identifying each response with its correlated numerical designation that is shown above. There were three questions for this section of the survey.

1. I frequently hear my manager talk about their professional development.
2. My manager often shares the way they progressed in their career.
3. My manager shares the most important activities for career development.

Ledden (2007) states that education, as a service, is appropriate to contextualize for the study of value. Value, in the marketing and educators' literature, holds that perceived value is based on the consumers, not the seller (Ledden 2007). Within this rationale, educational value pertaining to professional development reflection and career progression holds validity to this study. An employee can perceive this value in ways of promotions, novel information gathering, or even new job-related skills. Khazaenezhad (2018) states through pedagogical practices and theoretical knowledge that the value of reflective practices to development is making sense of core qualities. Indicating that the individual employee is not only currently reflecting on their professional development but also that they may have had a positive influence from a manager. To understand the value of professional development reflection, one must understand that reflective practices engage our critical consciousness (Raelin 2001). Also, this critical consciousness is on a much deeper level than just a trial-and-error experience (Raelin 2001).

Growth, in professional development; is seen as sustainable through pedagogical practices and theoretical knowledge and adds value to professional development (Khazaenezhad 2018) in employees. Khazaenezhad (2018) found that those "who have recently entered the workplace, more often than not, indicate that knowledge acquired on campus do not enable them to handle the uncertainty, the complexity, and the instability of actual practice situations." For this reason, each employee ought to investigate as well as indicate they intend to pursue some form of professional development. Khazaenezhad (2018) indicated that many professionals have undiscovered potentials and core qualities that can be discovered through reflective practices. Korthagen (2005) also identifies that core reflection involves questioning and

reframing an individual's "deepest levels of functioning such as identity and mission (Korthagen 2005)." Thus, seeking out professional development can build upon an individual's potential and core qualities (Korthagen 2005).

Reflection, as this study has shown, is a major component of professional growth. With reflection, there will always be the aspect of the cognitive ability to perceive and comprehend information about oneself (Atroshchenko 2022). Wilson (2022) found that "Reflection is a healing practice that allows us to learn from any situation, grow from stress and trauma, and be prepared for what life brings in the future." Wilson (2022) also states that reflection allows individuals to think, evaluate, and learn from situations and experiences with the intent to develop an understanding of future experiences. The idea that professional development reflection can be important is a construct that every professional should take into consideration during their career.

Professional development reflection, for this study, which is seen not only as an individual exercise but also as a team exercise (Wilson 2022). The concept of going to outside organizations for professional development reflection requires employees to be open to vulnerability and different perspectives. Raelin (2001) states that using "public reflection" can create a collective identity of and for investigation. This also allows for the use of dialogue (Raelin 2001) to better understand the impacts that professional development can have on oneself, even more, specific to this study, employees. Li (2022) goes further in this regard to state that it is effective and efficient to have multiple sources of reflection to best garner added information as pertains to professional development. The ultimate constraint to much of what reflective practices has to offer is that of time. Time in today's busy world is sometimes hard to devote to anything additional in one's life. However, time is a key element of reflection.

Moreover, reflective practices need to be integrated into employees' everyday life (Wilson 2022). This strategy, like many others in professional development, has the potential to create the discovery of interrelationships, interdependencies, and connecting contrasting information (Wilson 2022). Raelin (2001) found that project-based learning is warranted in the workplace to help engage with others on reflection. This allows employees to help others in reflective practices as well as help themselves learn and reflect further. Kegan (1982) states that such practices can seem threatening to some, but when project-based learning is associated with environmental, intellectual, and emotional support reflection practices can thrive.

It was intended to show when a manager actively speaks with their employees about professional development and its reflection, the employee will be shown to have an increased interest in career development, improved job performance, and improved job satisfaction. Iqbal (2017) states that reflective practices led to individuals taking responsibility for their actions as well as being successful in decision-making processes. "Success" for this study is in terms of how employees have progressed in their careers. Noting that career success is defined as "the positive work and psychological outcomes that result from one's work experience" (Seibert 2001). Also noting that Li (2022) states that career success can be measured objectively, in terms of promotions or salaries; or subjectively, represented in terms of career development. For this study, it is defined as a subjective matter that is measured by the employee's perception of their career. Employees that have an active relationship with their manager have also been identified to be an influence on employee success (Li 2022). Professional development, no matter the activity; is a key aspect for all employees that have the desire to progress in their careers. Baruch (2000) conducted a study and found that managers need to understand what might be desired and might not be feasible to obtain (unrealistic goals). For this study, this is true for employees to

understand their career path and their abilities to achieve professional development. However, Li (2022) states that with strong ties to managers, employees can further their professional development through exposure to networks that have already been created by the manager. It is well known, especially in the business community; that efficiency and effectiveness are the two most driving factors of the business. Now, efficiency and effectiveness in terms of this study are related to the progression of employees' professional development (Weidenstedt 2020). In a study conducted by Gao (2019), it was found that when there is a positive leader implicit followership, employees are seen as more successful, and managers are communicating a positive influence on the employee.

Roessger (2020) states, "Given such diversity, people should explain why they are using (or promoting) reflection." Furthermore, Roberts (2008) states that engaging with others in reflective practices encourages others to look inward and process their values. She goes on to state that even current leaders struggle in practicing professional development reflection (Roberts 2008). Encouraging others to reflect on their professional development might not be the easiest method of communication, whereas Weidenstedt (2020) states that the main objective of communication is to transfer meaning to others. In this context, an employee that is encouraging others to reflect is dependent on appropriate ascriptions and individuals' ability to add meaning to the interaction and to make sense of them (Weidenstedt 2020). To that end, managers can influence their employees in ways of professional development reflection by becoming authentic leaders (Bakari 2017) by adding meaning to their interactions. Authentic leaders foster a sense of openness and positivity (Bakari 2017) toward their employees. This goes back to the element of employee empowerment, where managers allow their employees to have a feeling of meaningfulness in the workplace (Weidenstedt 2020). This allows employees to engage with

their managers to better reflect on their professional development. When an employee is confident in the work environment and even more specifically confident in their professional development, three main categories have been presented, improved job performance, more assertive behavior, and benefits outside of work (Gyllensten 2014). Within this same study, it was found that confidence is considered a core competency of self-efficacy (Gyllensten 2014). Li (2022) states in their study that current research has provided significant evidence that social capital contributes to positive career development. Social capital is defined as “the resources embedded in, available via, and derived from an individual’s relationship network” (Li 2022, Lin 1990). It was also found by Burt (1992) that being in a good social capital condition allows the employee to garner more information, resources, sponsorship, and social qualifications, which can lead to a successful career.

III.1.4 *Dependent Variables*

This section of questions, section three “the increased interest in employee career development, improved job performance, and improved job satisfaction;” was answered through a five-point Likert scale (1932) as well. This section of the survey consisted of fifteen questions in correlation to the dependent variables.

The dependent variable for this study was the increased interest in employee career development, improved job performance, and improved job satisfaction. To reiterate, professional development reflections, for this study, is defined as a process of reviewing and evaluating one's own experiences and actions and using those insights to inform future development goals and actions. There is a significant lack of information in the current literature on how to accurately measure the impact of professional development reflections of a manager concerning the impact made upon their employees. Now, self and peer reviews are widely used

in academia to evaluate or measure multiple various aspects (Byrd 2022). This study will be a self and peer (a manager for this study) review to best measure how impactful a manager can be regarding their professional development reflections on an employee's increased interest in career development, improved job performance, and improved job satisfaction. To avoid having biases in this study, such as confirmation bias, it is suggested by Jordan (2020) to gather leadership measures from one source. For this study that source was from self and peer reviews. By having employees rate how impactful their managers have been on their increased interest in professional development, improved job performance, and improved job satisfaction; it was seen how the employees have used this added information to progress in their careers. Also, these employees were asked how they self-measure (Jordan 2020) and how they reflect on their professional development and if this was influenced by their manager.

The following questions were used for section three of the survey to best refine the professional development reflection of managers and its impacts on their employee's increased interest in career development, improved job performance, and improved job satisfaction.

Job Performance Questions

(Source: Adapted from Al-Haidan 2022)

1. I have demonstrated flexibility at my job.
2. I work at keeping my job skills up to date.
3. I am able to fulfill my responsibilities at work.
4. I work towards the best result for my work.
5. I focus on the positive aspects of a work situation, instead of on the negative aspects.

Job Satisfaction Questions

(Source: Adapted from Al-Haidan 2022)

1. I feel close to the people I work with.
2. I believe my manager is concerned about me.
3. All my talents and skills are used at work.
4. I get along with my supervisors.
5. I feel secure about my job.

Professional Development Questions

(Source: Adapted from Al-Haidan 2022)

1. I plan to work more at my current job.
2. Professional development has become important to me in my career.
3. I am thinking more about continuing my professional development.
4. I expect to devote a significant amount of my time to building my career and developing the skills necessary to advance in my career.
5. I expect to make as many sacrifices as are necessary in order to advance in my work/career.

When applying a strategy for professional development reflection, Roessger (2020) asks the question, “But does it work for you?” This simple but profound question allows the employee to give value to how well an idea works and how well that idea helps them achieve their goals (Roessger 2020). Furthermore, Higgins (2011) states that using reflective practices in management development or conjunction with career goals is relevant for career progression. Roessger (2020) goes on to state that it is recommended to describe specifically how reflection has occurred for the individual and to name the observable actions that were gained from reflection. This concept of describing one’s reflection with others, managers to employees; gives way to the possibility of advancing those around. The desire to progress in an individual’s career is dependent on one’s cognitive abilities to seek out those activities that are required to progress. With reflection, “there is a focus on understanding those causes of challenging experiences that are under the control of the actor (employee) and the understanding of those causes that lead to a motivated plan toward developing and improving those causal factors that contributed to the experience” (Maurer 2020). Maurer (2020) also states that reflection is advantageous for development. Thus, to expect professional development reflection to help in the progression of an employee’s career adds exceptional validity to this study.

When an organization is willing to help their employees progress in their careers, it is stated in the literature that employee development leads to a positive outcome for both employees and the organization (Benson 2004). These benefits can include but are not limited to

employees' positive attitudes and employee retention (Craig 2002). Craig (2002) found in their study of 400 midlevel executives; that by enhancing the employee's employability and skill sets, they remained loyal to their organization even when their jobs were not secured. Within this same study it was found that for the individuals who voiced the greatest commitment to their organization, the organization had offered them "ample opportunities" to progress their professional development (Craig 2002). These opportunities are given to employees and the acquisition of new skill sets, through the human capital theorists' point of view, organizations must adapt and match individuals with their new capabilities (Benson 2004). The study by Baruch (2000) found that managers that were more interactive with their employees' professional development had a more profound impact on the employee. Noting that not all employees have the desire to become managers but do have the desire to have opportunities to advance their professional development. Such that IBM in the 1960s and 1970s allowed their employees to advance their professional development without the need or requirement of being "promoted" to a management position (Baruch 2000).

Wanting to collaborate with a manager who best influences professional development outcomes should not come as a "shock" to anyone. With this, relationship-building behavior is separated into three categories, building relationships with supervisors and peers, general socialization, and network building (Li 2022). The first category of the three is most applicable, "building relationships with supervisors and peers." While focusing on the supervisor (manager) construct; in their study, they concluded that having a positive relationship with one's manager has a direct positive effect on the employees' career (Li 2022). Thus, it was tested if this also includes the impacts of professional development reflection of a manager on their employees'

increased interest in career development, improved job performance, and improved job satisfaction.

III.2 Analysis

The resulting data from the survey was put into statistical software to be able to run a multiple regression analysis. The main statistical software that was used was Microsoft Excel and Qualtrics Stat iQ was used as a secondary analysis to be able to accept or reject the three hypotheses. Multiple regression analysis has been used in academic studies ever since the beginning of the twentieth century (Turulja 2020) and seems to be a method that will continue for the near future. Thus, the accuracy and validity of conducting a multiple regression analysis are intact for this study. There is a three-step process when using a multiple regression model, 1) model specification based on existing theory, 2) model identification, and 3) model estimation (Turulja 2020). Turulja (2020) also states that the use of regression for composite variables when used with a Likert scale (1932); the main concept is to check the statistical significance of a theoretically hypothesized relationship among variables. These concepts have been seen throughout the current literature, specifically in the aspects of management and the social sciences. It is intended to use this statistical modeling to give an accurate analysis of the data to be able to present said data in a meaningful approach. Jordan (2020) states that with modern technology and the advancement of statistical software, quantitative research is not only about the newest software being used but the most important aspect is the rigorous method of the research. In this research, applying rigorous methodology was crucial for an accurate and replicable study. The following equations will be used for the analysis of this study.

$$y = b_0 + b_1x_1 + b_2x_2 + b_3x_3 + b_4x_4$$

$$\begin{aligned} &\textit{Increased Interest in Career Development} \\ &= b_0 + b_1(\textit{Gender}) + b_2(\textit{Age}) + b_3(\textit{Ethnicity}) \\ &+ b_4(\textit{Level of Higher Education}) \end{aligned}$$

$$\begin{aligned} &\textit{Improved Job Performance} \\ &= b_0 + b_1(\textit{Gender}) + b_2(\textit{Age}) + b_3(\textit{Ethnicity}) \\ &+ b_4(\textit{Level of Higher Education}) \end{aligned}$$

$$\begin{aligned} &\textit{Improved Job Satisfaction} \\ &= b_0 + b_1(\textit{Gender}) + b_2(\textit{Age}) + b_3(\textit{Ethnicity}) \\ &+ b_4(\textit{Level of Higher Education}) \end{aligned}$$

Figure 4 Multiple Regression Equation

(Note: This figure shows the multiple regression equations that were used to analyze the collected data)

By conducting a multiple regression for this study, each independent variable was tested in tandem, using Microsoft Excel and Qualtrics Stat iQ; against the dependent variable while also controlling for the demographic characteristics to test their validity and correlation. The resulting coefficients of these variables were analyzed for significance to be able to properly interpret the hypotheses. A confidence interval of 95% or 0.05 was used to quantify the collected data due to this confidence interval being used in most statistical analyses (O'Brian 2016). This was done due to the constraint of not being able to survey every single individual in the energy sector in the United States nor being able to retrieve all surveys being sent. Thus, "the correct interpretation is that if samples of the same size were repeatedly drawn from the population and their 95% confidence interval constructed, 95% of the confidence interval would be expected to include the true population means" (O'Brian 2016). This gives the best interpretation for this study and will allow for further research to be conducted in this or other industries.

IV CHAPTER 4: DATA COLLECTION

The data collection for this study was conducted using Qualtrics for the survey and the data collection was conducted using Cloud Research through the Managed Research department. The data collection for this study was mediated through Cloud Research through the companies Managed Research department due to the particularly specific requirements of the individuals being surveyed. The Managed Research department utilized the supplied anonymous link for the survey in Qualtrics to be distributed accordingly. By utilizing this company, the data that was collected is of robust quality and quantity for the needs of this study. To test the validity of the study, a pilot study was conducted and completed using the same company as that of the fully launched study. The pilot study garnered 21 response from the US energy sector and concluded that this study has validity to continue to the full study of employees in the US energy sector.

The full study was again conducted using Cloud Research through their Managed Research department. Of the 250 desired responses, in total 184 responses were eligible to be utilized in this study. Responses were thrown out due to survey questions not fully being answered and documented or the respondents selecting “No” to the given consent form throughout the data collection process. By eliminating such responses, the authenticity of the remainder of the responses was deemed to be appropriate and adequate for the purpose of this study. The 184 usable responses garnered a response rate of 73.6% overall. Thus, 73.6% give this study the validity and quality needed to report adequately on this subject matter.

The collected data was sorted in a meaningful manner to best analyze and understand the outcome to best identify the correlations between variables. To best facilitate this process, the data that was analyzed using Microsoft Excel to be able to properly sort and identify the results.

These Microsoft Excel sheets were utilized to make different tables to illustrate all the collected data results.

IV.1 Results

For this research, the following hypotheses were proposed, H1: The more a manager consistently shares their professional development reflections with their employees, the more employee interest in career development will increase. H2: The more a manager consistently shares their professional development reflections with their employees, the more employee job performance will increase. H3: The more a manager consistently shares their professional development reflections with their employees, the more employee job satisfaction will increase. Again, the basic research question for this study is, how does the shared professional development reflection of managers impact their employee's increased interest in career development, improved job performance, and improved job satisfaction? The Hypotheses and the research question for this research were answered using **Statistical Analysis** that is seen below. For further crosstabulation of this information please see **Appendix D**.

Questions one through four of the Survey were demographic in nature and were used as the control variable for the research. These can be seen graphically in **Table 1 Demographic Questions**. For question one, 103 respondents were male and 81 females, this represented 56% and 44% of the sample, respectively. Seeing that males have a much larger percentage of individuals in the US energy sector than that of females. For question two, Boomers 1 were counted at 49 at 26.6%, Gen X is 61 at 33.2%, Millennials were 59 at 32.1, and Gen Z was 15 at 8.2%. Out of these generations, the largest population in the US energy sector are the employees in Generation X and followed closely behind by the Millennials. The least number of individuals in this sample was that of the employees in Generation Z. It was interesting to see how the

structural dynamics of this industry can be seen through the lens of generational gaps. For question three, there were a total of 112 Anglo respondents and 72 of the respondents identified as Non-Anglo. This represented 60.9% and 39.1% respectively of the sample. These results show that there was a substantial difference in the sample size from the population of US energy employees that identify as Anglo vs. Non-Anglo. Question four, the last question in this section, there was a total of 27 individual employees that stated that they had a Technical degree at 14.7%, Associates degree was 24 at 13%, Bachelor's degree was 54 at 29.3%, Master's degree was 29 at 15.8%, Doctoral degree being only one individual at 0.5%, and 49 individual employees stated that they did not have a degree at all which represented 26.6% of the sample. It was seen with this data that most individuals in this sector have a Bachelor's degree but only 3% less have no degree at all.

Demographic Questions: 1-4			
What is your gender?	Count	Percent of Data	Confidence Interval (Percent of Data)
Male	103	56.0%	48.8% to 63.0%
Female	81	44.0%	37.0% to 51.2%
What is your age range?			
Boomers I (1946-1954)	49	26.6%	20.8% to 33.4%
Gen X (1965-1980)	61	33.2%	26.8% to 40.2%
Millennials (1981-1996)	59	32.1%	25.7% to 39.1%
Gen Z (1997-2012)	15	8.2%	5.0% to 13.0%
What is your ethnicity?			
Anglo	112	60.9%	53.7% to 67.6%
Non-Anglo	72	39.1%	32.4% to 46.3%
What is your current level of higher education?			
Technical degree	27	14.7%	10.3% to 20.5%
Associates degree	24	13.0%	8.9% to 18.7%
Bachelor's degree	54	29.3%	23.2% to 36.3%
Master's degree	29	15.8%	11.2% to 21.7%
Doctoral degree	1	0.5%	0.1% to 3.0%
None	49	26.6%	20.8% to 33.4%

Table 1 Demographic Questions

(Note: this table shows the number of respondents and the correlated percentage for the sample demographics)

Section two of the survey; questions five through seven, represented the independent variable for this research and can be seen graphically in **Table 2** below. This section was designated with a five-point Lickert (1932) scale that can be seen in the : Survey section of this paper. For question five, 25 or 13.7% of employees stated that they strongly disagreed with this question, 48 at 26.2% disagreed, 42 at 23% were neutral, 54 at 29.5% agreed, and only 14 or 7.7% of employees strongly agreed to the question. This indicated that many employees in this sample do hear their managers talk about their professional development frequently. Question six had a similar outcome where 21 or 11.5% of employees responded with strongly disagree, 36 at 19.7% disagreed, 41 at 22.4% were neutral, 68 at 37.2% agreed, and 17, or 9.3% of employees responded strongly agree to the question. Most of these employees often hear their managers talk about how they progressed in their careers. Question seven from the survey again showed a similar outcome. There is 23 or 12.6% of respondents selected strongly disagree, 32 at 17.5% disagreed, 53 at 29% were neutral, 53 at 29% agreed, and 22 or 12% of the employees stated that they strongly agree with the question. For this question, it was split between employees feeling neutral or agreeing with their manager sharing the most important activities for career development in the US energy sector.

Section two of the survey showed that employees in the US energy sector are hearing and talking to their managers about career development and progression through their careers. Employees can gain eminence as well as critical information from these managers on how to navigate their careers by implementing the same or similar actions that were taken by their manager. This showed that the managers of these employees are willing to better their employees to give them a better chance of career progression and having the employee have a sense of job satisfaction and improved job performance. This section showed how managers are reflecting on

their professional development and sharing said reflection with their employees. While those employees are listening and taking in that information to best articulate it to their career development, improved job satisfaction, and improved job performance.

Independent Variable Questions 5-7	Percentage	Count
I frequently hear my manager talk about their professional development.		
Strongly Disagree	13.7%	25
Disagree	26.2%	48
Neutral	23.0%	42
Agree	29.5%	54
Strongly Agree	7.7%	14
My manager often shares the way they progressed in their career.		
Strongly Disagree	11.5%	21
Disagree	19.7%	36
Neutral	22.4%	41
Agree	37.2%	68
Strongly Agree	9.3%	17
My manager shares the most important activities for career development.		
Strongly Disagree	12.6%	23
Disagree	17.5%	32
Neutral	29.0%	53
Agree	29.0%	53
Strongly Agree	12.0%	22

Table 2 Independent Variable Questions

(Note: this table shows the number of respondents and the correlated percentage for the sample for the independent variable)

Section three of the survey represented the dependent variables, which incorporates questions eight through twenty-two. These questions were also separated into three organized sections consistent with the research question and hypotheses. These questions were also answered using the same Lickert (1932) scale as section two. Each section will be discussed below in detail and is graphically represented accordingly. (**Table 3, Table 4, Table 5**)

In section three, questions eight through twelve were questions that were correlated to job performance. Question eight had only 5 or 2.7% of employees strongly disagree, 5 at 2.7% disagree, 12 at 6.5% were neutral, 88 at 47.8% agreed, and 74 at 40.2% strongly agree to this question. The far majority of respondents stated that they agreed or strongly agreed that they demonstrate flexibility at their place of business. For question nine, 5 at 2.7% of responses strongly disagree, 6 at 3.3% disagree, 21 at 11.4% were neutral, 95 at 51.6% agree, and 57 at 31% strongly agree with this question. Most of these employees stated that they keep up to date with their job skills. This showed that employees in the US energy sector understand the validity of keeping their job skill current and continually seeking out further information. Question ten had 5 at 2.7% of respondents strongly disagree, 3 at 1.6% disagree, 8 at 4.3% were neutral, 67 at 36.4% agree, and 101 at 54.9% of the respondents stated that they strongly agree to this question. Indicated that a large majority of US energy sector employees fulfill all their responsibilities at work. Question eleven had 4 employees at 2.2% strongly disagree, 3 at 1.6% disagree, 8 at 4.4% were neutral, 78 at 42.6% agree, and 90 at 49.2% strongly agree with this question. Again, this sample of US energy sector employees works toward the best results in their jobs. Question twelve had 4 at 2.2% that strongly disagree, 6 at 3.3% disagree, 34 at 18.6% were neutral, 94 at 51.4% agree, and 45 at 24.6% strongly agree with this question. This sample of employees in the US energy sector focuses on the positive aspects of situations that may arise at their place of business instead of focusing on the negative aspects.

These questions, eight through twelve, showed that these employees show positivity in their job performance. This included keeping work-related skills current, fulfilling responsibilities too, and having a positive outlook when on the job and a negative situation

occurs. These employees have a strong correlation to improved job satisfaction throughout their careers.

Dependent Variable Questions 8-12		
Job Performance Questions	Percentage	Count
I have demonstrated flexibility at my job.		
Strongly Disagree	2.7%	5
Disagree	2.7%	5
Neutral	6.5%	12
Agree	47.8%	88
Strongly Agree	40.2%	74
I work at keeping my job skills up to date.		
Strongly Disagree	2.7%	5
Disagree	3.3%	6
Neutral	11.4%	21
Agree	51.6%	95
Strongly Agree	31.0%	57
I am able to fulfill my responsibilities at work.		
Strongly Disagree	2.7%	5
Disagree	1.6%	3
Neutral	4.3%	8
Agree	36.4%	67
Strongly Agree	54.9%	101
I work towards the best result for my work.		
Strongly Disagree	2.2%	4
Disagree	1.6%	3
Neutral	4.4%	8
Agree	42.6%	78
Strongly Agree	49.2%	90
I focus on the positive aspects of a work situation, instead of on the neg		
Strongly Disagree	2.2%	4
Disagree	3.3%	6
Neutral	18.6%	34
Agree	51.4%	94
Strongly Agree	24.6%	45

Table 3 Job Performance Questions

(Note: This table shows the number of respondents and the correlated percentage for the sample for the question in the survey that relate to job performance)

The second part of section three was questions that relate to the employee's job satisfaction and is comprised of questions thirteen through seventeen. Question thirteen had 8 employees at 4.3% strongly disagree, 17 at 9.2% disagree, 47 at 25.5% were neutral, 81 at 44% agree, and 31 at 16.8% strongly agree with this question. Having such a large majority either stated that they agree or strongly agree to feeling close to those they work with shows a strong comradery between them. Question fourteen of the survey had 22 at 12% stated that they strongly disagree, 36 at 19.7% disagree, 41 at 22.4% were neutral, 62 at 33.9% agree, and 22 at 12% strongly agree. It is these employees' belief that their manager is concerned about them. These results showed that while a majority do agree, there are a fair number of respondents that were neutral to the question. Such that those individuals who were neutral showed that managers may need to represent themselves in a more appropriate manner to their employees. Question fifteen had 10 at 5.4% strongly disagree, 37 at 20.1% disagree, 50 at 27.2% were neutral, 62 at 33.7% agree, and 25 at 13.6% strongly agree. Again, this question shows employees either are neutral or that they agree to using all their talents at work. It was interesting to see how 27.2% stated that they do not use all their talents and skills at work. Question sixteen had 5 at 2.7% that strongly disagree, 7 at 3.8% disagree, 29 at 15.8% are neutral, 87 at 47.3% agree, and 56 at 30.4% strongly agree. A significant percentage of respondents stated that they agree or strongly agree with having a good relationship with their managers is significant to this but also concerning when looking at the lower percentage of respondents who stated that they believe that their manager is concerned about them. For question seventeen, 8 at 4.3% of respondents strongly disagree, 4 at 2.2% disagree, 37 at 20.1% were neutral, 87 at 47.3% agree, and 48 at

26.1% strongly agree. This showed, again, that a large majority of respondents agree and strongly agree with feeling secure in their current job.

Part two of section three of the survey showed a significant percentage of employees in the US energy sector feel strongly about their job satisfaction. It can also be seen that as a manager shares their professional development reflection with their employees, the more improved the employees' job satisfaction is.

Dependent Variable Questions 13-17		
Job Satisfaction Questions	Percentage	Count
I feel close to the people I work with.		
Strongly Disagree	4.3%	8
Disagree	9.2%	17
Neutral	25.5%	47
Agree	44.0%	81
Strongly Agree	16.8%	31
I believe my manager is concerned about me.		
Strongly Disagree	12.0%	22
Disagree	19.7%	36
Neutral	22.4%	41
Agree	33.9%	62
Strongly Agree	12.0%	22
All my talents and skills are used at work.		
Strongly Disagree	5.4%	10
Disagree	20.1%	37
Neutral	27.2%	50
Agree	33.7%	62
Strongly Agree	13.6%	25
I get along with my supervisors.		
Strongly Disagree	2.7%	5
Disagree	3.8%	7
Neutral	15.8%	29
Agree	47.3%	87
Strongly Agree	30.4%	56
I feel secure about my job.		
Strongly Disagree	4.3%	8
Disagree	2.2%	4
Neutral	20.1%	37
Agree	47.3%	87
Strongly Agree	26.1%	48

Table 4 Job Satisfaction Questions

(Note: This table shows the number of respondents and the correlated percentage for the sample for the question in the survey that relate to job satisfaction)

In part three in section three, these questions relate to the professional development (Table 5) of the US energy sector employee which included questions eighteen through twenty-two. This part of this section utilizes the same Lickert (1932) scale as all other sections. Question eighteen had 8 employees at 4.3% that strongly disagree, 13 at 7.1% disagree, 40 at 21.7% were

neutral, 83 at 45.1% agree, and 40 at 21.7% that strongly agree. The result of this question showed that the majority of these employees are planning to work more at their current job. Question nineteen had 4 at 2.2% strongly disagreeing with this question, 8 at 4.4% disagree, 33 at 18% were neutral, 93 at 50.8% agree, and 45 at 24.6% strongly agree. This question and its results illustrate that the respondents see professional development to be a crucial factor in their careers. Question twenty had 7 at 3.8% that strongly disagree with this question, 15 at 8.2% disagree, 44 at 23.9% were neutral, 81 at 44% agree, and 37 at 20.1% strongly agree. These results show that a majority of respondents agree or strongly agree with thinking about continuing their professional development. This can lead to not only further professional development but also improved job satisfaction and performance. Question twenty-one had 8 at 4.3% of respondents strongly disagree with this question, 19 at 10.3% disagree, 37 at 20.1% were neutral, 86 at 46.7% agree, and 34 at 18.5% strongly agree. Now, this question is significant in understanding that these employees have planned to devote much time to building and developing their careers and skills needed to facilitate this growth. Question twenty-two had 14 at 7.6% strongly disagree to this question, 34 at 18.5% disagree, 56 at 30.4% were neutral, 58 at 31.5% agree, and 22 at 12% strongly agree. Most responses to this question were that of being neutral to making multiple sacrifices that may be necessary to advance in their career and those agreeing to this question. This question showed how devoted some respondents are to their career goals and professional development.

Part three of section three showed results that represented this sample of US energy sector employees and how those individuals see their professional development. Overall, these results show that most of these individuals agree that professional development is an important aspect of career development and growth. This led to the understanding that a manager sharing

their professional development reflection with their employees will lead to an increase in employees seeking further professional development.

Dependent Variable Questions: 18-22					
Professional Development Questions	Percentage	Count			
I plan to work more at my current job.					
Strongly Disagree	4.3%	8			
Disagree	7.1%	13			
Neutral	21.7%	40			
Agree	45.1%	83			
Strongly Agree	21.7%	40			
Professional development has become important to me in my career.					
Strongly Disagree	2.2%	4			
Disagree	4.4%	8			
Neutral	18.0%	33			
Agree	50.8%	93			
Strongly Agree	24.6%	45			
I am thinking more about continuing my professional development.					
Strongly Disagree	3.8%	7			
Disagree	8.2%	15			
Neutral	23.9%	44			
Agree	44.0%	81			
Strongly Agree	20.1%	37			
I expect to devote a significant amount of my time to building my career and developing the skills necessary to advance in my career.					
Strongly Disagree	4.3%	8			
Disagree	10.3%	19			
Neutral	20.1%	37			
Agree	46.7%	86			
Strongly Agree	18.5%	34			
I expect to make as many sacrifices as are necessary in order to advance in my work/career.					
Strongly Disagree	7.6%	14			
Disagree	18.5%	34			
Neutral	30.4%	56			
Agree	31.5%	58			
Strongly Agree	12.0%	22			

Table 5 Professional Development Questions

(Note: This table shows the number of respondents and the correlated percentage for the sample for the question in the survey that relate to professional development)

IV.2 Statistical Analysis

IV.2.1 Regression

A regression analysis was conducted on the collected data for this study. By applying a multiple regression analysis (**Figure 4**), it can be seen how each variable correlate or not to each

other. The results and finding of the analysis can be seen in the following information and tables. It is of note that in tables six through eight, the variables are labeled as follows: “sharing” represents the independent variable of managers sharing their professional development reflection with their employees. While the control variables are “M/F” representing male and female, “Age” representing the age range, “A/N” representing Anglo and Non-Anglo, and “EDU” which represents the level of education.

The first regression (**Table 6**) that was conducted for this study was between the independent variable and dependent variable of job performance while being controlled by the control variables. The following information was concluded from this regression. The output of the regression gave a Multiple R of .281 which indicated that there is a weak but positive correlation between the independent variable and dependent variable when controlled by the control variables. An R-Squared of 8% for this regression shows 8% of the variance in improved job performance is explained by a manager sharing their professional development reflection and the demographic control variables. The F-statistic for this model of 3.04 and its corresponding P-value of 0.012 does suggest that this model is statistically significant. The regression model fits best with the control variables in place. The coefficients in this model showed that the intercept is 3.985 and sharing is 0.136 which represents for every one-unit increase in the independent variable, the dependent variable will increase by 0.136 units. Sharing also had a P-value that is less than 0.05 at 0.001 which indicated that there is a statical significance. This significance can be viewed as when a manager shares their professional development reflection with their employees, there will be improved job performance from the employee. Unfortunately, the control variables are not statistically significant for this model. Thus, when a manager shares

their professional development reflection with their employees, improvement in job performance from their employees may be observable.

<i>Regression Statistics</i>	
Multiple R	0.281
R Square	0.079
Adjusted R Square	0.053
Standard Error	0.557
Observations	184.000

<i>ANOVA</i>					
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	5.000	4.723	0.945	3.044	0.012
Residual	178.000	55.235	0.310		
Total	183.000	59.958			

	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>Upper 95%</i>	<i>Lower 95.0%</i>	<i>Upper 95.0%</i>
Intercept	3.985	0.158	25.266	0.000	3.674	4.296	3.674	4.296
Sharing	0.136	0.040	3.395	0.001	0.057	0.215	0.057	0.215
M/F	-0.014	0.084	-0.170	0.865	-0.179	0.151	-0.179	0.151
Age	-0.040	0.046	-0.866	0.388	-0.130	0.051	-0.130	0.051
A/N	-0.096	0.085	-1.130	0.260	-0.264	0.072	-0.264	0.072
EDU	-0.026	0.025	-1.030	0.304	-0.076	0.024	-0.076	0.024

Table 6 Regression 1 Job Performance

(Note: This table shows the regression analysis for job performance when controlled by demographic characteristics)

The second regression model was that of job satisfaction of the employees and was conducted in the same multiple regression analysis as that of the first regression model. The second multiple regression model can be seen in **Table 7**. This regression model has a Multiple R of 0.574 which indicates a positive correlation between the independent and dependent variables. The R-Squared is 33% which can be concluded that in this model, 33% of the variance in improved job satisfaction can be explained by a manager sharing their professional

development reflection with their employees and the control variables. The F-statistic in this model was 17.513 with a corresponding P-value of 0.000 suggesting that for the overall model is statistically significant. The coefficient for this regression model starting with the intercept was 2.618. Sharing had a coefficient of 0.414 and can be concluded that for every one-unit increase in the independent variable “sharing,” the dependent variable will increase by 0.414 units. For the control variables, all the control variables are not statistically significant in this model due to the P-values being greater than 0.05. The independent variable of sharing is statistically significant to this model with a P-value of 0.000. Meaning that when a manager shares their professional development reflection with their employees, improved job satisfaction among the employees is suggested to be the overall outcome.

<i>Regression Statistics</i>	
Multiple R	0.574
R Square	0.330
Adjusted R Square	0.311
Standard Error	0.642
Observations	184.000

<i>ANOVA</i>					
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	5.000	36.071	7.214	17.513	0.000
Residual	178.000	73.324	0.412		
Total	183.000	109.395			

	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>Upper 95%</i>	<i>Lower 95.0%</i>	<i>Upper 95.0%</i>
Intercept	2.618	0.182	14.407	0.000	2.260	2.977	2.260	2.977
Sharing	0.414	0.046	8.960	0.000	0.323	0.505	0.323	0.505
M/F	-0.167	0.096	-1.739	0.084	-0.357	0.023	-0.357	0.023
Age	-0.086	0.053	-1.637	0.103	-0.190	0.018	-0.190	0.018
A/N	-0.037	0.098	-0.380	0.705	-0.230	0.156	-0.230	0.156
EDU	-0.025	0.029	-0.864	0.389	-0.082	0.032	-0.082	0.032

Table 7 Regression 2 Job Satisfaction

(Note: This table shows the regression analysis for job satisfaction when controlled by demographic characteristics)

Regression three was the correlation between a manager sharing their professional development reflection with their employees and if there is an increase in the employees' interest in professional development and controlled by the control variables. The regression model can be seen graphically in **Table 8** below. Regression three had a Multiple R of 0.518 and an R-Squared of 0.268 or 27%. The R-squared in this model suggests that 27% of the variance in an increased interest in professional development can be explained by managers sharing their professional development reflection with their employees and the demographic variables. The F-statistic for this model is 13.039 with its corresponding P-value of 0.000 which does suggest that the model was statistically significant. The intercept for the regression model was 2.847, while the regression model showed a coefficient for sharing of 0.331 and a P-value of 0.000 which indicated a statistical significance for the model. This suggested that for every one-unit increase in the independent variable, the dependent variable does increase by 0.331 units. The control variable of male/female had statistical significance due to a P-value of 0.000 and a coefficient of -0.388. This suggests that for every one-unit increase in the independent variable, the dependent variable decreased by -0.388 units. The control variables of age, ethnicity, and education level had no significant value in this regression. This model, being statistically significant, suggests that when a manager shares their professional development reflection with their employees, an increased interest in professional development from their employees may occur.

Gender, being significant to this model; indicated that gender may have a direct impact on an employees increased interest in professional development in their career. It is speculated that this is due to the higher number of male respondents to female respondents for this study. This also leads to the possibility that due to the higher number of males in this sample, that the overall population may have a higher number of males in managerial roles such that females and

males react differently to a male manager sharing their professional development. It is of interest and future research to drill down into this data to further understand the implications of this finding. Also, to have future research conducted in a multi-industry or international study to determine if this phenomenon is unique to the US energy industry or could it be widely seen in other industries.

<i>Regression Statistics</i>	
Multiple R	0.518
R Square	0.268
Adjusted R Square	0.248
Standard Error	0.715
Observations	184.000

<i>ANOVA</i>					
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	5.000	33.293	6.659	13.039	0.000
Residual	178.000	90.898	0.511		
Total	183.000	124.191			

	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>Upper 95%</i>	<i>Lower 95.0%</i>	<i>Upper 95.0%</i>
Intercept	2.847	0.202	14.074	0.000	2.448	3.247	2.448	3.247
Sharing	0.331	0.051	6.425	0.000	0.229	0.432	0.229	0.432
M/F	-0.388	0.107	-3.619	0.000	-0.599	-0.176	-0.599	-0.176
Age	0.052	0.059	0.889	0.375	-0.064	0.168	-0.064	0.168
A/N	0.082	0.109	0.752	0.453	-0.133	0.297	-0.133	0.297
EDU	-0.047	0.032	-1.451	0.148	-0.111	0.017	-0.111	0.017

Table 8 Regression 3 Professional Development

(Note: This table shows the regression analysis for professional development when controlled by demographic characteristics)

Concluding that when a manager shares their professional development reflection with their employees in the US energy sector, suggests an increased interest in professional

development, improved job performance, and improved job satisfaction from the employees. It is also concluded that the **Error! Reference source not found.** for this study can be determined to be accurate and are accepted for this study.

IV.3 Descriptive Statistics

IV.3.1 *Control Variables*

The following information will discuss the descriptive statistics for each question of the performed Qualtrics survey and can be graphically seen in **Table 9**. For the control variables, starting with male/female; the mean was 0.451 and was shown to be skewed towards males. Meaning that throughout the data collection, more males responded than females. The standard error was 0.0368 representing the standard deviation of the sampling distribution of the mean. The standard deviation for this model was 0.499 which states that there was only 0.499 deviation from the mean for gender. The kurtosis had a negative value at -1.982 and a skewness of 0.198 which with these two represented a flatter distribution with a slightly longer tail on the right side of the model. For age; the most frequent age range was that of the millennials. The standard deviation was 0.954 which stated that this value was the amount of variance and deviated from the mean of 1.2989. The kurtosis and the skewness of age were -0.987 and 0.094 respectively which indicated that there was a flat distribution and a shorter tail on the right side. For Anglo/Non-Anglo, the mean value of 0.397 represents that this model was skewed towards individuals who identify as Anglo. The standard deviation is 0.491 which states that there was a 0.491 deviation from the mean. The kurtosis and skewness for this model were -1.839 and 0.426, respectively. This indicates a flat distribution with a skewed distribution to the right of the model. For the control variable of level of education, the mean was 2.696 which indicated that the average respondent has a Bachelor's degree. The standard deviation was 1.674, which

indicates a wider distribution of educational levels for the respondents. The kurtosis is -1.139, being a negative value, this indicated a flatter distribution. The skewness was 0.188 which indicated a skewed distribution to the right side of the model. This also represents that there was a long tail on the right side of the model.

IV.3.2 *Independent Variables*

The descriptive statistics for the independent variable are as follows. For question five of the survey, the mean was 2.978 which indicated that on average the respondents answered this question with neutral. The standard deviation was 1.232 which indicated that there was a wider range of responses and more variability in deviation from the mean. The kurtosis of -1.052 indicated that there was a flatter distribution than that of a normal distribution. The skewness was -0.047. This indicated that the model was flat in appearance with a longer leftward tail. For question six, the mean value was 3.136 which indicated that more respondents answered neutral for the question. The standard deviation was 1.227 which indicated there was a wider deviation from the mean due to the responses given on a more variable distribution. The kurtosis was -0.957 and was a flatter distribution than that of a normal distribution. The skewness is -0.299 which indicated a leftward skew for this distribution. Question seven had a mean value of 3.141 indicated that the respondents on average answered this question with neutral more frequently than the other responses. The standard deviation was 1.219 which indicated that there was a wider deviation from the mean and a greater amount of variability. The kurtosis was -0.831 indicating that this model was flatter than a normal distribution in its appearance. The skewness was also negative at -0.274 indicating a leftward skew of distribution.

IV.3.3 *Dependent Variables*

For the dependent variables of improved job performance, improved job satisfaction, and increased interest in professional development, the descriptive statistics are as follows. For question eight, the mean was 4.309 indicating that most responses answered between agree or strongly agree for the question. The standard deviation was 0.780 indicating that there was less variability in responses and had less deviation from the mean. The kurtosis was 3.186 indicating that the distribution was peaked and had a positively skewed heavier tail. The skewness is -1.443 which indicated that there was a negative skew and had a longer leftward tail. Question nine had a mean value of 4.114 which indicated that the average response for this question was agree. The standard deviation was 0.908 indicating a shorter range of responses and less variability in the responses. The kurtosis was 2.440 that indicated a peaked distribution that is positively skewed and has heavier tails. The skewness was -1.383 indicating a negatively skewed distribution with a longer tail on the left side of the model. Question ten had a mean value of 4.440 indicating that the average response was agree or strongly agree for this question. The standard deviation was 0.847 which indicated a shorter range of responses making a smaller deviation from the mean. The kurtosis was 5.876 and being positive indicated a peaked distribution with heavier tails. The skewness was -2.182 which indicated a negatively skewed model with longer leftward tails. For question eleven, the mean value was 4.397 which indicates the average selected answer is that of agree. The standard deviation was 0.796 which indicated a shorter range of responses with a shorter range of deviation. The kurtosis for this question was 5.577 and indicated a peaked distribution with heavier tails. The skewness was negative at -1.954 which indicates a left-leaning skew with a longer left tail. For question twelve, the mean was 3.935 which indicated an average of respondents selected to agree with this question. The standard deviation was 0.872 indicating a closer deviation from the mean due to less variability of response rates. The kurtosis

was 1.497 which indicated a peaked distribution with heavier tails. The skew for this question was negative at -0.972 indicated a leftward skew of the left tail.

The dependent variable of improved job satisfaction has the following data points. Question thirteen has a mean value of 3.641 which indicates the average response for this question was between neutral and agree. The standard deviation was 1.036 which indicates a larger deviation from the mean in the distribution. The kurtosis is 0.127 indicating a slightly peaked distribution model with heavier tails. The skewness for this question is negative at -0.727 indicating a leftward skew with a longer left tail on the model. Question fourteen has a mean value of 3.163 indicating that the average response for this question was neutral. The standard deviation is 1.266 indicating a larger deviation with larger variability of responses. The kurtosis is -1.012 indicated a flat distribution model. The skewness was negative at -0.262 which indicated that this model was skewed to the left with a longer left tail. Question fifteen had a mean value of 3.326 which indicated that the average response was that of neutral. The standard deviation was 1.132 which indicated a wider distribution from the mean with a wider variability of responses. The kurtosis was -0.757 indicating that this model is flat with lighter tails. The skew is -0.281 indicated that this model was skewed left with a longer left tail in the distribution. Question sixteen had a mean value of 4.059 which indicated for this question the average response is that of agree. The standard deviation was 0.948 indicated a shorter deviation in the distribution. The kurtosis was 1.492 indicated a peaked distribution with heavier tails on each side. The skew for this model was -1.178 which indicated that there was a skew leftward and had a longer left tail. Question seventeen has a mean value of 3.940 indicating that the average response for this question was agree. The standard deviation was 0.987 which indicated this model has a shorter deviation in the distribution with a smaller variability in responses. The

kurtosis was 1.424 which indicated a peaked distribution model with heavier tails. The Skewness was -1.119 which indicated that this model is skewed to the left and has a longer left tail.

The dependent variable of the increased interest in professional development has the following descriptive statistics. Question eighteen had a mean value of 3.755 which indicated that the average response to this question was that of agree. The standard deviation was 1.071 indicating that this question had a wider deviation due to wider variability of responses. The kurtosis was 0.281 and showed that this distribution has slightly heavier tails and has a peaked distribution. The skewness was -0.846 indicating a negatively skewed long left tail for this distribution model. Question nineteen has a mean of 3.962 which does indicate that the average response for this question was that of agree the standard deviation is 0.914 indicating a slightly wider deviation in the distribution from the mean. The kurtosis is 1.128 which indicated that this model is peaked with heavier tails. The skewness of this distribution was -0.968 which indicated that this model was skewed leftward and had a longer left tail. Question twenty had a mean value of 3.739 indicated that on average the respondents selected agree with their answer. The standard deviation was 1.039 which showed that this distribution had a wider deviation from the mean and had a wider variability in the responses. The kurtosis was 0.168 indicating a peaked distribution with heavier tails. The skewness was -0.759 which indicated that the distribution was skewed to the left and had a longer left tail. For question twenty-one the mean value was 3.663 which indicated that the average response for this question was between neutral and agree but leaned more towards agree. The standard deviation for this question was 1.069 indicates a wider deviation from the mean which has a wider variability in the responses. The kurtosis was -0.043 and indicated a flat distribution for this distribution. The skewness for this distribution was -0.731 which indicates that this distribution is leftward leaning and has a longer left tail. For

question twenty-two the mean value was 3.212 and indicated that the average response for this question is that of neutral. The standard deviation was 1.128 which indicated that there was a wider deviation in the distribution due to the variability of the responses. The kurtosis was -0.687 which indicates that the distribution was flatter than that of a normal distribution. The skewness was -0.196 which indicated that the distribution was skewed leftward and had a longer left tail in the distribution model.

Descriptive Statistics

M/F		Age		A/N		EDU			
Mean	0.451	Mean	1.299	Mean	0.397	Mean	2.696		
Standard		Standard		Standard		Standard			
Error	0.037	Error	0.070	Error	0.036	Error	0.123		
Standard		Standard		Standard		Standard			
Deviation	0.499	Deviation	0.954	Deviation	0.491	Deviation	1.674		
Sample		Sample		Sample		Sample			
Variance	0.249	Variance	0.910	Variance	0.241	Variance	2.803		
Kurtosis	-1.982	Kurtosis	-0.987	Kurtosis	-1.839	Kurtosis	-1.140		
Skewness	0.198	Skewness	0.094	Skewness	0.426	Skewness	0.188		
Range	1.000	Range	3.000	Range	1.000	Range	5.000		
Count	184.000	Count	184.000	Count	184.000	Count	184.000		
5		6		7					
Mean	2.978	Mean	3.136	Mean	3.141				
Standard		Standard		Standard					
Error	0.091	Error	0.090	Error	0.090				
Standard		Standard		Standard					
Deviation	1.232	Deviation	1.223	Deviation	1.220				
Sample		Sample		Sample					
Variance	1.519	Variance	1.495	Variance	1.488				
Kurtosis	-1.052	Kurtosis	-0.957	Kurtosis	-0.831				
Skewness	-0.047	Skewness	-0.299	Skewness	-0.274				
Range	4.000	Range	4.000	Range	4.000				
Count	184.000	Count	184.000	Count	184.000				
8		9		10		11		12	
Mean	4.310	Mean	4.114	Mean	4.440	Mean	4.397	Mean	3.935
Standard		Standard		Standard		Standard		Standard	
Error	0.058	Error	0.067	Error	0.062	Error	0.059	Error	0.064
Standard		Standard		Standard		Standard		Standard	
Deviation	0.780	Deviation	0.907	Deviation	0.847	Deviation	0.796	Deviation	0.872
Sample		Sample		Sample		Sample		Sample	
Variance	0.608	Variance	0.823	Variance	0.718	Variance	0.634	Variance	0.761
Kurtosis	3.186	Kurtosis	2.440	Kurtosis	5.876	Kurtosis	5.577	Kurtosis	1.497
Skewness	-1.443	Skewness	-1.383	Skewness	-2.182	Skewness	-1.954	Skewness	-0.972
Range	4.000	Range	4.000	Range	4.000	Range	4.000	Range	4.000
Count	184.000	Count	184.000	Count	184.000	Count	184.000	Count	184.000
13		14		15		16		17	
Mean	3.641	Mean	3.163	Mean	3.326	Mean	4.060	Mean	3.940
Standard		Standard		Standard		Standard		Standard	
Error	0.076	Error	0.093	Error	0.083	Error	0.070	Error	0.073
Standard		Standard		Standard		Standard		Standard	
Deviation	1.036	Deviation	1.266	Deviation	1.132	Deviation	0.948	Deviation	0.987
Sample		Sample		Sample		Sample		Sample	
Variance	1.073	Variance	1.602	Variance	1.281	Variance	0.898	Variance	0.975
Kurtosis	0.127	Kurtosis	-1.012	Kurtosis	-0.757	Kurtosis	1.492	Kurtosis	1.424
Skewness	-0.727	Skewness	-0.262	Skewness	-0.281	Skewness	-1.172	Skewness	-1.120
Range	4.000	Range	4.000	Range	4.000	Range	4.000	Range	4.000
Count	184.000	Count	184.000	Count	184.000	Count	184.000	Count	184.000
18		19		20		21		22	

Mean	3.755	Mean	3.962	Mean	3.739	Mean	3.663	Mean	3.212
Standard		Standard		Standard		Standard		Standard	
Error	0.079	Error	0.067	Error	0.077	Error	0.079	Error	0.083
Standard		Standard		Standard		Standard		Standard	
Deviation	1.071	Deviation	0.914	Deviation	1.039	Deviation	1.069	Deviation	1.128
Sample		Sample		Sample		Sample		Sample	
Variance	1.148	Variance	0.835	Variance	1.079	Variance	1.143	Variance	1.272
Kurtosis	0.281	Kurtosis	1.128	Kurtosis	0.168	Kurtosis	-0.043	Kurtosis	-0.687
Skewness	-0.846	Skewness	-0.968	Skewness	-0.760	Skewness	-0.731	Skewness	-0.195
Range	4.000	Range	4.000	Range	4.000	Range	4.000	Range	4.000
Count	184.000	Count	184.000	Count	184.000	Count	184.000	Count	184.000

Table 9 Descriptive Statistic

(Note: This table shows the descriptive statistics per each question in the survey)

V CHAPTER 5: DISCUSSION AND IMPLICATIONS

The impact that is sought after was that of the employee furthering their professional development in direct correlation to the manager's ability to articulate to the employees the benefits of enhancing their professional development. It was also desired to see how employees can translate the newly acquired knowledge into their day-to-day activities (Higgins 2011). In academia, this added information can be utilized for further research into this type of subject matter. Also, for use in adaptations in leadership, teaching, and mentoring. The practice side can also use this information for the betterment of employees, managers, departments, and organizations, or just use it as an individual assessment tool.

It is the intent to have the results of this study used by both scholars and practitioners in their respective industries. The results of this study show when a manager shares their professional development reflection with their employees, the employee will see an increase in interest in professional development, improved career development, job performance, and job satisfaction. The results can be taken even further by scholars by drilling down into the data and by adapting this study to better understand professional development reflection in this industry or any other industry. Professional development reflection and the impacts it has on employees' careers can have a wide range of implications for scholars, now having even more of the unknowns of this topic researched and brought into fruition new information can be garnered.

Practitioners, managers for this study; can best benefit from this study by how the individual managers reflect on their professional development and how the managers impose the accumulated information onto their employees. Employees can also benefit from this study by how they interact with their managers. Each employee, if willing, should want to better their professional career by ways of professional development. The opportunity for mentorship for employees will be justified with the results of this study. With more professional development

reflection and having managers willing to go beyond just daily activities, employees can have an improved understanding of and opportunity to reflect on their professional development, understand the need for professional networks, how and why reflection can benefit all parties, and being able to properly justify career decisions. For managers, there is a certain level of trust, adaptability, and cognitive efficiency that is inherently required of them daily. These concepts are not unique to this industry but for all managers.

As a manager, that individual has a responsibility to each employee to help better them professionally. The positive effects that can be seen are undoubtedly significant and can also change the course of an employee's career path. Thus, managers should be willing to reflect on their professional development and other career advancements that have positively impacted their career and be willing to share such information with each employee. Managers, by using this information given in this research, can bring about a culture of learning, trust building, and the encouragement of sharing of knowledge. This concept can bring about a sense of belonging for those managers and their employees. Understanding that with such promotions can also bring to fruition managers ability to also achieve their own career goals. Thus, career progression, leadership effectiveness, and most importantly, leading by example.

VI CHAPTER 6: FUTURE RESEARCH

While the results of this study did conclusively bring a strong correlation between the independent and dependent with control variables in place, there is significantly more that can be learned and studied by following this same concept and design. Scholars now have a highly unique opportunity to further their understanding of professional development and reflect and the dynamic impacts it can have on an employee's career. The structure and validity of this research can be duplicated not just in the US energy sector but also in a multi-industry or multi-national study. By identifying the diverse types of professional development that are unique to each industry and how each impacts the professional development reflection of managers and consequently the repercussion; positive or negative, that it can have on their employees. While implementing the theoretical framework proposed in this paper, scholars can bring new perspectives to the concept of connecting with others, reflecting on the past, and learning for a better future. It is important to understand that no matter the position an individual is in, a leader can be anyone at any time.

As stated in the **Regression** section of this paper, gender had a statistical significance in the third regression model of professional development. The speculations surrounding that concept were already stated in that section, but the relevance to future research is significant for current literature. Seeing how gender plays a role in how an individual's gender can have an impact on their increased interest in professional development can be widely studied in the same or similar design as this study. This phenomenon for the US energy sector's employees has a possibility of becoming much more than just this study. The increased interest in professional development when a manager shares their professional development reflection with their employees now can be drilled down to find the facts and implications of this phenomenon to better understand the concept as well as better the industry and individuals in it.

There is also the possibility to enhance the literature and the knowledge base of scholars and practitioners by defining and magnifying the different modes of reflection and defining how each mode is effective or ineffective for individuals in the US energy sector. This concept can be broadened to include a longitudinal study that follows the professional development reflection of managers and the impacts made upon their employees over an extended period. Measuring the quality, quantity, and mode of reflective practices to determine the best fit for different dynamics, industries, and even individuals. As our world is ever-changing and innovative technology is developed and distributed daily, the use of modern technology to help implement new ways of reflecting is right at the fingertips of scholars. Creating and developing new ways of reflecting can broaden the impacts that can be positively made from anywhere in the world. Taking on new challenges is part of what makes academia such a lucrative field but not to limit finding only to academia but helping implement those finding into the practitioners' environment as well.

APPENDICES

Appendix A: Consent Form

Georgia State University Doctorate in Business Administration Dissertation Survey

Georgia State University

Consent Form to Participate in a Dissertation Research Study

Research Study Title: The Power of Reflection: The impact of professional development reflection of leaders on an employees' career development.

Principal Investigator: Dr. Danny Bellenger

Contact information: **dbellenger@gsu.edu**

Student PIs: Ryan H. Jordan

Contact information: **rjordan36@student.gsu.edu**

Introduction and purpose: This survey is part of a dissertation research project conducted by the above researchers investigating how a leader's professional development reflection can have an impact on an employee's career development.

Procedure: This survey will approximately take about 5 minutes to complete.

Risks: There is minimal risk in participating in this research. However, the potential risk for loss of confidentiality will exist, but steps to minimize that risk will be taken. A random identification number will be associated with your responses and will remain anonymous.

Benefits: A better understanding of how a leader's professional development reflects can have an impact on the increased interest in employees' career development, job performance, and job satisfaction.

Voluntary nature of participation and right to withdraw without consequence: Participation in this study is entirely voluntary and the participant may refuse to answer any of the questions or withdraw entirely without any consequence.

Consent: By agreeing to take the survey, the participants confirm that their participation is voluntary and have not and will not receive any compensation, and with the full knowledge of its risks and benefits.

Appendix B: Survey

Modified Al-Haidan 2022 and Kember 2000 Survey

Definitions:

Professional Development – higher education in the formal position but also in the sense that there has been an effort to further one's career using any form of instruction. I.E., managers course, conferences, and the like.

Reflection – the practice of periodically stepping back to ponder the meaning of self and others in one's immediate environment about what has recently transpired.

Professional development Reflection - is a process of reviewing and evaluating one's own experiences and actions and using those insights to inform future development goals and actions.

Note: Please use the following Likert scale to answer the following questions when applicable

Likert scale: 1-Strongly Disagree 2- Disagree 3- Neutral 4- Agree 5- Strongly Agree

Section 1: Demographic (Control Variables)

1. What is your gender?
 - a. Male
 - b. Female
2. What is your age range?
 - a. Boomers I (1946-1954)
 - b. Boomers II (1955-1964)
 - c. Gen X (1965-1980)
 - d. Millennials (1981-1996)
 - e. Gen Z (1997-2012)
3. What is your ethnicity?
 - a. Anglo
 - b. Non-Anglo
4. What is your current level of higher education?
 - a. Technical degree
 - b. Associates degree
 - c. Bachelor's degree
 - d. Master's degree
 - e. Doctoral Degree
 - f. None

Section 2: Managers sharing their professional development reflections with employees. (Independent Variable)

(Source: Adapted from Kember 2000)

1. I frequently hear my manager talk about their professional development.
2. My manager often shares the way they progressed in their career.
3. My manager shares the most important activities for career development.

Section 3: Increased interest in employee career development, improved job performance, and improved job satisfaction. (Dependent Variables)

Job Performance Questions

(Source: Adapted from Al-Haidan 2022)

1. I have demonstrated flexibility at my job.
2. I work at keeping my job skills up to date.
3. I am able to fulfill my responsibilities at work.
4. I work towards the best result for my work.
5. I focus on the positive aspects of a work situation, instead of on the negative aspects.

Job Satisfaction Questions

(Source: Adapted from Al-Haidan 2022)

1. I feel close to the people I work with.
2. I believe my manager is concerned about me.
3. All my talents and skills are used at work.
4. I get along with my supervisors.
5. I feel secure about my job.

Professional Development Questions

(Source: Adapted from Al-Haidan 2022)

1. I plan to work more at my current job.
2. Professional development has become important to me in my career.
3. I am thinking more about continuing my professional development.
4. I expect to devote a significant amount of my time to building my career and developing the skills necessary to advance in my career.
5. I expect to make as many sacrifices as are necessary in order to advance in my work/career.

Appendix C: Method of Literature Review

Literature Selection			
Selection step	Professional Development	Reflection	Sum of Articles
Step 1: Broad search in Ebsco. After, an advanced search was conducted to limit the number of articles in the business source complete.	Keywords: Professional development or professional employees. 132,541 articles	Keywords: Reflection practices or professional reflection 511 articles	133,052 articles
Step 2: Selecting articles from relevant academic journals	Limiting to only academic journals. All Results: 29,968 Relevant journals Results: 3,336 Articles Results: 50	Limiting to only academic journals. All Results: 395 Relevant Journals Results: 41 Article Results: 38	88 articles
Step 3: Selecting the most relevant articles	Results: 33 articles Academic Journals Full text Peer-reviewed. Thesaurus terms: management Personnel management Employee training Career development	Results: 9 articles Academic Journals Full Text Peer-reviewed. Thesaurus terms: Management Leadership Problem-solving Professional Education Business planning Interprofessional Knowledge management Professional associations	42 articles
Step 4: Identifying pre-1990 articles with references available	All Results: 999 articles	Results: 11 articles	1010 articles
Step 5: Selecting the most relevant articles	Results: 178 articles In select academic journals	Results: 9 articles In academic journals	187articles

Step 6: Selecting articles in professional development, management journals, and reflection practices journals	Results: 16 articles In the most relevant academic Subject: Human capital Personnel management professionalism	Results: 6 articles In academic journals Subject: Professional ethics Professions Interpersonal relations Performance management Problem-solving Professional employee	22 articles
Step 7: Combining results from steps 3, 5, and 6	Results: 227 articles	Results: 24 articles	251 articles
The number of reviewed articles: 251 articles			

(Note: This framework has been utilized from, Mathiassen 2007)

Appendix D: Demographic Crosstabulation

		What is your gender?			What is your ethnicity?		
		Total	Male	Female	Total	Anglo	Non-Anglo
What is your current level of higher education?	Total Count (All)	184.0	103.0	81.0	184.0	112.0	72.0
	Technical degree	27.0	17.0	10.0	27.0	13.0	14.0
		14.7%	16.5%	12.3%	14.7%	11.6%	19.4%
	Associates degree	24.0	11.0	13.0	24.0	12.0	12.0
		13.0%	10.7%	16.0%	13.0%	10.7%	16.7%
	Bachelor's degree	54.0	26.0	28.0	54.0	37.0	17.0
		29.3%	25.2%	34.6%	29.3%	33.0%	23.6%
	Master's degree	29.0	18.0	11.0	29.0	21.0	8.0
		15.8%	17.5%	13.6%	15.8%	18.8%	11.1%
	Doctoral degree	1.0	1.0	0.0	1.0	0.0	1.0
		0.5%	1.0%	0.0%	0.5%	0.0%	1.4%
	None	49.0	30.0	19.0	49.0	29.0	20.0
		26.6%	29.1%	23.5%	26.6%	25.9%	27.8%
What is your age range?	Total Count (All)	184.0	103.0	81.0	184.0	112.0	72.0
	Boomers I (1946-1954)	49.0	32.0	17.0	49.0	33.0	16.0
		26.6%	31.1%	21.0%	26.6%	29.5%	22.2%
	Gen X (1965-1980)	61.0	32.0	29.0	61.0	38.0	23.0
		33.2%	31.1%	35.8%	33.2%	33.9%	31.9%
	Millennials (1981-1996)	59.0	31.0	28.0	59.0	35.0	24.0
		32.1%	30.1%	34.6%	32.1%	31.3%	33.3%
	Gen Z (1997-2012)	15.0	8.0	7.0	15.0	6.0	9.0
		8.2%	7.8%	8.6%	8.2%	5.4%	12.5%

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VITA

Education

Doctorate in Business Administration, Georgia State University

Master's in Business Administration, University of West Georgia

Bachelor's in Business Administration with a concentration in Accounting, University of West Georgia

Military Education

13D (Field Artillery Tactical Data Systems Specialist)

13D Advanced Computer Hardware/Software School

13D Instructors Course

88M (Motor Transportation Operator)

Master Driver School

O.C.T (Observer, Couch, Trainer)

Land and Ammo School

W.L.C. (Warriors Leaders Course)

Professional

Ryan served in the United States Army starting out at a very young age. He served his country proudly in various leadership roles throughout his career at home and abroad. His career afforded him the opportunity to serve in some of the most notable Army units to include the First Cavalry Division, First Army, First Infantry Division, and Seventy-fifth Fires Brigade. Ryan is an accomplished and experienced leader with a proven track record of successfully directing teams in complex and diverse settings. His leadership style is marked by fostering high motivation and professionalism among team members while prioritizing effective communication, both on a personal level and within computerized systems. With a comprehensive understanding of

advanced logistical strategies, Ryan has skillfully managed the intricate movement of equipment, materials, and personnel across global locations without any loss. His career spanning over 15 years reflects adaptability, resilient problem-solving, and an unwavering commitment to excellence. As a dedicated leader, he prioritizes an open line of communication, offering guidance to his team members in navigating both professional and personal challenges. Furthermore, Ryan is committed to upholding the highest standards in the work environment and promoting a culture of inclusivity and diversity.

His education includes a Doctorate in Business Administration, a Master's in Business Administration, and a Bachelor's in Business Administration in Accounting, all from accredited institutions (AACSB). With extensive teaching experience and significant contributions to notable projects during his MBA program, Ryan has honed his ability to convey complex concepts and strategically lead organizations. Additionally, his military background as a U.S. Army veteran has equipped him with valuable skills in operations, training, and leadership development. Ryan's proficiency extends to meticulously managing classified equipment, materials, and personnel.

In his most recent roles, he directed the financial success of a nonprofit organization as well as served on the board and facilitated learning as a Supplemental Instructor at the University of West Georgia. As a Receiving/Shipping Manager, Ryan managed inventory, coordinated shipments, and maintained professional customer relationships. In his military service, he held critical positions such as Field Artillery Tactical Data Systems Specialist, Motor Transport Operator, and Land and Ammo Operations Manager, Observer Couch Trainer, and a highly qualified Master Driver showcasing his ability to excel in high-pressure situations and manage multimillion-dollar equipment and operations. Ryan's unwavering commitment to excellence, proficiency in leadership, and comprehensive expertise make him a valuable asset to any team or organization.

Ryan's interests include being outdoors in his garden or just relaxing in his hammock. Ryan is an avid reader of historically based books and when he gets the chance he enjoys watching horror and sci-fi movies. After graduating from the DBA program at Georgia State University, he is focusing on going into academia to continue his research and to teach the next generation of leaders. He will also continue to stay in his role of Director of Finance for Operation Rising Phoenix.