

TRANSFERABILITY OF THE
LEADERSHIP EAU CLAIRE TRAINING

by

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A Research Paper

Submitted in Partial Fulfillment of the

Requirements for the

Master of Science Degree

in

Training and Development

Approved: 4 Semester Credits

Research Advisor

The Graduate School

University of Wisconsin-Stout

August, 2003

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ABSTRACT

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Transferability of the Leadership Eau Claire Training

Training and Development

Dr. Joseph Benkowski August 1, 2003 38 Pages

American Psychological Association, 5th edition

The purpose of this study is to determine the effectiveness and measure the impact of the Eau Claire Leadership program. A survey was administered to the Leadership Eau Claire alumni that reside in the Chippewa Valley. The respondents were asked to score their level of leadership in non-profit organizations before participating in Leadership Eau Claire and following their participation. The purpose of the second part of the survey was to measure the affect of Leadership Eau Claire on nine traits often used to describe effective leaders. Overall, the training transfers from the learning environment to the daily activities of the participants. The leadership skills were affected, but only moderately.

ACKNOWLEDGEMENTS

I would like to express my sincere appreciation to the faculty of the Training and Development program at UW-Stout. Their knowledge and willingness to share, both professional and personal experiences, helped make earning this degree and completing this paper a very positive experience.

Thank you to Dr. Joseph Benkowski for his patience and encouragement, to my special friends, Barb Flynn and Leann Wurtzel, for their unending emotional support, and my sister Teresa Berg, for not letting me forget why I started and must finish the degree.

Finally, Alex and my three children, Audra, Tyler and Sara, thank you for giving me the time to study and write, for never doubting I would finish, and letting me be crazy once in a while.

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CHAPTER ONE

INTRODUCTION

Introduction

The motto of the Greater Eau Claire Area Chamber of Commerce is "...Doing things most people think just happen!" One of the things that "just happen," is the Leadership Eau Claire program. The chamber has been offering the Leadership Eau Claire training program for 20 years. The Leadership Eau Claire training seminars are designed to increase the participant's leadership skills. The Greater Eau Claire Area Chamber of Commerce, host of the Leadership Eau Claire program, intends that the Eau Claire community will benefit from this increase in leadership. During the nine-month program, participants gain knowledge about the Eau Claire community, leadership characteristics, and themselves. It is important to know, for a number of reasons, if the program accomplishes the objectives and, if knowledge and skills are retained. As stated in the Leadership Eau Claire 1996-1997 year-end evaluation, "The goal of Leadership Eau Claire is to offer leadership opportunities through development of an understanding of the community around us. In an effort to prepare tomorrow's leaders, key community issues are explored, decision-makers are brought to the program, tours are offered, and experiential simulations offer real-life decision making models. Group projects offer the participants an opportunity to utilize the resources gained throughout the year in an effort to take part in 'community trusteeship,' that component that emphasizes our roles and responsibility to our communities. Through this activity, participants become better acquainted to real issues, allocation of community resources, and better informed, whether in their own organizations, or, through community involvement."

Problem Statement

Little is known about the extent skills learned in training are utilized. A profile of the leadership skills and activities, of the Leadership Eau Claire Alumni, will be produced to determine the extent to which Leadership Eau Claire training is transferred.

Research Questions

This study sought to answer the following questions:

- Are Leadership Eau Claire Alumni more actively involved in leadership roles in volunteer organizations after the Leadership Eau Claire training, than before?
- Was the ability to apply the various skills of an effective leader affected by the Leadership Eau Claire training?

Research Model

The analysis was compiled from the results of a survey that was administered to the Leadership Eau Claire alumni that reside in the Chippewa Valley. The survey included a list of non-profit organizations that depend on its membership to assume roles of leadership to guide the volunteers toward accomplishing the goals of the organization. The respondents were asked to score their level of leadership in the non-profit organizations before participating in Leadership Eau Claire and following their participation. The purpose of the second part of the survey was to measure the affect Leadership Eau Claire had on nine traits often used to describe effective leaders. A Likert Scale was used to measure the level of change in both sections of the survey. A third part of the survey, though not measurable, was 'open space' for any additional

comments. This section offered an open forum for respondents to report any aspects of the leadership program they felt noteworthy.

Purpose of the Study

The first reason, to determine the effectiveness and measure the impact of the Eau Claire Leadership program, is to attract new and retain past sources of funding. The Greater Eau Claire Area Chamber of Commerce draws upon the resources of its members and many governmental agencies. The results of this study will help justify the expenses incurred by these sponsors.

A second reason this study is important is recruitment. Results of this study will be an excellent marketing tool to attract prospective participants. As the Chamber of Commerce prepares for the upcoming years, the recruitment committee can use the data collected to illustrate the skills and knowledge gained by the alumni.

The results of the study will have great value to the committee designing the Leadership of Eau Claire curriculum for the next years. The analysis will assess the extent to which the Leadership training affected the leadership skills. This feedback will play an instrumental role in the changes made in the curriculum.

Finally, the results will determine if the Greater Eau Claire Area Chamber of Commerce should take the concept of the Leadership Eau Claire program to other Chambers of Commerce. If Leadership Eau Claire does improve the skills and knowledge of the participants, and they do in fact, retain and implement these abilities, should other communities develop a similar leadership program?

In general, the profile developed and the analysis of the data will be a marketing tool. This study will show how Leadership Eau Claire benefits participants, thereby the

community's leadership improves and possibly the leadership of other communities in the future.

Limitations of the Study

1. This study applies only to the alumni that were residents of the Chippewa Valley.
2. Only nine of the numerous leadership characteristics were assessed.
3. In some cases more than ten years have passed, since the alumni participated in the program. The reliability of human memory was not a measured consideration.
4. Results apply to alumni of Leadership Eau Claire and may not be generalized.
5. The Leadership Eau Claire program objectives are the same each year, but the activities are different. It is not the researcher's intent to define the program.

Assumptions

1. The researcher believed the instrument was valid because it was field-tested.
2. Respondents will be honest.

Definitions

To clarify, the following terms were defined.

Chippewa Valley – defined by the researcher as the geographical area that is serviced by the United States Post Office by the 547 zip code prefix.

Leadership - the process of influencing an organized group toward accomplishing its goal (Wren, 1995, p. 136).

Likert Scale – “A type of instrument commonly constructed and used to measure opinion. It is characterized by requiring the participant to answer questions by selecting from among choices that range from strongly agree to strongly disagree” (Reynolds, 1993, p. 134).

Researcher – “The HRD role of identifying, developing, or testing new information (theory, research, concepts, technology, models, hardware, etc.) and translating the information into implications for improved individual or organizational performance” (Reynolds, 1993, p. 208).

Summary

Leadership Eau Claire is an ongoing, recursive program. Its structure is open to the ideas of the current participants, responsive to the needs of the community, and shaped by the vision of the Executive and Curriculum Committees. The main reason for this study is to substantiate the effectiveness of the Leadership Eau Claire program. Chapter 2, the literature review, will further discuss the need for assessing transfer of training and leadership characteristics. Chapter 3 will discuss the research methodology used in the study. Chapter 4 will report the findings of the survey. In Chapter 5, the researcher will summarize the paper and have recommendations for using the results of the study.

CHAPTER TWO

LITERATURE REVIEW

Chapter Overview

This chapter looks at multiple references pertaining to the research project. Information is used from resources concerning various topics including: definition of leadership and leader, leadership theories, leadership characteristics, history of adult education, adult learning, and course evaluation.

Leader is a term used to describe so many people, in so many different situations, that it is questionable if everyone is describing the same trait. Since the beginning of written history, leaders have been depicted on cave walls. Even outside the human world, in the animal kingdom, leaders can be found. There are leaders everywhere, from lions to gorillas, from Joan of Arc to Martin Luther King, Jr. What makes someone a leader? Does being born of royal blood make you a leader? Does a leader form because there is a situational climate in need of a leader? Can you choose to be a leader? First the researcher will define leadership and leader.

Leadership

Wren states, leadership is “the process of influencing an organized group toward accomplishing its goal” (1995, p.136). As the word process implies, leadership is not the person or an event, but a series of events orchestrated by a person or persons. When comparing leadership to management, Field Marshall Sir William Slim stated, “Leadership is of the spirit, compounded of personality and vision...Management is of the mind more a matter of accurate calculations, statistics, methods, timetables, and routines” (Bennis, 1990, p.44).

Leader

Leader, on the other hand, cannot be defined meaningfully by a simple sentence. A simple definition is – one who does not follow. A leader is best described, not defined. A description of a leader includes characteristics or traits, and a choice of style, all within a context. “The leader is only one of three essential elements: the leader, the follower, and the surrounding situation or context. An effective leader must know something about each (element), and how they interact,” explains J. Thomas Wren (1995, p. 29).

Leadership Theories

Theoretical work on leadership was developed throughout the century, starting with 'trait theory' (based on trait and other characteristics of leaders), through to theories which focus on the way leaders use and exploit power, theories which explore behavioral approaches, others which look at contingencies (House, 1971; Vroom & Yetton, 1973; Vroom & Jago, 1988), and finally those which consider situational aspects. The most widely recognized leadership theories have emphasized the importance of the situation (Fiedler & Chemers, 1974; House, 1971), interpersonal or transformational influences (Burns, 1978; Bass, 1985), and differentiation in the exchange relationships between leaders and their subordinates (Graen & Cashman, 1975). Situationally-based contingency and closely related path-goal theories provide the incorporation of contextual factors on the relationship between the leader and his or her followers (Fiedler, 1967; Fiedler & Chemers, 1974; House, 1971). Included in these theories is the premise that a leader's effectiveness is impacted by external factors outside of the leader-follower interaction. Those factors include task structure, the authority structure, and the work

group. The theory predicts that these contextual elements together with the leader-follower relationship determine the leader's effectiveness.

Another set of theories deals with the issue of interpersonal influences between the leader and follower. Transformational leadership theories (Burns, 1978; Bass, 1985; Yammarino, Dubinsky, Comer, & Jolson, 1997) greatly rely on the effective component of the cognition to affect the loyalty and commitment of the follower to the leader. By providing vision and strong ideology, the leader can inspire the follower and the follower subsequently performs as a result of some emotional attachment. This theory emphasizes the strength of the interpersonal relationship and minimizes the impact of external influences.

The leader-member-exchange (LMX) theory explores the development of the leader-follower relationship (Graen & Cashman, 1975). This theory argues that leader effectiveness hinges on the interactions between the leader and the follower. LMX theory also emphasizes the importance of resources that each side contributes to the growth and trust of the relationship. Organizational outcomes such as turnover and performance ratings, have been found to be related to the magnitude of the leader-member relationship (Graen, Liden, & Hoel, 1982).

Characteristics of a Leader

To best define what characteristics a leader must possess, the researcher will discuss Kouzes and Posner's viewpoints as described in The Leadership Challenge. According to these authors, the presence of six characteristics is necessary to take the leadership challenge. The first characteristic of an effective leader is to challenge the process and learn from mistakes and successes, as well as, confront the status quo. To

inspire a shared vision and attract people to this common purpose is the next step in the leadership process. The third characteristic is to be able to enact others to act. Promoting cooperative goals and a mutual trust is a must. Modeling is the fourth step in the process. This involves following through on the leader's own spoken words. The fifth characteristic is encouraging the heart, linking appropriate rewards with performance. The sixth and final characteristic of the Leadership Challenge is to begin the journey. The leader needs to begin to make a difference in this final stage (1995).

History of Adult Education

Adult education as defined by the Columbia Encyclopedia is "extension of educational opportunities to those adults beyond the age of general public education who feel a need for further training of any sort, also known as continuing education." The encyclopedia also describes the development of adult education.

The earliest American forms of adult education were the public lectures given in the lyceum (c.1826) and the Lowell Institute of Boston endowed by John Lowell (1836). In 1873 the Chautauqua movement introduced the discussion group and modified lecture system. Free public lectures supported by the Dept. of Education of New York City were inaugurated in 1904. In 1926 the Carnegie Corporation organized the American Association for Adult Education, which later became the Adult Education Association of the U.S.A. In 1982 it merged with the National Association for Public Continuing Adult Education to form the American Association for Adult and Continuing Education. This group, through its research and publications, works not only to promote education as a lifelong learning process but also to systematize the methods and philosophy of the field (Columbia Encyclopedia, 2000, p. 567).

Adult Learning

In order to effectively train an adult, one must understand how they learn. Adults learn differently than children. They learn by doing, requiring realistic examples and problems; they relate their learning to what they already know, prefer an informal environment, need a variety of stimulants, and prefer meeting objectives to being graded, according to Goad (1982). Adults attend courses to solve a specific problem, for their jobs, or to learn more about a topic they are interested in. They attend with a current

purpose and need to apply what they learn. Knowles (1980) has promoted his adult learning principles and practices under the banner of andragogy. In this context of adult learning practices, the learner exercises greater autonomy in matching his or her preferred modes of learning to the specified learning objectives and also has more say about what the outcomes of the learning process are intended to be.

Assumptions about how adults learn differently from children, are summarized by Margolis and Bell:

- Adults are motivated to learn as they develop needs and interests that learning will satisfy. Therefore, learners' needs and interests are the appropriate starting points for organizing adult learning activities.
- Adult orientation to learning is life or work centered. Therefore, the appropriate frameworks for organizing adult learning are life or work related situations, not academic or theoretical subjects.
- Experience is the richest resource for adult learning. Therefore, the core methodology for adult learning programs involves active participation in a planned series of experiences, the analysis of those experiences, and their application to work and life situations.
- Adults have a deep need to be self-directing. Therefore, the role of the human resource management specialist is to engage in a process of inquiry, analysis, and decision making with learners.
- Individual differences among adult learners increase with age and experience. Therefore, adult learning programs must make optimum provision for differences in style, time, place, and pace of learning.

Evaluation

Evaluating a training program is the only way to determine if it truly made a difference. The American Society of Training and Development states that Donald Kirkpatrick has provided a sound framework for evaluating training. There are four levels: reaction, learning, behavior, and results. Reaction is merely the learner's opinion of the course. Learning tests the knowledge and skills the course was designed to teach. Behavior deals with how well the knowledge and skills learned transfer to the learner's skill set. Training participants may have a high opinion of the training, understand the

topic, but not use the new knowledge or skills outside the classroom or training setting. Measuring the change in behavior is usually done, by sending a survey to the learner or their supervisor sixty to ninety days following the course. The fourth and final level of evaluation is results. This level is often overlooked and may be the hardest to measure. It looks at the effects the training had on the organization's bottom line (1991).

The primary and overriding objectives of the evaluation of training initiatives should be to collect data that will serve as a valid basis for improving the training system and maintaining quality control over its components. Sims states several potential benefits resulting from evaluating training efforts are as follows:

- Improved accountability and cost effectiveness for training initiatives, which might result in an increase in resources.
- Improved effectiveness (Are initiatives producing the results for which they were intended?)
- Improved efficiency (Are the initiatives producing the results for which they were intended with a minimum waste of resources?)
- Greater credibility for the training staff to include information on how to do a better job now or in future initiatives, or to redesign current or future initiatives.
- Stronger commitment to and understanding of training by key executives and managers so they can make up for deficiencies and confirm or disconfirm subjective feelings about the quality of organizational training.
- Formal corrective feedback system for developing strengths and weaknesses of training participants.
- Trainees that understand the experience more fully and are more committed to the initiative.
- Leaders better able to determine whether to send potential recruits to future training initiatives.
- Quantifiable data for organizational researchers and training initiative developers interested in training research.
- Increased visibility and influence for training initiative sponsors.
- Increased knowledge and expertise in the development and implementation of training initiatives that produce

the results for which they were intended (1998, p. 120).

Summary

This chapter was a reporting of multiple references pertaining to the topics of: definition of leadership and leader, leadership theories, leadership characteristics, history of adult education, adult learning, and evaluation. In a given situation, a leader can evoke others to accomplish goals because they have characteristics other members of the group do not have. Leaders challenge the status quo, inspire a vision, enact others to act, model the expected behavior, encourage by providing appropriate rewards, and make a difference. Adult education has changed throughout the ages, from on-the-job task oriented, physical skills development to upper-management training to increase production and business learning. Adults learn differently than children. Training must meet the adult learner's needs and must be applied. Evaluation of the training can and should occur at four levels. The learner's opinion can be assessed during and immediately following the training. Participants should be tested throughout the training to determine if the objectives are met. After time has passed, a survey should be implemented to determine if the behavior of the learner has changed. The final level of evaluation, though often overlooked, is the effect the training has on the organization's bottom line. The next chapter will address the methodology used to gather data to measure the effectiveness of the Leadership Eau Claire training.

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

The transferability of leadership training, like most soft-skills training is very subjective. The profile of the Leadership Eau Claire alumni was produced by this study, to quantify certain characteristics of a leader and to better assess the extent to which the training transferred from the training environment to real-life.

This chapter outlines the study. Design of the research and why that design was chosen is explained first. The description of the population and sampling follow to define the scope of the study. The instrument used is detailed to identify data needed, data sources, and collection process.

Research Design

This study was designed as a descriptive, exploration of the transferability of the Leadership Eau Claire leadership program. The researcher was in need of a list of alumni personal characteristics, both prior to and following the training. Data was collected by a survey of the alumni of the Leadership Eau Claire program. As a current member of the Leadership Eau Claire program, the researcher was also able to observe current participants.

Transferability of leadership training is not measurable like many other skills. Leadership is a combination of skills, knowledge, and attitudes. This made it necessary to gather alumni's opinions and self-assessments. This study is dependent on the alumni's perception of their own leadership capabilities. It is expected from the onset

that the Leadership Eau Claire participants will evaluate the program and offer feedback. This expectation greatly fostered the researcher's need to collect data.

The study was conducted by using a five-step approach: (1) needs analysis, (2) reviewing past and current literature pertaining to the topic of leadership characteristics and transferability of training, (3) survey instrument design and distributing the survey, (4) data analysis, and (5) recommendations and summary.

Population

The Greater Eau Claire Area Chamber of Commerce has been sponsoring the Leadership Eau Claire program for 20 years. Each year the enrollment numbered 24 to 36 members. At the time of the study, over 300 people have embarked on the journey to become better leaders. As the program continued, the membership progressed down the ranks of management, and reached deeper into the pool of small business owners. As more women joined management of larger companies and started businesses of their own, the number of women involved in Leadership Eau Claire also increased. There were representatives from governmental agencies, education, manufacturing, personal service, agriculture, financial specialists, and media.

Leaders can be found wherever a group forms. This study was limited to the Chippewa Valley residents, who think of themselves as leaders, or were recognized by their employers as leaders. Because leadership is such a personal creation, only the participants in Leadership Eau Claire were able to assess the effects of the Leadership Eau Claire training.

Sampling

This study was designed to survey all past participants in Leadership Eau Claire. There was no sampling. The current addresses of all alumni were available. Even with a 100 percent mailing, the response rate was extremely high. The researcher attributes this to the integrity of the alumni and the expectation of the participant's feedback mentioned earlier in this report.

Instrument

The survey sent to all alumni of Leadership Eau Claire, still residing in the Chippewa Valley, was based on a simple Likert Scale, with opportunity for the subject to further their response in long-hand. The basic demographic information was addressed first. The questions focused on pre-training leadership skills and involvement, and then post-training. There was also attention given to the curriculum of Leadership Eau Claire, and other activities the alumni may have been involved in since they participated in training. The respondents were also asked to volunteer any other information they thought would be relevant to the change in their leadership activity (promotion, life stage, etc.).

The measurement of leadership will always be subjective. The data gathered is valid, because it addresses the knowledge, skills and attitudes of only those that participated in Leadership Eau Claire. The reliability was ascertained by the lack of bias on the researcher and the instrument. The researcher was not affiliated with any supporter or sponsor of Leadership Eau Claire. The Greater Eau Claire Area Chamber of Commerce did endorse the researcher, but was in no way associated with the development or design of the study.

Summary

The purpose of this study is to substantiate the effectiveness of the Leadership Eau Claire program. A survey was sent to the Chippewa Valley Alumni of the Leadership Eau Claire training to gather demographic data, the participant's level of leadership before and after the training, and the level of change, if any, in their leadership skills. Chapter 1 defined the need for the study. In Chapter 2, current literature was studied to examine other writings in this area of study. In this chapter the research design and methodology was explained. In the next chapter, the results of the study will be reported.

CHAPTER FOUR

ANALYSIS OF DATA

Introduction

The purpose of this study is to determine the effectiveness and measure the impact of the Leadership Eau Claire program. The main objective was to measure the alumni's involvement in leadership roles in volunteer organizations before and after their participation in the leadership training. A second objective was to determine if the training affected the participant's leadership skills. Surveys were sent to the alumni of the Leadership Eau Claire training program.

This chapter involved the reporting of the survey's findings. The survey instrument consisted of rating the change in the level of leadership in volunteer organizations before and after the Leadership Eau Claire training and rating the degree to which the effective leader skills were affected by the training.

Subject Information

At the time of the study, Leadership Eau Claire had been active for over 20 years. Each year the number of participants varied, but ranged from 24 to 36. The Chamber of Commerce of Eau Claire provided a list of 315 past participants. The researcher restricted the list to only those participants that still lived in the Chippewa Valley. This area was defined by the 547 index of the participant's zip code and reduced the list to 225 possible respondents. Of the 225 surveys mailed, 123 were returned, for a response rate of 54 percent.

Interpretation of Results

Table I, II and III show various attributes of the respondents' profile, followed by a brief interpretation of the data:

Table I

YEARS SINCE COMPLETING LEADERSHIP EAU CLAIRE

	Low	High	Range	Mean
Years Since Completing Leadership Eau Claire	2	16	14	8.9

The number of years since the respondent's participation has a range of 14 years, from two years ago to 16 years ago, with a mean of 8.9. Six respondents chose not to answer this question.

Table II

RESPONDENT'S GENDER

Gender	Responses	Percent
Male	79	64%
Female	44	36%

Sixty-four percent of the respondents were male and 36 percent were female.

Table III

RESPONDENT'S LEVEL OF EDUCATION

Level of Education	Responses	Percent
High School/GED	10	8.13%
Associate's Degree	7	5.69%
Pursuing Bachelor's	1	0.81%
Bachelor's	55	44.72%
Master's	33	26.83%
Doctorate	16	13.01%
No Response	1	0.81%

Over 90 percent of the respondents have more than a high school education, with the greatest percentage of respondents having a Bachelor's degree. With nearly 40 percent of the respondents having a Master's or Doctorate degree, the Leadership Eau Claire program draws highly educated participants.

Table IV shows the difference in the means of the level of leadership in volunteer organizations before and after participating in the Leadership Eau Claire program:

TABLE IV

**DIFFERENCE IN MEANS OF THE LEVEL OF LEADERSHIP
BEFORE AND AFTER LEADERSHIP EAU CLAIRE**

Organization	Responses	Before Leadership Mean	After Leadership Mean	Mean Difference
Lions	1	1.00	1.00	0.00
Kiwanis	11	3.09	3.45	0.36
Jaycees	8	3.75	3.50	-0.25
Boy Scouts	6	2.83	3.66	0.83
Girl Scouts	6	3.50	3.33	-0.16
YMCA	19	1.73	2.42	0.78
City Recreation	16	2.12	2.31	0.18
Junior Achievement	6	2.16	3.00	0.83
Chamber of Commerce	45	1.93	2.40	0.46
Triniteam	5	3.00	1.00	-2.00
Kinship	1	1.00	1.00	0.00
Big Brothers/Sisters	3	1.66	1.66	0.00
Regional Arts	17	1.58	1.76	0.17
City Government	18	2.66	3.50	0.83
County Government	9	2.55	3.44	0.88
School Board	3	2.66	2.66	0.00
Church	50	2.70	3.16	0.46

Interpretation of the difference in means of the level of leadership before and after Leadership Eau Claire

The Likert scale used in this section of the survey instrument had the following values: 0 = No Participation, 1 = No Leadership, 2 = Seldom Lead, 3 = Occasionally

Lead, 4 = Frequently Lead, and 5 = Always Lead. Having a greater mean after the leadership training than before the leadership training states the level of leadership increased. The leadership in three organizations decreased after the training, four organizations had no change in leadership, and ten organizations had an increase in leadership. County Government had the greatest increase in the level of leadership, followed by Boy Scouts, Junior Achievement and City Government.

Table V shows the extent to which the leadership training affected nine leadership skills.

Table V

LEADERSHIP TRAINING EFFECTIVENESS

Leadership Skill	Mean	Standard Deviation
Conflict Resolution	2.139	1.086
Creative Thinking	2.623	1.093
Problem Solving	2.451	1.069
Critical Thinking	2.405	1.005
Team Building	3.115	1.166
Self-Assessment	2.736	1.101
Resource Availability	3.575	1.209
Time Management	2.115	1.077
Strategic Planning	2.328	1.188

Interpretation of the Leadership Training Effectiveness data

The Likert scale used in this section of the survey instrument had the following values: 1 = Little Effect, 3 = Moderate Effect, and 5 = Substantial Effect. The leadership training had the least effect on Time Management and Conflict Resolution skills. The training had the greatest effect on Team Building and Resource Availability. The low Standard Deviation indicates the responses were clustered. The Standard Deviation for

Team Building, Resource Availability, and Strategic Planning is greater than 1.1. This indicates that the responses were not clustered, but fell more evenly across the scale.

Open Space Responses

The third portion of the survey was 'open space' for the respondents to offer any comments concerning the effectiveness of the Leadership Eau Claire program. The responses are reported in the Appendix C.

Summary

Past Leadership Eau Claire participants, still living in the Chippewa Valley, were surveyed to measure the change in the level of involvement in leadership roles, in volunteer organizations, before and after their participation in the leadership training. A second objective was to determine if the training affected the participant's leadership skills. The response rate was 54 percent.

A profile of the respondents, including age, gender, level of education, and number of years since participating in the leadership training was reported. The level of leadership involvement, in volunteer organizations before and after the training, was compared. The effectiveness of the training was measured by assessing the affect the training had on nine leadership skills. Tables of the results were also displayed. The next section of the report addresses the results by making recommendations and conclusions. A final summary is also included in chapter five.

CHAPTER FIVE

CONCLUSIONS OF RESEARCH PROJECT

Summary

Leadership Eau Claire training seminars are designed to increase the participant's leadership skills. It is the intent of the Greater Eau Claire Area Chamber of Commerce, the host of the Leadership Eau Claire training program that the Eau Claire community will benefit from this increase in leadership. Since little is known about the extent skills learned in training are utilized, this study sought to answer the following questions:

- Are Leadership Eau Claire Alumni more actively involved in leadership roles in volunteer organizations after the Leadership Eau Claire training, than before?
- Was the ability to apply the various skills of an effective leader affected by the Leadership Eau Claire training?

Purpose of the Study

The purpose of this study, to determine the effectiveness and measure the impact of the Eau Claire Leadership program, is important for various reasons. The first reason is to attract new and retain past sources of funding. A second reason is recruitment. The results of this study will be an excellent marketing tool to attract prospective participants. Results of the study will have great value to the committee designing the Leadership of Eau Claire curriculum for the next years. The analysis will assess the extent to which the Leadership training affected the leadership skills. Finally, the results will determine if the Greater Eau Claire Area Chamber of Commerce should take the concept of the

Leadership Eau Claire program to other Chambers of Commerce. In general, the profile developed and the analysis of the data will be a marketing tool. This study will show how Leadership Eau Claire benefits participants, thereby the community's leadership improves and possibly the leadership of other communities in the future.

Methods and Procedures

The analysis was compiled from the results of a survey that was administered to the Leadership Eau Claire alumni that reside in the Chippewa Valley. The survey included a list of non-profit organizations that depend on the membership to assume roles of leadership to guide the volunteers toward accomplishing the goals of the organization. The respondents were asked to score their level of leadership in the non-profit organizations before participating in Leadership Eau Claire and following their participation. The purpose of the second part of the survey was to measure the affect of Leadership Eau Claire on nine traits often used to describe effective leaders. A Likert Scale was used to measure the level of change in both sections of the survey. A third part of the survey, though not measurable, was 'open space' for any additional comments. This section offered an open forum for respondents to report any aspects of the leadership program they felt noteworthy.

Conclusions

The Leadership Eau Claire participants reported an increase in their level of leadership in over half of the volunteer organizations listed in the survey. This is a substantial increase. Many participants were selected to attend Leadership Eau Claire because they were already leaders. To be recognized as a leader and then increase the level of leadership even more is a great accomplishment. It is concluded that the training

transferred from the learning environment to the daily activities of the participants. The training had only a moderate effect on eight of the leadership skills and substantial effect on the leadership skill of resource availability. The researcher concludes that the eight leadership skills were affected only moderately, because the participants already have these skills in their skill set. With each topical day concentrating on diverse subjects, such as agriculture, media, education, industry, and health and human services, it is not surprising that participants “step out of the box’ and learn about matters other than their own area of expertise. Therefore, their knowledge of resources is increased. In general, the Leadership Eau Claire training meets the goal of the sponsor, to develop an understanding of the need for leadership and be involved in the community in a leadership role.

Recommendations

Overall, Leadership Eau Claire training transfers and the leadership skills are affected moderately. It is recommended that the program continue to be offered, and the curriculum committee should continue to survey the current class for suggestions for improvement, where needed. It is further recommended, based on the Open Space comments in Appendix C, that the program be marketed as a great source for networking with other area leaders. The researcher suggests the hosts of Leadership Eau Claire share the training format with other chambers of commerce, so that other communities can benefit like Eau Claire.

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Appendix A

Cover letter for Leadership Eau Claire

Survey



THE GREATER EAU CLAIRE AREA
CHAMBER *of* COMMERCE

Babette S. Hurt
229 West Elm Street
Chippewa Falls, WI 54729

June 4, 1997

Dear Leadership Eau Claire Alumnist:

Leadership Eau Claire is an unforgettable experience. As a participant, I looked forward to spending one day a month learning about the Chippewa Valley, what it has to offer, and how to get more involved. The Greater Eau Claire Area Chamber of Commerce is doing the community a great service by providing an avenue for information to be shared and recognizing the need for more leaders.

As many of you are aware, the need for training employees is a growing concern of business managers. If the time and money is invested into a training program, will there be a change in the behavior of the employee? Will the new skills and knowledge transfer from the learning environment to the workplace? These questions often plaque the decision-makers.

Currently, I am completing my Master's Degree in Training and Development at UW-Stout. The topic of my thesis is the Transferability of Training, more specifically Leadership Training. I have chosen the alumni of the *Leadership Eau Claire* program as the subjects of my study. I am asking you to please take a few minutes to complete the enclosed survey. The intent is to determine if training, of this design, does in fact affect the behavior of the participants.

Please be assured that your response to this survey will be kept confidential. Your promptness will be greatly appreciated. Please return the completed survey by June 20, in the enclosed self-addressed stamped envelope.

Sincerely,



Babette S. Hurt



Appendix B

Leadership Eau Claire Survey

Leadership Eau Claire Alumni Survey

In what year did you complete Leadership Eau Claire? _____

Age: _____ Gender: Female _____ Male _____

Level of Education Completed: _____ High School/GED
 _____ Associate's Degree
 _____ Bachelor's Degree
 _____ Master's Degree
 _____ Doctorate Degree

Which of the following best describes your job title:	During Leadership Eau Claire.	At the present time.
Owner	_____	_____
Administration	_____	_____
Upper Management	_____	_____
Mid-Management	_____	_____
Administrative Support	_____	_____

Which of the following best describes the company you represent(ed):

Number of employees:	_____	_____
1	_____	_____
2 to 25	_____	_____
26 to 100	_____	_____
101 to 400	_____	_____
104 to 1000	_____	_____
1001+	_____	_____

Company Ownership:	_____	_____
Sole-Proprietor	_____	_____
Partnership	_____	_____
Corporation	_____	_____

Home Office located in:	_____	_____
Eau Claire	_____	_____
Chippewa Valley	_____	_____
Wisconsin	_____	_____
Upper Mid-west	_____	_____
United States	_____	_____
Foreign Country	_____	_____

Leadership Eau Claire Alumni Survey

Please consider your participation in the following organizations. If you **do not** participate, circle 0. If you **do** participate, please rank the time you spend in a leadership role, using the following Likert scale. Remember to respond to **both** the before and after Leadership Eau Claire columns.

No Participation	0
Participate, No Leadership	1
Participate, Seldom Lead	2
Participate, Occasionally Lead	3
Participate, Frequently Lead	4
Participate, Always Lead	5

	Before Leadership Eau Claire	After Leadership Eau Claire
Lions.....	0 1 2 3 4 5	0 1 2 3 4 5
Kiwanis.....	0 1 2 3 4 5	0 1 2 3 4 5
Jaycees.....	0 1 2 3 4 5	0 1 2 3 4 5
Boy Scouts	0 1 2 3 4 5	0 1 2 3 4 5
Girl Scouts.....	0 1 2 3 4 5	0 1 2 3 4 5
YMCA.....	0 1 2 3 4 5	0 1 2 3 4 5
City Rec Programs.....	0 1 2 3 4 5	0 1 2 3 4 5
JR Achievement.....	0 1 2 3 4 5	0 1 2 3 4 5
Chamber of Commerce.....	0 1 2 3 4 5	0 1 2 3 4 5
Triniteam.....	0 1 2 3 4 5	0 1 2 3 4 5
Kinship.....	0 1 2 3 4 5	0 1 2 3 4 5
Big Brother/Big Sister.....	0 1 2 3 4 5	0 1 2 3 4 5
State Regional Arts Center.....	0 1 2 3 4 5	0 1 2 3 4 5
City Government.....	0 1 2 3 4 5	0 1 2 3 4 5
County Government.....	0 1 2 3 4 5	0 1 2 3 4 5
School Board.....	0 1 2 3 4 5	0 1 2 3 4 5
Church Associations.....	0 1 2 3 4 5	0 1 2 3 4 5
Other _____	0 1 2 3 4 5	0 1 2 3 4 5
Other _____	0 1 2 3 4 5	0 1 2 3 4 5

Leadership Eau Claire Alumni Survey

Listed below are skills necessary for effective leadership. Using the following Likert scale, rate the extent to which Leadership Eau Claire has affected your ability to apply these skills.

	Little Affect		Moderate Affect		Substantial Affect
Conflict Resolution.....	1	2	3	4	5
Creative Thinking.....	1	2	3	4	5
Problem Solving.....	1	2	3	4	5
Critical Thinking.....	1	2	3	4	5
Team Building.....	1	2	3	4	5
Self Assessment.....	1	2	3	4	5
Resource Availability.....	1	2	3	4	5
Time Management.....	1	2	3	4	5
Strategic Planning.....	1	2	3	4	5

Lessons From The Geese

As each goose flaps its wings, it creates an "uplift" for the bird following. By flying in a "V" formation, the whole flock adds 71% more flying range than if each bird flew alone.

Lesson: People who share a common direction and sense of community can get where they are going quicker and easier because they are traveling on the thrust of one another.

Whenever a goose falls out of formation, it suddenly feels the drag and resistance of trying to fly alone and quickly gets back into formation to take advantage of the lifting power of the birds immediately in front.

Lesson: If we have as much sense as a goose, we will join in formation with those who are headed where we want to go.

When the lead goose gets tired, it rotates into the formation and another goose flies at the point position.

Lesson: It pays to take turns doing the hard tasks and sharing the leadership-with people, as with geese, interdependent with one another.

The geese in formation honk from behind to encourage those up front to keep up their speed.

Lesson: We need to make sure our honking from behind is encouraging-not something less helpful.

When a goose gets sick or wounded or shot down, two geese drop out of formation and follow their fellow member down to help and provide protection. They stay with this member until he or she is able to fly or dies. They then launch out on their own, with another formation, or to catch up with their own flock.

Lesson: If we have as much sense as the geese, we'll stand by one another like they do.

Leadership Eau Claire Alumni Survey

Please offer any comments concerning the effectiveness of the Leadership Eau Claire program.

If you are interested in receiving a copy of the results of this study, please call (715) 232-1484 and record your name and address.

I understand that by returning this questionnaire, I am giving my consent as a participating volunteer in this study. I understand the basic nature of the study and agree that any potential risks are exceedingly small. I also understand the potential benefits that might be realized from the successful completion of this study. I am aware that the information is being sought in a specific manner so that no identifiers are needed and so that confidentiality is guaranteed. I realize that I have the right to refuse to participate and that my right to withdraw from participation at any time during the study will be respected with no coercion or prejudice.

NOTE: Questions or concerns about participating in the research or subsequent complaints should be addressed first to the researcher or research advisor and second to Dr. Ted Knous, Chair, UW-Stout Institutional Review Board for the Protection of Human Subjects in Research, 410 BH, UW-Stout, Menomonie, WI 54751, phone (715) 232-1126.

Appendix C

Open Space Comments

Wonderful program, especially, retreat, team projects and participatory sessions.

Having been born and raised in Eau Claire, I found this program beyond my knowledge of Eau Claire. The information was priceless!! New friends in every field was a key ingredient. Respect also grew. I have been an active vocal voice in support of Leadership Eau Claire. The programs were so organized, the variety was superb, and the staff was so great!! I am thrilled and proud to have been part of the Leadership Eau Claire program.

It's strongest aspect is introducing area leaders and potential leaders to Eau Claire – civic, arts, industrial, etc. I believe follow up gatherings for the graduating group would help solidify the relationships built and contacts made through the program.

It was truly an effective program for networking, resource awareness, and contacts. Unfortunately many in my class have moved from the area, however I still have many valuable contact that were a direct result of Leadership Eau Claire.

A great way to meet people from varied interests, and to learn of the diversity of opportunities and organizations in Eau Claire. Excellent way for people new to the community or in a new role in the community to learn about it. Creates a bond among participants- many who you don't see for years at a time remain an Leadership Eau Claire classmate.

With my leadership years of 84/85 U think its difficult to be a part of this survey. Who can remember 13 years ago?

I learned a significant amount about the Chippewa Valley area that would have taken many years to learn, if at all. I had the opportunity to meet some other leaders in the area and get to know them as well as the companies they worked for. It is an excellent program! I feel fortunate to have been a part of it.

I feel it is an excellent program.

I think Leadership Eau Claire is a great program for emerging leaders but also useful for folks who have been in the community for quite some time but may be out of touch and unaware of the issues facing us.

At the time I participated in the program it seemed to be more of a community awareness study than an actual management training exercise or study. Therefore, the questions on your last page were really not part of the program at the time as I remember it. If, in fact, these skills were included in the program, I was affected so little by the instruction that I have no recollection of this portion of this study.

Leadership Eau Claire gave me the opportunity to meet people in the community that I wouldn't normally get to know. Great experience.

Although I'm not sure Leadership Eau Claire increases leadership skills, I thought it was a great program. It does help with networking in the Chippewa Valley. It also raises awareness of what is going on in the area concerning the arts, government, small business, etc. I thought that the retreat was good for self-assessment and team building.

Great way to develop working relationships with community leaders.

Best benefit is probably from the friendships developed during the year.

It is a great information session but needs to improve on educating participants as to what is effective leadership skills and how can we develop them in each of us.

"Networking" among people and business was real plus. Contacts made leadership participants remains today.

I feel that Leadership Eau Claire provides a very effective forum for personal development, while opening participant's eyes to the wide range of services and talent available in the area.

It was a good program for giving insight to the various agencies and their role in the community.

Builds great friendships and business contacts. Helps one feel more confident in participating in other activities, especially if another classmate is involved. It is a nice chance to learn a little more about the community we live in. The retreat was a great ice-breaker.

I found the program most rewarding. It gave me an opportunity to learn about what makes this area tick. Each month I set a goal to visit with others in our group, to learn of their business/organization this provided an avenue to expand on the business contacts. I have also developed plans as to where I wish to offer volunteer assistance.

The program is a great way to learn about our community, government, and others. My group did not have the retreat, and I think that would have been a good way to start off the program and build a sense of team.

Since I was new to the area, the biggest benefit of Leadership Eau Claire was getting to know the community better.

It was a great program.

It is an excellent program.

Great Program.

Leadership Eau Claire did not focus on the development of effective leadership skills at the time I participated.

Excellent tool for bringing together people of diverse backgrounds.

I have been a presenter at the Leadership Eau Claire in the years following my graduation from it. I think the program has improved dramatically in the nine years since I was a participant. The lengthy retreat and extensive development of projects teach superb training skills.

Made me aware of some of the civic initiatives in the Chippewa Valley.

Leadership Eau Claire was a wonderful program and an excellent way to be exposed to what is available in the community. I think however, that if the objective of Leadership Eau Claire was to increase leadership skills, it fell short of that, and was more focused on networking. In addition, community involvement could be stressed even more.

A few of my co-works have gone through the program lately there has not been much interest.

Gave me numerous business contacts that I would not have made on my own. I learned so much about the city, not being from Eau Claire.

I felt it was a good way to see how Eau Claire works and meet some of the key participants.

It may become more difficult to find 36 new people each year.

It was interesting to learn about the various aspects of our community. I can't think of any specific leadership training or qualities I realize however. Mostly, I discovered resources I could use in future dealings.

Especially effective for effective networking with new fields within the community. Was an effective way for government to share greater insight to non-government employees with city. At the same time, government employees become more aware of business opportunity.

Very beneficial. It gives everyone an opportunity to establish contacts through many, many locations throughout the community. It also allows persons who have business or contacts in the area to learn a great deal about their community. I personally have lived here many years, but learned about many businesses only through Leadership Eau Claire.

Time management and change of jobs.

I completed the program before major changes were implemented.

One of the great values of the program was meeting people in other organizations and sharing ideas, insights, and information. It is amazing how we have kept in contact! Also, the broad spectrum of community issues and information has proved invaluable. I wish everyone could have this opportunity to better understand local government, education, agriculture and community issues. (This was not “training” in the formal sense, for a specific skill, but rather a broadening of knowledge and connectedness with the community only the initial session dealt with training issues. Our final project put those skills into practice.)

The networking opportunities were the highlight of my Leadership Eau Claire experience.

A good way to get to know how our community functions, to understand how the issues of the day affect us locally, and to meet others who are concerned about making Eau Claire a better place to live and work.

At the time I participated in Leadership Eau Claire it was in its formative stages. Very little time was spent on any of the leadership skills listed under your Likert scale. Our class stressed that a leadership retreat would be an excellent addition. We did, however, receive excellent information about the community and developed a network of friends who we can call upon so solve problems.

The program is excellent. Your survey may not accurately assess the results. After Leadership Eau Claire, I served on Public Library board (one term as president) and on several public school initiatives (Education for Employment, Character Education, one of which I chaired), plus a city planning committee and county W-2 committee, none of which I previous been inclined to do. My major spheres of leadership have been in state, national and international areas.

Excellent in terms of community awareness.

Leadership Eau Claire was a great opportunity to network and get to meet people who represented a variety of the communities various sectors. I moved to Eau Claire from Ohio in 1981. I participated in Leadership Eau Claire in 1984 or 1985. In 1985 I was elected to the first of four consecutive terms on the Eau Claire City Council. I was the city’s chief elected official, the council president, from 1987-1991. Leadership Eau Claire and the contacts I made there helped make that happen.

1. Try to reactivate the alumni program. 2. I would be glad to participate in leading a part of the program (Human Services Day).

Excellent program. Everyone should take it.

Excellent program to young leaders in the community.

I feel the main long-term affect is the contacts with a variety of people and business. The process of working on a group project helps build teamwork and problem solving skills. I feel people come away from Leadership Eau Claire feeling a high degree of obligation to be in leadership capacities in the community.

I found the programs greatest lesson was the networking opportunities (of course, I was quite young (24-25) when I was involved in the program.)

I found the networking opportunities to be the most benefit to myself personally-the leadership training was excellent-and enhanced my prior training.

Great opportunity to network the community.

It would be better entitles “Resource Building”. The leadership development is a weak link. The strong piece is gaining a better understanding of the various facets of the community and how they work together. If anything, I have become less judgmental and more understanding of issues faced by business, citizens, government, and other organizations. It is a wonderful program but it really (in my opinion) doesn’t develop leaders. I was a leader coming into the program and left the program about the same. Interesting study-good luck.

It was a good program to learn about the community. The leadership stuff I had it prior training.

The connections with community leaders were great. I would like to see an in-depth opportunity to be associated with the particular business or agency as a follow-up opportunity. This was one of the best opportunities I have had in Eau Claire.

The questionnaire does not seem to recognize the educational setting. I am currently retired from my former position as a dean in a technical college. I currently work part-time as coordinator of the Wisconsin Leadership Development Institute-design for technical college participants.

The Leadership Eau Claire was a great experience. I met many new people, learned more about the community and opportunities for volunteering.

As an artist I felt no connection with the business community-I made lasting friends, dropped prejudices and confirmed them as well. And I felt much more able to tackling situations within the community and where to go to learn, and effect change. It was and is a very positive experience in my life, I truly grew, mostly (with self-esteem).

Very effective showing functions of city and opportunities for involvement. Showed how things work! Also provided framework for networking. I continue to recommend.

A major benefit is in getting to know the community better, including some of its “movers and shakers”. While this knowledge and contacts may not overtly provide opportunities, in subtle ways they cannot be under estimated.