

THE VALUE OF ORGANIZATIONAL LEADERSHIP AND AN ORGANIZED
LEADERSHIP DEVELOPMENT PROGRAM

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ABSTRACT

One of the major issues facing the business world is tied to human resources. This major issue impacts talent acquisition as well as learning and development. The major issue at hand is a future lack of leadership skills. This issue will impact all industries and organization sizes in the future. This paper looks to the research to determine the types of leadership presently being researched; the methods of evaluating a leadership program and then proposes a research process to evaluate current organizations and their internal leadership development process. The leadership categories that were looked at primarily include situational, transactional and transformational. In this research a variety of leadership development programs were looked at including corporate sponsored, career specific programs and academic programs. The level of participant commitment factors heavily into the success of any program, and this is discussed as well. The final step is to evaluate the future of leadership development programs. This discussion must take into account the needs of those sponsoring the programs, the individual participant's ability to commit to a program and the changing nature of leadership in general.

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CHAPTER 1

INTRODUCTION

The business world is facing new challenges every day, ranging from changes in the economy to the ever changing technical landscape. One challenge that is facing business leaders moving forward is the growing gap between the positions of leadership and those who have the skills and qualifications necessary to fill those positions. This leadership talent shortage is part of a growing trend of human talent shortage that is not just in the United States. According to the Korn Ferry Institute, by 2030, there will be a global talent shortage of more than 85 million people, or roughly equivalent to the population of Germany. Left unchecked, in 2030 that talent shortage could result in about \$8.5 trillion in unrealized annual revenues (Binvel, Franzino, Guarino, Laouchez, and Penk, 2018). This shortage of talent will be felt in the ranks of business leadership as well, “Employers on the recruiting trail are looking for job candidates who possess the coveted leadership skills that will help them to make a meaningful contribution to the organizations. A 2015 Job Outlook Survey indicated that leadership skills were the most commonly desired attributes that employers looked for on a candidate’s resume (Lester, 2015).

Leadership within an organization has an impact from top to bottom. The leadership within any organization plays a role on the different functions within that organization and on efficiency and effectiveness. The projected leadership shortage has a high projection with “Cultivating new leaders is a top challenge facing executives worldwide. In fact, only 41 percent of 1,000 C-suite leaders surveyed believe that their organization’s leadership development programs are of high or very high quality” (Meinert 2018). This shortage of leadership within the corporate setting creates further questions in regard to the overall state of the economy moving

forward. With such a vast belief in the lack of a talent pipeline for positions of leadership, it would be prudent to begin internal development of this much needed skill. “The 2009/2010 Trends in Executive Development study found many CEO’s were concerned that their organizations’ up-and-comers were lacking in areas such as the ability to think strategically and manage change effectively” (Petrie 2011). Organizations that value leadership have structured leadership development programs in place. The issue is not do organizations value leadership, but more importantly how much do they value leadership? This can be assessed through the establishment of a leadership development program.

Statement of the Problem

There is a problem in business organizations today regarding leadership development. The number of people who have sufficient leadership skills does not come close to the number of positions in which those leadership skills are needed. This problem is one that is facing businesses from small family run businesses to large corporations because a lack of leadership skills will negatively impact all levels of businesses. A possible cause of this is a lack of a quality leadership development program, as some have programs in place but those in charge of the organization do not have faith in the product that they are developing through these programs. “They had put 200 managers through an assessment center, and believed up to two thirds were not capable of leading the organization through the growth needed or driving the new strategy forward. Succession planning was therefore recognized as a pressure point to achieving their strategic goals’ (Clarke & Higgs 2016).A study which investigates what businesses are doing to develop their leaders as well as what kind of leadership skills they are looking for could help shed light on the situation.

Definition of Terms

Leadership: the action of leading a group of people or an organization.

Leadership Development: the training and development of the skills and experiences needed to be a successful leader.

Small Business: an organization that is typically privately owned, either a sole proprietorship or a partnership, and has limited employees and resources.

Large Business: an organization that is not a small business, these are typically defined by the resources or revenue that they have.

Organizational Value: what value does the item, choice or action bring to the organization.

Another way to view it is what is the return on the investment that the organization gets from said item/action/choice.

Talent Acquisition: is the process of finding and acquiring skilled human labor for organizational needs. This also referred to as recruiting.

Autocratic Leadership: is a leadership style that involves one person making all strategic decisions for their subordinates. This style has historically been very prevalent in the business setting, but it is falling out of favor more recently.

Democratic Leadership: is a leadership style that is based in mutual respect. This leadership style requires collaboration between leaders and those who are expected to follow them. This style has seen an increase in popularity more recently.

Laissez-Faire Leadership: is a leadership style that is based on trust. This leadership style involves providing a great amount of autonomy for those working for the leader. It comes from the French “let it be”. This typically only works in certain situations, where there does not need to be strict policies or procedures.

Purpose of the Study

Leadership is a valuable part of any organization. The leadership that an organization has will help direct its resources, both human and capital. Without a consistent level of leadership, organizations will not be able to grow and prosper. The purpose of the study is to gain insight on the level of value that an organization places on leadership. This will be done by evaluating the value that is placed on leadership through the talent acquisition process, as well as the level of attention that is placed on leadership development through learning and development programming. The combined results of how much organizations value leadership skills as they look to acquire new talent, as well as how much emphasis is placed on leadership development programming should provide insight into the overall value that the organization places on leadership. This research will help determine the level of value that organizations place on leadership and will be generalizable and applicable for other researchers because the general view of leadership skills is one that is valuable, but there is difficulty in quantifying it. In collecting the data and being able to assess a value an organization places on the skill set of leadership, it will have a ripple effect that impacts several areas. This ripple effect will impact the justification of developing leadership programs, both in the professional setting, as well as in an educational preparatory setting. Leadership plays a vital role in the education system, even more than in the private sector. “The school leader becomes a facilitator of change and someone who effectively supports teachers in their work with pupils. This requires reflection on the role, function, and goals of the school, and consequently on the role, function, and goals of appropriate leadership and management” (Huber 2004). Leadership is vital to the success of an educational institute, but it should also be part of the curriculum that is being taught to the students, since providing these skills will help them in the job market and professional world.

Significance of the Study

This study will be significant to those in Human Resources, Learning and Development, the educational community, as well as those looking to develop their own leadership skills.

These individuals will be able to use the results as they either look to develop their own programs, participate in current programs or just are looking to develop themselves in the realm of leadership. This would also be applicable to those in the educational setting, as leadership within the professional organization is important, as well as the ability to develop the leadership skills of those who are students within the educational programs.

Delimitations of Research

This project will be restricted based on the ability to obtain survey results, as well as the likelihood that the survey is being completed by the individual who is the most qualified to complete it. In addition, surveys will be sent out primarily to organizations within Wisconsin. This will limit how much can be generalized to organization in the Midwest, United States of American and even globally.

Method of Approach

To get a better understanding of leadership styles, types and development practice a review of literature was conducted. This focused on leadership styles such as Situational Leaders, Transactional Leaders and Transformational Leaders. A focus was also placed on leadership development programs. This included structures and methodology of programs, as well as the Return on Investment from these programs. Once this review was undertaken, the focus of the

research began to narrow to how much value an organization places on leadership. To find more information on this topic, a comprehensive survey was developed and sent out to a sample of business, service and public organizations. The sample population was determined based on their size, industry and available contact information. The survey was developed by focusing on two major areas of leadership skills: those that are being sought after in talent acquisition and those that are being developed internally.

Chapter Summary

Leadership is a skill that is in high demand for organizations of all sizes, but the current and forecasted supply shows a shortage moving forward. This is important to members of human resources, learning and development as well as member of the workforce. It will be important to be able to quantify the value that an organization places on leadership development. This can be done through a survey of organizational emphasis into an internal leadership development program. Understanding the value that the corporate setting places on leadership will also provide insight for educational organizations. This can help educational organizations develop their own programs, as well as help develop programs that can prepare their students to enter the workforce with the skills and experiences in leadership that businesses are seeking.

CHAPTER 2

REVIEW OF THE LITERATURE

General

There is a plethora of literature that has been written on the topic of leaders, leadership and leadership development. This is one of those topics that people are very interested in, but due to its nature, is a very fluid idea. The skills and traits of successful leaders have been studied extensively and there is a large amount of discrepancy in what makes a successful leader. In addition to the vastly different skills that lead to successful leadership, there are numerous methods to evaluate the type of leadership that is being exhibited. It is important to not focus necessarily just on the skills or traits to be a successful leader, because the research tended to show this is open to interpretation. “Numerous contributors to leader effectiveness have been identified but no single trait or quality has emerged which guarantees a strong leader” (Kirchner and Akdere 2014). It is common in research to see a discussion of the traits, but it is just as common to see at the end of a resource on leadership that there is inconclusive evidence to what is the most important trait, but that a variety of traits were necessary to see success. “Our research shows that strength in one skill cannot easily compensate for a deficit in another, so it is important to methodically optimize all six abilities” (Schoemaker, Krupp & Howland 2013). Schoemaker, Krupp & Howland look at their key six skills of: Anticipate, Challenge, Interpret, Decide, Align and Learn. These are a vastly different set of skills than what Kirchner and Akdere looked at in their research. Research was narrowed by looking specifically at topics involving leadership development programs in a business setting. Some of the major topics that began to stand out were a focus on the types of leadership, the thought process on how to develop a leadership program, methods to evaluate a leadership program, how the individual’s involvement

in leadership development impacts the effectiveness and what the future of leadership development looks like. These all play a major role in evaluating an organizations leadership development program, as well as how an organization values leadership.

Leadership is a skill that all organizations are looking for. It allows for an organization to change collectively in a direction that they would like to go in an organized way. Leadership is like most other skills in an organization; either you develop it internally or you look externally to acquire it. If an organization does not have a quality method to develop it, then they are forced to look to the outside. Internal leadership development programs are in its simplest form just a manner of helping those in leadership to grow their skills. It can be most impactful for organizations to have their own programs that focus on the specific skills and traits that they value in leaders. “Having said that, there is no logical reason leadership development professionals cannot pick-and-choose certain aspects of the models presented here and recombine them, cafeteria style, into programs specifically tailored to their organizational circumstances. (Pearce 2007) Some of the models discussed include:

Transactional-Transformational, Conceptual view, Behavior/competency models and process models. The internal leadership development programs can range from book study groups to organized progression-based programs that focus on what the organization views are important skills, traits and knowledge for leaders. Some of these more in depth programs can be rigorous in content, while lasting weeks or months.

Types of Leadership

When studying anything in the social sciences, there is always an attempt to organize the information into themes or groups. This is very true through the research into types of leadership.

There is information that look at a variety of methods of breaking down leadership styles. The focus is to look at the impact that the leader plays in an organization rather than the specific method of their leadership. Typical methods referred to were autocratic, democratic and laissez-faire leadership. These refer to how the leader acts within their role. This has received less of a focus than how the leader functions within their setting. Often a great leader just needs the opportunity to show their skills, “The storied British banker and financier Nathan Rothschild noted that great fortunes are made when cannonballs fall in the harbor, not when violins play in the ballroom. Rothschild understood that the more unpredictable the environment, the greater the opportunity – if you have the leadership skills to capitalize on it” (Schoemaker, Krupp & Howland 2013). This plays into how the leader impacts the organization, not just the specific style of their leadership. Three main focuses were repeated in numerous works; Situational Leadership, Transactional Leadership and Transformational Leadership. All three leadership styles can be present and are present in successful leaders. The studies look at how that portion of leadership plays into the success of the leader. This is important when looking at a leadership development program as all three types must be developed to have a better chance at developing a successful leader.

Situational:

The focus of the situational leader comes out of what the leader is facing. The situational leader can adapt and adjust how they will lead based on what is in front of them. Development of any training is difficult, but when there are no specific answers it makes it more difficult. “According to this theory (Situational Leadership), there is no one-size-fits-all approach to leadership, rather that successful leaders are flexible and adapt their style to suit the situation.” (Aguas, Zapata & Arellano 2017). This is important moving forward in leadership development

because it means preparing future leaders for problems that we cannot even envision. This approach also seemed to take a very psychological approach to their studies. According to Petrie (2011) Situational Leadership development should be a focus on developing the overall way people think, “The reason that managers at higher levels of cognitive development are able to perform more effectively is that they can think in more complex ways” (Petrie 2011). McCleskey (2014) agrees with Petrie when he looks at how the leader thinks while discussing the Situational Leadership Theory (SLT) “SLT focuses on leaders’ behaviors as either task or people focused. This supports its inclusion as a behavioral approach to leadership, similar to the leadership styles approach (autocratic, democratic and laissez-faire)” (McCleskey 2014). The situational leadership philosophy through research focuses on developing a well-rounded individual who can think on their own. Again Aguas, Zapata and Arellano (2017) focus on the manner of thinking, especially through an individual’s experience “Real leaders must be open to learning from experience. This ability has to do with recognition of the need for new approaches, skills and strategies when the existing ones no longer work. Also, learning from experience implies being open to the exploration of other alternatives in pursuit of a solution to a problem” (Aguas, Zapata & Arellano 2017). This ability to use the skills and strategies necessary for that situation leads to the next type of leadership style, the transactional leader.

Transactional:

The transactional leadership style is the one that was very limited in content, as it does not involve other types of leadership styles. This looks at the interaction between the leader and their follower. This tends to be a more sociological view in comparison to the psychological perspective of the situational leader. The leader is only a leader if they have followers, and it is through this lens that Bass (2008) looks at the transactional leader, “Transactional leadership

focuses on the exchanges that occur between leaders and followers” (Bass 2008). This focus on the interactions also impacts how to develop leaders as it becomes very soft skills dependent which impacts everyone differently. McCleskey (2014) also focused on the impact that the relationship between leaders and followers impacts a leader's success “These exchanges allow leaders to accomplish their performance objectives, complete required tasks, maintain current organizational situation, motivate followers through contractual agreement, direct behavior of followers toward achievement of established goals, emphasize extrinsic rewards, avoid unnecessary risks, and focus on improved organizational efficiency” (McCleskey 2014). The development of a leader under the transactional leadership style becomes managing of the leader's social skills, rather than just the way they lead. The focus of transactional leadership emphasizes many of the skills that are needed, but the skills studied are rarely the same from study to study. If the transactional leader is a focus on the day to day interactions of a leader, the transformational leader is a look at the abilities of a leader to carry out large scale change.

Transformational:

The transformational leader is one of the most impactful types of leaders. The research on this type of leader focuses on the impact that this leader makes on their followers and the organization. Mulla and Krishnan (2011) look to a transformational leader's success at how well they were able to achieve larger organizational goals, “Transformational and charismatic leaders develop and reach a vision and inspire their followers to participate in the achievement of common and broader goals” (Mulla & Krishnan, 2011). This is a major focus to the transformational leader in how they can get their followers to carry out the vision of that leader. Aguas, Zapata and Arellano (2017) go a step further to look at what is needed for this

transformational success, “Success then is contingent on two main factors. First, the leader’s capacity to promote and foster change and his ability to influence those around him. Second, the leader’s willingness and readiness to motivate followers and his or her concern about their wants and needs” (Aguas, Zapata & Arellano 2017). The focus becomes the ability of the leader to convince their followers to carry out their roles, as well as to provide to motivation to inspire this change. Continuing to look at the skills necessary for a transformational leader, is the ability to develop the relationship between the leader and the follower. This is really what is leveraged in the transformational leadership style, and Aguas, Zapata and Arellano (2017) look at this through the relationship of those in leadership in the academic community, “Another leadership strength is a combination of responsibility and trust. Responsibility is a must for teachers, students and the entire academic community. Trust mediates relationships.”(Aguas, Zapata & Arellano 2017). Transformational leadership can be seen as the next step of transactional leadership as it leverages the individual interactions to move a larger group to carry out change on a larger scale.

Leadership Programs

Leadership programming can be varied in depth, length and scope. This leads to a variety of results. Due to variety in types, it is difficult to find definitive proof that one type or format is better than all others. This was part of the findings by Grider, Lofgren and Weickel (2014) where the programming isn’t the focus, but the commitment to the programming, “Often, it is less about having the perfect plan but rather expertly executing the plan that has been decided upon that leads to successful organizational change and advancement” (Grider, Lofgren & Weickel 2014). This was also found by Goulet, Jefferson and Szwed (2012) when looking at the investment an organization makes in leadership development, “In general, it should be noted that we have found

a strong relationship between the relative cost of a program and its benefit in developing leadership” (Goulet, Jefferson & Szwed 2012). The presence of a leadership development program shows an organization places some value on leadership, but then the amount that they invest show to the degree in which they place value.

Investments

One of the major discrepancies that play into a leadership development program is the amount of investment that organizations placed into leadership development programs. Some research focused on leadership development academies (police academies, religious schools, health services, etc.) with a specific industrial focus. These involve a heavy investment, with a very high expectation on the return. With a higher level of investment, organizations tend to focus on their needs rather than those of the individual in the program. When an organization invests greater time and resources into a program they focus on what is necessary for the organization to see growth and success. Meinert (2018) looks at how leadership programs should provide specific returns rather than basic leadership development, “Rather than offering Leadership 101, identify the skill gaps that are going to give organizations the most bang for their buck” (Meinert 2018).

Organizations tend to focus on something such as leadership development when they identify it as a need. These needs are typically focused on a lack of skills or experience in an area. This creates an internal goal that is beyond basic leadership development. This can be evident looking into academies such as police and fire academies that look to develop certain skills that are necessary for their field. Clarke and Higgs (2016) looked at the goals and focus of these types of academies, “We identified the goals of LTD (Leadership Training & Development) in each of the academies we looked at to establish what was guiding strategic decisions in the delivery of

LTD. We found considerable variation between academies in these goals, and these were connected to broader strategic concerns affecting the organizations in these particular business sectors” (Clarke & Higgs 2016). The success of programs was tied to the broad goals that they were looking to implement. When organizations look to invest in leadership development they look to fill gaps in their talent pipeline. The two methods of obtaining the talent needed for an organization are development or acquisition. To prevent the need to go through a costly acquisition process, developing internal candidates can create a cost savings. Aguas, Zapata and Arellano (2017) look at how projecting leadership needs is an important investment in leadership development, “Closing gaps between leaders in the building process and leaders in the future requires taking some actions closely related to leaders’ recognition of existing strengths and weaknesses which should be maintained or modified to look toward the future” (Aguas, Zapata & Arellano 2017). In the business world, most actions are not taken if they do not have an impact on the business in a positive way.

The ability to connect the leadership development programming to the organizations needs allows a company to justify the investment. This can lead to the success or failure of a leadership training program. Clarke and Higgs (2016) look specifically at how organizations who successful develop the needs that they have into their leadership development program find success in other areas of their business, “Those organizations that achieve a closer match or alignment are able to develop highly valued internal capabilities (organizational culture, knowledge flows, human capital) that enable them to succeed over their competitors” (Clarke & Higgs 2016). The idea that successfully meeting your organizations leadership needs with key parts of your training program, is one of the basis of learning and development, and is even more impactful when it comes to leadership development, Grider, Lofgren and Weickel (2014) felt that not only did it meet

organizational needs, but set them up with a competitive advantage, “Leadership development is seen as a competitive advantage for those organizations engaged in these activities. This advantage centers on the ability of the organization to outline and implement objectives efficiently” (Grider, Lofgren & Weickel 2014). With the impact of a leader felt across an organization, an organization that effectively and efficiently implements a leadership development program can impact the competitiveness of the organization in many ways. Alignment alone does not guarantee a successful leadership development program, but it is a necessary component.

Format

Leadership development programs tend to have a variety of formats. Typically, the programs have a traditional start and end, with specific content. This is difficult when it comes to things like transformational or situational leadership, where the key experiences might not fall nicely into a set program. Aguas, Zapata and Arellano (2017) view true leadership development as something that does not always fit nicely into traditional training and development timelines, “Transformational leadership programs account for deadlines for implementing each action item. Since building leadership is an ongoing process, the leadership actions should not be separated and a particular time for each action is not necessary” (Aguas, Zapata & Arellano 2017). This idea that leadership development is an ongoing process is key. The ability to continue to grow, learn and evaluate the experiences were key components to many of the programs reviewed. This is true outside of business in the academic community as well, Lester (2015), “Specifically, my class not only uses service learning as a major learning mechanism, but also intentionally incorporates opportunities for group reflection, individual reflection and team building” (Lester

2015). The ability to change how organizations view leadership development programs is important. This is due to the conflicting nature of an organization in looking to increase their effectiveness while targeting specific needs, in contrast to development being continual in nature. The other idea that played into the continual nature of leadership development is a look into how long will the training being provided be effective. This piece must be evaluated while looking at any program. Organizations want to know that their investment will have an impact, Getha-Taylor, Fowles, Silvia and Merrit (2015) focused on the longevity of a training program, “there is a clear decay in conceptual skill effectiveness as evidenced by the negative slope of the line. From the day of training until about Month 8, the effect of training is decreasing but still greater than zero, meaning that the training significantly increased the perception of conceptual skill effectiveness during this initial period. However, at about the 8th month mark, the training effect has decayed to the point that the effect has essentially worn off.” (Getha-Taylor, Fowles, Silvia & Merritt 2015). This is important because training programs cannot be once and forget to be truly effective, they need to have follow-up, refreshers and allow for the continual growth of the leader. This combination of the continually developing leader, with a natural decaying of leadership skills after training, both go against the traditional leadership development ideas of a once and done program.

When looking at formats, it is best to bring different learning styles into the program. This includes formal training, on the job training and a structured feedback system. Clark and Higgs (2016) found that these were the key to consistent programs, “The view that LTD (Leadership Training and Development) should adopt a systems approach that combines training, on-the-job skill development, assessment and feedback, and coaching and mentoring formed a consistent component across all the organizations we looked at” (Clarke & Higgs 2016). This allows the

program to target organizational success, while also allowing the participant to see an avenue for career development to increase the personal buy-in. Clarke and Higgs (2016) also began to explore the dynamic between organizational goals and individual buy-in to a program, “In all these cases, part of the focus of LTD was either to offer a clear career development pathway and/or was concerned with securing performance improvements within the organization” (Clarke & Higgs 2016).

As discussed with the types of leadership, the method of thinking in which a leader addresses a problem is one of the most important things to develop for a future or current leader. This idea of expanding the way of thinking is part of the future of leadership development programs. Looking to grow the way leaders think is more than just skills, according to Petrie (2011) it is expanding the current philosophy of leadership development greatly, “Organizations have grown skilled at developing leader competencies, but have mostly ignored the challenge of transforming their leader’s mindset from one level to the next. Today’s horizontal development within a mindset must give way to the vertical development of bigger minds” (Petrie 2011). The discussion looked at a change from a horizontal development to a vertical development. Petrie (2011) continued to discuss how these will impact leadership development programs, “There are two different types of development – horizontal and vertical. A great deal of time has been spent on “horizontal” development (competencies), but very little time on “vertical” development (developmental stages). The methods for horizontal and vertical development are very different. Horizontal development can be “transmitted” (from an expert), but vertical development must be earned (for oneself)” (Petrie 2011). This ties into the idea of developing the leader to be able to think critically and address the issues that they might not even know will be coming, “The study shows that across a range of leadership measures, there was a clear correlation between higher

levels of vertical development and higher levels of effectiveness” (Petrie 2011). This idea of horizontal vs vertical development is an interesting way to look at the future of leadership development as well.

When looking into format structures of leadership development program, there are numerous styles, philosophies and formats. What was a heavy emphasis was that each can be successful in their own manner in the development of the individual, Aguas, Zapata and Arellano (2017) echo this sentiment on individual development, “In summary, there are not perfect leaders. For this reason, designing leadership development plans requires leaders to know themselves as both people and professionals, that is, to know their strengths and weaknesses” (Aguas, Zapata & Arellano 2017). The overall goal of leadership development programs is to improve the abilities, skills and experience of the participant, so developing the program should always provide a focus of the individual and what they need to be successful.

Program Evaluations

Development of a successful program is only as valuable as the evaluation is used to determine results. It is important to evaluate the program to continue to improve and ensure that the success is continued. When looking at the success of a program, it is important to evaluate based off the goals of that program. Clarke and Higgs (2016) found that evaluating a program must include a focus on what they are looking to impact and how, “Our findings appear to suggest that differing LTD goals, in conjunction with these academies’ leadership philosophies of what effective leadership was, were linked to expectations as to the level(s) at which LTD is expected to impact” (Clarke & Higgs 2016). The difficulty in studying the evaluation of leadership program was found by Kichrner and Akdere (2014), “Scholars often grappled with the

notion of adequately evaluating and assessing the effectiveness of these programs in a meaningful manner” (Kirchner & Akdere 2014).

When looking at evaluation methods of leadership development programs, there are many methods. Since an improvement in leadership does not necessarily equate to raw data in the way that can be easily calculated through quantitative research, qualitative is generally preferred. An improvement in leadership skills according to O’Neill (2012) is tied to behavior, those of organizations and of the people within, “People who aspire to be leaders need to develop specific skills. You need to learn statistical tools; you need to study organizational behavior and see what the literature and the practice have to say about how human beings relate to each other in different circumstances” (O’Neill 2012). It can be difficult to evaluate the effectiveness as many of the skills and tools that are being developed might not be used immediately, as the situation in which they are working might not necessitate it. Instead it can be valuable to use qualitative research studies after the fact to evaluate leadership development programs, especially those that are ongoing. In looking at the evaluation of a program that does not relate well to quantitative data, Larsson, Sandhal, Söderhjelm, Sjövoid & Zander (2017) emphasize the use of qualitative methods, “we recommend the use of qualitative follow-up studies. Although weak in terms of reliability, such studies could add valuable and valid in-depth knowledge on pros and cons of leadership development interventions” (Larsson, Sandhal, Söderhjelm, Sjövoid & Zander 2017). The increase of leadership skills connects to so many critical points in an organization, which can also lead to indirect benefits that must be taken into consideration when evaluating the program’s effectiveness. In some cases, the indirect benefits can be just as valuable, and without proper evaluation techniques they might be overlooked. This was the case with Grider, Lofgren and Weickel (2014), “The indirect benefits of the ELDP (Executive Leadership Development

Program) program have been equally as valuable. The graduates now share a common language and a common set of tools and approaches that dramatically improve the communication and implementation of new ideas and initiatives” (Grider, Lofgren, Weickel 2014). This type of benefit is difficult to evaluate through quantitative means.

Some methods to measure the effectiveness of leadership development programs have little to do with metrics or the business but can be seen through the benefits to the organization. Things like developing milestones of development to help chart growth and development in areas that are hard to quantify, Bartlett, Whicker, Bookman, Narayan, Staples, Hering and McGann (2015) looked to evaluate a program through milestones in development rather than specific timelines. “The difference suggests that the milestone-based approach, including use of milestone anchors and targeted faculty development, was more effective in stratifying resident performance” (Bartlett, Whicker, Bookman, Narayan, Staples, Hering & McGann 2015). This can change how effectiveness of a program is measured throughout the program. In addition, some research suggests that the evaluation of a program should be measured both in terms of what it does for the organization, as well as what it does for the individual who completes the program. DeRue and Myers (2014) bring back the dual nature of leadership program, “Strategic alignment should not only enhance employee’s leadership development, but also directly contribute to the business needs of the organization” (DeRue & Myers 2014). Leadership development programs typically meet organizational goals or needs, but they transform the individual going through the development.

In all good training and development practices, it is important to evaluate the effectiveness of the program. The major thing to be evaluated is: Did it improve the leader’s ability to do their

job, thus helping the organizations goals. Aguas, Zapata and Arellan (2017) agreed with this sentiment. “In the end, the final objective is to improve the leader’s behaviors and practices in their work setting” (Grider, Lofgren, Weickel 2014). If a leader can improve their work setting, they should be able to improve their value to the business. Meinert (2018) furthered this by looking at how it will be viewed by those at the highest levels of the organization. “In the end, that’s what senior executives want to see – a connection between these expense programs and improvements in these key business measures” (Meinert 2018). When measuring the impact on the organization, this is not always a direct financial benefit in the present, but it can be prepping for a future problem that will be even more costly, such as a major deficit in the organizations talent pipeline, according to Grider, Lofgren and Weickel (2014), “There is now a rich supply of talent available to assume new responsibilities and tasks to drive the constant improvement in performance in terms of quality, safety, efficiency, service and finance” (Grider, Lofgren, Weickel 2014). This pushed the idea that success in a leadership development program could be evaluated in other ways such as the amount spent for talent acquisition or in potential down time when there is a vacancy in a leadership position.

Individual Involvement

Leadership development is an area of learning and development that impacts the individual in a very different way than other areas of development. In some instances, individuals look to develop themselves and in others they are being asked to go through leadership development by an organization they are a part of. The mentality of the individual who is involved plays a major role in the success of any program. Kirchner and Akdere (2014) tie the success of a leadership development program to the nature of the individual’s involvement. “There is a significant

likelihood that if someone is participating in LDP's against their wishes, that they will not fully-engage the themes being discussed" (Kirchner & Akdere 2014).

When an individual is being asked to go through leadership development by an organization and not of their own internal desire, it can negatively impact their success and growth. Clark and Higgs (2016) found that if a leadership development program only served the organizations goals, individuals were more likely forced to participate. "Where LTD was directed primarily at the organizational level and toward improving performance goals, participation was often mandatory" (Clarke & Higgs 2016). When someone is forced to do something, participation being mandatory, they are less likely to take ownership of its success. Some things discussed include the simple method in which the training is discussed. Petrie (2011) looks at how the simple language being used can impact the individuals view of a development opportunity, "The language of being "sent" to a training, or having a 360-degree assessment "done on me", denotes the fact that many managers still see their development as being owned by someone else – H.R. (Human Resources), training companies or their own manager" (Petrie 2011). This also touches on the idea of ownership of their personal development. To achieve what many organizations are looking for, it will require including the individual in the process. When individuals are part of the process and understand their own needs, they will care more, Petrie (2011). "Many workers unknowingly outsourced their own development to well-intentioned strangers who didn't know them, didn't understand their specific needs and didn't care as much about their development as they themselves should" (Petrie 2011). When the individual does not take ownership, they tend to lack in intrinsic motivation for success.

When an individual takes ownership, it leads to growth and success. If ownership is given to the individual at the beginning of the process, they can see how the process will help them along the way. Goulet, Jefferson and Szwed (2012) saw success with some of the same processes, but there were discussed and handled very differently, “Each participant receives 360-degree feedback at the beginning of the program and uses it to create a learning action plan. Also, participants are encouraged to develop a personal leadership philosophy and maintain leadership journals” (Goulet, Jefferson & Szwed 2012). A successful leadership development program should include a method of putting the individual in control of their own growth and development. This will be a change to the current model and impact the future of successful leadership development programs. When people have ownership, it becomes part of what they do, not just what is done to them, Petrie (2011) stated “People develop fastest when they feel responsible for their own progress. The current model encourages people to believe that someone else is responsible for their development – H.R., their manager or trainers. We will need to help people out of the passenger seat and into the driving seat of their own development” (Petrie 2011). This can be a competing idea, putting the future leader in the driver’s seat, while the organization is strategically focusing on the leadership needs of the organization while developing the leadership program.

Future of Leadership Programs

The future of leadership development is an exciting thing. With the idea that leadership development is a continual process, all of those who are in positions of leadership or looking to get into a position of leadership will be impacted, Kirchner and Akdere believe that all current and future leaders need to be a part of some form of leadership development, “Leadership

development is on-going without a culminating outcome” (Kirchner & Akdere 2014). This will impact who is positioned to participate in leadership development opportunities. It is difficult to identify who to include, based off future potential, but some studies think that no one should be excluded. “By arguing leadership development is a long-term process, identification of the best candidate for a leadership position appears to become rather insignificant” (Kirchner & Akdere 2014). The idea of leadership is changing, as is the world in which these leaders will function. The impact on those in the education system is critical as well. “The managing and leading tasks of school leadership are both complex and interrelated, so that there is no clearly defined, specific “role” of school leadership, but at best a coloured patchwork of many different aspects. Some areas or role segments relate to working with and for people, others to managing resources like the budget. (Huber 2004). The needs of an educational leader are changing and so will the necessary developments to become an impactful and effective leader in educational settings.

Leadership development is not isolated for the technology age. Technology will create new opportunities and needs, but it will also drive new needs for leaders. Petrie (2011) feels that as new technologies are unveiled, it will only lead to a greater need for leadership. “Some of the most important innovations of coming decades will not be new technologies, but new ways of working together that are made possible by these new technologies” (Petrie 2011). The concept of a leader is changing from a single person to the collective nature. As this change continues to occur, it is important to incorporate those ideas into the future of leadership development programs. The change in how leadership impacts organizations moving into the future can be seen through social activity as well. Petrie (2011) looks to the social change in Egypt during 2011. “This transition in thinking may not come quickly or easily. This was evident in the media’s efforts to find the ‘leader’ of the movement that toppled Egyptian president, Hosni

Mubarak. Many people were interviewed by the media without it ever becoming clear who was directing the movement. In contrast, the youths who utilized social networking tools to force regime change after thirty years seemed clear that for them leadership was not aggregated in an individual (they didn't have "a" leader), leadership was distributed throughout their network. This was not the first generation of youths to be frustrated with Mubarak and want him ousted, but it was the first with the tools and the collective mindset to make it happen." This may not be tied to a leadership development program, but it shows the impact that a new vision of leadership can have on something the size of a country. As we move into the future, the role of a leader will be changing as well. Petrie (2011) views a transition from the individual leader to the network of leaders. "However, several interviewees suggest that something more significant may be happening – the end of an era, dominated by individual leaders and the beginning of another, which embraces networks of leadership" (Petrie 2011). It will be important moving forward to be flexible and innovative as the leadership needs will change, to provide development programs that continue to meet the needs of those future leaders. Some of this change will include the celebration of an individual's experiences and how those experiences can be used to grow the leadership skills within that individual as well as those around them. "Sustainable leadership and improvement are about the future and the past. They do not treat people's knowledge, experience and careers as disposable waste but as valuable, renewable and recombinable resources" (Hargreaves, 2007). The development of a leader in the future will require being interdependent on the social network that is chalk full of experiences, and focus on growing the collective along with the individual.

Chapter Summary

There is a vast amount of research into the field of leadership available, and when looking into leadership development programs the amount of research and work is still a vast treasure trove of knowledge. It is important to include in any type of program the development of the three major types of leadership: situational, transactional and transformational. Effective leadership development programs also must include a look at the evaluation method of success during the development process. These measures of success vary from program to program, while typically meeting organizational needs. Individuals who are participating in leadership development programs must also see value in the success. If a program is entirely organizational need driven, then individuals are more likely to feel forced into something and see less benefit. Leadership is going through a major change due to societal and technological changes. These changes are putting less emphasis on the icon figure of a leader, and more emphasis on collective leadership. These changes will impact how effective and efficient leadership development programs are moving forward into a period of an already predicted leadership deficit.

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