Evaluation of the McCain Foods Leadership Essentials Training:

Utilizing the Success Case Method

by

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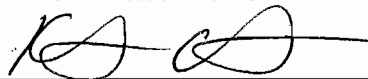Requirements for the
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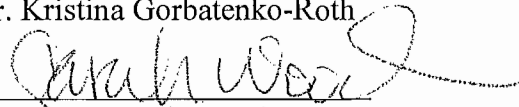
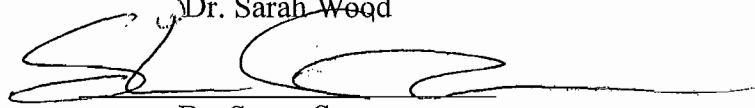Approved: 6 Semester Credits

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ABSTRACT

In conjunction with the McCain Foods Learning Centre, the researcher implemented the

Success Case Method to identify the impacts and utilization of the Leadership Essentials

(LE) Training. The Success Case Method involves two specific methodologies. First a

survey was administered to identify high, moderate, and low success cases. Success is

determined by the person's use of and commitment to the training. Next, the researcher

conducted in-depth interviews with highly successful cases to identify the impact of the

LE training and trainee utilization of its methods/tools. Results from these interviews

show that these successful cases are now more capable at adapting to fit the needs of their

individual employees. The results also show that the leaders have issues with retaining

the material from the training.

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Chapter I: Introduction

Statement of the Problem

What impacts has the McCain Foods Leadership Essentials training had on its leaders' abilities?

Purpose of the Study

The purpose of this study is to evaluate/determine what impacts (if any) the Leadership Essentials training implemented by McCain foods has had on its leaders and how they have utilized the trainings methods/tools.

Assumptions of the Study

It is assumed that there have been individuals within the organization who have successfully learned and transferred the Leadership Essentials Training.

Organization Introduction:

McCain Foods: a food manufacturing company that specializes in frozen food production with an emphasis in potato products. The company was founded in 1956 by two McCain brothers. McCain is a globally competitive company that is continually emphasizing innovation and growth through its organization. Within this study, one US-based manufacturing plant will be highlighted, the Appleton, WI plant.

McCain Foods Learning Centre: The McCain Foods Learning Centre (MFLC) is a specialized team developed by McCain to assist with various development and training tasks. They are the individuals responsible for the development and implementation of the training being evaluated for this study.

Definition of Terms

Leadership Essential (LE)s: This is a leadership development training created by the MFLC. The training consists of seven modules, each of which cover a specific topic. This study was focused on three of these modules: flexible leadership, fundamentals of leadership, and team synergy. These have been the only modules implemented at the Appleton plant.

Organization: a group of people intentionally organized to accomplish an overall, common goal or set of goals. Business organizations can range in size from two people to tens of thousands (McNamara, 1997).

Competency: a cluster of related knowledge, attitudes, and skills that affects a major part of one's job; correlates with performance; can be measured; and can be improved (Parry, 1996).

Limitations of the Study

There are four apparent limitations of this study, including:

(1) The assumption when implementing the Success Case Method is that there are persons who have successfully transferred and implemented the purposes of the program. Should an organization find no successful cases, the research could then be focused on non-successful cases; this is not, however, the intention of the methodology.

(2) This response rate for the survey administration was just under 30 percent, which is lower than the researcher would have liked to have. However, a higher response rate would have allowed for more diversity when choosing interviewees. It would have also provided a more detailed understanding of how McCain leaders utilize their training.

(3) The assistance of McCain foods supervisors/managers may have influenced

participation. Leaders of McCain both endorsed and assisted with specific

methodological process, such as emailing participants to gain more responses.

Though these individuals were instructed to remain neutral and un-coercive, their

involvement alone may have persuaded participants to either respond or not.

Methodology

This research consisted of a mixed method approach that involved, first, the

administration of a survey to identify successful cases. The survey was followed by multiple

one-on-one interviews with McCain employees.

The survey was developed by modifying work by Robert Brinkerhoff (Brinkerhoff,

2003). It consisted of only four body questions and a few demographic questions. The body

questions aimed to identify to what extent the leaders had successfully retained and implemented

the Leadership Essential training. The results of the survey were analyzed utilizing Excel to

weight and score the responses of each individual. Based on the survey results, multiple

individuals who were identified as successful cases were asked to participate in an interview

process.

The interviews were conducted in two ways; face-to-face at McCain foods in Appleton,

WI and over the phone. The interviews took an average of roughly 20 minutes. The question

route of the interview was aimed at identifying the specifics of the interviewee's knowledge and

use of the Leadership Essentials training. In total, eight interviews were conducted with an array

of leaders throughout the Appleton plant. This data was analyzed to identify themes bases on

question type, along with identifying three full success stories of McCain employees.

Chapter II: Literature Review

This chapter will provide an overview current and classic literature on the issues of: Defining a leader in an organization, leadership training, evaluating leadership training, and the success case method.

Defining a Leader in an Organization

Merriam-Webster's dictionary defines a leader as "a person who has commanding authority or influence." An organizational leader is no different; they are simply people who hold the commanding authority or influence in the place or work. There is a vast amount of research on the certain traits, characteristics, skills, and knowledge that a person must hold to be an effective leader. Notice that a few of those items listed can be easily developed and taught, while others cannot. Organizations can easily train leaders new on skills and knowledge, however it is much more difficult to change the personality characteristics and traits of an individual (Hogan & Kaiser, 2005). The following sections will highlight those competencies which are easily malleable and those which are not.

Non-Malleable Competencies of Leaders.

Many studies have been conducted on the necessary characteristics and traits of leaders. Such research includes the work of Daniel Goleman (1998) titled "What makes a leader." In his research Goleman uncovered a key area of traits that leaders must possess in order to be effective: emotional intelligence (Rosenbach & Taylor, 2001). The researcher utilized 88 leadership competency models of large and global organizations to determine what characteristics determined high performance and to what extent. Goleman developed three categories of traits/capabilities including: purely technical skills, cognitive abilities (e.g.

analytical reasoning), and competencies demonstrating emotional intelligence. Goleman found the following results:

> When I calculated the ratio of technical skills, IQ, and emotional intelligence as
> ingredients of excellent performance, emotional intelligence proved to be twice as
> important as the others for jobs at all levels. Moreover, my analysis showed that
> emotional intelligence played an increasingly important role at the highest level of the
> company (Rosenback & Taylor, 2001, p. 6).

The authors provide a model of emotional intelligence that includes five key components: self-awareness, self-regulation, motivation, empathy, and social skill. Table 1 provides a summary of these components (modified from Rosenback & Taylor, 2001).

Table 1. Summary of Emotional Intelligence Components

	Definition	Features
Self-awareness	The ability to recognize and understand your moods, emotions, and drives, as well as their effect on others	Self-confidence Realistic self-assessment Self-deprecating sense of humor
Self-regulation	The ability to control or redirect disruptive impulses and moods. The propensity to suspend judgment – to think before acting	Trustworthiness and integrity Comfort with ambiguity Openness to change
Motivation	A passion to work for reasons that go beyond money or status A propensity to pursue goals with energy and persistence	Strong drive to achieve Optimism, even in the face of failure Organizational commitment

Empathy	The ability to understand the emotional makeup of other people	Expertise in building and retaining talent
	Skill in treating people according to their emotional reactions	Cross-cultural sensitivity
		Service to clients and customers
Social Skill	Proficiency in managing relationships and building networks	Effectiveness in leading change
	An ability to find common ground and build rapport	Persuasiveness
		Expertise in building and leading teams

It is these components that Goleman found to be essential for a leader to be successful. The author states, "When I compared star performers with average ones in senior leadership positions, nearly 90% of the difference in their profiles was attributed to emotional intelligence rather than cognitive abilities," (as cited in Rosenbach & Taylor, 2001, p. 7).

Another researcher by the name of David McClelland developed a model of leadership competencies similar to that of Rosenbach and Taylors. This model consists of four categories of competencies, including: intrapersonal domain, interpersonal domain, business domain, and the leadership domain. Table 2 summarizes the four levels of competencies identified by McClelland (modified from Hogan and Kaiser, 2004).

Table 2 Summary of Leadership Competencies

1. *The Intrapersonal Domain*: Internalized standards of performance; able to control emotions and behavior. Sample competencies include: • Courage and willingness to take a stand. • Career ambition and perseverance • Integrity, ethics, and values • Core self esteem and emotional stability • Patience • Tolerance of ambiguity
2. *The Interpersonal Domain*: Social skill—role taking and role playing ability—talent for building and maintaining relationships.

Sample competencies include:
- Political savoir faire
- Peer and boss relations
- Self-presentation and impression management
- Listening and negotiating
- Oral and written communications
- Customer focus
- Approachability

3. *The Business Domain*: The abilities and technical knowledge needed to plan, budget, coordinate, and monitor organizational activity.
   Sample competencies include:
   - Business acumen
   - Quality decision making
   - Intellectual horsepower
   - Functional/technical skills
   - Organizing ability
   - Priority setting
   - Developing an effective business strategy

4. *The Leadership Domain*: Influence and team building skills.
   Sample competencies include:
   - Providing direction, support, and standards for accomplishment
   - Communicating a compelling vision
   - Caring about, developing, and challenging direct reports
   - Hiring and staffing strategically
   - Motivating others
   - Building effective teams

The authors of "What we know about leadership" comment on three aspects of the McClelland model. First, this model is in a developmental format: the first competencies are likely to develop while a person is young, while the later are more likely to be developed in adult hood (Hogan & Kaiser, 2005). Second, this model's structure is a hierarchy of increasing trainability. The first competency of Intrapersonal skills would be very difficult for an organization to train in an individual. Following Intrapersonal skill, the competencies become more trainable, ending with the leadership domain.

Malleable Competencies of Leaders

As stated earlier, there are many competences for which an organization can develop adequate training. Such competencies include those skills and knowledge under the business and leadership domains of the McCelland model (refer to Table 2). Once an organization has identified an individual with the fitting personality characteristics and traits of a leader, they can be trained in all other aspects of leadership such as utilizing their interpersonal skills to become an effective communicator.

Leadership Training

Organizations in today's world of business have realized that quality leadership is essential if they are to succeed. It is the leaders who have the control to influence the organization; therefore organizations must insure that it is the correct influence. As stated in the last section there are certain things that an organization can easily change within its leaders, such as their skills and knowledge about leadership. More and more organizations are striving to better the competencies and skills of their leaders through leadership development.

Current State of Leadership Development

In a study conducted by Mercer Delta Executive Learning Center and the Economist Intelligence Unit, 223 global executive were surveyed asking them about their current concerns (Rhinesmith, 2008). The results showed that the following concerns: increased competitive pressures, lack of capacity to respond to changing market conditions, and a failure to innovate to meet customers' demands. As the author states, these are not surprising results. However, 90 percent of the executive reported a concern that they did not have the leadership bench strength to take on the competitive demands. Also, 75 percent of executives reported that they believe that their company lacks the leadership talent necessary to succeed at the other challenges. In the

same study, 72 percent of executive reported that they plan to implement leadership development

plans, however they had not begun this processes.

The above study paints a realistic picture of the current trends of both organizations need

for quality leadership and also the lack in initiative to develop leaders to meet those needs. In an

article titled "Why are there not enough leaders in companies today?," author Stephen

Rhinesmith states that in today's complex times, companies require complex leaders.

Rhinesmith (2008) goes on to state that:

> Partial leaders struggle during an era of paradox, ambiguity, and unpredictability. To
>
> employ a one-dimensional leadership approach may have work in simpler times, but in an
>
> environment of moral complexity and rapid shifts in attitude, social and political
>
> circumstances, economic conditions, and technology, leaders must be capable of using
>
> their head, their heart, and their guts as situations demand (Noel & Dotlich, 2008, p. 23-
>
> 4)

So the trend that organizations face today has two parts; (1) the current complex times call for

extra demands on organizations leaders and (2) organizations must struggle to identify and

develop leaders who can meet these demands.

In the world of leadership development there is another issue that is being considered by

researchers. Authors Jim Noel and David Dotlich identify a gap between the needs of

organization and the development initiatives of professionals. Organizations of today's world

often call upon professional developers to conduct their training; these individuals often consist

of Industrial and Organizational psychologist (Noel & Dotlich, 2008). Due to their education,

these professional often focus on the organizational change theory and individual professional

development practices. This focus is where in lies the gap. As the authors state, these

professionals lack certain initiatives of an organization such as the innate desire to make money, grow a business, and win.

Due to these overlying demands and issues, researchers have been focusing in on what it takes to create a quality leadership development program. The following section lays out research on the best practices found for leadership development programs

Best Practices in Leadership Development

The authors of "Best Practices in Leadership Development Handbook" provide the best practices for individuals to follow when creating a development program. As stated in the book, since developing leaders takes years, the leadership development system needs to be built around the future leadership needs of the organization and appropriately adjusted to reflect changes in strategy (Giber, Carter & Goldsmith, 2009). The authors then go on to provide four key questions in which to base the leadership development system, including:

(1) What capabilities will our leaders need to have in three to five years?

(2) What capabilities do our leaders currently have? What gaps do we need to fill between our current capabilities and those required in the future?

(3) What do we need to do to develop our leaders?

(4) How do the components and process of our overall human resource (HR) system need to be aligned with our leadership development system for maximum return on investment? (Giber et al, 2009, pg 4)

Though these questions may seem complex and extremely difficult for an organization to answer, they are essential in creating a development initiative that will be both effective and efficient. From these questions, Giber et al. (2009) identified three tasks that must be completed by the individual in charge of creating the initiative. These tasks include (1) identify future

leadership requirements, (2) assess the current leadership capabilities to identify the gaps, and (3) build and reconfigure the tools, activities, and process of leadership development, talent management, and performance and succession management in order to develop the necessary leadership capabilities for the future (Giber et al., 2009). When properly conducted, these tasks will set up any organizations for success in leadership development. The following is a modified model of that which is provided by the authors. This model is a visual conceptualization of the aligning of the leadership development with strategic HR components (refer to question four above).
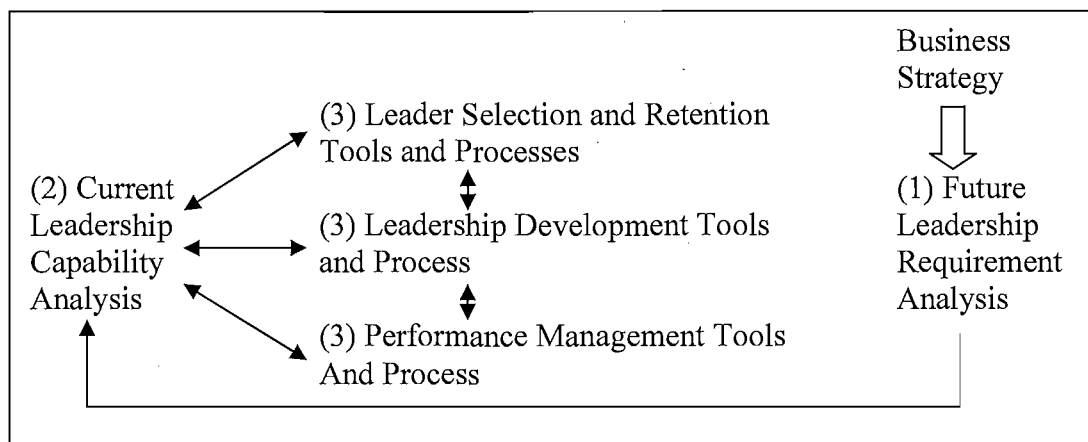
Figure 1 Aligning Leadership Development

Once an organization has completed the process of successfully developing and implementing a leadership training program the process is yet to be finished. Upon implementing the training, the organization must conduct a crucial component call evaluation. The next chapter will discuss this component in further detail.

Evaluating Training Programs

After an organization has both developed and implemented its training initiative there is yet another step that must be completed. This next step, if done correctly, will benefit the organization as much as the training. This step involved the evaluation of the leadership

development training program. One of the biggest and most feared questions for researcher is "How do you prove results?" In the case of leadership development, and correctly executed evaluation can do just that. The following sections topics include; defining what evaluation is and why it is necessary, some examples of leadership training evaluation, and the specifics of the evaluation method used in this study, the success case method (SCM).

Defining Evaluation and its need

As defined by TTS Performance Inc. (2002), evaluation is a systemic process by which data is collected and analyzed to determine the effects of training. If you break this definition down you will see the multiple tasks of an evaluation; systemic planning and organization, data collection, analysis of data, providing of results. All of these are key elements to a properly conducted evaluation. However, one may first ask the question "why conduct an evaluation of our training?" The authors of "Evaluating Training Programs: The Four Levels" provide three general statements that answer the question of why training programs must be evaluated. These statements include:

(1) To justify the existence and budget of the training department by showing how it contributes to the organization's objectives and goals.

(2) To decide whether or not to continue or discontinue training programs

(3) To gain information on how to improve future training programs (Kirkpatrick, 2006, p. 17)

After an organization has made the decision to conduct an evaluation, it must then be determined what type they will choose. There are two basic decisions that an organization must make in order to determine the route of their evaluation. The first of these is whether or not they will be conducting an internal or external evaluation. An internal evaluation is conducted by an

employee of the organization, while an external is conducted by a contracted non-employee evaluator. The decision between these two can be quite painstaking. The author of "A Fundamental Choice: Internal or External Evaluation?" provides great insight on making the difficult decision (Conley-Taylor, 2005). The table below provides a list of the many factors that may influence the decision making processes. Further, it shows whether or not this factor is strong or weak in making the decision and the guideline for that factor. A "weak" indicates that this factor slightly favors this type of evaluator, were as a "strong" indicates a usual determining factor (see table 1) (modified from Conley-Tyler, 2005, p. 9).

Table 3 Model of factors in decision making process

Factor	Internal	External	Guideline
Cost	Weak		Cost comparison calculation needed in each case
Availability	Weak		Assessment of current availability needed in each case
Knowledge of program and operations	Weak		Depends on amount of organizational information
Knowledge of context	Weak		Depends on how unusual the organization is
Ability to collect information		Weak	Depends on how 'territorial' the organization is
Flexibility			Not a determining factor
Specialist skills and expertise			Not a determining factor
Objectivity			Not a determining factor
Perceived objectivity		Strong	May be important for 'sensitive' evaluations and specific audiences
Accountability for use of government funds		Strong	Government and organizations receiving government funding should consider this factor
Willingness to criticize		Weak	Not usually a determining factor
Utilization of evaluation	Weak		Depends on purpose of evaluation, especially if focused on organizational improvement
Dissemination of Results			Not a determining factor
Ethical Issues			Not a determining factor
Organizational investments	Weak		Depends on organization's future evaluation needs

It should be noted, however, that each organizations situation is unique and requires further decision making processes than that of just using the above table. Following this decision, the next is to determine the function and focus of the evaluation.

There are many different ways to categorize the types of evaluations, some researchers have identified evaluations as either being formative or summative, whereas other have expanded upon this theory. A formative evaluation was conducted to provide feedback on a program, whereas a summative evaluation was conducted for the sole purpose of deciding to continue or illuminate the program (Fitzpatrick, Sanders, & Worthen, 2004). Other authors, however, have identified this theory as lacking. The author of "A Comprehensive Typology for Program Evaluation" states, there are two types of evaluations in terms of overall evaluation function: improvement and assessment, and there are two different types of evaluation based on the program stage in which the evaluation is focused: process and outcome (see figure 2 below) (Chen, 1996). An improvement based evaluation is focused on providing feedback on either the process or the outcomes of the training for the purpose of improving upon the existing training. The assessment focused evaluation is conducted to identify the merit or worth of the training. The decision of choosing which evaluation fits is based upon the needs of the organization.

Evaluation Functions

		Improvement	Assessment
Program Stages	Process	Process – Improvement Evaluation	Process – Assessment Evaluation
	Outcome	Outcome – Improvement Evaluation	Outcome – Assessment Evaluation

Figure 2 Typology of Evaluation

There are many models by which an evaluator may chose to outline their study. Many

evaluation models developed for the purpose of evaluation training programs reflect the work of

Donald and James Kirkpatrick. These researchers developed a model that consists of four levels

of evaluation: reaction, learning, behavior, and results. These four levels represent a sequence of

evaluation methods. As an evaluator moves from one level to the next more time and

commitment is demanded, however the results and information provided reflect the extra efforts

(Kirkpatrick, 2006). Other models, that resemble the Kirkpatricks' research, include Mayo's four

categories of training criteria model, Phillips' five-levels of evaluation model, and Robinsons'

four level model (Samsonova, 2007). Two other models include the Context-Input-Process-

Product (CIPP) model and Context-Input Reaction-Outcome (CIRO) approach. These two

evaluation approaches differ very little from each other. Below is a model that was created by

Liubov Samsonova in her research of a company's efforts to evaluate training's impacts. This

model provides a summary of the above stated models and their different levels of evaluation.

Table 4 Summary of Training Evaluation Models (Samsonova, 2007)

Models	Levels of Evaluation
Kirkpatrick's four levels of evaluation	1. Reaction 2. Learning 3. Behavior 4. Results
Mayo's four categories of training criteria	1. Acceptance by trainees 2. Gain in skill or knowledge 3. Improvement in job performance 4. Better results of operations
Phillips' five levels of evaluation	1. Reaction & planned action 2. Learning 3. Job applications 4. Business results 5. Return on investment
Robinsons' model	1. Reaction 2. Learning 3. A. Behavioral results B. Non-observable results

	4. Operational results/impact
Kaufinan's five levels of evaluation	1. Societal outcomes 2. Organizational output 3. Application 4. Acquisition 5. 1) Reaction 2) Enabling
CIPP model	Context evaluation Input evaluation Process evaluation Product evaluation
CIRO approach	Context evaluation Input evaluation Reaction evaluation Outcome evaluation

In any case, an evaluator must decide on both what type of evaluation they are conducting and what on model or theory they are going to base their methodology. The above models are vague in their instruction to the steps of an evaluation and are often too complex and rigorous. However, there are other models which require less time and resources and layout the steps to their methodology nicely. A methodology created by Robert Brinkerhoff does just that; this method is titled Success Case Method (SCM). This method to evaluation has been used by many researchers for evaluating the impacts of training. The following section will further define and describe the SCM.

Success Case Method as an approach to Evaluating Trainings

The SCM was developed to identify concrete effects of training that are more understandable by organization decision makers. Brinkerhoff designed this method to incorporate the interaction of all aspects of an organizations performance system, for example the support of management and work environment. This method consists mainly of gathering qualitative data to tell the stories of employees who have implemented training with results that

coincide with organization defined objectives. In a comprehensive review of evaluations conducted on training impacts, the Development Guild/DDI and W.K. Kellogg Foundation found that "Case studies or in-depth stories also are an important approach for capturing the leadership journeys of individuals who participate in leadership programs" (The W.K. Kellogg Foundation, 2003).

Some example evaluation questions that the SCM is designed to answer include:

(1) How well is our organization using learning to drive needed performance improvement?

(2) What is our organization doing that facilitates performance improvement from learning? What needs to be maintained and strengthened?

(3) What is our organization doing, or not doing, that impedes performance improvement from learning? What needs to change?

(4) What results, if any, is the program helping to produce?

(5) What if anything did the participants learn that was new?

(6) How, if at all, did participants use the new learning in some sort of job-specific behavior?

(7) Did the usage of the learning help to produce any sort of worthwhile outcome? (Brinkerhoff, 2003)

Brinkerhoff identified two major processes involved with the SCM. The first process is the identification of individuals who have potentially been successful at implementing the training. The second process is to conduct in-depth interviews with the successful cases to identify the impacts the training had and the organization factors that lead to this outcome. In

order to complete these two processes there are five steps that must be followed. These steps include the following.

(1) Focus and Plan the evaluation: At this time the evaluator lays out a strategic plan in order to conduct an effective and informative evaluation.

(2) Creating an impact model: With informative material gathered from program stakeholders the researcher will develop a model that lays out the process by which the program creates the objectives identified by the organization.

(3) Design and conducting a survey: There are two purposes of this survey. The first is to identify those individuals who have successfully implemented the training. The second is to identify the range at which all employees have implemented the training.

(4) Conduct the success case interviews: The purpose of the interview is to identify the successful stories of a few individuals. This information will provide the organization with data from which to make decision.

(5) Formulate conclusions and recommendations (communicate results): This is the process by which the researcher develops and presents the necessary materials to clearly and concisely depict the results of the study.

After reading the example research questions and the process involved with answer them, one can see the thoroughness of this evaluation method in provided evidence of the impacts of training.

Chapter III: Methodology

This study's purpose was to conduct a formative evaluation of three Leadership

Essentials training modules provided by McCain Foods to its leaders. From this evaluation, the

researcher hopes to identify both the impacts the training had on the leaders as well as how they

have utilized the training methods and tools. This section will outline multiple aspects of the

research conducted, including: research objectives, planning, instrumentation utilized,

participant/subjects, data collection and analysis procedures, and limitations of the study. The

following research objectives and expectations were established by the researcher and agreed

upon by all parties involved.

Research Objectives

- The researcher will continually provide feedback on the project progress
  (minimum of once per week)

- The researcher will abide by the approved project timeline to the best of his
  ability

- The researcher will provide any information necessary for the replication of the
  project to the McCain Foods Learning Centre

- The researcher will provide a formative evaluation of three modules within the
  Leadership essentials program utilizing the SCM

- The researcher will provide a clear and accurate report, containing no bias, to the
  McCain Foods Learning Centre: This report will be unique from the research
  paper

- The researcher will present his findings to the Learning Centre in the form of a
  formal PowerPoint presentation.

- The researcher will not be evaluating any other modules of the Leaderships Essentials program other than those implemented to the Appleton, WI plant.

- The researcher will not be conducting tasks other than those necessary for the formative evaluation of the Leadership Essentials program.

- The researcher will develop a research paper fitting of the graduate school/Committee requirements

- The researcher will provide the "general body of knowledge" with a case study of implementing the SCM

Planning

Before beginning with any research activities, the researcher developed a precise organizational plan to implement the Success Case Method in McCain Foods. This plan was utilized throughout the study by the researcher and advisors as a roadmap. Should the study ever wonder off course, this plan could be used to both bring the study back to its original course and identify the necessary steps to get it there. The plan consisted of laying out all necessary tasks, no matter the size, needed to carry out the study successfully. See Appendix A for a complete list of tasks. Next this plan included a detailed sequential timeline that laid the necessary amount of time for each task to be completed successfully. Finally, this plan identified those tasks which required "hard" dates and those with "soft" dates. A hard date is a task which cannot be negotiated and must be completed on a very specific date, whereas a soft date could be manipulated to fit the timeline.

Impact Map/Programs Theory of Change

Following the planning and organizing of the study, the researcher developed a logic model/Programs Theory of Change (PTOC). This is a critical step in conducting any evaluation

because it is through this process that both the researcher and program administrators become aware of the program components and the necessary steps to carry it out. Also, through identifying the impact map or PTOC, the research can identify any areas in which the program has room for improvement, for instance a hole in the necessary steps to successfully carry out the program. See Appendix B for the complete PTOC.

Survey

Subject Selection and Description

The subjects that were selected for participation in the leadership essentials survey were from very specific population. These were individuals within the Appleton, Wisconsin McCain Foods Factory who have successfully completed three Leadership Essentials modules; "Creating Team Synergy", "Flexible Leadership", and "Foundations of Leadership." Also, the individuals invited to participate in the modules were those who hold a leadership role within the Appleton plant. There were a total of 68 individuals that meet these requirements. All 68 individuals were asked to participate in the implementation of the Leadership Essentials Impact Survey.

Instrumentation

The survey that was implemented is titled the "Leadership Essentials Impact Survey." This survey was developed by modifying the survey created by Robert Brinkerhoff. This survey was developed to identify the level at which the participant transferred the Leadership Essentials training to their workplace. The first two questions if the survey ask the participant to provide their name, shift that they work, and preferred contact information. This information is necessary for the identification of subjects for the interview process. All individuals taking the survey (depending on their answers) were prospective interviewees. The following three questions are closed-ended and asked the participant to choose between four nominal answers.

The first of these three questions also asked the participant to provide an example of their response. The response to these three questions provided the researcher with insight into the level at which the participant transferred the training to their work and the outcome. This data allowed the researcher to identify successful cases and non-successful. This identification will be based on an overall score produced by weighting the responses to each multiple choice and open ended question. Based on the survey results, a few selected participants (high and low success cases) were asked to participate in the next step of the research. See appendix C for a complete survey.

Data Collection Procedures

Prior to administering the survey, McCain administrators advocated the research through in informative email to all participants. The survey was first administered via emails to all 68 individuals identified as research candidates. Within the email there consisted an introduction paragraph that outlined the research and its purpose. Within the introduction the participants were referenced to an attachment containing the consent to participate form. They were instructed to read the consent form before moving any further in the research process. Following the introduction the researcher included both the instruction on how to take the survey along with the survey itself. Participants were instructed to reply the survey to the researcher containing marks on their chosen answers.

Due to a lack in response to the initial survey administration multiple reminders were sent to the participants by email. These reminders were sent by both the researcher and McCain administrators. However, in no way did any personnel coerce individuals into participating in the research. Also, the researcher provided an extra two weeks for the participants to complete the survey.

Data Analysis

The data collected from those participants who returned a completed survey was entered into an Excel spreadsheet. Participants received scores for each question based on their chosen answers for all three multiple choice answers as well as their response to two open-ended questions. Each answer to the multiple choice questions received a score of three, two, one, or zero. The responses that correspond to successful retention and utilization of the training received the higher weights. The researcher developed an equation in excel to be applied to each respondent's answers that would the overall survey score for each participant. The scores on the survey had a maximum range of 12. In this case, the higher the score the more successful the individual was at retaining and utilizing the Leadership Essentials survey.

Semi-Structured Interview

Subject Selection and Description

Based on the results of the survey, the researcher asked a small sample of individuals (13) to participate in an in-depth face-to-face interview. There were a total of ten individuals identified as being highly successful cases and three low success cases. The highly successful cases all attained a score of ten or above, while all the low success attained a score of six. It should be known, however, that although the low success cases achieved only a score of six, there were still elements of success identified in their responses. All 13 identified participants were sent an email from the researcher asking for their willingness to participate. In the end, the researcher conducted a total of eight interviews. The researcher remained unknown to which individuals were high and low successes. Through the interview process, all participants were identified as being highly successful cases by the researcher. The interview protocol (Appendix E) included general questions that would identify the interviewee as either a high or low success.

Then based on this decision, the interviewee was asked specific questions (success vs. non-success).

Instrumentation

The Semi-structured interview was developed by Robert Brinkerhoff, however; the researcher had to make modifications to the questions to fit this individual research study. This interview was one-on-one and took an average of 15-20 minutes. The SCM involves two different interview protocols: the first is to be used for individuals identified as successful cases and the second is to be used for those identified as non-successful cases. The overall goal of these questions is to identify a few highly successful cases in which an individual implemented and transferred the Leadership Essentials training successfully into their work. From these cases McCain can identify what methods and materials worked for those individuals and use this information to better the transfer of training process for other employees. However, the SCM looks at a broad spectrum of cases. Therefore, low successful cases were also identified to provide McCain insight on what can go wrong in the transfer of training process to prevent an employee from implementing the training. The first series of questions in the interview are aimed at identifying the participant's as a case, such as; their job title, duties, what type of leadership role do they hold, what did they learn from the training, and has anything changed in the work environment due to implementing Leadership essentials methods and tools. The following series of questions range from examples of implementing training tools and methods to what results they achieved by implementing Leadership Essentials material and methods. See appendix E for the complete interview protocol.

Data Collection Procedures

The first option for conducting the interviews was face-to-face at the McCain Foods plant in Appleton, Wisconsin. During the week of March 23rd, the McCain Foods Appleton Plant was shut down; this allowed leaders to have time for the interviewing process. A total of six interviews were conducted during this week. The interviews took place in a closed door environment at one of the plant's conferences rooms. Following those six interviews, the researcher conducted two interviews by phone conversations. These interviews followed the identical procedures of the face-to-face interviews. Multiple tasks took place before beginning interview, these included: an introduction to the researcher and the study, review of the consent to participate form, and attaining permission to record the conversation. During the interview, the researcher retained a neutral standpoint and made all attempts to avoid leading the interviewee's responses.

Data Analysis

The data collected during the interview processes will be presented in two different ways. First, the data was   examined as an aggregate. This process involved identifying all comments made on a specific topic. The topics consist of question subjects were asked during the interview process. Second, the researcher identified multiple successful cases based on the responses of the interviewees. These cases are presented in a Success Story. These stories are a paraphrased overview of the individual interviews conducted with the success cases.

Limitations

The first limitation of this study is an assumption when implementing the Success Case Method. This specific methodology assumes the existence of persons who have successfully transferred and implemented the purposes of the program. In any case, it is plausible that there

indeed could be no successful cases within an organization. Next, the response rate to the survey was acceptable, however should more responses have been collected the sample from which to choose interviewees would have been more diverse. Lastly, McCain Foods supervisors/managers assisted with the implementation of the impacts survey and the organization of the interviews. Some employees may have been persuaded by management involvement to either participate or not.

Summary

This study utilized multiple methodologies to answer the question of whether or not employees at McCain Foods were impacted by the Leadership Essentials training. This mixed method approach involved implementing a survey to determine those participants who fit the criteria for an in-depth interview. All data collection procedures insured both confidentiality and accuracy. Furthermore, all data analysis processes were conducted by the external researcher and were completed thoroughly. The limitations of this study are few; however the researcher has taken them into account and accepts responsibility for those which could have been controlled.

Chapter IV: Results

Introduction

In order to answer this study's research questions, the researcher implemented the Success Case Method for the McCain Foods manufacturing organization. All participants of the LE's training within the Appleton, WI plant were asked to complete the impact survey. The purpose of this survey was to identify those participants who had successfully, moderately, or unsuccessfully implemented the training to their work place. After the survey administration, the researcher identified multiple individuals, based on their survey results, which would be given the opportunity to participate in an in-depth interview. The following section is broken up into two sections: survey analysis and interview results. At the end of the interview results multiple full interview transcriptions with successful cases will be provided.

Survey Analysis

The population for survey administration consisted of 67 individuals who had completed the Leadership Essentials training in September of 2008. All participants received the opportunity complete the Leadership Essentials Impact Survey. A total of 19 surveys were returned, these respondents represent a 28.4 percent response rate. The following paragraphs will highlight the results based on the questions of the survey.

The first question of the survey asked participants to report their use of the Leadership Essentials tool and methods. There were four possible statements from which participants could choose, these included: (A) "Yes, with clearly positive results (Please provide an example)," (B) "Yes, but I haven't experienced any distinguishable results yet (Please provide an example)," (C) "Not yet, but I expect to use LE tools and methods (Please specify)," and (D) "I don't have any plans to do this (Please explain, why)." The most frequent answer to this question was "Yes,

with clearly positive results," (52.6% of respondents) (see Figure 3 in appendix G). No participants reported that they do not intend to use the LE tools and methods. Each participant was asked to provide either an example or specification of why they choose their response. A total of fifteen individuals choose to provide the additional information (see appendix G for a complete listing of responses).

The following question regarded the participants' feelings towards McCain management commitment to the implementation and transfer of the LE training. The response choices to this question included: (A) "I think McCain's management has a sincere interest and is fully committed to helping employees apply LE's knowledge and skills," (B) "I think McCain's management means well, but has not fully committed to the process," (C) "I think McCain's management sees this process as little more than an administrative requirement," and (D) "I think McCain's management had no commitment at all to the process." The majority of participants (68.4 percent) reported that they feel as though McCain has a sincere interest and is fully committed. No participants reported that they felt there was no commitment from McCain or the training was little more than an administrative requirement. (See Figure 4 in appendix G)

Next, participants were asked to report on their own commitment to the implementation and transfer of the LE's training. The answer choices to this question were as follows: (A) "I have sincere interest and am fully committed to applying LE knowledge and skills," (B) "I am mostly positive, but have not committed fully to the process yet," (C) "I think this process is little more than an administrative requirement," and (D) "I have no commitment at all to this process." The most frequent response (47.4 percent) to this question was "I am mostly positive, but have not committed fully to this process yet." Following this answer was "I have sincere

interest and am fully committed to apply LE knowledge and skills" (42.1 percent). (See Figure 5 in appendix G)

The last question on the survey simply asked participant to please provide any additional information they had on the LE training. A total of five individuals choose to response to this question (see appendix G for a complete listing of responses).

Each participant received an overall survey score based on their responses. The overall scores had a range from zero to 12. No participants received a score under six (moderately successful). There were nine individuals (47.4%) who received a score of 10 or higher. It was these individuals that the researcher considered to be highly successful. Though there were no individual that received a score less than six, the three (15.8%) individuals who received a six were considered to be the lower successful cases (See Figure 6 in appendix G). The researcher was unable to run statistical analysis other than frequencies and demographics. This was due to the sample size being too low.

Interview Results

The following results are based on the eight in-depth interviews. These interviews involved all individuals identified as being highly successful. The demographics of these eight individuals represent a broad spectrum of the Appleton McCain plant. The positions held by the interviews ranged from production manager to HR associate. First, the interview results will be combined as an aggregate. These results are reviewed in the order of question content asked during the interviews. Second, the researcher has identified some highly successful cases to be individually reviewed to convey successful stories. These individual cases were individuals that stood out amongst the other leaders during their interview. The research made the decision to

use these participants to convey two success stories. These results will consist of a paraphrased outlook on the individual's interview.

Material/tools retained from training:

Of all the material that the interviewee's reported learning, one concept was reported numerous times: flexible leadership. Almost all of the interviewee's reported learning the concepts from the flexible leadership module. This module educates the leaders on the different types of leadership styles and how to use them accordingly. Further, it assists the individual leaders in reflecting on their own style and recognizing the need for change. A few of the leaders reported a confirmation of their existing leadership style, while other reported learning new styles. One participant reported that they did recognize themselves as an "Analyzer" (type of leader), and he recognized the need for change and adapting to use the other styles. The following are concepts/specific aspects that the interviewees reported learning from the training.

- Flexible Leadership: What the different types of leadership are and how to utilize them accordingly.

- Team synergy: What the components of a team are and how to correctly bring together a team. Further, how to get teams to interact and work together.

- McCain as an Organization: Gained a better understanding of how they fit into the organization of "McCain." Also, it informed them on how they are to take information about McCain principles (e.g. Key Performance Indicators and Performance Excellence Program) and advocate them throughout the organization.

- McCain's expectations of leaders: "they have set the path according so that leaders understand the expectations, responsibilities, and accountabilities"

Some interviewees reported that the training was more of a refresher course for them. They reported already knowing the material due to either their experience or past training; however, they also reported that the LE training was still beneficial and was worthwhile as a review.

Use of LE training

During the interview, the interviewees were asked how they are applying the LE training. Six interviewees reported that due to the training they were now able to be a more flexible leader. The participants defined this as being able to identify their subordinates and fellow leaders as individuals and being able to adapt their leadership style to the needs of the specific individual and situation. Further, they reported that utilizing these methods allowed them to identify the learning styles of their individual employees, which in turn allowed for a more fulfilled learning experience for both the leader and employee. One participant stated "based on your (leadership) approach you are setting yourself up for success or failure, this way I am able to get more of a buy in (to the organization)." The following is a list of identified uses of the LE's training:

- Helping employees identify what they need to do as an individual as well as a team member.

- Demonstrating what needs to be done within the company, acting as advocators for all McCain initiatives and objectives.

- Assisted with groups in moving along the process of forming, storming, norming, and performing.

- Adaptation of leadership style to fit the needs of individual employees

- Recognizing, in the work place, that each individual learns differently and teaching strategies have to be adapted to fit these needs.

- As a leader, helping subordinates gain confidence and responsibility as an individual employee at McCain.

Specific examples

The following is a paraphrase of one interviewee's experience of when he needed to use the LE's training.

- During the SQDC and KPI process, everyone had to present individually to management (34 people) on the Appleton road map. We had translators and several 45 – 60 min sessions every week on reporting. It was a long journey to get everyone up to speed to understand the process they had to present. You can push people so far, but it is up to them to pick it up. So, I needed to present the information well enough, clear, detailed, and repetitive enough so that they can understand it. The managers reported that the presentations all went well and they were impressed.

Another individual reported the following example (paraphrased).

- After attending the training, I assisted a line leader in becoming more of an independent leader. This person was a shy individual and was unwilling to make decisions individually. I began to delegate more to this individual and gave them encouragement to make decisions and not be afraid to take risks. After helping the individual develop the tools they needed they began to make more decisions. Upon making the decisions, I would review with the individual the things they did well and the things that could have been done differently. The individual learned that it's looking at the overall processes/options and that the decision should not be made by jumping to conclusions.

Results in the workplace & Value of Training

The interviewees were asked to identify results they have seen in the work place due to the use of the LE training. Below is a list of the identified results.

- The Line Leaders within the plant are now more confident as leaders; this is due to the trickle-down affect. Though they never directly received the training, they are learning concepts through their supervisors leading by example and sharing of information.

- All leaders, at all different levels (e.g. production manager, production supervisor, and human resource personnel) now have become better leaders due to their ability to adapt their leading styles. They have come to recognize the different leadership styles and the different situations in which each should be used.

- There has been a structural change within the plant; the communication within the plant is now more horizontal than vertical. There is now more employee involvement, which allows for all employees to begin to equal out in their experiences and education. The employees now know that they have a voice. We need to "get 500 minds engaged instead of just 12 managers."

- Teams are now becoming more productive within the organization. Though they may not be producing better results, they are achieving those results more effectively and efficiently.

- Due to the emphasis McCain puts on accountability in leadership, employees have been given the opportunity to experience different roles. This process has made persons appreciate other employee's positions.

Overwhelmingly, all participants reported that the training was very valuable, priceless, and necessary. There were many different values of the training that the participants reported. Such values included: quality review of existing knowledge, the addition of new knowledge, and showing the leaders the direction of the company. Below are some statements, made by interviewees, about the value of the training.

- "Any training you receive is valuable. It's very important to give people the opportunity to see things differently, to look at someone else's views."

- "The value is priceless. If you can demonstrate commitment on a consistent basis and positive reinforcement, it is priceless."

- "Training on any level is necessary, especially with all of the goals McCain is putting out, (training) pulls everything together."

McCain factors in implementing training

All interviewees were asked to identify those factors within McCain that assisted them in implementing the LE training. The following is a list of the factors that were identified by the interviewees.

- Management commitment:
    - Immediate follow-up on any questions leaders have. "For them to follow up like this is priceless."
    - They assist employees in making sure that they know and understand their objectives. They also insure that everyone is working together as a team and that we understand each other and that no person is better than another.

- o Management allows its leaders to take responsibility and accountability. They do not utilize micromanaging.

- o "The time and effort by McCain shows that they are committed. Things get cut every year and training is not one of them. They have set the pace and gave us the tools to drive results."

- Utilizing other leaders that have experienced the training

  - o Ability to converse with other leaders on an issue to gain insight

  - o Going thought the training with your peers allowed everyone to be on the same level when complete

- The McCain environment is very open and conducive for training.

- McCain as an organization insures that training be at the forefront of its objectives and initiatives.

- The follow-ups conducted allowed for a good review of the training

Recommendations to colleagues

Interview participants were asked to provide advice for other employees that may be attempting to implement the LE training. Many of the participants replied that a leader must possess an optimistic frame of mind and remain open for experiences.

Other advice included:

- Focusing in on one topic

- Seeking feedback from all employees

- Reflecting upon your performance: aspects done well and week

- Recognition of others views and methods: coming to realize that you cannot always be right

- Continually referring to the training material

- Have the commitment to seek out an answer

- Finding a mentor who posses specific skill and utilize them as a resource

- "Never stop putting tools in your tool belt"

- Practice – if you try anything enough you will eventually become an expert

Suggestions/Information for training

At the end of the interview, all participants were asked to provide any suggestions or other information regarding the LE training. The list below consists of the statements made by interviewees. However, not all participants choose to provide an answer to this question.

- Our goal is to be the best and this training is necessary. It's a great tool that's used on a consistent basis.

- They (McCain) follow-up on us specifically, its gets you motivated when you know a manager is going to be asking you questions regarding the training.

- Provide separate courses that would be based on existing level of leadership skill. People are at different levels when it comes to leadership and to have separate courses could eliminate repetitiveness.

- Provide more opportunities to review the training, possibly once a year. It is extremely hard to remember everything so reviews would be beneficial. Also, new leaders do not receive the training. These individuals should be receiving the "nuts and bolts" of the training to lay the groundwork.

- The language barrier is a challenge. It would be beneficial to adapt the training so all individuals can completely understand.

- The commitment by McCain is very positive and balanced. The training is not overboard, it fits the needs very well.

- The training is very beneficial, however the more we use it the better. During the training process, it would be useful to included assignments and activities that increase our exposure to the training. There is a lot of information to remember and when comes down to it, I have to do my job first before I worry about utilizing the training. Therefore, the more habitual they can make the training through repetitive exposure, the more likely I am to utilize it.

- Sustainment is an issue, if there is no follow-up things fall aside. There are currently no processes down the way to insure utilization.

Success Stories

Success Story of Greg

Greg currently holds the position of Production supervisor. He is a new, young leader at McCain and is just getting his career started. Currently, his duties include:

- Staffing

- Supervision of one – two lines

- Insuring safety, quality, delivery, and cost

- Waste factors

- Implementing training in lean and KPI (key performance indicators)

The material that Greg reported learning from the training included the Flexible Leadership methods. He reported that due to the training he is now aware of the different classification of a leaders and how people view information differently. Also, due to this knowledge, he is currently able to tailor his leadership style to fit the needs of the individual employees. Greg

reported seeing results from using the training on the first day. He feels as though his personality changed and that the training opened up a door for him. Greg stated "I have made an attempt to truly absorb, retain, and use the training."

When asked to provide an example of both using the training and the results accomplished, Greg referred to a presentation process that recently had to be completed. All persons under his supervision had to individually present to McCain management on the Appleton road map. He as a leader was responsible for holding 45 – 60 min sessions every week to prepare his employees for the presentations. As with any occasion, there were individuals who resisted and those who had a hard time understanding the process and material. Greg reported that it was up to him to give all individuals a chance to succeed. He provided encouragement to those who needed it, as well as clear, repetitive, and detailed presentations to insure that all persons could fully understand the process and material. Management reported that all presentations went well and they were impressed. In the end Greg felt as though he was a proud parent.

Another example that Greg reported was the use of positive reinforcement. A while back the plant developed a reinforcement strategy called "Dared to succeed or fail." This method consisted of asking individuals within the Appleton plant, including employees at all levels, to provide an example of how they had dared to succeed or fail. If the individual was able to provide such an example they received a five dollar gas gift card. This method was utilized to encourage employees to try new things and to not be afraid to take risks. Greg referred to employees reactions as if it was Christmas morning. Greg reported that it was amazing to have such a large organization show up on the floor level and that it shows that the company truly

appreciates their employee's as assets. He also reported conversations with employees in which the employees express excitement about being rewarded for trying new things.

Greg reported currently utilizing his ability to self reflect and adapt his leadership methods. He states that he is now keeping track of his strengths and weaknesses in order to develop in both areas. He also made an attempt to encourage employees to get involved. Currently, is making an attempt to help employees recognize that they have a voice and to express that voice, whether it be negative or positive.

Greg provided good examples of aspects within McCain that have allowed him to successfully implement the LE training. He appreciated the fact that other leaders had gone through the training with him, which allows for him to bounce information off his peers. He also commented on the fact that management support has never been in question. When he asks a question to management there is almost always an immediate response, and he states that his follow-up is priceless.

In closing, Greg provided some advice for fellow leaders who may be attempting to utilize the training as well as a closing thought. He recommends that other leaders focus in on one LE topic and make an honest attempt to utilize it. Next, upon utilizing the method, take the time to reflect on what you could have done differently and what you did well. He also stated that gaining feedback from the employees involved will assist in the feedback process. Greg's last advice was to always be willing to ask questions, no matter what. Finally, Greg provided a final statement in regards to the LE training. He reported that the training "all in all" is valuable; that it is his goal to be the best and training is necessary for this to happen; and the training is a great tool to be used on a consistent basis.

Success Story of Martin

Martin holds the position of production supervisor within the McCain Appleton plant. The following is a list if Martins current duties in his position:

- Supervise lines 2 and 6 (roughly 27 people)

- Scheduling: Proper line setup, correct staffing

- Making sure proper tools that are necessary

- Insuring safety practices

- Identify any changes to schedule and products

- Personnel issues

- Get feedback from managers/supervisors on what is going on and any changes

Martin reported that he has held a supervisor position for over 20 years; therefore the training was not necessarily new. However, he did state that even though it wasn't new, the training was still a beneficial review. The training showed him how he can take the information provided and utilize it to help his employees. He reported that the training allowed for McCain to demonstrate their expectations, responsibilities and accountabilities and set the path accordingly for their new supervisors and managers.

Martin reported some immediate changes that he has seen because of the LE training. First, he reported that more people under his supervision and others are gaining both confidence and responsibility. Next, he and other supervisors are taking the next steps in providing the line leaders with information regarding where McCain is going as a company and the potential opportunities for them. They have provided these leaders with more information and the guidance on how they need to use the information to their benefit and everyone else's. Finally, he reported that he is now able to break his responsibilities in to the proper sections. For

example, being able to take an employee and lead them by identifying what the expectations are for that individual as a single employee as well as a team member. He states that it's a matter of identifying the fact that there is no perfect employee, and that we all make mistakes. This means being able to identify individually his employees and their unique strengths and weaknesses. Then following up with each employee and identifying how they see their strengths and weaknesses and working with them to develop a plan to build upon their abilities.

Martin reported a specific example of the above actions. This example involved a single individual under his supervision. The employee was a line leader working under Martin who had issues with being shy and an unwillingness to make decision on their own. Martin identified this issue and began working with them to develop their abilities, such as taking their time to process the situation and come to a rational conclusion. Further, Martin would follow-up with the individual after they started to make independent decisions. The follow-up process involved identifying what they did well in their decision and things that could have been improved. He assisted this person in becoming a more reliable and independent leader. He is now capable of delegating, in confidence, more responsibility to this leader.

Martin identified two factors that will influence the value of training: (1) how the training is presented and (2) how the person receives the training. For example, he states that if a person is overall negative towards the training and change, they are unlikely to retain and accept the training. He reports that for him this LE training was very valuable. It allowed him to get the opportunity to see how other people view things and the capability to discuss topics in an open forum. From these discussions, participants in the training were able to develop options for situations and identify their own weakness and strengths. He stated that this process helps each

leader individually identify how much they need to change and adapt. Finally, Martin simply stated again that the training overall is very valuable.

Next, Martin reported a few aspects about McCain that allowed him to better implement and utilize the training. First, he stated that going through the training with his peers was very beneficial. Being able to use his peers, who may have different ways of leading, assists in his ability to interpret and learn the LE training. Next, Martin reported that the McCain (management) involvement insures that all employees know and understand their objectives. This involvement also helps to identify that we are all working together as a team and that no one individual is better than another.

When asked to provide advice for other leaders, Martin emphasized conducting their leadership with an open mind and willingness to accept change. He states that one as to be willing to accept the insight from others and have the ability to work together to meet or exceed their goals.

To finish, Martin provided the following suggestions for the LE training. He states that he would like to see a separation of some of the courses into different levels. He recognizes that not all leaders are at the same level as far as knowledge and skills, and what might be challenging for one individual may be simply rudimentary and repetitive for another. The separation of these levels would allow for all leaders to receive a challenge.

Chapter V: Discussion

So far, the following has been discussed: recent and classic literature related to this study, the methodology of the research, and the results. The following section will highlight the previously written material. First, the limitations will be reintroduced. Next, the results will be highlighted through multiple conclusions by the researcher. Finally, the researcher will provide recommendations based on the results of the study.

Limitations

The following are the limitations of the study as identified by the researcher. First, there was a lack in completed surveys returned to the research. Thought the response rate was at a level that is routinely accepted in social science research (28 percent), a higher response rate would have allowed the researcher to identify interviewees from a more diverse population. Second, throughout the study, both management and supervisors at McCain provided assistance. This assistance, though strictly non-coercive, could have persuaded individuals either to participate in a particular fashion or to not participate.

Conclusions

The following is a list of conclusions made by the researcher based on the results gathered through the interview process.

- The interview population represents quality demographic diversity: individuals from all areas of the company were involved in the interview process.

- Many McCain Leaders are now more capable of adapting their methods to fit the needs of individual employees. Further, they are capable of reflecting into their own styles and gaining quality feedback in order to better their abilities.

- The quality and value of the training was reported as very high by all participants. Therefore, there is no question on the continuing and further administration of the LE training.

- In order to better utilize the training leaders must remain optimistic through their implementation and results processes. Leaders must also remain open and be willing to utilize the resources surrounding them.

Recommendations

Though the training was valued and participants reported satisfaction with the training, there were many suggestions that the researcher received. Further, the researcher also recognized the need for some process improvements.

- Consider focusing in on less material in the training

- If the previous is not possible, consider spreading out implementations; three modules at one time might to be too much information for leaders to retain.

- Increase the use of activities and assignments to increase exposure of the material

- Insure follow-up process within the plants. There were some individuals who clearly received consistent follow-up, while other reported very minimal.

- Provide additional follow-up process to insure sustainability of training

- Provide formal processes for individuals to gain more information or review the training information.

As one reads the previous recommendation the main concern for this training will become clear. There is a clear issue of leader's inability to retain the mass amount of information provided from only three of the seven modules. Though it may be improbable, the consideration to scale

down the training may be beneficial. Again, if this is a process that cannot happen, regulations

on the amount of training an individual can receive at one time could assist in this issue.

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Appendices

Appendix A: List of tasks involved in implementing this Success Case Method (including Dates)

Tasks:	Start Date	Finish Date
Develop Evaluation Plan/Management Plan	5-Jan	16-Jan
Finalize Timeline	5-Jan	10-Jan
Develop Project Attainment Strategy	5-Jan	16-Jan
Develop Project Proposal	5-Jan	16-Jan
Committee Approval	5-Jan	16-Jan
McCain Approval	5-Jan	16-Jan
Logic Model/Program Theory of Change	19-Jan	23-Jan
Develop Rough Draft	19-Jan	22-Jan
Make final revisions and develop Final draft	23-Jan	23-Jan
Institutional Review Board (IRB)	2-Feb	20-Feb
Develop Application	2-Feb	6-Feb
Submit Application	6-Feb	6-Feb
Approval	7-Feb	20-Feb
Measurement Tool	19-Jan	20-Mar
Development/Pilot	19-Jan	30-Jan
Implementation	23-Feb	13-Mar
Data Analysis	16-Mar	20-Mar
Interviews	19-Jan	27-Mar
Develop interview questions	19-Jan	30-Jan
Identify and attain interviewees	16-Mar	20-Mar
Conduct Qualitative Interviews	23-Mar	27-Mar
Qualitative Data Analysis	30-Mar	17-Apr
Transcribe Interview data	30-Mar	3-Apr
Develop Themes (Codes)	6-Apr	7-Apr
Systematically code qualitative data	6-Apr	17-Apr
Paper	5-Jan	24-Apr
Develop Rough Draft	5-Jan	24-Apr
Develop outline	5-Jan	23-Jan
Abstract	23-Apr	24-Apr
Introduction	2-Feb	20-Feb
Literature Review (Chapter II)	2-Feb	20-Feb
Review Literature and Develop Chapter		
Methodology	3-Mar	17-Apr
Results	18-Apr	24-Apr
Discussion	18-Apr	24-Apr

Appendix	18-Apr	24-Apr
Executive Summary	18-Apr	24-Apr
Submit Paper to Committee	24-Apr	24-Apr
Submit Paper to Graduate Office	1-May	1-May
Presentation	27-Apr	7-May
Develop Rough Draft	27-Apr	3-May
Finalize Presentation	4-May	6-May
Give Final Presentation to McCain	7-May	7-May
On-Going Tasks		
Communication with stakeholders		
Communication with Committee Members		
Educating Stakeholders on process		

Appendix B: Impact Model/Programs Theory of Change

PTOC of the Leadership Essentials Training Modules:
"Creating Team Synergy" & "Flexible Leadership" & "Foundation of Leadership"

Implementation:
McCain Learning Centre (MLC)

Recipient:
90 (+/-) McCain USA:
Appleton line leads &
supervisors

MLC Developes LE Modules and Materials

MCL Implements "Training the Trainers"

MLC Implements Modules:
- *Provides appropriate learning material*
- *Provides appropriate learning environment*

"Creating Team Synergy"   "Flexible Leadership"   "Foundations of leadership"

MLC asks trainers to provide
Feedback on modules

MCL Provides ongoing assistance
To McCain leaders

- MLC provides support to
  both the trainers and
  trainees

Better Leadership Practices at
McCain Foods USA: Appleton
- **Inspire Results**
- **Develop People**
- **Be a role model**
- **Create the future**

Employees make decision
to attend training

Employees Attend Modules

"Creating Team Synergy"   "Flexible Leadership"   "Foundations of leadership"

Employee attempt to utilize the methods and tools
Learned at modules (Implementation & Transfer)

Employee reviews the results
Of their attempts

Employee makes adjustments to leadership
Practices in order to be more successful

Employee successfully implements and transfers
Training to the workplace

- Employee actively pays
  attention during training

- Employee seeks clarification
  Of material to better
  Learn/implement

- Employee participates in activities to better
  Learn LE tools/methods

Appendix C:

Leadership Essentials Impact Survey
"This research has been approved by the UW-Stout IRB as required by the Code of Federal regulations Title 45 Part 46."

Thank you for taking the time to complete this survey. The purpose of this study is to evaluate the impacts of three Leadership Essentials (LE) training modules ("Creating Team Synergy," "Flexible Leadership," and "Foundations of Leadership") and to identify critical factors that facilitate implementation and transfer to workplace. This information will be used to improve the LE training modules. In no way will an employ receive any repercussions for their answers.

To complete this email survey, use the reply option to send it back to me with your answers. Once you have hit reply, the survey should still appear in the newly created email. To answer the questions choose the statement that best fits your situation by underlining the text of the statement, if the asked, please provide an example or specification.

Upon completing this survey, you may be asked to voluntarily participate in a face-to-face in-depth interview to provide the researcher with greater insight into the implementation of the LE training modules at your factory. For this reason you will be asked to provide your name and contact information. However, this personal information will not be used in any reporting or documentation, it is solely for the purpose of contacting you for potential interviewing. However, you can submit the survey without this information if you feel necessary.

Please read the each question below carefully, and answer them to the best of your knowledge. If you have any clarification questions, please feel free to ask the researcher for assistance.

1. I have used Leadership Essentials (LE) tools and methods (Please choose the best statement, and clearly mark your choice by underlining the text)

   a. Yes, with clearly positive results (Please provide an example).
   b. Yes, but I haven't experienced any distinguishable results yet (Please provide an example).
   c. Not yet, but I expect to use LE tools and methods (Please specify).
   d. I don't have any plans to do this (Please explain, why).

2. Which statement best represents your feelings about McCain's management commitment to LE training implementation and transfer to workplace process? (Please choose the best statement, and clearly mark your choice by underlining the text)

   a. I think McCain's management has a sincere interest and is fully committed to helping employees apply LE's knowledge and skills.
   b. I think McCain's management means well, but has not fully committed to the process.
   c. I think McCain's management sees this process as little more than an administrative requirement.
   d. I think McCain's management had no commitment at all to the process.

3. Which statement best represents your own commitment to LE implementation and transfer to workplace process? (Please choose the best statement, and clearly mark your choice by underlining the text)

    a. I have sincere interest and am fully committed to applying LE knowledge and skills.
    b. I am mostly positive, but have not committed fully to the process yet.
    c. I think this process is little more than an administrative requirement.
    d. I have no commitment at all to this process.

4. Please use the space below for any additional comments about LE training.

5. Name _____   Shift that you work:_____

6. What is your preferred way to be contacted in case you are selected for an in-depth interview?

    a. Phone (please provide your telephone number)_____

    b. E-mail (please provide your e-mail address)_____

Appendix D:
Consent to Participate In UW-Stout Approved Research

Title: Formative Evaluation of McCain Foods Leadership Essentials: Implementing the Success Case Method

Investigator:	**Research Sponsor**
Tynan Heller	Dr. Renee Surdick
715-556-0696. hellert@uwstout.edu	surdick@uwstout.edu

Description:
The purpose of this study is to assist McCain in the evaluation of the Leadership Essentials training that you received. The evaluation goal is to provide McCain with information on both the impacts of the Leadership Essentials training and critical factors that facilitate its successful implementation and transferability to the work place.

Risks and Benefits:
Risks to the participants:
Participation in this research poses minimal risk to participants. Participants in this research may become aware that they have not successfully implemented the Leadership Essentials training into their work. For those chosen to be interviewed, upon their request only, it may become known to McCain that they have not successfully implemented the Leadership Essentials training.
Benefits of research to participants:
By participating in this research the participants will gain insight into their progress of transferring the Leadership Essentials training to their work. This will allow participants to make adjustments if necessary or to continue with their course of action if the transfer has taken place according to their wishes. Also, if chosen for an interview, the participants will assist McCain in establishing hard data to determine the impacts, quality, transferability, and future development plans for the Leadership Essentials training.

Time Commitment and Payment:
Participation in the following survey should take approximately 10 - 15 minutes. However, upon completing the survey you may be asked to participate in a face-to-face interview at a later date. This interview would take approximately 30 - 40 minutes.

Confidentiality:
To insure confidentiality during the survey process the researcher will assign each individual a unique identification number. This identification number will be used throughout the study to refer to the individual's responses. No individuals, other than the researcher, will receive the results of the survey containing any identification information. Upon completion of the research, the researcher will destroy all hard and digital copies of the survey, therefore eliminating the possibility of future researchers connecting an employee with specific answers.

Right to Withdraw:

Your participation in this study is entirely voluntary. You may choose not to participate without any adverse consequences to you.

IRB Approval:
This study has been reviewed and approved by The University of Wisconsin-Stout's Institutional Review Board (IRB). The IRB has determined that this study meets the ethical obligations required by federal law and University policies. If you have questions or concerns regarding this study please contact the Investigator or Advisor. If you have any questions, concerns, or reports regarding your rights as a research subject, please contact the IRB Administrator.

Investigator: Tynan Heller
715-556-0696, hellert@uwstout.edu

Advisor: Dr. Renee Surdick
surdickr@uwstout.edu

IRB Administrator
Sue Foxwell, Director, Research Services
152 Vocational Rehabilitation Bldg.
UW-Stout
Menomonie, WI 5
715-232-2477
foxwells@uwstout.edu

Statement of Consent:
By completing the following survey you agree to participate in the project entitled, "Formative Evaluation of McCain Foods Leadership Essentials: Implementing the Success Case Method"

Appendix E:

McCain Formative Evaluation: Interview Protocol

"This research has been approved by the UW-Stout IRB as required by the Code of Federal regulations Title 45 Part 46."
Opening explanation:
First I would like to thank you for giving me the opportunity to interview you. The purpose of this interview is to assist McCain in the evaluation of the Leadership Essentials training that you received. The goal is to provide McCain with information on both the impacts of the Leadership Essentials training and factors that facilitate its successful implementation and transfer to the work place.

Next, I would like to remind you that this interview is completely voluntary and that no identifying material will be used in any report or presentation. The identifying information gathered on the survey was solely for the purpose of contacting you to ask for your participation in this interview. The first few questions that will be asked are for the research to better understand you and your role at McCain, again no identifying information will be used. This interview should take approximately 30 - 40 min.

Are there any questions you would like to ask of me before we begin?

Question for all cases
- What is your job title?   - What are the specific duties of your job?   - What leadership role do you have at McCain?   - What do you think you learned from the Leadership Essentials training that you are using in your work?   - Has anything changed in the work environment because of using this knowledge?

Success Case Questions	Non-Success Case Question
- What Leadership Essentials tools and methods have you used in your work? - Could you please provide some examples of the application of these tools and methods? - What results were achieved by using these tools and methods? (e.g. better team cooperation, more efficient and effective goal attainment, better relationship with subordinates...)	- What do you think you learned from the Leadership Essentials training that you would like to use in your work? - What are the barriers that hinder your ability to implement and transfer the Leadership Essentials training? (e.g. uncommitted leadership, insufficient time to learn the material, training material is irrelevant...)

- What do you feel is the value of these results?

- What are some aspects at work that assisted you in implementing and transferring the training to your work?

- Could you provide advice for other employees in utilizing Leadership Essentials tools and methods?

- Is there any other information about the Leadership Essentials training that you would like to share with McCain?

- What are the recommendations you would like to provide to McCain to better assist employees in successfully implementing and transfering the training?

- Is there any other information about the Leadership Essentials training that you would like to share with McCain?

Appendix F:

Consent to Participate In UW-Stout Approved Research

Title: Formative Evaluation of McCain Foods Leadership Essentials: Implementing the Success Case Method

Investigator: **Research Sponsor**
Tynan Heller   Dr. Renee Surdick
715-556-0696. hellert@uwstout.edu   surdick@uwstout.edu

Description:
The purpose of this study is to assist McCain in the evaluation of the Leadership Essentials training that you received. The evaluation goal is to provide McCain with information on both the impacts of the Leadership Essentials training and critical factors that facilitate its successful implementation and transferability to the work place.

Risks and Benefits:
Risks to the participants:
Participation in this research poses minimal risk to participants. Participants in this research may become aware that they have not successfully implemented the Leadership Essentials training into their work. For those chosen to be interviewed, upon their request only, it may become known to McCain that they have not successfully implemented the Leadership Essentials training.
Benefits of research to participants:
By participating in this research the participants will gain insight into their progress of transferring the Leadership Essentials training to their work. This will allow participants to make adjustments if necessary or to continue with their course of action if the transfer has taken place according to their wishes. Also, if chosen for an interview, the participants will assist McCain in establishing hard data to determine the impacts, quality, transferability, and future development plans for the Leadership Essentials training.

Time Commitment and Payment:
Participation in the following interview should take approximately 30 - 40 minutes.

Confidentiality:
During the interview the researcher will remind the interviewees that any identifiable material may be stricken from the records. Each interviewee will be given the option to disclose or withhold their identity on the records. Upon completion of the research, the researcher will destroy all identifying material on hard and digital copies of interview transcriptions and data.

Right to Withdraw:
Your participation in this study is entirely voluntary. You may choose not to participate or withdraw at anytime without any adverse consequences to you.

IRB Approval:
This study has been reviewed and approved by The University of Wisconsin-Stout's Institutional Review Board (IRB). The IRB has determined that this study meets the ethical obligations required by federal law and University policies. If you have questions or concerns regarding this study please contact the Investigator or Advisor. If you have any questions, concerns, or reports regarding your rights as a research subject, please contact the IRB Administrator.

Investigator: Tynan Heller
715-556-0696, hellert@uwstout.edu

Advisor: Dr. Renee Surdick
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IRB Administrator
Sue Foxwell, Director, Research Services
152 Vocational Rehabilitation Bldg.
UW-Stout
Menomonie, WI 54751
715-232-2477
foxwells@uwstout.edu

Statement of Consent:
By signing this consent form you agree to participate in the project entitled, "Formative Evaluation of McCain Foods Leadership Essentials: Implementing the Success Case Method"

Signature............................ ....Date

Appendix G: Survey Results Figures & Tables

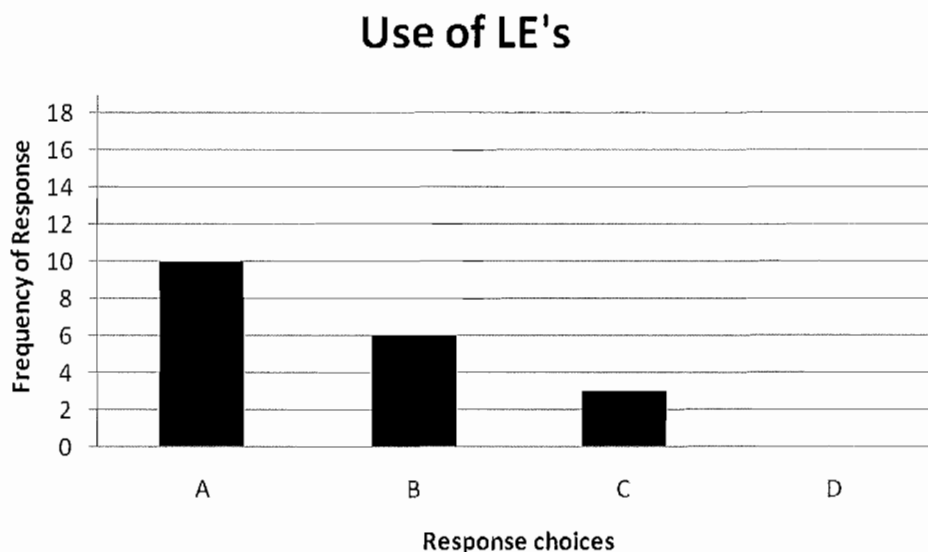Figure 3: Use of LE's tools and methods

Use of LE's

Table 5: Comments provided for question one on survey

I have used the readiness example. I have also used team synergy to help with my safety teams. Through the Fundamentals of leadership I have tried to Paint the Picture for my department. Our role is to help the plant be successful by focusing our activities and efforts to support business needs. I have started to see change in approach but we have a long way to go.
There is one person that consistently stays past the normal scheduled work hours. I have worked with the supervisors to control this behavior and have helped them develop a plan to help the employee manage time better. It worked for a week or two then drifted back. I then sat with the employee's manager to get it corrected. It keeps running the same cycle as before, good for a while then slips back.
Learning to accept people and that they do not have the same drive as me and that is OK.
Delegated leading meetings to a subordinate - too early to tell what the result will be
Communicating relentlessly has worked very well
I (we) have used all of the tools to help our Line Leaders that may potentially someday be a supervisor. We have our people take more ownership/responsibility for their line's) and open new opportunities for them. We are having them present the High Performance Team meeting that the supervisors normally do once a week to all production personnel on 2nd shift, to include their peers. They will take turns doing this and we will be their to support them and give them the information that they need to present. With this example we are taking a little bit of each of the leadership tools that will provide help us all continue to grow!!
I am not really in any leadership role but if the opportunity arises I would try. I have learned to respect each individuals different personality and not to approach them as all being the same.

| |
|---|
| Through the Fundamentals of leadership I have tried to Paint the Picture for my department. Our role is to help the plant be successful by focusing our activities and efforts to support business needs. I have started to see change in approach but we have a long way to go. |
| I have seen many of our Line Leaders take on more of a Leaders as Teachers role. |
| I had the opp. to work part of 3rd into 1st shift for 6 months, and I tried to create synergy between the 2 shifts while on them. I think I have made some progress as far as everyone working together instead of against each other. I know that the 2 shifts are communicating more, which is a start. |
| The LE modules gave insight to the fact that different people approach situations differently |
| I've used le learning's in many ways since the training; however the most positive outcome I've had to date was the following. Through our SQDC process at McCain Appleton I've had the opportunity to develop talents of my employees. Everyone had to give a brief presentation on their involvement with the project. This was a very unnerving task for some. So I saw this as opportunity to coach and guide them through some practices I've learned through school and practice with le trainings. |
| Flexible Leadership; one of the outcomes was to "be aware of the different Performance Readiness Levels of your employees." With regards to our MDI processes, I have charted the awareness levels of each employee in my department. I am currently working with my lead personnel to improve the awareness level of each employee have not yet rechecked their understanding. |
| I've inspired three employees with results by providing them with tasks/projects within their capabilities. Ex. Jane Doe was assigned to develop one point lessons for the back of the line control panels. This will enable all Packaging Machine Operators to easily rotate their positions from line to line as each is different to reduce downtime. This project helps her communicate the same message to all, drive results for other operators, develops her talent, leverages her potential, creates a team environment and sets the pace for others to follow. |
| Because I move from job to job working with different managers |

Figure 4: McCain commitment to LE's

McCain Commitment
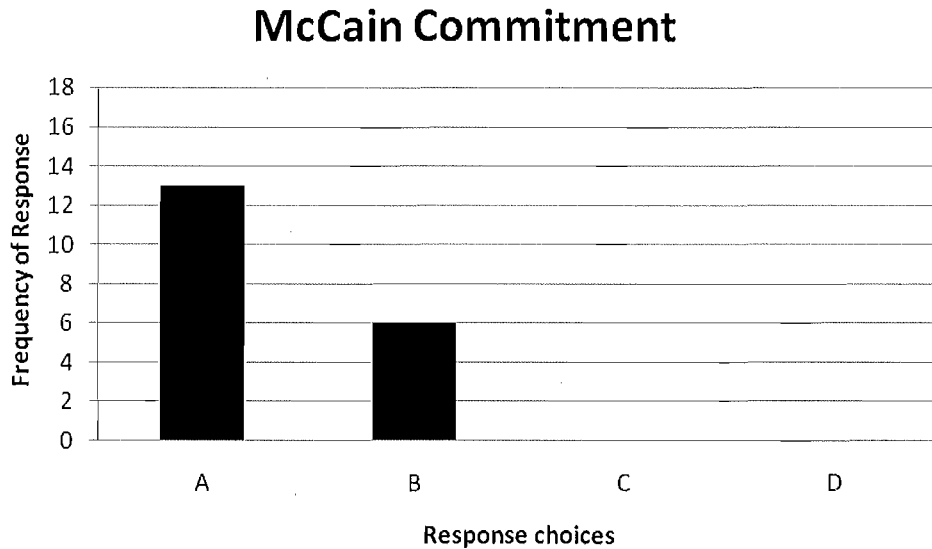
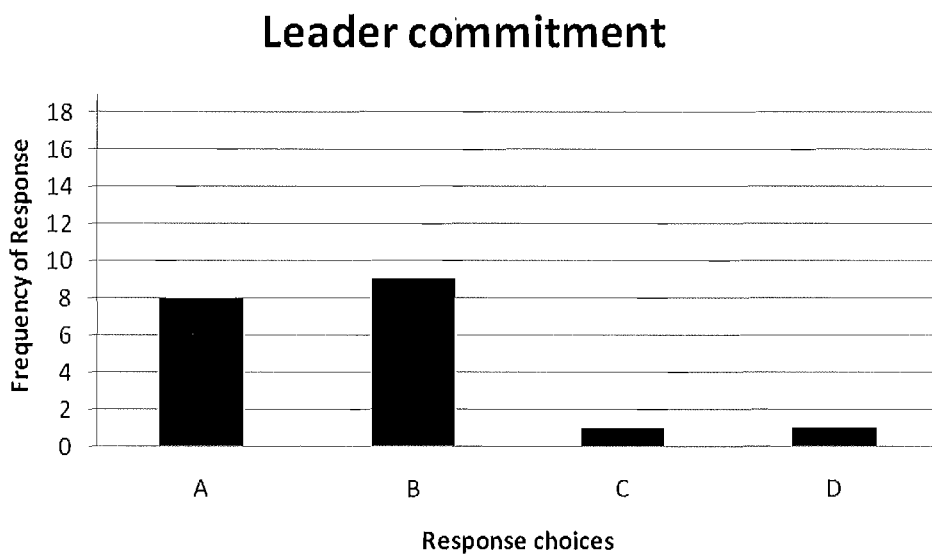Figure 5: Leader commitment to LE's

Leader commitment

Table 6: Comments provided for question four on survey

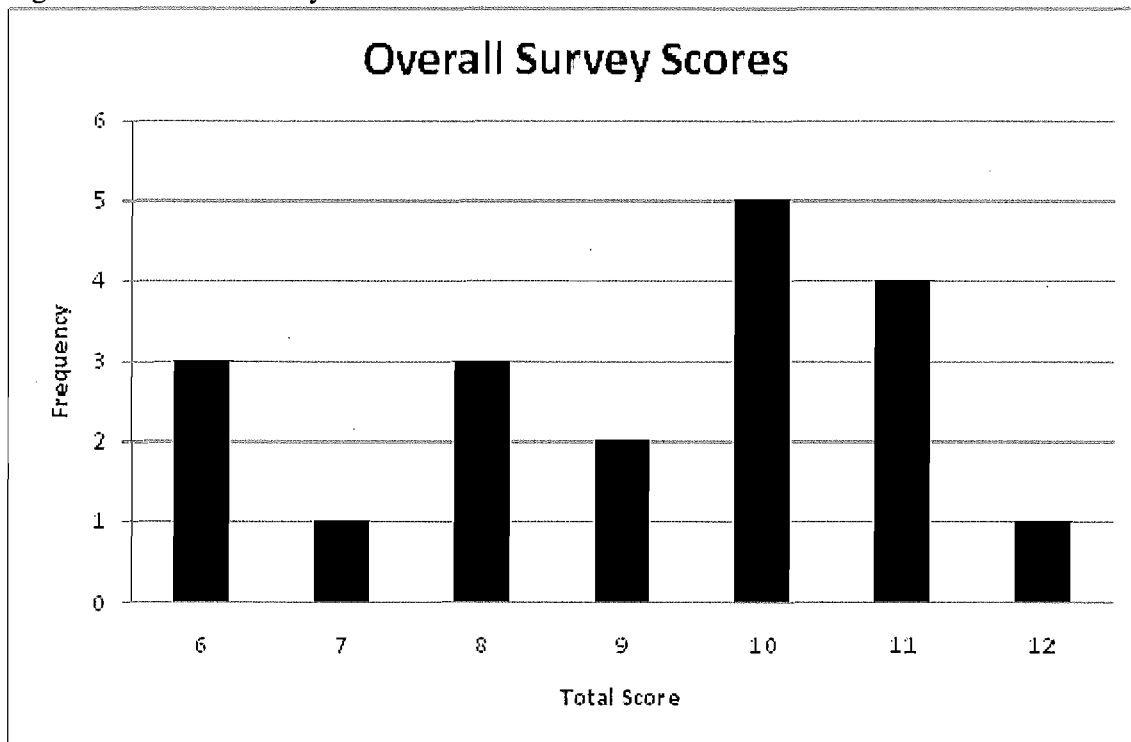| |
|---|
| I feel the training is a good tool to have but don't think that the training should be the same for everyone. |
| I think it's always a good thing to use development tools with all employees, it shows that McCain does truly believe that it's people are our only truly appreciating asset. |

The foundations we learned in Leadership Essentials were really intuitively ingrained by simply being socially conscious human beings. While within an office environment where you work closely with co-workers you naturally develop a sense of team synergy. You naturally find your niche within the group. I found many of the exercises only confirmed what I already assumed, especially my Leadership style. But I do enjoy these adventures in looking inward. But if you are self-aware it should not be a surprise.

Training is helpful but I believe additional training is needed.

Unfortunately, the choices to question 3 do not adequately represent my viewpoints; however, I selected the best possible answer from those offered.

Figure 6: Overall Survey Score

(Total possible score = 12)