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Twelve-Month Administrative Leadership Development Program at the University of Missouri: Perceived Outcomes by Staff Participants and Participants' Supervisors

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TWELVE-MONTH ADMINISTRATIVE LEADERSHIP DEVELOPMENT
PROGRAM AT THE UNIVERSITY OF MISSOURI: PERCEIVED OUTCOMES BY
STAFF PARTICIPANTS AND PARTICIPANTS' SUPERVISORS

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DISSERTATION

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ABSTRACT

This study examined the perceived outcomes of a national institute or internship program focused on leadership development at a postsecondary institution by conducting in-depth, qualitative interviews with participants who completed the program and supervisors who oversee these participants in the workplace. The program selected for study was the Administrative Leadership Development Program (ALDP) hosted by the University of Missouri. The perceived outcomes by both populations converged and were identified as Feeling Valued, Relationship Building, Self-Awareness, and Skill Development.

The data indicated perceived outcomes by ALDP participants and participants' supervisors were positive in nature and observable differences in participant performance occurred. The perceived outcomes indicated that employees within the UM System who completed ALDP were more engaged, had an increased commitment to the University, had increased job satisfaction, and, according to participants' supervisors, had increased their overall performance. The data also indicated ALDP had a desirable impact on staff members' continued employment and commitment to the University of Missouri.

The identified perceived outcomes were similar to those identified within industrial leadership development programs (Spletzer, 1999; Day, 2001; Huselid, 1998) and agreed with aspects of several models and theories on leadership development and employer-employee relationships (Berg, 2003; Bolman & Deal, 2003; Maslow, 1954; Pfeffer, 1998). This research adds to the literature and acts as a catalyst to identify the perceived outcomes of a 12-month leadership development program specific to non-academic administrative and midlevel staff within a postsecondary institution.

DEDICATION

Completing my dissertation is a dream come true, not only for me but for my family. My husband and three children provided more support, encouragement, and understanding than I ever had the right to ask of them. Over the past five years, each have given unquestionably to my goal of achieving doctoral status – it wasn't until I was writing this dedication that I began to comprehend their sacrifices, although I will never know the true extent of them.

My husband and children deserve to be recognized, thanked, and eulogized. My family has sacrificed much and I have given little. Without their unyielding support and love, this dream would not have come to fruition. They never once doubted I would graduate – they knew my strength when I didn't and helped me to find it. Completing my doctoral program is their accomplishment more so than mine.

Throughout my childhood my parents continually talked about the importance of a college education and how obtaining a degree(s) would positively impact my life. My parents supported my educational endeavors, even when times were trying. My determination, work ethic, and perseverance is my inheritance – without these traits or the comforting words from my parents, I would not have believed that I could accomplish such a deed. My parents provided a solid foundation that holds true today.

This dissertation is dedicated to my husband, children, and parents. Without each of them providing support in their own ways, I would not have completed my doctoral program. My heart is overflowing with gratitude, appreciation, and love.

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TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

CHAPTER ONE: INTRODUCTION

American postsecondary institutions were founded during the Colonial Era with the first institution, Harvard College, established in Cambridge, Massachusetts in 1636. Harvard was created with the goal of training the future schoolmasters, divines, rulers, and ornaments of society and to "advance learning and perpetuate it to posterity" (Rudolph, 1990, p. 4). A total of nine additional institutions were founded during the Colonial Era including The College of William and Mary in 1693, Yale in 1701, and Dartmouth in 1754 (Thelin, 2003). The early leaders of these institutions were English immigrants, trained Oxford and Cambridge men who set forth to found themselves a college (Rudolph, 1990). Historically professors, in general, were seen as the governing bodies and leaders of their respective institution until a presidential address in 1888 declared "college administration is a business in which trustees are partners, professors the salesmen and students the customers" (Rudolph, 1990, p. 161). This presidential address inherently changed the leadership role within postsecondary institutions (Rudolph, 1990).

Two centuries after Harvard College was founded, the University of Missouri (UM) was founded in 1839. UM was the first publicly supported institution in the Louisiana Purchase (University of Missouri, 2006), which stretched from the Mississippi River to the Rocky Mountains and encompassed 800,000 square miles (Louisiana Purchase, 2006). UM became a land-grant institution with the passing of the Morrill Act in 1862. The Morrill Act was a significant advancement in postsecondary history because "the act itself provided for the support in every state of at least one college" (Rudolph,

1990, p. 252) by allowing the state to designate land in proportion to the number of its congressman for higher education purposes (Cohen, 1998).

The UM System has four campus locations throughout the state of Missouri: Columbia, Kansas City, Rolla, and St. Louis. UM-Columbia, which was founded in 1839, is considered to be the flagship campus (University of Missouri, 2006). UM-Rolla, the second campus to be established, was founded in 1870 and was the first technological research university west of the Mississippi River (University of Missouri-Rolla, 2006). The third campus, UM-Kansas City, was established in 1929 (University of Missouri-Kansas City, 2006). The fourth and final campus to join the UM System was UM-St. Louis, which was founded in 1963. At the time of my research, UM-St. Louis was the third largest university in the state (University of Missouri-St. Louis, 2006).

During the period of this research (2006), the UM System enrolled more than 63,000 students and was the ninth largest university system in the United States (University of Missouri, 2006). According to the Missouri Department of Higher Education (MDHE), the UM System is the largest out of the 13 public four-year postsecondary state institutions in Missouri (MDHE, 2006). A large and diverse staff of both academic and non-academic administrative and midlevel leaders, including trustees, is needed to run such a large postsecondary system.

In the fall of 2005, the UM System employed a total of 11,854 full-time, benefit-eligible staff members (UM Institutional Research and Planning, 2006). In general, administrative and midlevel staff employees within a postsecondary institution constitute the largest population of personnel (Johnsrud & Rosser, 2000). They comprise as much as 64 percent of the identified administrative staff positions and hold a vast array of titles,

duties, and responsibilities (Johnsrud & Sagaria, 1992). Administrative and midlevel

employees play an integral role in a postsecondary institution's spirit and vitality, and

they are commonly characterized as loyal, enthusiastic, and skilled (Rosser, 2000).

Administrative and midlevel positions are challenging to identify because they

may be filled by either academic or non-academic personnel within the structure of

higher education (Rosser, 2004). Rosser grouped non-academic administrative and

midlevel staff into the following four classifications, using the unit or division in which

they report as a guideline (2000): 1) student affairs personnel, including registrars,

counselors, financial aid officers, and admissions staff members; 2) academic support

personnel, including library, media, and cooperative education staff members; 3) business

and administrative services personnel, including accounting, human resources, and

maintenance staff members; and 4) external affairs personnel, including public relations,

alumni affairs, and fundraising staff members.

Scott (1978) cited four reasons for investing in the non-academic administrative

and midlevel staff in postsecondary institutions:

1.   The rising costs of college administration, in which the category of

       midlevel staff has experienced the greatest area of growth;

2.   The greater use of this category of professionals in support of an

       institution's goals;

3.   The placement of more women and minorities in the midlevel job

       category; and

4.   The inadequacy of training programs for midlevel administrators.

Thirty years after Scott articulated a need for investing in midlevel staff, the UM

System implemented a 12-month leadership development program for its non-academic

administrative and midlevel staff in 2005. The program, which is titled the President's

Administrative Leadership Development Program (ALDP), had 32 participants in its

inaugural program. As of the fall of 2007, 62 UM employees completed ALDP.

Participants of ALDP are from each of the four UM campus locations in addition to the

UM System Office and the University Hospital, both in Columbia. ALDP was

implemented in an effort "to provide leadership development opportunities and ongoing

support to directors and others in similar positions across the University" (i.e., non-

academic administrative and midlevel staff).

ALDP begins with a four-day extensive retreat focused on assessing and

developing leadership skills, cohort follow-up sessions occur three times throughout the

year, and monthly meetings on campus-specific discussions (ALDP, 2005). ALDP is

considered to be a type of national institute or internship program, based on its extended

leadership program. McDade (1987) defined national institutes and internships as

"extended, intensive training programs that last several weeks or meet regularly over a

year to investigate education issues and explore management techniques" (p. 3).

The characteristics of national institutes and internships include, but are not

limited to: 1) a duration of between two weeks and one year; 2) sponsored by prestigious

universities and higher education associations; 3) held at the campus of the sponsoring

institution; 4) usually requires institutional nomination or endorsement; 5) has a highly

competitive application process; and 6) focuses on broad higher education issues and

leadership development (McDade, 1987).

The employees within an organization are without question the most important part because without them, the other organizational components (goals and structures) would cease to exist. The decisions and capabilities of these people will ultimately determine the results of the organization (Wentland, 2001).

Statement of Purpose

The purpose of my research is to examine the perceived outcomes of an internal, postsecondary national institute or internship program (ALDP) as defined by its participants and participants' supervisors (employees in the UM System). Astin and Astin (2000) proposed postsecondary institutions have given little, if any, attention to leadership development programs for their employees. Instead, postsecondary institutions have focused solely on student development. Furthermore, they stated no single postsecondary institution prospers where administrative and midlevel leadership development programs are unavailable (Astin & Astin, 2000).

The Chronicle of Higher Education also addresses the shortage of academic and non-academic leadership development programs for higher education by noting "unless campus leaders do more to identify and nurture new talent, higher education will face a leadership crisis in the coming decades as the baby-boom generation of college administrators retires and the pool of potential replacements shrinks" (Selingo, 2006, p. 1). Furthermore, Gmelch (2002) stated "innovations and transformation of universities will not become a reality unless we build the leadership capacity" (p. 3).

In 2004, the U.S. Department of Labor estimated that "26 million Americans will retire from the 147 million-person labor force by 2008" (Taylor, 2004, p. 42), and the Corporate Executive Board reported most organizations believe "younger" employees are

inadequately prepared to assume these leadership positions (2003). Ellis (2003) identified 21 to 24 percent of top and middle management positions (across industries, functions, and geography) will be vacated in the next few years. Focusing on leadership development can maximize an organization's human capital such as employee retention, job satisfaction, and ability to recruit and retain employees (Bray, Geroy, & Venneberg, 2005; Lawler, 2003). Leadership development programs can also enhance employee retention rates (Barron, 2004).

Phenomenological research – a process to study the meaning of lived experiences about a concept or phenomenon for several individuals and explore the structures of consciousness in human experiences (Creswell, 1998; Polkinghorne, 1989) – has been selected as the approach for this qualitative inquiry. This phenomenological research is specifically focused on three aspects: postsecondary institutions, internal national institutes or internship programs, and non-academic administrative and midlevel staff positions.

<div align="center">Research Questions</div>

It is clear that large complex university systems, like the University of Missouri, need a competent set of non-academic administrators and midlevel staff to meet the challenges of the future. Yet, UM, like most university systems had invested few resources into developing leaders until ALDP was implemented. Therefore, the research questions guiding the research on ALDP were:

1)   What are the overall perceived outcomes of ALDP for the population as identified by participants?

2)   What are the overall perceived outcomes of ALDP for the population as

identified by participants' supervisors?

3)   Do the identified perceived outcomes by both participants and

participants' supervisors coincide?

4)   What implications, if any, do these perceptions have for staff training

and continued employment?

Delimitations

The identified population was comprised of UM System employees in non-

academic administrative and midlevel positions who participated in the inaugural cohort

(April 2005 through April 2006) and the second cohort (April 2006 through April 2007)

of ALDP. The results of this qualitative research may not be generalizable to other

postsecondary institutions. The methods of qualitative inquiry are focused on depth and

not breadth, unlike quantitative research methods (Creswell, 1998). Qualitative

researchers "seek to describe and explain the world as those in the world experience it"

(Merriam, 1998, p. 205) and it is the reader's duty to determine if the identified outcomes

are applicable to their situation. Additionally, generalizability is restricted because the

descriptions for employee positions as well as the qualification criteria for employment

may differ at various postsecondary institutions.

The results may not be applicable across other populations at postsecondary

institutions, such as support staff or hourly employees, based on the differences in titles,

responsibilities, and necessary skill sets for the stated positions. Likewise, given the

specific nature of ALDP, its internal program and the targeted population and size,

generalizing the results is not advisable and should be approached cautiously.

The perceived outcomes may be based on or influenced by factors other than participant experience within the Administrative Leadership Development Program. Workplace dynamics, institutional culture, and various people have the potential to influence the perceived outcomes by participants and participants' supervisors.

<div align="center">Definition of Terms</div>

Terms are defined differently in the literature and meanings can change based on the context in which they are applied. The following terms and their respective definitions were established for this qualitative inquiry:

Administrative and midlevel staff: Can be "either academic or nonacademic personnel within the structure of higher education" (Rosser, 2004, p. 5); titles may include registrar, director, assistant director, coordinator, development officer, accountant, and librarian.

Career development: "The process by which individuals establish their current and future career objectives and assess their existing skills, knowledge or experience levels and implement an appropriate course of action to attain their desired career objectives" (Society for Human Resource Management, 2006).

Development program: "Training or educational programs designed to stimulate an individual's professional growth by increasing his or her skills, knowledge or abilities" (Society for Human Resource Management, 2006).

Leader: A leader is someone who serves as an effective social change agent regardless of formal position (Astin & Astin, 2000). "Leaders are seen as having vision, providing inspiration, giving people purpose, pushing the boundaries, creating change, and building relationships" (Field, 2002, p. 1).

Leadership: "The process, by which an individual determines direction, influences a group, and directs the group toward a specific goal or organizational mission" (Society for Human Resource Management, 2006). "An influence relationship [with power] among leaders and their collaborators who intend real changes that reflect their mutual purposes" (Rost, 1993, p. 99).

Leadership development: "Formal and informal training and professional development programs designed for all management and executive-level employees to assist them in developing the leadership skills and styles required to deal with a variety of situations" (Society for Human Resource Management, 2006). "The expansion of a person's capacity to be effective in leadership roles or processes, enabling people to work together in productive and meaningful ways" (Center for Creative Leadership, 2007).

Management: A group of employees for which a manager-managed relationship exists; a formal authority is designated by organizational context and the manager is held accountable for those managed (Nicolaou-Smokoviti, 2004).

Manager: A manager is someone who "seeks control, follow the rules, set objectives, plan, budget, and get work done through others. They value stability and the use of legitimate power to do the regular work of the organization" (Field, 2002, p. 1).

National institute and internship program: An "extended, intensive training programs that last several weeks or meet regularly over a year to investigate education issues and explore management techniques" (McDade, 1987, p. 3).

Organization: An entity consisting of three components: people, goals or purpose, and structure (Robbin, 1998).

Perception: An awareness of the elements of environment; quick, acute, and intuitive cognition; a result of observation and interaction (Webster's New Collegiate Dictionary, 1981).

Phenomenological Research: A study describing the meaning of the lived experiences for several individuals about a concept or shared phenomenon (Creswell, 1998).

Significance of the Study

Effective leadership is commonly viewed as central to the success of any organization, and more importance is being placed on leadership development in the 21st century than ever before (Hernez-Broome & Hughes, 2004; CCL, 2004). A review of the literature available on leadership development in postsecondary institutions reveals the primary focus has been on presidents, deans, department chairs, and faculty (Gmelch, 2002; Codling & Yielder, 2004).

The literature available on administrative and midlevel staff in postsecondary institutions focuses on defining who these employees are and what positions they hold (Rosser, 2004). Yet, the need for leadership does not end at the executive level. Increasingly, the need for leadership exists even for lower-level managers (Kotter, 1988). Leadership development programs across all organizations are growing in prevalence (Hernez-Broome & Hughes, 2004; Constantine, Schwarte, & Woltring, 2003), and the "need for effective leadership in an increasingly global, rapidly changing, and knowledge-based society is more apparent than ever" (Kellogg Foundation, 2004, p. 1). Additionally, Conger and Ready (2003) asserted most organizations do not have a "sufficient pipeline of leaders" (p. 83).

Minimal literature is available concerning postsecondary institutions that provide an internal 12-month leadership development program for its employees and the associated perceived outcomes. The Center for Creative Leadership is a world-wide non-profit organization created in 1970 specializing in the advancement and development of leadership programs (CCL, 2007). CCL published numerous reports and articles on the benefits of executive training for a president, dean, department chair, or faculty member. However, the CCL has not conducted any research on the benefits of extended training programs equivalent to a national institute or internship program for administrative and midlevel staff (Cartner, personal communication, Oct. 16, 2006). Furthermore, research related to an internal national institute or internship program is even more difficult to find.

In general, the literature available concerning national institute or internship programs does demonstrate benefits to both the organization and participants (Jamieson, 2004; Hegrenes, 2005; Eng & Gottsdanker, 1979). Additionally, the literature available on other entities, such as domestic and international businesses (Crotty, 1974; Center for Creative Leadership, 2007), as well as secondary programs and community colleges (Dillon, 1974; Hughes-James & McCauley, 1994), shows an abundance of 12-month training programs for their employees. Moreover, the research pertaining to these programs includes the significant benefits to both the organization and the participants. It seems reasonable to assume that similar leadership development programs implemented at postsecondary institutions would also experience similar benefits.

The Center for Creative Leadership (2003) identified leadership skills as the area in which employees (in general) would most like to develop. Additionally, the investment

in employee education and training (human capital) increasingly affords the development of an infrastructure to support the competitive advantage that a highly-trained workforce provides (Swanson & Torraco, 1995). In their words:

> In the American university, seven years represents the threshold for faculty to attain the status of expert in order to achieve tenure and promotion at the associate professor level and another seven years for full membership in the academy. If it takes seven to fourteen years to achieve expertise in academic disciplines, why do we assume we can create an academic leader with a weekend seminar? (p. 74)

The research was intended to fill the gaps in research focused on a 12-month leadership development program hosted by a postsecondary institution for its non-academic administrative and midlevel employees. In addition, the research was intended to obtain information that is hard to discern otherwise by examining the participants' perceived outcomes as well as those of the organization. It was anticipated that the results of this research would be of value to both the UM System postsecondary institutions and the participants in the research because the research findings could provide evidence of their leadership development.

It was anticipated that research results could have value to current theories addressing the benefits of leadership development as well as to other postsecondary institutions that are designing, creating, and implementing similar programming. Funds allocated to professional development are scarce, and this research would inform university administrators regarding funding for future leadership development programs (Feeney, 2006).

CHAPTER TWO: REVIEW OF RELATED LITERATURE

Postsecondary institutions have historically focused on the delivery of undergraduate and graduate degree programs to enrolled students; however, in comparison with non-academic organizations, most postsecondary institutions have failed in their efforts to educate their staff through professional development and leadership programs (Jamieson, 2004). Consequently, postsecondary administrative and midlevel staffs are often, by default, considered to be leaders—regardless if they have participated in any leadership training programs or have previously displayed leadership characteristics (Jamieson, 2004). This current situation is in need of evaluation, especially because "leadership is often regarded as the single most critical factor in the success or failure of an institution" (Bass, 1990, p. 8).

Due to the need for more leadership development programs within postsecondary institutions, the focus of my research is the 12-month Administrative Leadership Development Program (ALDP) used in the University of Missouri (UM) four-campus system. The ALDP training program was implemented in 2005 as an internal (existing or situated within the UM System) postsecondary leadership development program specifically designed and provided for its administrative and midlevel staff. ALDP was created by the UM System President and is an optional program for administrative and midlevel system employees. The UM System is comprised of four campuses: Columbia, Kansas City, Rolla, and St. Louis.

When non-academic staff members are unable to receive leadership training at work, some may choose to participate in external (existing or situated outside the UM System) leadership development programs available through professional organizations

or societies. Some of the most notable professional societies among non-academic postsecondary educators include The National Association of Student Personnel Administrators, the American Counseling and Psychological Association, and the National Association of Colleges and Employers. Literature from these various external leadership development programs and others will be reviewed in this chapter to demonstrate associated outcomes of such programming. It is reasonable to assume similar benefits would be associated with an internal program implemented by a postsecondary institution such as ALDP.

My phenomenological research will focus on the internal ALDP program within the UM System. I have chosen to explore ALDP through research because the literature available about leadership development programs is scarce and there is a gap in the literature focusing on internal national institutes or internship programs, postsecondary institution and administrative and midlevel staff. Additionally, ALDP has not been studied, I am an employee of the UM System and a graduate of the program.

Phenomenological inquiry provides a venue for me to study a set of lived experiences for an individual or group of individuals sharing the same experience (Denzin, 1989). The lived experience for this research is the 12-month ALDP program and determining, through the interview process, the perceived outcomes of that lived experience by both participants and participants' supervisors. Data collected during the interview process should express, through the research subjects' eyes, narratives about their perceived outcomes related to this lived experience (Creswell, 1998; Denzin, 1989).

In order to provide a background on the topic, the review of literature will encompass four primary sections: Employer and Employee Relationships, Administrative

and Midlevel Staff, Historical Perspective of Leadership, and Leadership Development Programs. The first section will explain the intricacy of employer and employee relationships. Research from various authors will be presented to help illustrate reciprocity in the workplace to fulfill human needs and to increase organizational success (Bolman & Deal, 2003; Pfeffer, 1998; Vroom, 1964; Herzberg, 1971). Second, the program of interest is specifically designed by a postsecondary institution for its administrative and midlevel staff; therefore the leadership development program will be tailored to meet the specific needs of this population. A historical analysis of leadership, in general, across all organizations is reviewed in the third section. The brief history of leadership is necessary to comprehend the significant impact leadership has had on both the participant and the organization and appreciate how leadership programs have evolved and become more prevalent across organizations throughout the past decade (Hernez-Broome & Hughes, 2004).

The fourth section and heart of the literature review will illustrate the benefits of leadership development programs to both the participants and organization. Minimal research exists regarding the benefits of leadership development programs for administrative and midlevel staff within postsecondary institutions. Therefore, the review of literature will be supplemented with research from leadership development programs at both domestic and international organizations as well as secondary institutions. In conclusion, the literature review will inform the conceptual framework using Maslow's (1954) Theory of Human Motivation and its applicability to leadership development programs across all types of organizations.

Employer and Employee Relationships

Numerous authors propose that reciprocity in the workplace between an employer and the employees is essential to organizational success and to the happiness of its people (Bolman & Deal, 2003; Pfeffer, 1998; Vroom, 1964; Herzberg, 1971). According to Wentland (2001), employees within any organization are the most important factor to an organization because without them, the other organizational components (goals and structure) would cease to exist. Wentland further espouses it is the decisions and capabilities of people that ultimately determine organizational results. For the UM System a program such as ALDP could assist in desirable organizational results.

Various authors have postulated leadership development programs can maximize human capital (Bray, Geroy, & Venneberg, 2005; Lawler, 2003) while equally enhancing employee retention rates (Barron, 2004). Human capital is used as a descriptor for organizational expenditures directly related to employee education and health (Becker, 1975; Schultz, 1961). According to Becker (1975) and Lawler (2003), a significant and positive correlation exists between human capital expenditures and organizational success, employee retention, and job satisfaction. They believe a correlation exists because leadership development programs provide a feeling of appreciation, investment in, and support for their (employees) professional development (Herzberg, 1971; Pfeffer, 1998; Robinson & Robinson, 1995). It is reasonable to assume that the ALDP program could have the same correlation for UM System administrative and midlevel staff.

Examples of employee education expenditures include training programs on a variety of topics, educational leave, and educational benefits such as tuition discounts (Becker, 1975). Research conducted by Swanson and Torraco (1995) disclosed

organizational investment in employee training and development creates a highly talented work force and allows the organization to be competitive in the marketplace in various facets such as recruitment, retention, and internal promotions. In turn, each of these factors impacts an organization's financial portfolio (Swanson & Torraco, 1995). This desired relationship between an employer and employee warrants exploration to further illustrate the need for employee leadership development programs within an organization and the mutual benefits of such programming (Becker, 1975; Bolman & Deal, 2003; Swanson & Torraco, 1995).

The human resource frame, human equation theory, hygiene-motivation theory, and expectancy theory all address employer/employee relationships. Each theory helps describe the employer/employee relationship while establishing a foundation for the necessity of leadership development programs such as ALDP. Additionally each theory provides a lens through which to view a particular situation occurring in the workplace.

Human Resource Frame

Davis (1967) stated the relationship between any organization and its people is an intricate one, given that both parties (the organization and the people) bring expectations to the workplace. For example, organizations may bring the expectations of observing high quality work, commitment, a strong work ethic, and loyalty in the employees, while employees may bring the expectations of being respected, receiving appreciation for a job well done, having opportunities for advancement, and receiving encouragement to develop as an individual (Berg, 2003; Center for Creative Leadership, 2007; Davis, 1967).

Bolman and Deal (2003) offered multiple core assumptions about the link between an organization and its people through what is described as the human resource frame. They provide four defining statements:

> 1) Organizations exist to serve human needs rather than the reverse;
>
> 2) People and organizations need each other—the organization needs ideas, energy, and talent while people need careers, salaries, and opportunities;
>
> 3) When the fit between individual and system is poor, one or both suffer—individuals are exploited or exploit the organization—or both become victims; and
>
> 4) A good fit benefits both—individuals find meaningful and satisfying work while organizations retain the talent and energy they need to succeed. (p. 115)

To further expand on the human resource frame, Bolman and Deal (2003) explained the human resource principle and the responsibility of an organization to its people. The human resource principle is composed of six categories. First, the organization should build and implement a human resource policy that develops a shared philosophy between the organization and its people. At the same time the organization should provide an effective and efficient system to both implement and support the shared philosophy. Second, it is important to hire the right people. The organization should establish expectations about an open position and be selective in the hiring process.

Third, successful employees should be retained through reward programs, internal promotions, and job protection. Fourth, the organization should invest in employees through employee training programs and development opportunities. Fifth, the organization should empower its employees to work independently with self-managed teams. Finally, the organization should promote diversity initiatives and hold managers accountable to the identified standards (Bolman & Deal, 2003).

One method to improve (or benefit) the employer/employee relationship is the implementation of leadership development programs. Organizations, in general, are hesitant to implement internal basic human resource strategies because of the expense of money and time (Bolman & Deal, 2003); however, the absence of basic human resource strategies often leaves organizations with ineffective leadership programs and poor organizational results throughout the company (Bolman & Deal, 2003). Organizations, including postsecondary institutions, should comprehend that first they "must build and develop intellectual and knowledge capital to see organizational success" (Holton & Naquin, 2006, p. 2).

Human Equation Theory

Another theory addressing in the relationship between an organization and its people is the human equation theory. Proposed by Pfeffer in 1998, the human equation theory states a high commitment by an organization to its people increases the profits of the organization, improves product quality, and increases employee productivity. Organizational commitments to the employees can be demonstrated through a variety of ways including the implementation of leadership development programs within an organization (Pfeffer, 1998).

Pfeffer (1998) maintained that as a result of increased organizational

commitments, employees work harder and their skills and abilities improve while

applying their newly gained wisdom and energy. In addition, by increasing the

responsibilities of (or "by shifting some of the responsibilities to") lower-level

administrators, the organization relieves the adversarial management relationship which

often exists in any organization (Pfeffer, 1998).

Hygiene-Motivation Theory

Another relevant theory, the hygiene-motivation theory, has a resonating

similarity to Pfeffers' (1998) human equation theory. Herzberg's (1971) hygiene-

motivation theory states employees are motivated by numerous aspects of job

satisfaction. The top five compelling factors identified through his research are

achievement, recognition, the work itself, responsibility, and advancement. The top five

factors identified for job dissatisfaction are organizational policy and administration,

supervision, salary, interpersonal relations, and working conditions. By providing

leadership development programs for its employees, an organization can enhance

employee job satisfaction and decrease factors relevant to job dissatisfaction (Herzberg,

1971). Leadership development programs are evidently beneficial to the staff at non-

academic organizations, it is reasonable to assume the benefits would also apply to the

staff at academic institutions.

Expectancy Theory

Another relevant theory, Vroom's Expectancy Theory (1964), was originally

developed as a management tool for use in the supervision of employees and

management of organizations. Yet, the basic tenets of the expectancy theory are applicable to leadership development programs. Vroom's theory is composed of three essential constructs: expectancy, instrumentality, and valence.

Expectancy is an individual's belief concerning the likelihood that particular actions will have particular outcomes (Vroom, 1964). Expectancy can be described as the perceived connection between effort and job performance or an action and reaction. If a person believes his or her best effort will result in a given level of performance, then an individual believes he or she is capable of that performance. Outcomes can be either the positive or negative consequences which result from a particular action. Employees may obtain valued outcomes from the environment such as pay raises, promotions, or co-worker approval, as well as individual feelings of accomplishment, increased self-confidence, or personal worth (Vroom, 1964).

Instrumentality is an individual's belief concerning the various outcomes that may occur regardless of action. Instrumentality is described as an outcome-outcome association. *Valence* refers to an individual's desire to experience one outcome over another (Vroom, 1964). In regard to leadership development and Vroom's expectancy theory, the overarching expectancy of any training program is that one will receive some type of reinforcement and reward, typically in the form of a promotion or salary increase (Smith, 1973), and an outcome is inevitable.

Administrative & Midlevel Staff

The primary population for my research is the administrative and midlevel staff within a postsecondary institution. Rosser (2005) claimed the employees at a postsecondary institution, specifically the administrative and midlevel personnel, play an

integral part in the institution's spirit and vitality, and they are commonly characterized as loyal, enthusiastic, and skilled. She explained that administrative and midlevel personnel contribute and support the primary missions of the postsecondary institution by maintaining the delicate balance as a liaison between their supervisor's direction and the needs (or constraints) of their constituent groups of faculty, staff, students, and the public. Providing leadership development opportunities for these staff members will benefit everyone at the institution because these staff members affect everyone at the institution—students, professors, upper administration, and janitorial and maintenance staff.

Rosser (2004) defined these administrative and midlevel staff and grouped them into four areas, using the unit or division in which they report as a guideline. These classifications, which provide a clearer identification of the included staff members at various postsecondary institutions, are as follows: 1) student affairs personnel, including registrars, counselors, financial aid officers, and admissions staff members; 2) academic support personnel, including library, media, and cooperative education staff members; 3) business and administrative services personnel, including accounting, human resources, and maintenance staff members; and 4) external affairs personnel, including public relations, alumni affairs, and fundraising staff members.

Administrative and midlevel employees within a postsecondary institution usually constitute the largest population of personnel (Johnsrud & Rosser, 2000). To put that into perspective, administrative and midlevel staffs comprise as much as 64% of all staff positions within a postsecondary institution (Rosser, 2004). The magnitude of administrative and midlevel staff further supports the hypothesis that more leadership

development is needed for these staff members who make up such an important part of a university. In 2005 the UM System was comprised of 11,854 staff members, approximately 70% of all staff positions (UM Institutional Research and Planning, 2006) further legitimizing the need for research to be conducted.

<div align="center">Historical Perspective on Leadership</div>

The third section to complement the review of literature is a brief history of leadership. This section is provided to explain the impact leadership has had historically and how leadership has evolved throughout the past decade while alluding to the immediate and future need of internal leadership development programs at postsecondary institutions (Hernez-Broome et al., 2004).

Leadership itself is challenging to define because as many definitions exist as are those who write about leadership (Bass, 1990). To further emphasize the complexity of defining leadership, numerous authors, philosophers, and scholars have attempted to provide clarity and understanding about leadership to various organizations. Bennis (1989) explained the difficulty of defining leadership by stating: "To an extent, leadership is like beauty: It's hard to define, but you know it when you see it" (p.1). Covey (2004) asserted "leadership is communicating to people their worth and potential so clearly that they come to see it in themselves" (p. 98).

Astin and Astin (2000) state regardless of formal positions, a leader can be anyone who serves as an effective social change agent (individuals who "take it on themselves to get involved and make a difference") (p. iv). They further maintained that in a postsecondary setting, every faculty and staff member, not to mention every student, is a potential leader. Bennis (1989) is equally affirming toward potential leaders by

offering the following thought: "Leadership can be learned by anyone, taught to

everyone, and denied to no one" (p. 27). He continued:

> The most dangerous leadership myth is that leaders are born that there is a
>
> genetic factor to leadership. This myth asserts that people simply either
>
> have certain charismatic qualities or not. That's nonsense; in fact, the
>
> opposite is true. Leaders are made rather than born. (p. 43)

Any organization has the potential to succeed or fail based on its leadership

(Wilson, 2006), and thus leadership development should be a priority within any

organization. Effective leadership can overcome many organizational and environmental

factors, but poor leadership can lead to the downfall of an otherwise productive enterprise

(Wilson, 2006). Strategic, methodical, purposeful, and comprehensive leadership

development programs provided within an organization can balance the need for training

with the constraints existing within an organization (Wentland, 2001). Those in power

should be concerned with the issue of performance improvement across all industries, job

roles, and geography; therefore they should be concerned with the practice of leadership

development (Lynham, 2000).

The Center for Creative Leadership (CCL) is a world-wide non-profit

organization created in 1970 which specializes in advancing the understanding, practice

and development of leadership (CCL, 2007). CCL's clients have included private, public,

domestic and international organizations. Additionally, CCL conducted a comprehensive

review of leadership development programs and identified outcomes. CCL's findings and

information are provided to further illustrate the historical development of leadership

training programs.

CCL reviewed the past 20 years of literature and found that numerous authors have postulated, in general, organizations throughout the previous two decades have experienced an upsurge of interest in leadership development programming (Hernez-Broome & Hughes, 2004; Bernthal & Wellins, 2006). Increased awareness about the benefits of leadership development programs and understanding of added value has led to an upsurge in leadership development programming (Bernthal & Wellins, 2006).

Additionally, they disclose the top leadership development experiences, both past and present, include classroom-type leadership programs, coaching and mentoring, action learning, challenging job assignments, and 360-degree feedback, which is the most prevailing experience. The 360-degree feedback process utilizes a structured instrument and systematically collects opinions from a wide range of people (McCauley, Moxley, & VanVelsor, 1998). According to Fairholm (1991), "leaders for the twenty-first century must prepare in different ways and for different tasks than before" (p. 23), and thus new types of leadership programs have evolved.

Historically, classroom-type leadership programs, in which all participants sit in one room and listen to an instructor, were the experience of choice; however, a classroom-type setting is becoming less effective (or less popular) compared with other formats such as coaching, mentoring, action learning, and 360-degree feedback (Hernez-Broome & Hughes, 2004). Coaching involves one-on-one learning and can be a long-term or short-term intervention allowing for collaboration, exploring new methodologies, and developing a sense of accountability (Hernez-Broome & Hughes, 2004; Bernthal & Wellins, 2006). Mentoring is defined as "a committed, long-term relationship in which a senior person supports the personal and professional development of a junior person"

(Hernez-Broome & Hughes, 2004, p. 25). Action learning leadership programs afford

individuals the opportunity to develop personally using real-time organizational issues. In

an action learning format, three objectives are typically at hand: delivering measurable

results, communicating outcomes, and increasing the development of leadership skills

and capabilities (Hernez-Broome & Hughes, 2004). Challenging job assignments and the

level of organizational involvement run the gamut among organizations, thus making

employees aware of opportunities for a systematic rotation program. Job assignments

provide benefits that go beyond completing a job and may result in competitive

advantages for the organization (Ohlott, 2004).

Yet another leadership development experience is 360-degree feedback, which

utilizes an instrument (such as a questionnaire) to systematically collect information

about a person's performance from a range of people such as co-workers, customers, and

supervisor (McCauley et al., 1998). Chappelow (2004) stated the 360-degree feedback

represents the most notable trend in the field of leadership development encompassing

the past 20 years. Additional scholars likewise agreed that the 360-degree feedback is one

of the most notable innovations in a decade (Atwater & Waldman, 1998; Beatty &

London, 1993). In the present research, ALDP uses 360-degree feedback for its

programming while supplementing the 360-degree leadership development experience

with executive-level planning, supervisor support, and methodical timing (ALDP, 2006).

All of these components are recommended for the execution of effective leadership

development (Chappelow, 2004). Moreover, Fincher (2003) upheld that leadership

development competencies include an institutional commitment, time and necessary

resources, a rationale that is acceptable by all vested parties, and agreed-upon criteria in which the effectiveness of programming will be judged.

Cleveland (1985) asserted "university education for leadership is lagging behind the demand curve for trained leaders" in comparison with other entities (p. 192). Postsecondary institutions should equally comprehend that competent, knowledgeable, trained, and engaged employees can have a significant, positive impact on the effectiveness and efficiency of the institution (Holton & Naquin, 2006). Postsecondary institutions need to help administrative and midlevel staff to develop the most critical skills such as intuition, honesty, integrity, vision—the qualities necessary in higher-stage leaders (Hagberg, 1994). The National Association of Colleges and Employers agrees that the skill sets most desired by employers include honesty and integrity, communication skills (both verbal and written), strong work ethic, teamwork ability, and leadership skills (NACE, 2007).

Leadership Development Programs

Leadership development, as defined by the National Association of Student Personnel Administrators, is a venue to utilize the creation and dissemination of high quality experiences, information, and exemplary models of practice (NASPA, 2006). Berg (2003) offered another definition of leadership development as the "intentional fostering of individuals toward their maximum leadership capacity through personal development, experiential leadership opportunities, leadership education, and the development of leadership skills" (p. 12).

As Jordan (1980) stated, 44 skills are most essential to leadership development programs in postsecondary institutions. Her research is specific to midlevel staff within

the division of student affairs at a postsecondary institution; however, her research

appears applicable to any class of midlevel staff. These 44 essential skills are categorized

into overarching themes: leadership skills, decision-making skills, interpersonal and

communication skills, conceptual skills, process management skills, and program

management skills.

Venues for providing leadership development programs vary by industry type.

McDade (1987) reviewed numerous leadership development programs (both internal and

external) for postsecondary administrative and midlevel employees, and she discovered

four primary categories: 1) national institutes and internships, 2) administrative

conferences, 3) conventions of national associations, and 4) short seminars, workshops,

and meetings. National institutes and internship programs can be either internal or

external programs, administrative conferences are predominately external programs,

conventions of national associations are external as well as short seminars, workshops

and meetings (McDade, 1987).

McDade (1987) defined national institutes and internships as "extended, intensive

training programs that last several weeks or meet regularly over a year to investigate

education issues and explore management techniques" (p. 3). The characteristics of

national institutes and internships include, but are not limited to, a duration of between

two weeks and one year, sponsored by prestigious universities and higher education

associations, held at the campus of the sponsoring institution, usually requires

institutional nomination or endorsement, has a highly competitive application process,

and focuses on broad higher education issues and leadership development (McDade,

1987).

Administrative and midlevel staff leadership development programs have varying

desired goals, objectives, and outcomes. "One of the primary missions of professional

development programs, whether implicitly or explicitly stated in the brochure, is to

provide opportunities for administrators to meet each other" (Argyris & Cyert, 1980, p.

54). Four primary reasons exist for studying the administrative and midlevel staff within

a postsecondary institution, as opposed to other types of staff: 1. the group of employees

known as midlevel staff has experienced the greatest area of growth within higher

education; 2. the midlevel staff category of personnel could be better utilized to support

institutional goals; 3. more women and minorities work within the midlevel staff

category; and 4. the training programs for midlevel staff are inadequate (Scott, 1978).

Furthermore, *The Chronicle of Higher Education* states unless postsecondary

administrators identify and nurture talent, higher education will experience a leadership

crisis (Selingo, 2006).

Leadership Development – Why

Despite massive capital investments in technology, reengineering, and

restructuring, public and private businesses of all types have experienced disappointing

results in capital improvements (Robinson & Robinson, 1995). Similarly, "traditional

management development programs based on an educational model have not been

effective at meeting organizational demands for improved performance results" (Holton

& Naquin, 2006, p. 1). The aforementioned attempts and models by organizations to gain

and sustain competitive advantages have been misguided. Organizations must think much

more broadly and include human improvement efforts—organizations must build and

develop intellectual and knowledge capital (Holton & Naquin, 2006). Organizational

investment in intellectual and knowledge capital through leadership development will provide organizations the ability to support business needs and recruit and retain employees (Gordon, 2002). It seems reasonable to assume the UM System would equally experience these same results through its ALDP program.

When leadership development is neglected within an organization, negative consequences often surface when an employee is promoted within the organization. A 2006 global benchmarking study of 4,500 leaders from 900 organizations found that 35 percent of internally promoted employees failed in their new positions due to several factors. Of the 35% who self-reported failure, they correlated failure with poor people skills or inappropriate personal qualities such as personal style, attitude, and habits. Additionally, they self-reported not having the necessary strategic or visionary skills to perform in their new position (Bernthal & Wellins, 2006).

Those factors identified for failure also included inadequate preparation, lack of related experience, lack of ownership of the necessary skill sets to excel at the next level of responsibility, and lack of organizational leadership training to assist in their success (Bernthal & Wellins, 2006). Utilizing metrics and a control group, the global benchmarking study further revealed that effective leadership development programs are linked with high-performing organizations, and "leadership development offers a competitive advantage" (p. 36). Thus, focusing on leadership development benefits not only the individuals but also the entire organization.

Well-trained, competent employees are critical to the success of any organization (Dean & Snell, 1992). Yet, identifying the benefits of training programs is a difficult and arduous task. By linking individual competencies with organizational competencies, a

fruitful, rewarding, and beneficial relationship can coexist and meet the needs of both

vested parties (Holton & Naquin, 2006). The research explained that competencies

developed by the organization increase the relevance of training programs for the

employee. The Corporate Executive Board was established in 1983 to provide best

practices research related to corporate strategy for a plethora of constituencies (Corporate

Executive Board, 2004). Their research suggested leadership development programs,

across organizational type, can result in increased performance and "improved financial

branding" (p. 1). Once again, my review of the available literature demonstrates that

investing in leadership development for company employees not only benefits the

individuals but also the entire business.

Evaluating the effectiveness of leadership development programs, across all

organizational types, will likely be one of the most influential factors facing leadership

practitioners in the coming decade (Hernez-Broome & Hughes, 2004; Gordick &

Kincaid, 2003). Hernez-Broome and Hughes (2004) said:

> ROI [return on investment] can encourage greater rigor and clarity in our
>
> understanding of the nature of leadership development and in how we assess its
>
> impact. Meeting such challenges will be one important thrust of more
>
> comprehensive efforts in the years ahead. (p. 131)

Leadership development can provide internal-strength to support business needs,

recruit talented employees, and enable an organization to move in strategic business

directions (Gordon, 2002). "Leadership at every level is the necessary catalyst" (Pernick,

2001, p. 442) and all employees should be viewed as potential leaders and should be

offered leadership development opportunities (Sogunro, 1997). Furthermore, with the

historical attempt by organizations to become lean and profitable, flattened organizational structures provide fewer layers of employees to be promoted; therefore, leaders emerge from all ranks rather than being promoted from the upper echelon (Feeney, 2006). Thus, it is becoming vital that midlevel staff receive the necessary training to be qualified for open leadership positions within an organization.

Benefits of Leadership Development Programs

The literature presented above identified three organizational categories: industrial organizations/corporations, postsecondary institutions, and secondary institutions. Benefits obtained within each category are provided.

Industrial Benefits. Several of the outcomes of participating in a national institute and internship program focusing on leadership development shows leadership is not limited by job roles, the effects were not contingent upon job roles, and developmental shifts occurred (Guzman, 1973). Participants in a training program for experienced executives were surveyed concerning their primary objectives for attending the program. Responses revealed the top three motivators were career advancement, prestige, and self-development (Crotty, 1974).

Research findings by Loewenstein and Spletzer (1999) showed that individuals who received and participated in employer-based training programs were less inclined to leave their employer as compared with individuals who did not receive or participate in training programs. Days' (2001) research revealed leadership development was associated with increased networking relationships, commitment, trust, and respect among colleagues. Huselid (1998) surveyed senior human resource professionals in a sample of 3,452 firms across all industries. Based on 968 responses, he learned that a

standard deviation increase by one was associated with a 7.05 percent decrease in the employee turnover rate.

The Center for Creative Leadership (CCL) is a world-wide non-profit organization specializing in leadership development programs and conducts numerous leadership development training programs. Based on McDades' (1987) definitions, CCL is considered to be an external national institute or internship program. CCL clients are numerous, complex industries that have experienced substantial benefits from extended training programs. It seems reasonable to assume similar training programs would be applicable and beneficial to the administrative and midlevel staff at postsecondary institutions. For example, CCL offers industry executives and managers a Leadership Development Program which reflects their leadership skills, enhances their skill sets, and empowers them to further maximize their leadership capabilities (CCL, 2007). In reviewing cumulative data from multiple executive programs, CCL confirmed that as a result of such training, stronger relationships developed within working groups, employees were more engaged and empowered, and all working groups across the organization were positively affected (2007).

Another industry example includes The Bayer Challenge, conducted by the CCL. The Bayer Challenge was a formal leadership assessment and development program for Bayer managers which took place over a seven-month period and included numerous behavioral and psychological assessments, including colleagues completing a 360-degree evaluation. Outcome surveys completed three months after completion indicated participants now understood the impact of their management style, and cohort effectiveness increased in conjunction with productivity and customer service.

Additionally, the Bayer organization itself benefited from engaging employees through "innovation, implementation of new ideas, and increased productivity" (CCL, 2007).

Sonoco, with CCL's guidance, established a leadership training program very similar to ALDP. Sonoco's leadership program was specifically aimed at high-potential managers throughout the Sonoco organization. The primary objectives of the training were realized in its outcome assessment almost two years after participants had completed the program. Participants perceived the program as being beneficial by enhancing working relationships, and the organization noticed increased job performance and employee satisfaction (CCL, 2007). Additionally, one manager stated an outcome as "significant cohesion among department members established, all working together toward a common goal" (CCL, 2007).

Foster, Reinett, and Sullivan (2002) evaluated the impact of 55 leadership development programs across organizational type to determine the impact on participants. As a result of the program, participants described positive changes in knowledge, skills, attitudes, and perceptions. Additionally, Sogunro (1997) utilized a mixed-methods approach to determine the impact of leadership development on participants. Data were collected from participants, sponsoring organizations, the facilitators, and the administrators of the leadership program. A total of 234 participants culminated their research findings and expressed increased leadership abilities, changes in behavior on the job, and a positive understanding of the applicability and usefulness of the program.

Smallwood and Younger (2007) proposed that organizations focusing on strategic development of their employees benefit significantly. The first means of benefit is an

increased likelihood to attract, hire, and retain individuals possessing the necessary skill sets to be successful in the position and produce results accordingly. Organizations are continually focused on the recruitment and retention of talented employees, and a recent study identified career development as a prime factor in attracting and retaining talent (Smallwood & Younger, 2007).

The second means of benefit described by Smallwood and Younger (2007) is organizations who primarily focus on junior-level employees therefore avoid the costly practice of hiring experienced employees from outside the company. Organizations which continually build intentional relationships with junior-level employees increase the available talent pools. Additionally, focusing on the junior-level employees provides a "first-pick" advantage to the organization and constantly enables the organization to attract stronger employees. Moreover, Smallwood and Younger asserted that because of financial constraints and the ability to demonstrate a return on investment where leadership development programs are concerned, organizations have mistakenly voided this legacy. This further supports the hypothesis that more research on the benefits of leadership development programs is needed for the administrative and midlevel class of personnel.

In addition to domestic organizations, international organizations have equally reaped the benefits of leadership development programs. An organization in the United Kingdom had a long heritage of suffering from low employee morale and high employee turnover. The organization realigned its mission to include personnel development, which resulted in confident colleagues throughout the business. As a result of the major investment in training and development by the organization, these issues have been

resolved. One employee reported he and his team has been able to be more effective and efficient in their roles, and their increased abilities are reflected in the organization's overall profits (Pollitt, 2007). A Japanese-based industry implemented human resource policies of employment security with the intention of retaining employees longer. This international organization doubled its financial allocation to develop its people. The financial allocation was a successful endeavor for the Japanese-based industry (Pfeffer, 1998).

As another example, Fenmarc, an international food processing and packing organization, created a leadership development program called "101" to develop colleagues who possessed confidence, adapted easily to change, and learned to make sound judgments (Pollitt, 2007). Pollitts' (2007) article quotes a participant explaining the benefits of the "101" leadership training program:

> Members of my team are now more aware of their attitude and the impact it has on others. The business benefit of this is that we work together to resolve issues and problems. We actually listen to each other now and are more productive and happy.

Postsecondary Benefits. A limited amount of literature and research is available on postsecondary internal national institutes and internships, as well as for the effects and benefits of participating in a national institute or internship program for administrative and midlevel staff hosted by a postsecondary institution. In general, postsecondary institutions have not expended enough efforts in educating staff through professional development and leadership programs as compared with other organizations (Jamieson, 2004). The lack of expenditures for leadership development programs and understanding

of associated benefits of such programming across organizational type reinforces the need for research to be conducted. In addition, as Maslow (1954) and Bolman and Deal (2003) proposed, two basic needs exist within an organization: needs of the people and needs of the organization. Both must foster and embrace the other's needs to reach the desired outcomes and expectations of each. Two programs however, allude to the benefits experienced by an internal leadership development program hosted by a postsecondary institution.

First, the President's Emerging Leaders Program (PEL), implemented in 2001 at the University of Minnesota, qualifies as an internal national institute or internship program as previously defined by McDade (1987). PEL is a 12-month program which encompassed a 360-degree feedback, experiential learning (training and seminars outside of the working environment), coaching, educational seminars, luncheon meetings, and selected readings which were distributed and discussed (Hegrenes, 2005).

Hegrenes' (2005) qualitative doctoral research on the President's Emerging Leaders Program at the University of Minnesota focused on the impact of leadership development on non-academic staff. The University of Minnesota sought to maintain its pool of future leaders by designing an internal leadership development program for its professional and administrative, civil service, and bargaining unit staff (Hegrenes, 2005). PEL is very similar to the proposed research as PEL was designed to:

> Identify, prepare, and support new leadership in the U of M; to create a
> larger pool of candidates to fill open positions and/or leadership
> assignments; and to create an organizational expectation whereby all

administrators assume responsibility for identifying and nurturing

potential leaders. (p. 4)

Based on in-depth, qualitative interviews with four cohort participants, emerging

themes pertaining to benefits were identified. The overarching themes included meeting

new people and establishing networks, gaining an understanding of the university,

experiencing leadership development and processes, and the expansion of knowledge,

skill development, and relationship building.

As a second example, the University of California-Santa Barbara offers an

internal national institute or internship program for its administrative and midlevel staff.

The Career Development Program was offered to any exempt or non-exempt employee in

a collaborative effort to "increase opportunities for employees to experience career

growth within an institution of higher education and to increase employees' job

satisfaction" (Eng & Gottsdanker, 1979, p. 3). Stated employee benefits of participating

in the program included a positive attitude, increased self-confidence, and increased

enjoyment in one's present position. Additionally, many of the participants have

experienced career changes within the organization such as promotions within the same

department or higher-ranking positions in another department (Eng & Gottsdanker,

1979).

Secondary Benefits. In addition to industry and postsecondary institutions

experiencing the benefits of leadership development programs, equally are secondary

institutions. The sole purpose of developing K-12 leadership development programs

originated from the need for locally developed staff geared to meet particular challenges

within the local school district (Dillon, 1974). Furthermore, Dillon stated "If we're really

going to improve the quality of education for students, it's going to be through improving

the effectiveness of staff members who work with them" (p. 138).

Hughes-James and McCauley (1994) examined the outcomes of a leadership

development program focused on Florida school superintendents. Their research

identified individual outcomes varied based on each participant's stage within his or her

career and the respective school system.

In summary, research related to postsecondary leadership development programs

for administrative and midlevel staff is difficult to find, but research prevalent to other

organizations is widespread. Furthermore, the benefits and/or outcomes of the existing

programming for postsecondary institutions are inconclusive, and additional research

should be conducted (Collins & Holton, 2004).

<div align="center">Conceptual Framework</div>

Anecdotes, stories, and case illustrations are often used throughout literature to

demonstrate the effectiveness of leadership development and training programs (Pfeffer,

1998). The basic premise of this research, which involves implementing leadership

development programs at postsecondary institutions, is built upon the conceptual

framework of Abraham Maslow and his Theory of Human Motivation (1954). One

author described Maslow as follows:

> Abraham Maslow began his work to develop a comprehensive motivation
>
> theory by citing that human beings exist as an integrated organism, as an
>
> irreducible whole, and with everything within him related to a greater or
>
> lesser degree to everything else. (Warren, 1968, p. 14)

As such, Maslow adopted a universal view of people and their intrinsic and extrinsic needs for satisfaction. Intrinsic motivation is a process of developing one's potential as a human being. In contrast, extrinsic motivation involves learning a new association, a new fact, or new skills—it is a matter of acquisition (Warren, 1968). Furthermore, Warren (1968) agreed that Maslow maintained an accurate knowledge of man's inner nature and appropriate conditions would enhance human development. This holistic view, knowledge of man's inner nature, and comprehension of human needs are applicable to all people and therefore to employees within a work environment. More specifically, Maslow's theory can pertain to administrative and midlevel staff at postsecondary institutions and can remind people in leadership roles of the basic human needs for satisfaction.

Maslow (1954, 1970) identified five humanistic categories of needs, which he called *The Theory of Human Motivation*. His theory has a hierarchal structure with each level representing a different human need. The foundational level, upon which all additional levels are built, is physiological, referring to the need for oxygen, water, and food (basic necessities for human survival). Physiological needs are the most important and provide a foundation for the successive needs. The second level is safety, referring to the need for security for oneself and necessary freedom from danger or harm.

The third level in Maslow's humanistic hierarchy is belongingness and love, referring to the need for positive relationships, camaraderie, inclusion, and emotions. The fourth level is esteem, which is divided into two subgroups. The first subgroup is mastery needs, which are those directly related to an individual's self-esteem, feeling of

adequacy, and power. The second subgroup is prestige needs, which refer to one's attitude about other people and with respect towards others.

The pinnacle of the hierarchy is the fifth level, which Maslow coined as *self-actualization needs*. Self-actualization needs refer to the human need for self-worth or fulfilling individual potential and reaching one's highest capabilities. Maslow found individuals within the fifth level had a sense of mission or a sense of fulfilling their destiny. He asserted distinctions between work and play were invalid, and individuals worked at what they loved and identified themselves with their work.

Applying Maslow's hierarchy of needs to education or business is not a new idea. The Porter Needs Satisfaction Questionnaire, which was built upon Maslow's framework, has been used in a variety of business entities such as small industrial organizations to determine the perceived psychological needs of the employees (Chisolm, Thibodeaux & Washington, 1980). Wolf (1970) identified job motivation, in conjunction with Maslow's hierarchy, occurs when an individual perceives an opportunity to gratify an active need through job-related activities.

The hierarchal levels of human needs have been applied to administrative and midlevel staff members in secondary school settings as follows: security can be associated with money, benefits, and position; social needs can be associated with friendship, formal work groups, and acceptance in the workplace; self-esteem can be associated with respect by colleagues, professional affiliations, and workplace recognition; and self-actualization can be associated with professional success, achievement, and working at one's top potential (Elliott & Sergiovanni, 1975). It is reasonable to assume that the applicability of Maslow's hierarchy of needs to industry

and secondary education staff members could also be evident at a postsecondary institution.

Warren (1968) offered implications for applying Maslow's hierarchy of needs to leadership development. First, the techniques selected should not establish expectations or limit the learning process. If a learner is told what will be learned, then the learner will reach that goal and go no further. Synergy-focused techniques should be employed as well as techniques which will allow the learner to be immersed in the subject matter. Carpenter and Miller (1980) equally attested to the benefits of leadership development programs by applying basic human principles. They offered the following thoughts:

1.   Professional development is continuous and cumulative, moving from simpler to more complex behavior via stage levels;

2.   Optimal professional development is a direct result of the interaction between the professional and his/her environment;

3.   Optimal professional preparation is the mastery of a) a body of knowledge; b) skills and competencies; c) personal development. (p. 193-95)

When organizational decision makers are knowledgeable and understand the needs people are trying to fulfill, then they can develop organizational goals, programs, and training to enhance employee motivation (Chisolm et al., 1980). The UM System has already developed organizational programming and training (ALDP) to fulfill the needs of its administrative and midlevel staff, conducting phenomenological research can affirm the associated benefits.

Summary

Minimal research has been conducted on the topic of leadership development programs for administrative and midlevel staff at postsecondary institutions. The following sections provide a foundation to build upon and apply specifically to administrative and midlevel leadership development programs within a postsecondary institution: 1) employer and employee relationships, 2) administrative and midlevel staff, 3) history of leadership, 4) benefits of leadership development programs, and 5) conceptual framework. The following authors have addressed an assortment of topics related to leadership development that is applicable to the research on ALDP while providing a foundation for additional research:

- Bolman & Deal (2003), Pfeffer (1998), Herzberg (1971), Vroom (1964), and Maslow (1954, 1970) all demonstrated the importance of organizations acknowledging human needs as a means to success. The various human needs as outlined by Maslow (1954, 1970) are inherent in each of us; therefore it is suggested any organization can be successful with understanding, appreciating, and fulfilling the stated needs through leadership development programs (Chisolm et al., 1980; Wolf, 1970; Warren, 1968).

- Bass (1990) asserted that the study of administrative and midlevel leadership development programs is relevant to postsecondary institutions because leadership is often regarded as the sole determinate in organizational success or failure. To further illustrate the need for leadership programs, the U.S. Department of Labor estimated, "26 million Americans will retire from the 147 million-person labor force by 2008" (Taylor, 2004, p. 42), while most

organizations believe "younger" employees are inadequately prepared to assume these open leadership positions (Corporate Executive Board, 2003). Ironically, administrative and midlevel staff members within a postsecondary institution constitute the largest population of personnel within any institution (Johnsrud & Rosser, 2000). The largest employee population at the University of Missouri is the administrative and midlevel staff, which employed 11,854 full-time, benefit-eligible administrative and midlevel staff members in the fall of 2005 (UM Institutional Research and Planning, 2006).

- Bernthal and Wellins (2006) asserted, "One of the best ways organizations can address the pressures on their leaders is to better prepare those leaders for their work and offer support and development opportunities" (p. 34). Further advocating for this phenomenological research on the UM System leadership development program.

According to the global benchmarking study conducted by Bernthal and Wellins (2006), organizations have three options in response to the shortage of qualified candidates to satisfy upcoming vacant leadership roles. Organizational options include the following: 1) searching for hard-to-find, increasingly expensive people from outside the organization; 2) accepting an under-qualified candidate and experiencing a potential decline in competitiveness; or 3) tapping into the leadership potential of employees who are already successful in the organization (p. 37).

Likewise, it is important for postsecondary institutions to employ similar strategies to the leadership development programs of industry and secondary institutions in an effort to experience similar results. The literature provided will assist the research in

evaluating the benefits of an internal 12-month administrative and midlevel leadership

development program at a postsecondary institution, specifically the UM System.

CHAPTER THREE: METHODOLOGY

Introduction

At the time of my research, the available literature on leadership development programs for postsecondary educators has been directly tied to academic personnel such as faculty members, deans, provosts, or chancellors. The literature that does include administrative and midlevel staff at postsecondary institutions has primarily focused on describing their positions or identifying them within the academic and non-academic realm of postsecondary education (Rosser, 2004). Thus, this study will fill a gap in research by focusing specifically on the leadership development of administrative and midlevel non-academic positions at postsecondary institutions such as directors, assistant directors, registrars, and coordinators.

Postsecondary leadership development programs have historically been created and implemented by external organizations rather than postsecondary institutions themselves. This research examined a 12-month internal leadership development program developed by a postsecondary institution specifically for its employees. The program of study is the Administrative Leadership Development Program (ALDP) at the University of Missouri (UM). The U.S. Bureau of Labor predicts fewer young people are entering the work force than employees who are exiting the work force as a result of retirement, and the cost of replacing those leaving is exceedingly expensive (Ellis, 2003). Additionally, higher education is faced with an unprecedented era of accelerating change including attitudinal shifts about the industry, declining public support, questions about priorities, and greater accountability demands (Wisniewski, 1999). Therefore, research

focused on leadership development programs will be important to postsecondary

institutions and the future of its administrative and midlevel staff.

Phenomenological research—the study of lived experiences for several

individuals about a concept or phenomenon (Creswell, 1998)—is an opportunity to

carefully examine the following: 1) the perceived outcomes of ALDP for the population

as identified by participants; 2) the perceived outcomes of ALDP for the population as

identified by participants' supervisors; 3) determine if the identified perceived outcomes

coincide; and 4) what implications do perceptions have for staff training and continued

employment. A qualitative research approach has been chosen since qualitative methods

enable the researcher to do the following: 1) conduct an investigation where other

methods are not practical; 2) investigate where little is known about the subject matter;

and 3) explore complexities (Gillham, 2000). Additionally, qualitative research is a valid

method of investigation when seeking to understand the meaning behind a lived or shared

experience or phenomena (such as ALDP) with depth and insight among people

(Creswell, 1998; Denzin, 1989).

ALDP was created and implemented by the UM System beginning in April 2005

with the inaugural cohort. The second ALDP program began in April 2006. Both cohorts

were evaluated (2005-2006 and 2006-2007) and the following research questions were

investigated:

1)   What are the overall perceived outcomes for the population as

         identified by participants? The time commitment by participants to

         ALDP is 12 months.

2)   What are the overall perceived outcomes for the population as identified by participants' supervisors? This study investigated the perceived outcomes as viewed by those managing employees who have participated in ALDP.

3)   Do the identified perceived outcomes by both participants and participants' supervisors coincide? This study compared the lists of perceived outcomes by the participants and participants' supervisors and then determined the similarities and differences in responses.

4)   What implications, if any, do these perceptions have for staff training and continued employment? This study helped discover whether the participants and participants' supervisors perceived the same outcomes and converge on areas such as staff training and continued employment.

The targeted population was members of the two identified cohorts who completed ALDP. Individuals were considered for inclusion if they completed ALDP and were full-time, benefit-eligible staff members holding or previously holding non-academic administrative or midlevel positions at the time of their participation. Participants which remained employed and those who were no longer employed by the UM System were contacted for inclusion in this study. Additionally, participants included in a phenomenological study need to be carefully selected and must have actually experienced the phenomenon (Creswell, 1998).

ALDP

To participate in ALDP, interested applicants submitted a letter of interest as well as a letter of support from their supervisor, and they expressed willingness to dedicate one year (12 months) to the program. The application form is attached as Appendix A. Applicant materials were screened by a UM selection committee consisting of appointed members by the UM System President and various campus representatives. Applicants were notified (via mail) of their acceptance. ALDP focuses on four key themes: the institution, the individual, leadership, and management systems. The institutional theme focuses on the necessity of a leader to have broad understanding of the UM System complex culture and environment. The individual theme focuses on intentionality of leaders in developing both themselves and those around them. The leadership theme focuses on leadership expectations, values, and application. The fourth theme, management systems, focuses on the "knowledge and skills required to efficiently and effectively conduct ones' professional responsibilities" (ALDP, 2007).

Both cohorts addressed in the study began with a week-long retreat at the Lake of the Ozarks in southwest Missouri in April 2005 and April 2006, respectively. Participants at each campus met monthly as a group at their respective institution as well as quarterly at the main campus, UM-Columbia (President's ALDP, 2006). Table 3 further illustrates the schedule.

Table 3. **Cohort Meeting Agenda**
Cohort A Week (7 day) retreat: April 2005 Individual campus meetings: May 2005 - March 2006 Quarterly cohort meetings at UMC: July 2005, October 2005, January 2006 Awards ceremony and conclusion: April 2006
Cohort B Week (7 day) retreat: April 2006 Individual campus meetings: May 2006 - March 2007 Quarterly cohort meetings at UMC: July 2006, October 2006, January 2007 Awards ceremony and conclusion: April 2007

Thirty-four applicants were invited to participate in the inaugural session of ALDP (Cohort A). Of these, 32 participants accepted and completed the 12-month program and received a completion certificate signed by the UM System president, Elson S. Floyd. Of the 32 participants who completed the inaugural ALDP session in 2006, four were no longer employed by the UM System during the research period (G. Holliday, personal communication, May 23, 2007).

In the second session of ALDP (Cohort B), 34 UM employees were invited to participate. Of these, 30 participants accepted and completed the 12-month program and received a completion certificate signed by the UM System president, Elson S. Floyd (G. Holliday, personal communication, May 23, 2007). Of the 30 participants who completed the program in 2007, three were no longer employed by the UM System during the research period (G. Holliday, personal communication, Nov. 20, 2007). I attempted to

contact all selected participants regardless of their current employment status at the University of Missouri.

<div align="center">Design</div>

A phenomenological research design has been selected for this inquiry. Phenomenology allows the researcher to understand the meaning of a lived experience by multiple individuals (Creswell, 1998; Moustakas, 1994; Polkinghorne, 1989). Polkinghorne (1989) states phenomenological researchers may draw on three sources to generate a description of lived experiences which include: a) the researcher's personal self-reflections of the phenomena; b) others who experienced the phenomena and provide narratives in the form of interviews or written statements; and c) depictions of the experience from an outsider.

I have personally participated in and completed ALDP in the first cohort year, which fits nicely with Polkinghornes' (1989) first measure. My personal observations and perceived outcomes are provided in chapter five. Criterion used for inclusion in my research required participation in and completion of ALDP in either the first (2005-2006) or second (2006-2007) ALDP cohort, which corresponds well with Polkinghornes' second measure. The third measure described by Polkinghorne (1989) is agreeable with my research in such that I am interviewing participants' supervisors who are considered to be "outsiders" of ALDP, as they have not participated in the program but have direct access to ALDP participants who completed the program within the specified cohort years.

Polkinghorne (1989) further explains the purpose of phenomenological inquiry "is to reveal and unravel the… logic and interrelationships… in the phenomenon under

inspection" (p. 50). He continued by stating the purpose is to derive at a description of the

essential features of that experience. For my research, the essential features to identify are

the perceived outcomes by ALDP participants and participants' supervisors; determine if

the perceived outcomes by both populations coincide; and determine what implications

the perceptions have for staff training and continued employment.

A qualitative process further allows me to understand the "special and the

unusual" characteristics of this targeted population (Shank, 2002, p. 94) and is an

advisable research method in conjunction with phenomenological inquiry (Creswell,

1998; Polkinghorne, 1989). Quantitative research is an unsatisfactory approach when the

study involves discovering the meaning of a lived experience regarding a concept or

phenomenon (Creswell, 1998). Additionally, quantitative research would not assist in

investigating the perceived outcomes by participants and participants' supervisors as well

as a semi-structured interview would. Given the nature of the research population, the

research questions, and the limited number of participants, generalizability of the

results—a focus on breadth instead of depth (Shank, 2002)—is not the goal of this

research; however, this research may help focus on research questions that may be

pursued later through a variety of methods.

According to Shank (2002), "Qualitative research is much more concerned with

depth" rather than generalizability (p. 94). Thus, the focus of the identified research

questions should provide insight and understanding of the perceived outcomes of the

targeted population and participants' supervisors. Moreover, qualitative research

predominantly focuses on evidence that will enable the reader to understand meaning

(Gillham, 2000). In other words, qualitative research is better suited than quantitative

research to answer the "how" and "why" questions about a topic rather than just the "who," "what," or "when" questions.

Definition of Terms

The terms and respective meanings for my research are provided below:

Emic: Using an internal lens (perspective) when conducting qualitative research (Shank, 2002).

Etic: Using an external lens (perspective) when conducting qualitative research (Shank, 2002).

Generalizability: Application of quantitative research to numerous populations (Shank, 2002).

Perception: Awareness of the elements of environment; quick, acute, and intuitive cognition; a result of observation and interaction (Webster's New Collegiate Dictionary, 1981).

Phenomenological Research: Investigation that describes the meaning of the lived experiences for several individuals about a concept or shared phenomenon (Creswell, 1998).

Qualitative Research: "Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyzes words, reports detailed views of informants, and conducts the study in a natural setting" (Creswell, 1998, p. 15).

Quantitative: Quantitative research "is one in which the investigator primarily uses post positivist claims for developing knowledge, employs strategies of inquiry such as

experiments and surveys, and collects data on predetermined instruments that yield

statistical data (Creswell, 2003).

Triangulation: "The process of converging on a particular finding by using different sorts

of data and data-gathering strategies" (Shank, 2002, p. 134).

<div align="center">IRB Approval</div>

Appropriate human subjects approval from the Institutional Review Board (IRB)

was obtained before research began. The UM-St. Louis College of Education has two

phases for the IRB review and approval process (S. Sherblom, personal communication,

Oct. 17, 2006). First, the College of Education's internal IRB Committee must approve

the IRB application through a full-review process. Once the College of Education has

approved the application, the researcher is responsible for sending the IRB forms to the

UM-St. Louis Office of Research Administration for review.

I also received IRB approval from each of the remaining three campus locations

(Columbia, Kansas City, and Rolla) to assist in protecting the academic community and

any human subjects involved in the study. Interviews were held at each campus location

and obtaining IRB approval at each campus was required. All four campuses had a

similar IRB approval process, although they varied with respect to forms required,

information included on the forms, and the actual verbiage used. All IRB forms are

located in the appendix.

<div align="center">Sampling Strategy</div>

A purposeful sampling strategy was used to select the ALDP participants to be

interviewed. Huberman and Miles (1994) stated that the sample should demonstrate the

following ideals: 1) relevance to conceptual framework; 2) potential to generate rich

information; 3) analytic generalizability—where a developed theory acts as a template to

compare the empirical research results (Yin, 1994); 4) potential to generate believable

explanations; 5) ethics; and 6) feasibility. Maxwell (1996) posited that purposeful

sampling allows the researcher to deliberately select certain individuals to study when the

information cannot be gained from other venues.

Maxwell (1996) further identified four goals of such a sampling strategy: 1) to

achieve typicality of the individuals; 2) to adequately capture heterogeneity in the

population; 3) to select a sample to deliberately examine cases which are critical for the

leadership theories identified in the literature; and 4) to establish particular comparisons

to identify reasons for differences between individuals. Additionally, given the

complexity of the UM System and geographic locations of the research population,

purposeful sampling allows for intentionally distributed representation of each of the four

campuses. This is important for the reason that ALDP is comprised of participants from

all four campus locations; therefore the research population should mimic the intended

population.

Polkinghorne (1989) states research participants should be selected using two

criteria. First, subjects must have experienced the topic of the research. Many topics are

applicable to the masses (such as being happy or sad); however subjects for my research

topic are limited. Sixty-two participants have participated in and completed ALDP within

the first two cohort years (G. Holliday, personal communication, May 23, 2007).

Secondly, research participants should have "the capacity to provide full and sensitive

descriptions of the experience under examination" (Polkinghorne, 1989, p. 47). ALDP is

a 12-month program and research participants must have completed the program for inclusion in my research. It is reasonable to discern that participants selected for inclusion in my research have the capacity to provide adequate narratives.

Each participant in the study was assigned a reference number. For example, a participant from Cohort A may be referenced as CA1 or CA2, and a participant from Cohort B may be referenced as CB1 or CB2. Subjects maintained a reference number indefinitely and were referred to as "participant" throughout documentation. Cohorts will be referred to as Cohort A or Cohort B only. Participants were not identified by position, title, or name because such information was irrelevant for this specific phenomenological inquiry.

Participants were selected based on a randomized process. All 62 participants (from Cohort A and Cohort B) were listed alphabetically respective to campus location (Columbia, Kansas City, Rolla, St. Louis). Participants from the System Office and University Health Care were combined and equally listed alphabetically. Every fourth participant listed at each location was selected; a total of 16 participants were identified.

Participants' supervisors were intentionally selected by sorting the participant list by campus, department and then by division. Participants' supervisors (such as vice chancellors) who had multiple employees complete ALDP were intentionally selected to participate in this study. For example, multiple departments at one campus, such as the career center, residential life, and the counseling center may all reside within the division of student affairs. Therefore, the administrator for student affairs would be selected to participate to determine perceived outcomes. Six participants' supervisors were identified as possible subjects for this research.

Instruments

Semi-structured interviews allow flexibility and, based on each participant's response to a particular question, additional questions may be asked. Berg (2004) expressed "interviewers are allowed certain freedoms to digress and probe beyond the responses given by the interviewee" (p. 81). The "human-as-instrument approach," was utilized and Marshall and Rossman (1999) identified the role of the researcher as the instrument in a qualitative study. The researcher's presence is fundamental to the paradigm of the study in an attempt to gather participants' stories through the interview process and the researcher's personal self-reflections of the phenomena are important in a phenomenological inquiry (Polkinghorne, 1989). Natural interaction is important in archiving their verbal responses in addition to observing their nonverbal reactions to interview questions and phenomenological studies incorporate both.

Guba and Lincoln (1985) identified and explained the seven characteristics that exemplify the use of the human-as-instrument technique: 1) Responsiveness: the human ability to sense and respond to personal and environmental cues; 2) Adaptability: the human ability to collect information on multiple levels; 3) Holistic emphasis: the human ability to see the entire picture and its contents; 4) Knowledge base expansion: the human ability of extending personal awareness beyond mere propositional knowledge; 5) Processual immediacy: the human ability to process data immediately upon receipt; 6) Opportunities for clarification and summarization: the human ability to summarize data immediately and provide clarification, amplification, or correction; and 7) Opportunity to explore atypical responses: the researcher's ability to validate responses and achieve further understanding.

Moreover, Berg (2004) stated that when "investigators are interested in understanding the perceptions of participants or learning how participants come to attach certain meanings to phenomena or events, interviewing provides a useful means of access" (p. 83). Prior to asking interview questions, I read a standard introductory statement was read to each research participant. A draft of the introductory statement is located in Appendix B. Participant interview questions are located in Appendix C and participants' supervisor interview questions are located in Appendix D. Additional probing questions asked of participants and participants' supervisors are also included. I recorded each interview by using an audiotape and then transcribed the interview. I then coded the data to extract and identify themes through repetition of specific responses (Berg, 2004) and equally identify responses which were not repeated. Data collected will provide insight about the perceived outcomes of ALDP.

To manage data, I used Nvivo 7, a database that allowed me to sort, code, classify, and arrange information to identify themes, outliers, and arrive at answers (Nvivo 7, 2007). Each transcribed interview was uploaded it in to Nvivo 7, coded, and manipulated to identify themes among ALDP participants and participants' supervisors. Themes occurring only once were identified because they may also play a vital role in further understanding the perceived outcomes by participants and participants' supervisors.

<center>Verification Procedures</center>

Creswell (1998) provided eight verification procedures for qualitative research and suggested "qualitative researchers engage in at least two of them in any given study" (p. 203). These eight forms include the following: 1) prolonged engagement includes

building trust with subjects, learning their culture, and determining what is salient to the study; 2) triangulation includes the use of multiple and different sources and theories to corroborate evidence, and triangulation provides a venue to check the integrity of qualitative research (Schwandt, 2001); 3) peer review includes an external review of the research process, an individual who keeps the researcher honest and asks difficult questions about the process; 4) negative case analysis includes refining the working hypothesis and eliminating all outliers and exceptions; 5) clarifying researcher bias includes identifying my position and any biases or assumptions I have that may impact the inquiry; 6) member checking includes soliciting research subjects views of the credibility of the findings; 7) rich, thick description includes describing in sufficient detail the participants or setting under study in order to convey meaning and to allow the reader to determine if the findings can be transferred because of shared characteristics; and 8) external audits include an external consultant to examine the process and the product to assess accuracy (Creswell, 1998).

I used multiple verification procedures to conduct this qualitative research. First, triangulation occurred by contrasting participant and participants' supervisor data collected through the interview process relevant to perceived outcomes (Yin, 1994). Second, I used member checking which allowed one participant from each campus to review their transcribed interview for accuracy (Creswell, 1998). I also reviewed data provided by the UM System concerning participants' continued or discontinued employment status to compare with identified perceived outcomes. The fourth form of verification included an external audit. The external audit consisted of identifying a researcher that coded 5% of the transcripts to see if he/she identified the same themes.

These verification procedures did converge (agree) and did not indicate or suggest that answering the four identified research questions was not attainable.

Phenomenological scholars discern that researchers in phenomenology need to submit data and narratives through a questioning process in which the researcher is open to themes that emerge (Moustakas, 1994; Tesch, 1990). "Finding commonalities and uniqueness in these individual themes allows the researcher to crystallize the 'constituents' of the phenomenon" (Giorgi, 1975, p. 74). Identified themes and perceived outcomes of participants and participants' supervisors are discussed in chapter four. Additionally, Tesch (1990) stated that "there is only one requirement for research: that you can persuade others that you have indeed made a credible discovery worth paying attention to" (p. 71).

Procedures

A process evaluation method was selected for this qualitative research. Patton (1990) stated a process evaluation can vary from person to person and the perceptions of individual participants play a vital role in understanding. Additionally, he stated the process can be dynamic and a process evaluation method requires detailed description. A semi-structured interview complemented the process evaluation method and allowed for flexibility within each interview.

The list of ALDP participants for each identified cohort year and by campus location is available on the ALDP website. ALDP participants were first contacted via email as a means of introduction between myself and research participants. The introductory email mentioned the next steps that would occur and provided researcher contact information. A copy of the introductory email is included in Appendix E.

Participants still employed by the UM System have access to a computer through their position. Contact information (phone, email address, campus address) for these participants was obtained through the university electronic address directory, accessible by anyone. The UM System human resource office confirmed that all 16 participants identified for inclusion in my research remained employed by the UM System during the research period.

Participants were not centrally located. Therefore, I traveled throughout Missouri, and an appropriate room for interviewing was secured at each participant location (Marshall & Rossman, 1999). Each campus (Columbia, Kansas City, Rolla, St. Louis) had a designated student center with conference rooms available for reservation at no expense. All participants were asked to partake in the study at these respective campus locations. Additionally, a public, highly populated facility afforded confidentiality to each participant when entering and exiting the facility while also providing a private venue during the interview process.

I contacted each participant directly using an introductory email statement to provide information about the research process and to gauge their interest or non-interest in participating in my research. The introductory email statement is located in Appendix E. A second email followed to participants who agreed to participate which further explained the research process, determined a date, identified the interview location, and information about completing the informed consent form (ICF). ICF's were provided and explained to each participant at the interview site (Creswell, 1998). Participants were required to sign and date the ICF before the interview began. A copy of the second email and consent form is located in Appendix F and H, respectively.

I coordinated a date to visit each campus and also scheduled interview times. The estimated time commitment for each participant to interview was up to one hour. As a small gesture of appreciation, a variety of non-alcoholic beverages and snacks were provided for the participant in the interviewing room at my expense. I felt that by providing these small gestures of appreciation it would assist in making the participants feel appreciated, welcomed, and more comfortable participating in the study.

Interviews at each campus location took place in a private room, where only I and the research participant were present. An audio recorder was used to capture the discussion and I used the interview questions as a premise to guide the conversation. A standard introductory statement was read to each participant (located in Appendix B), and each participant was provided with a copy of the ICF. I offered to answer any questions before signature was obtained on the ICF and the interview began.

Limitations

The results of my research may prove valuable to the University of Missouri and the future direction and programming of the Administrative Leadership Development Program. However, the research does have certain limitations and is not intentionally questioning for additional information. For instance, the research is not seeking to identify perceived outcomes by position or level within the university in general or by gender, the research does not seek to identify the perceived outcomes by campus location, and finally, the research does not seek to identify the perceived outcomes based on a participant's length in one's current position. For example, a participant who had been in his or her position for three years prior to participating in ALDP may have different perceived outcomes than a participant who had only been in the position for one

year prior to participating. It is reasonable to assume, however, that information related to years of experience may be divulged by the participant through the interview process.

All research (both qualitative and quantitative) has limitations; however, the areas not addressed by this research can be built upon with subsequent research, including research to determine the perceived outcomes based on population variances. Research focused on ALDP will fill the literature gap by providing understanding and insight in to: 1) a non-academic administrative and midlevel leadership development program; 2) a leadership development program specific to a postsecondary institution; and 3) a national institute or internship program consisting of 12-months.

Participants and participants' supervisors provided narratives and stories to explain their perceived outcomes of participating in ALDP and managing employees who completed the program, respectively. I questioned the data exhaustively which provided a venue for themes to emerge (Tesch, 1990). Each theme was explored in depth to understand its meaning as described by participants and participants' supervisors (Creswell, 1998; Giorgi, 1975; Tesch, 1990).

Participants were comprised of a very select group of people who had experienced the same phenomenological event, albeit at different times, and therefore generalizability is not warranted (Creswell, 1998). Additionally, the research population is limited to the administrative and midlevel leadership development program for UM System administrative and midlevel employees; the research does not include the UM System's parallel academic program (President's Leadership Development Program – LDP) or its participants.

The final limitation is related to the researcher. I participated in and completed ALDP with the inaugural cohort. As a result of my participation in ALDP, participants may have a bias towards me that could potentially impact data collection—either positively or negatively. I was not included in the sample for this phenomenological research and utilized both an etic (outsider) and emic (insider) lens (Shank, 2002) while conducting and analyzing data. A positive impact may have occurred because of my emic lens; people might have chosen to participate since they were familiar with me and wanted to assist with the research. In addition, those who chose to participate may have already established trust in me based on past experience which would otherwise not exist. Also, the emic lens provided a pre-existing understanding of the program and culture, which may have further assisted in gaining insight of perceived outcomes (Moustakas, 1994; Tesch, 1990). Additionally, it is reasonable to assume that I would have biases towards the first ALDP cohort given past participation, and these were disclosed throughout.

CHAPTER FOUR: RESULTS

This phenomenological research was specifically focused on three aspects of leadership development: non-academic administrative and midlevel staff, postsecondary institutions, and internal national institutes or internship programs. A qualitative research process was selected to answer four specific research questions about the 12-month Administrative Leadership Development Program (ALDP) hosted by the University of Missouri (UM) for its administrative and midlevel staff.

The research questions selected for this inquiry included identifying the overall perceived outcomes of program participation for the population as stated by participants and participants' supervisors. Qualitative inquiry is an advisable research method in conjunction with phenomenological studies (Creswell, 1998; Polkinghorne, 1989). Data collected from ALDP participants and participants' supervisors were compared to verify if the perceived outcomes did or did not coincide and to determine if these perceptions had any implications for staff training and continued employment.

The first two cohort years of ALDP (2005-2006 and 2006-2007) were identified for the inquiry. A total of 62 non-academic administrative and midlevel UM employees completed ALDP in these two cohort years. Of the 62 participants who completed ALDP, 16 participants were randomly selected and extended an invitation to participate in the research. From this group, 15 graciously accepted, which comprised 24% of all participants who completed ALDP in these two cohort years. Participants' supervisors were intentionally selected by sorting the 62 ALDP participants by campus, department, and division. Participants' supervisors who had multiple employees within their division complete ALDP were intentionally selected and invited to participate in the study. Of the

six participants' supervisors with multiple employee participants, a total of four supervisors accepted the invitation to participate in my research, comprising 67% of the available research population.

All 19 research participants (ALDP participants and participants' supervisors) were dispersed among and represented the four UM campus locations (Columbia, Kansas City, Rolla, and St. Louis). Interviews were conducted at each campus location in a private interview room. I traveled to the participants' campuses. Interviews with each of the 15 participants and four participants' supervisors took approximately 35 minutes per interview, and both populations were asked at the end of the interview if they had any additional comments to add or other areas they would like to discuss.

The conversations that took place between the participants and me were very candid and private. In most interviews, I had a pre-established relationship with the individual, which further afforded me an in-depth interview and the opportunity to utilize my emic (insider) lens (Shank, 2002). Table 4.1 displays participant and participants' supervisor demographics, including gender and campus location, as well as cohort year for participants.

Table 4.1

_____

Demographic Information for ALDP Research Participants

Variable	Total		
	n	*n*	*Percent*
	Participant	Supervisor	
Gender			
Male	12	3	79
Female	3	1	21
Campus Location			
Columbia	4	1	26
Kansas City	4	1	26
Rolla	4	1	26
St. Louis	3	1	22
Cohort Year			
2005-2006	6	-	40
2006-2007	9	-	60
Total	15	4	100

Limitations to Generalizability

The identified perceived outcomes are very specific and specialized to the 12-month Administrative Leadership Development Program at the University of Missouri and non-academic administrative and midlevel staff. Generalizability is restricted given that employment criteria may differ for various organizations and results may not be applicable across other postsecondary populations such as support staff or hourly employees. Creswell (1998) offers his standards for assessing the quality of qualitative research: rigorous data collection; researcher as instrument of data collection; a focus on participants' views; the project starts with a problem that the researcher seeks to understand; and using multiple forms of verification procedures. Many of these aspects

were employed in the research design and process, as explained throughout the dissertation.

Denzin (1989) suggests that phenomenological inquiries approach validity from a general perspective. He further states that validity is found when "a conclusion inspires confidence because the argument in support of it has been persuasive" (p. 57). Denzin continues by stating, "The degree of validity of the findings depends on the power of its presentation to convince the reader that its findings are accurate" (p. 57).

Guba and Lincoln (1985) suggests that researchers should not demand generalizability for qualitative research, but rather that they should concur, based on the data collected, that the results make sense. Utilizing rich, thick description provides information so readers have the ability to determine how closely their situations match the research and self-determine if applicability or transferability is possible (Merriam, 1998).

This phenomenological study and resulting identified perceived outcomes could provide insight to other postsecondary institutions that are considering the implementation of a leadership development program similar to ALDP. This research also contributes additional information to the literature concerning three specific aspects of leadership development: postsecondary institutions, internal national institute or internship programs, and non-academic administrative and midlevel staff.

<div align="center">Identification of Themes</div>

Phenomenological scholars provide multiple procedural steps on how to analyze data (Denzin, 1989, Moustakas, 1994; Polkinghorne, 1989, Creswell, 1998). Most scholars agree that three steps are necessary in analyzing phenomenological data: 1) the

researcher must divide the narratives into units, commonly referred to as

horizontalization of data; 2) these units are transformed into clusters of meaning; 3) the

clusters of meaning are tied together to make a general description of the experience or

phenomena. Analyzing data using these procedures allows the researcher to provide a

synthesis of the meaning and essence of the phenomena (Moustakas, 1994). Some

scholars will incorporate additional steps by first analyzing the data through the use of

single-subject analysis before considering intersubject analysis (Giorgi, 1975) and by

incorporating personal meaning of the phenomena (Moustakas, 1994).

Throughout the in-depth interviews with participants and participants'

supervisors, stories and narratives as a means by which to explain perceived outcomes

(personal meaning is utilized throughout chapter four by incorporating personal

narratives about the phenomena). The stories and narratives were organized around key

words, topics, specific experiences, and meaning (horizonalization and clustering). This

was accomplished by utilizing Nvivo 7 which allowed me to conduct word counts based

on participant and participants' supervisor comments, sort data by similarity, and

compare data by interview question. Although Nvivo 7 provided these functions, I had to

carefully read the narratives to understand meaning, determine how to group data and

interpret comments. The software does not take into account paragraphs or the assembly

of words to form meaning.

Through rigorous evaluation of transcribed data, I was able to identify five

overarching themes or clusters of meaning (Creswell, 1998; Moustakas, 1994). The five

identified themes are: Feeling Valued, Relationship Building, Self-Awareness, Skill

Development, and Future Recommendations. Within each of these themes, sub-categories

emerged. For example, the theme of relationship building can be divided into the three

sub-categories of networking in general, relationship building within participants'

respective campus, and relationship building within the University system. Each narrative

that included a comment about relationship building was included in this overarching

theme and then each comment was divided by topic.

Table 4.2

Identified Themes and Number of References by Participants and Supervisors

Theme	Total			
	n	*n*	*n*	*n*
	Supervisor	References	Participant	References
Feeling Valued				
Developing a pipeline of leaders	4	15	8	12
Opportunity to participate in ALDP	0	0	6	7
University investing in its employees	2	3	8	16
Commitment	2	3	7	11
Relationship Building				
Networking	3	11	12	33
Within their respective campus	4	16	11	32
Within the UM System	4	15	13	31
Self-Awareness				
Professional assessment	3	3	12	33
Understanding impact on others	4	8	13	35
Skill Development				
Influencing change	2	2	13	37
Personal tool box	4	10	13	51
Enhance leadership ability	4	10	1	1
Future Recommendations	3	3	4	10

The identified themes did coincide with both participants and participants'

supervisors; however, some of the sub-categories are only relevant to one population,

such as participants or supervisors. For instance, 100% of the participants' supervisors

provided a comment that fit well in the overarching theme of feeling valued; however, no supervisor provided a reference concerning the sub-category of the opportunity for participants to participate in ALDP.

Information provided by all research subjects was very candid and each of the five identified themes and their sub-categories are explored here. Richardsons' (1990) guide concerning qualitative text is followed. Richardson identifies three types of quotes that are most useful in association with qualitative research: 1) short eye-catching quotations are easy to read, stand out from the narrator's text but verify it; 2) embedded quotes are used within the narrator's text; and 3) longer quotations are used to convey thoughts that are more complex (1990). The various types of qualitative texts are provided to illustrate the richness of the data and explain, through the subject's terminology, their perceived outcomes of ALDP (Denzin 1989, Moustakas 1994; Tesch, 1990). Qualitative "researchers seek to describe and explain the world as those in the world experience it" (Merriam, 1998).

<div align="center">Feeling Valued</div>

Throughout the in-depth interviews, participants frequently referred to "feeling valued" by using words or statements to describe a feeling or emotion. Examples of such include, "I was first of all very glad …" and "I really appreciated…." One participant stated after completing ALDP "I was a little more proud…," while another divulged "I really enjoyed it." Numerous participants used the word *feel* in a variety of contexts, such as "I feel…," "I felt…," or "My feeling…" to describe their experience with ALDP, thus reflecting on the emotional impact of participating in the program.

The overarching theme of Feeling Valued has four sub-categories which include developing a pipeline of leaders, the opportunity to participate in ALDP, the University investing in its employees, and commitment. Commitment is described in two aspects—(1) by participants to ALDP, and therefore by extension to the UM System, and (2) commitment from the University to its employees. Literature supports the theme of feeling valued concerning the employer and employee relationship and expresses a direct correlation exists between leadership development programs and employees' feeling of appreciation, job satisfaction, and support (Barron, 2004; Becker, 1975; Bolman & Deal, 2003; Pfeffer, 1998). Data provided by participants' supervisors suggests ALDP participants experienced an increased feeling of appreciation, job satisfaction and support from their campus and UM System. Triangulation of participant and participants' supervisor data further supports this perceived outcome and its convergence between both populations.

Throughout the interviews, 87% of the participants provided a response which corresponded with the overarching theme of feeling valued. Participants' supervisors included in this inquiry did not provide any narratives which fit well with the sub-category of the opportunity to participate in ALDP. The primary focus of the participants' supervisors resonated with developing a pipeline of leaders, as 100% of them provided a comment which fit well with this sub-category. These results are shown in Figure 4.1.
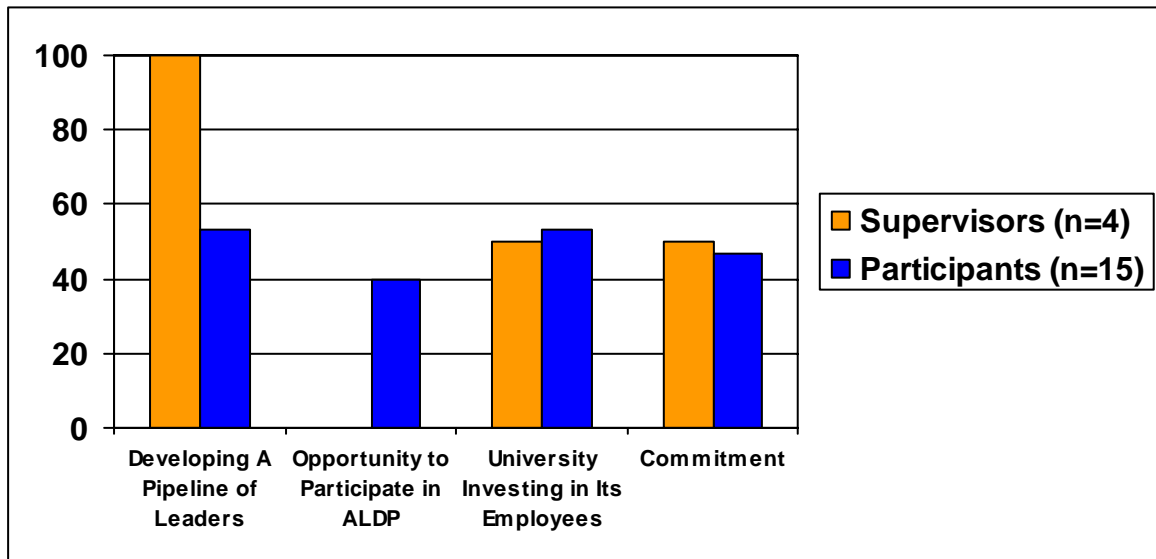
Figure 4.1. *Percentage of Participants & Participants' Supervisors Identifying Sub-categories of Feeling Valued*

Developing a Pipeline of Leaders

Of the 15 participants in the research population, eight participants (53%) commented on the sub-category of developing a pipeline of leaders. Some participants provided multiple statements relevant to developing a pipeline of leaders, for a total of 12 references. For example, one participant commented, "It's very clear that they [the UM System] want people to stay with the system and help develop strong leaders within the system," and "My attitude really changed to, 'Wow, this is really something to help us develop the University!'"

All four participants' supervisors (100%) provided multiple comments relevant to the sub-category of developing a pipeline of leaders. One supervisor reflected on multiple employees who participated in and completed ALDP who then moved internally to another role within the University stating, "He's moved on to another role here at the University, and I think this program [ALDP] has done a lot for that." He/she continued their comments regarding another University employee:

… is one that I have worked with ever since I came to this University and since her involvement in this program [ALDP], I just see a whole different professional side of her, and she has moved into another position.

Three participants further reinforced the sub-category by providing information concerning their personal promotions since completion of ALDP. The first participant stated, "I was a manager of a small unit of about eight people. Since then [ALDP] I moved up to a … position where I had 100 people reporting to me." He reflects on his experience at ALDP and states ALDP gave him the necessary skills and confidence to accept his new position.

One participant reflected on her new position and its associated duties, espousing "My role now is that I talk to students and parents and guidance counselors, and that's what I do." She was confident if she had not participated in ALDP and developed the relationship(s) and skill sets she did, she would not have received such a promotion.

The final participant spoke of his pre- and post-ALDP positions. He proclaimed "When I went through ALDP, I was director of …, and now I'm director of … and I've taken on a number of other functions at the University." He contributed his successful transition to a new position to ALDP and what he learned during the 12-month program.

Multiple research subjects envisioned ALDP as an opportunity to further enhance ALDP participants' career path within the UM System. Numerous examples were provided, including from a participant and his (or her) immediate supervisor:

> I think honestly I was looking not so much for the personal development as I was something to boost my standing within the University and the University system. Something to put on the internal resume to help me out here.

> [ALDP] allowed us to keep employees I think we would have lost. I know for sure that there's no way [we] could have kept …here if it wasn't for that program.

When participants are considering the opportunity to participate in ALDP, their

personal career paths and aspiration can influence their desire to participate. One

participant confirmed this observation with the statement, "I went into it [ALDP]

thinking this was just something to put on my resume," while another reflected "I have

started thinking about my next chapter as a result of realizing I have some leadership

capabilities that could be applicable beyond my [current] role."

Of the four participants' supervisor interviews, 100% expressed the desire to

develop a pipeline of future leaders for both the UM System and the postsecondary

community. This is reflected in the 15 references to the sub-category, as well as in

summaries from two supervisors concerning their support of ALDP.

> To prepare them for future growth opportunities that might come along
> and to basically to better prepare them as managers. Whether here or
> elsewhere because I think it's an important part of a University's role is to
> enhance the capabilities of its staff and when that – and that can even
> include preparing them to move elsewhere within the higher education
> community, because I think we have an obligation to the larger
> community as well as to our own campuses.

The second supervisor followed:

> I like to have a balance of growing our own leaders and bringing people
> in, so this is the perfect opportunity to grow our own leaders but also, you
> know, there are some leaders that we will help develop that the best
> situation for them is not to continue to be here. But I still want to help
> them grow. So it's a balance of that, but it's really important to me to be
> able to grow people from within.

During the interview process, participants' supervisors spoke candidly about

ALDP and their employees—they were acutely aware that if some of their employees had

not been afforded the opportunity to participate in ALDP, they would have left the

University. ALDP is viewed not only as a learning opportunity for participants'

professional and personal growth, but also as an opportunity to "develop a pipeline of

leaders" for the departments, division, campus, and UM System. Supervisors are very

diligent in their decision-making process regarding who to select and support for ALDP,

as stated during the interview. Additionally, supervisors stated that ALDP has had a

positive impact on the retention of "good" employees.

The Opportunity to Participate in ALDP

The "opportunity to participate in ALDP" sub-category is comprised of

participant data regarding the perception that ALDP participants are, in fact, fortunate to

be selected – they recognized being selected to participate in ALDP as an honor. Six

participants provided seven references relating to the opportunity to participate in ALDP.

Even though the number of participants and references for this sub-category was less than

other sub-categories within the theme of relationship building, it remains evident

participants were appreciative of ALDP and hold this sub-category in the highest regard.

One participant described the selection process much like *American Idol* – a televised

contest wherein amateur or novice musicians compete for a recording contract:

> Just the fact (of) being picked for this program seems like—you're chosen,
> there's only a few chosen, a lot of people apply—so, you're kind of the
> American Idol of the [UM] system!

Other participants spoke of the emotional aspect of being offered the opportunity

to participate in a program like ALDP. Descriptors used by these participants included, "I

really appreciated that," "It was an ego boost," "It confirmed their belief in my abilities,"

and "I feel kind of fortunate or grateful that I was able to be selected." Participants of

ALDP really viewed this opportunity as an elite program—only the best of the best are

members. During the interview process, participants' supervisors referred to the

exclusivity of supporting employees to participate in ALDP. Participants were cognizant

of the administrative decision making process, and the emotional attachment associated

with being selected appeared to have an impact on ALDP participants.

The University Investing in its Employees

Eight participants made 16 references to this sub-category. One aspect frequently

mentioned by participants was the "top-down" support ALDP received, including support

of the UM System president and the time commitment from the University (12-month

program). Participants really valued the opportunity to interact with the president and

other key UM administrators, and many employees had a new found respect for the UM

System and its people. One participated stated:

> I think there was, through the system and through the program, there's a
> better understanding of the relationship between the campus and the
> system and that we have more support from the system than one might
> think. And the program [ALDP] is one of those.

Participants from all four UM campuses commented on the historical division of

academic and non-academic employees, as well as how ALDP provided an opportunity

to develop a bridge between the two constituencies. A similar program has been offered

for numerous years by the UM System for academic employees, and participants viewed

ALDP as an equal opportunity and the UM System seeing value in its non-academic

employees:

> I was first of all very glad that they devoted the resources to put together a
> leadership program for the non-academic side of leadership on campus.
> Since we already had the one for the academic leaders, such as academic
> department heads, vice chancellors, provost people—at that level. I was
> glad to see the University make an investment in that, and so—that was
> encouraging and nice to see them be supportive in that way.

Two participants' supervisors provided three references that were relevant to the

University and its investment in employees. Participants' supervisor data which fit nicely

within the sub-category focused on the psychological aspects of the participants. Both

supervisors addressing the topic felt the psychological benefit to ALDP participants was a

positive outcome of the program, as they perceived it. The first supervisor described the

perceived benefits of ALDP:

> Another benefit or perceived outcome is always that sort of psychological
> one in of the fact that the program exists. The fact that the University is
> making an investment in developing the people who are participating in it
> [ALDP]. I think that says to people, 'We are concerned about you.' And
> that may be purely – that may sound like hokum, it may sound like it's
> more symbolism than anything else, but you know symbols have
> importance that go beyond sometimes what they may just appear to be. So
> I think it has important value in that sense.

The second supervisor articulated ALDP is adding value to the University through

psychological means by stating the following:

> They [participants] felt that they were a valuable component of the
> University, and if that's all they get out of it, I think that it's well worth
> the investment that we've made.

Reciprocal Commitment

The word *reciprocal* was selected based on the statements provided by both

participants and participants' supervisors—how they reflected on the University's

commitment to them by providing such a leadership program, and equally how the

participants have an increased commitment to the University as a result of participating in

ALDP. The reciprocal commitment sub-category received the fewest references from

either participants (11 references) or supervisors (3 references); however, the data are

very rich concerning the relevancy of this theme.

With qualitative research, the researcher has the flexibility to ask additional

questions based on a participant's response (Shank, 2002). Seven participants suggested

their commitment to the University had shifted; therefore, additional questions were asked understand the true meaning of participant reponses. For example, one participant stated, "It [ALDP] helps me to stay committed." After further probing, the participant added, "I was in the process of some positive interviewing for promotion positions…. I had committed to the year, so I stopped and withdrew. My commitment toward the University was strengthened."

Furthermore, one participant summarized his experience stating, "It's commitment to yourself, commitment to the institution, and a reciprocal commitment," while another stated, "I think the more I meet people around campus, the more I'm impressed with the quality of people here and their commitment to the University." The word *commitment* was also used by participants and participants' supervisors in reference to the required time commitment (12 months) to participate in ALDP as well as the financial obligation by the University to offer the program. One participant commented, "It's [ALDP] most definitely worth the time!" while a participants' supervisor offered the following thoughts:

> That it's [ALDP] a tremendous investment because it's not only a week long, but there's cost involved in terms of the hotel, and speakers, and food and all that. But then, when they [participants] come back, there's this expectation that they will continue on. So, I think … I think commitment is huge.

A participants' supervisor from another campus stated:

> They [participants] felt that it was a pretty grueling week, but that it was well worth the time that they invested. They came back energized. They love their class and the fact that they do a project. And I think that shows a commitment to the University. The folks that have gone through the program have really–I think they were pretty committed people anyway, but I think that their commitment was stronger.

Relationship Building

The University of Missouri has identified seven educational principles associated with the Administrative Leadership Development Program. Principle two refers to the power of peers and states the following:

> One of the most long-lasting and rewarding aspects of the program will be the formation of a network of peers who share their knowledge and expertise. These networks give all participants ready access to people with similar experiences and interests in the area of academic leadership. (ALDP, 2007)

Throughout the participant and participants' supervisor in-depth interviews, the opportunity to develop and build relationships was an identified perceived outcome and reflects ALDP's second educational principle. The relationship building theme is comprised of three sub-categories: relationship building within their respective campus, relationship building within the UM System, and networking. Figure 4.2 illustrates the theme of relationship building, its sub-categories, and the percentage of references by participants and participants' supervisors. One hundred percent of the participants and supervisors provided a response which supported the overarching theme of relationship building and its sub-categories. Participants' supervisors provided more references (42) concerning the theme than any other, as demonstrated in Table 4.2.
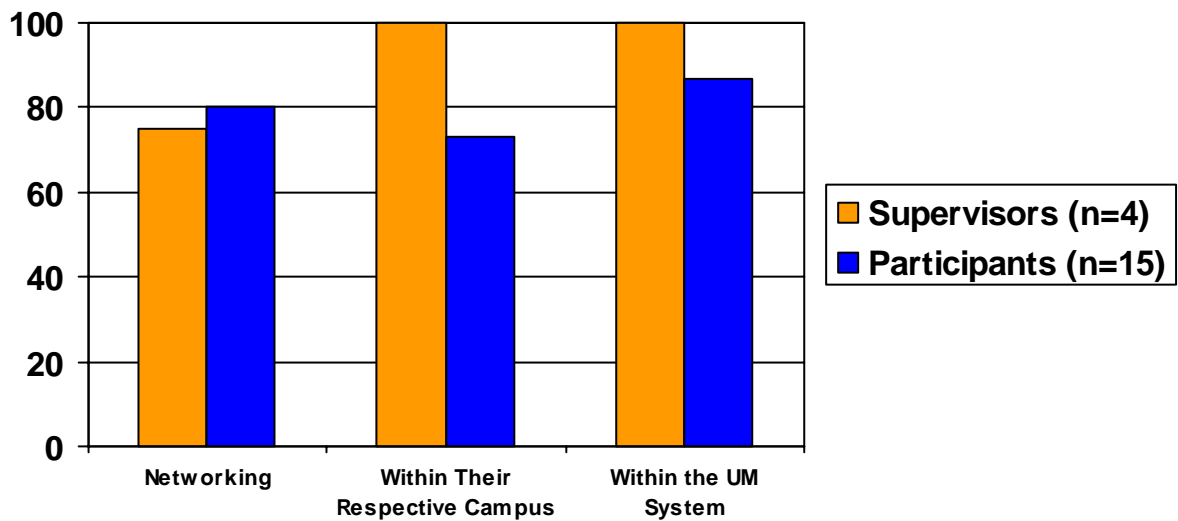
Figure 4.2. *Percentage of Participants & Participants' Supervisors Identifying Sub-categories of Relationship Building*

Networking

Argyris and Cyert (1980) found that one of the primary missions of any development program is to provide a venue for people to meet each other. It is obvious given the data that ALDP provided this opportunity as both participants and participants' supervisors considered networking a key aspect of ALDP. The sub-category of networking reflected 33 references by 12 participants, which is the highest number of participant references for all sub-categories under the theme of relationship building.

Numerous participants explained their perceived outcomes as related to networking. One participant comment that fit well into the sub-category includes, "I got the most out of the class through the interactions with all of the people" and continued with, "It was great to be able to see, interact, and get to know those people better." Another participant explained that networking has "kinda been the added benefit [of ALDP]. No one said this was going to be a part of the program, but the relationships have been really, really important." Other participants stated they participated in ALDP strictly

for the opportunity to develop and build a network throughout the UM System during the 12-month program.

During one participant interview, the participant reflected on the evaluations which take place during the week-long retreat and how "brutal" those can be. He offered, "Relationships forged in battle and stuff and, you know the intensity that we went through—that self evaluation and stuff—you kind of forge your friendships in battle through some of that." Additionally, other participants viewed networking as an opportunity to improve their personal relationship with their direct supervisor, utilizing the knowledge gained through ALDP:

> I think before I went to ALDP there was a bit of a strained relationship with—between that person and myself, and I think since coming back from ADLP… I think that's helped that situation quite a bit. I don't feel like it's near as strained as it used to be.

> I've always focused down to my guys—to people that report to me and stuff. I've not thought about how it might have affected me up. I think I'm probably more effective interacting with my boss as a result of this [ALDP].

Three participants' supervisors provided 11 references to networking, also adding validity to the second educational principle of "the power of peers." Supervisor data reflected on the benefits of networking to participants upon completion of ALDP—how their newly found relationships have had a positive impact on these participants, their departments, and their campus.

One particular supervisor had worked within the University system for numerous years and divulged her admiration for her supervisor who had an amazing network of colleagues and how she longed to develop her own network. When the opportunity

presented itself for her employees to participate in ALDP, she viewed the opportunity and

program as a means of providing a network opportunity to her employees:

> I saw that as something very important and very effective, and I think particularly now, when you get to a point now with emails in particular, you don't have that direct person-to-person interaction that you used to have. And so I saw this [ALDP] being an opportunity for people to get to actually know each other.

A participants' supervisor from another campus identified the need for increased

efficiency across his (or her) campus and viewed ALDP as an opportunity for that to

occur. He (or she) stated:

> I think that it's good for the institution because they're identifying a need that we have, and it's kind of a cross-departmental approach, that is extremely valuable because everybody at the campus needs to work together.

During the interview process, participants and their direct supervisor were

targeted so comparisons could be made concerning the perceived outcomes, therefore

answering research question number three, "Do the identified perceived outcomes by

both participants and participants' supervisors coincide?" In the sub-category of

networking, the data confirmed the perceived outcomes do in fact coincide.

A participant commented on his expectations for ALDP:

> So I was just very interested to participate in the program for all those reasons and then there [were] a lot of other positive by-products. Like the atmosphere of the class work, the camaraderie at getting to know a lot of people better on your own campus, which was done very well here at …, as well as getting to know some other people for the first time or other acquaintances you had through work in a better fashion on the other campuses within the University.

The participant's direct supervisor commented on this participant and what he perceived

to be one of the outcomes:

I think that the one thing I do see is that he feels a part of the group and that is in and of its—it has given him a new kind of professional peer group, and I think that is in and of itself an important thing for developing people.

Within Their Respective Campus

Eleven of the 15 participants interviewed (73%) made a statement concerning their relationship within their respective campus, and 32 references were noted. One hundred percent of the participants' supervisors provided a comment relevant to the sub-category while providing 16 references. The high volume of references from both the participants and supervisors demonstrate how ALDP impacted the relationship between participants and their respective campus. This particular category received more administrative references than any other category or sub-category.

Participants' supervisors provided numerous comments regarding ALDP's ability to assist participants in understanding the "bigger picture" respective to their campus. One supervisor noted the following:

I think it [ALDP] helps them [participants] understand that there is this sort of greater universe outside of their particular office or their particular purpose and to help better understand how these things [are] put together. Because to me, that's one of the most critical things in the development of a senior leader, is that ability to understand how the pieces of the pie fit together.

A participant who reports directly to this particular supervisor also reflected on his/her ability to understand the "bigger picture." Three direct quotes are relevant: "I think it [ALDP] just helped to re-install and even expand and help me understand myself as an employee at … much better than it had in the past," "I think what it [ALDP] enabled me to do was to be better at making more strides to try to get out and interact more with people on campus," and finally "The ability to interact with that group [other

ALDP participants on campus] beyond our office … was provided by being a part of ALDP."

Participants' supervisors from each UM campus noted ALDP was having an impact on their respective campuses as a result of the relationship building theme. One hundred percent of the supervisors noted that new friendships had been established, an increase in productivity was evident, comprehension of the "bigger picture" had occurred, and a noticeable sense of belonging transpired. Data relevant to this sub-category was positive in nature and suggested the perceived outcome to be desirable.

Participants equally shared the perceived outcome that networking would add value to themselves, their departments, and their campus. One participant shared an in-depth, confidential situation with me and confided that the positive outcome of the situation was directly correlated to a pre-existing relationship with another ALDP colleague of the same cohort year.

The particular situation involved numerous departments on campus including the police department, and as a result of the existing ALDP relationship, they were able to quickly, efficiently, and effectively resolve the situation with satisfaction for all vested parties—a situation this participant was confident would not have been handled successfully otherwise.

It is likely that had I not participated in ALDP and had a pre-existing relationship with this participant (emic lens) the situation would not have been shared. This particular narrative is an ideal example for the sub-category of participants networking within their respective campus and it is also ideal because it demonstrates that an external researcher might not have had the rapport with participants to capture this data. Data provided by

participants were rich with detailed stories concerning participants' increased ability to work congenially across campus regardless of the situation or objective at hand.

Participant data included expressed concern about the inability to "keep up" relationships across campus as a result of the "daily grind." It is evident participants would like to continue networking across campus on a regular basis, and since the completion of ALDP, some campuses and cohorts had continued these relationships while other campuses and cohorts struggled. The expressed desire by participants to continue networking across campuses after completing ALDP further supports the relevancy of this sub-category and the impact it has had.

Within the UM System

Of the 15 participants included in this inquiry, 13 reflected on the opportunity to enhance or develop a relationship within the UM System (87%). One participant stated, "What [ALDP] did was it gave me a better network within the University." Participant data revealed that the opportunity to develop a relationship throughout the UM System was invaluable and was not provided through any other means. Additionally, participant data reflected on numerous by-products of a relationship that had been established with the UM System, such as camaraderie within their respective cohort group, establishing relationships across cohorts, and the group projects after completion of ALDP. Direct quotes from two participants at different campuses who completed ALDP in different years are provided to demonstrate the identified by-products:

> There's a better understanding of the relationship between the campus and the system and that we have more support from the system than one might think.

I did—I think—gain a better appreciation for some of my colleagues at other campuses and the issues that they're dealing with and the different styles in which they work and the different structures they're under.

Four participants' supervisors participated in the research and 100% of them referred to ALDP participants enhancing or developing a relationship with the UM System. One supervisor stated:

I mean, I think it helps people to see the bigger picture. I think it helps them understand that there is this sort of greater universe outside of their particular office or their particular purpose and to help better to understand how these things put together. Because to me, that's one of the most critical things in the development of a senior leader, is that ability to understand how the pieces of the pie fit together.

Another participants' supervisor stated, "I think that most everyone [ALDP participants] has come back with the message that communication is key." He continued to state that communication is "not only important within their department, but with colleagues—with other people at the University."

Participants' supervisors indicated how important it was for ALDP participants to comprehend the UM System holistically and their role within it, focusing on more than their department or campus. One supervisor stated the following:

Yeah, [ALDP] really [provides a] broad scope of what we do as a division, where we are in relationship to the University goals, how we support students, and the important role that we play into the University goals.

Self Awareness

Throughout the in-depth interviews, 93% of the participants and 100% of the participants' supervisors provided a response that fit well with the self-awareness theme and its two sub-categories of "professional assessment" and "understanding impact on others." The two sub-categories emerged through careful analysis of the data and

realizing that both populations frequently used descriptive phrases that included these concepts. Participant descriptive phrases included "how I saw myself compared to how others see me," "refine my skills," and "make me aware of." Participants' supervisors used descriptive phases such as "they [participants] would get a very professional and formalized assessment," "assess their interpersonal skills," "identify gaps," and "assessment of strengths and areas they could improve in." Figure 4.3 demonstrates the volume of participant and participants' supervisor references to the theme and its sub-categories.
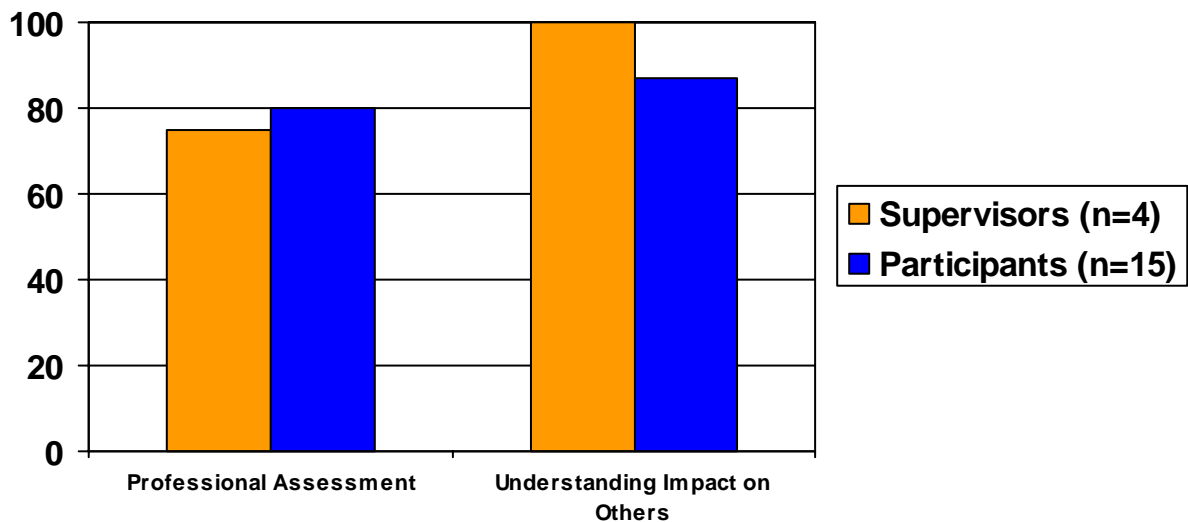
Figure 4.3. *Percentage of Participants & Participants' Supervisors Identifying Sub-categories of Self-Awareness*

Professional Assessment

Professional assessment, as demonstrated in the participant data, refers to the various types of evaluations participants received as a result of their involvement with ALDP. Participants routinely referred to the professional assessment component in two aspects: 1) having their supervisor, employees, and colleagues complete an evaluation, commonly referred to as a 360 degree evaluation; and 2) having experienced,

professional coaches available to assist in their understanding of the materials and how to utilize the knowledge to make improvements. One participant states:

> A lot of people can tell you what your shortcomings are and what your negatives are, your deficiencies, but to be given a plan of how to correct those is empowering. I felt that there was no situation … that was going to come up in the future where I could not be successful because I know what my strengths and weaknesses are and the process of how to correct them.

Participants' supervisors felt a professional peer-based assessment was vital for their employees (ALDP participants) continued growth and development. Additionally, supervisors stated a key factor for success included having the professional "coaches" available to guide participants' understanding of the assessments while offering models and strategies for improvement.

Twelve participants (80%) and three participants' supervisors (75%) provided comments which fit well with the professional assessment sub-category. Comments were rich with description and conveyed a conviction for the necessity of professional assessment to be a part of ALDP programming.

Understanding Impact on Others

The sub-category of understanding impact on others had the highest percentage of participant references (35) within the Self-Awareness theme, and 86% of the participants were involved as demonstrated in Table 4.2. One hundred percent of the participants' supervisors, representing all UM System campuses, provided a reference relevant to the sub-category. One administrative quote summarizes this sub-category quite well:

> It [ALDP] helps them develop the desire—I think it hones their desire or builds on their desire to help their own people develop, which to me is the most important sign of a leader or a manager or a leader's success, is when they are successfully developing people who are moving up.

An employee of this particular supervisor offered the following:

> I think it's [ALDP] allowed me to better analyze some of our own current management's abilities and work with them to improve areas where they may have some weaknesses and improve on their strengths as well.

The data confirmed participants were cognizant of their impact on others as a direct result of ALDP and the professional assessment. Equally, participants felt they now have the necessary tools to provide a positive impact within their offices and assist others in their own development. One tool referred to repeatedly by participants included their own understanding of the various personality styles and how these styles affect individual participants. Participants often spoke of the various assessment tools and specifically referenced the Firo-B and Myers-Briggs personality assessments. Participants attributed their successes within their roles post-ALDP to the assessment tools and their newly found comprehension of them. One participant divulged, "I needed to try somehow—not necessarily create a sense of uniformity, but to help to bring out the best in those talents to help the campus move forward."

Skill Development

Skill development was identified as a theme as a result of the triangulation process and a rigorous review of subject interviews. Numerous discussions focused on the "new" skills sets acquired by participants who completed ALDP. These comments fall within three sub-categories including the ability to influence change, adding to your personal tool box, and enhancing leadership abilities.

Ninety-three percent of participants and 100% of participants' supervisors provided a response which fit nicely with the overarching theme of skill development.

Both populations provided more references to the theme than any other. Each sub-category had 80% or more of the participants provide a supporting comment; however only one participant referenced enhancing leadership ability, as demonstrated in Figure 4.4.
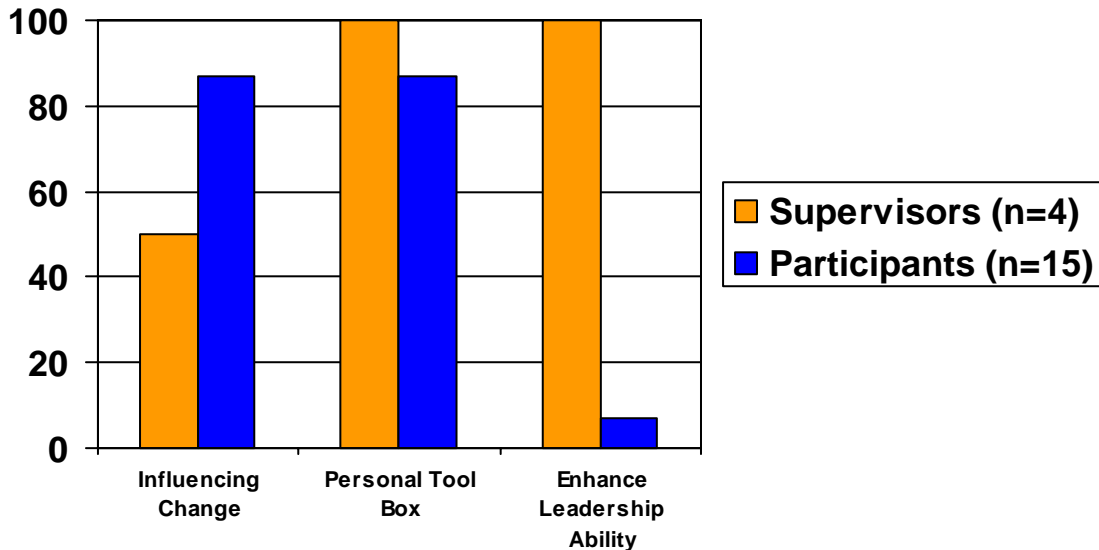
Figure 4.4. *Percentage of Participants & Participants' Supervisors Identifying Sub-categories of Skill Development*

Influencing Change

Influencing change had 37 references by 13 participants; however, only two references were made by two participants' supervisors, each making one reference. Based on the number of research subjects and the number of references by each population to the sub-category of influencing change, it is evident that participants valued this particular sub-category more than the supervisors. Bolman and Deal (2003) assert that organizations should invest in and empower their employees. Participants felt the 12-month ALDP program was an investment by the UM System in its employees, and as stated in the research data, ALDP is empowering its employees, including their ability to influence change within their respective units.

Participants utilized their newly found knowledge from ALDP and applied the knowledge to their respective offices and employees. Pfeffer (1998) found that employees enjoy the ability to apply their newly gained wisdom, and participants of my research expressed the same opinion. Three participants from three different campuses stated the following:

> I think what we've taken is hopefully a good situation and try to expand on it and make it better in ways of allowing employees in the office to continue to feel like they can be heard, they can participate as much as possible in running the department, and that the managers truly work with me to help lead the department but also just to help serve as coaches and encourage the work force… I think through this program [ALDP] and understanding what leadership skills and abilities are and then in working with the fellow supervisors we have in our unit, we're able to find out what those drivers are for the employees to make the overall department a better place to work and a place you don't dread going to on Monday morning.

> I've been able to successfully use some of the things that were taken from not only the ALDP program but our subsequent programs and use them in what I do on a daily basis. Especially working with employees, in order to try to help them do a better job in what they've committed to do.

> I've always felt like an empathetic person, that I understood what people needed and tried to provide that for them. But I found that I was not developing them—I was more like a caretaker, like a parent to them instead of letting them grow themselves…I've approached things a little bit differently, and I try to engage them [employees] to be leaders instead of I'd always feel like I'd have to lead them or assign them things, I let them find their own tasks and it's been good for them.

Numerous stories were shared concerning how participants had taken an actual activity from their ALDP experience and implemented the activity within their office. Examples include leading one's team in card-sorting activities and having the entire team take an interest inventory. In addition, some participants shared their own ALDP assessments with their direct reports in order to develop a reciprocal understanding—not

only how they could assist their employees, but also how the employees could assist their supervisor.

Participant data equally demonstrated upon completion of ALDP, participants had the confidence and tools to implement change within their respective departments. Considering the 33 participant references to the sub-category of influencing change, 17 of the references (52%) alluded to empowering their employees, increasing communication and changing their communication style, or both.

Participants provided solid examples to illustrate these changes within their office and how they perceived the outcomes to be positive in nature. A positive outcome, as perceived by the participant, concerning the empowerment of their employees included employees taking ownership of their work and being engaged in the decision-making process. One participant reflected on the increased communication with employees which consisted of taking the time to learn more about them, personally, and equally being more open about himself. Multiple participants expressed that as a direct result of implementing what they perceived to be positive changes, relationships within their offices had shifted. Additional expressed outcomes included an increase in productivity, a sense of camaraderie, and an inviting office atmosphere.

Two participants' supervisors provided comments that fit well with the sub-category of influencing change. The comments focused on participants' increased communication skills and how they affected individual departments. When supervisors were asked how they knew these changes had occurred, they stated that positive changes were evident in the department's increased understanding and productivity. One administrator stated:

> They communicate more about the purpose of meetings, the purpose of the projects to the people that they're leading, so they're able to get more out of those projects and the people.

Personal Tool Box

This sub-category is titled Personal Tool Box as a reflection of the plethora of data provided by participants and participants' supervisors. Participants provided more data for this particular sub-category than any other, providing a total of 51 references that were contributed by 13 participants (no sub-category had 100% participant participation). One hundred percent of the supervisors contributed data which fit well within the sub-category. As a result of increased organizational investments in its employees, employees' skill sets and abilities improve (Pfeffer, 1998). Both populations provided commentary which confirms with Pfeffer's assumptions.

One area that reappeared throughout the participant data was confidence. Confidence was described in numerous ways as "it [ALDP] enhanced my confidence or leadership—confidence in leadership to attain goals," or "it [ALDP] gave me the tools or the confidence to have the tools and to interface with the right people to get the right things done." Data suggested participants utilized their new-found confidence and tools to initiate changes within their position and also their office. Multiple participants reflected on the sense of satisfaction they received by initiating such actions.

Through triangulation of participant and administrator data, it was evident that both populations had the same perceived outcomes concerning this sub-category. Participants' supervisors were cognizant of their employees' improved confidence, and as a result, improved performance. One administrator offered insight regarding a male employee, and interestingly the male employee provided comments that echoed those of

his supervisor. The conversations were held independently and fit well in the sub-category of personal tool box.

The administrator stated, "That's one area that I've seen a dramatic change in him," and continued with, "He is now aware of that [weakness]…he organizes his thought(s) a lot better—he does a better job organizing… This program has really helped him open the flood gates." The male employee reflected on his experience with ALDP and how it enhanced his personal tool box espousing, "I wanted to challenge some of the things that I knew I was sort of weak in, in terms of just I'm an introvert by nature." He continued:

> I wanted to challenge that other side, and get some skill sets that would make me feel more comfortable in the settings where I don't have to be a flower on the wall, so to speak.

Jordan (1980) categorized leadership development skills into overarching themes which include interpersonal and communication skills, program management skills, and decision-making skills. Interviews with the selected participants for this research were rich with comments that fit well with Jordan's overarching themes.

Enhance Leadership Ability

Enhancing Leadership Ability is the last sub-category under the theme of Skill Development. The sub-category was referenced by 100% of the participants' supervisors; however, only one participant provided any relevant commentary. Participants' supervisors reflected on the increased leadership ability of their employees—through their decision-making process, the ability to articulate needs and objectives, confidence in making decisions, comprehension of their abilities, and overall demeanor. One

administrator stated, "I think this program has really helped her realize her leadership abilities."

Leadership skills were identified as one of the 44 skills most essential to leadership development programs within postsecondary institutions (Jordan, 1980). Enhancing leadership ability was identified through my research as a perceived outcome by both ALDP participants and participants' supervisors. Participants' supervisors reiterated the need to develop a pipeline of leaders for the University, and that was accomplished by enhancing the leadership ability of its employees. However, for this sub-category supervisors spoke of their perceived positive outcome which are evident when considering pre- and post-ALDP performance.

Comments which fit nicely with this theme included descriptors such as "they used to," "his style was," "that's a side of her I never saw," and "that was kind of a neat thing to see her being able to see how it fits together now." As demonstrated in the data, participants' supervisors were cognizant of the change in participants' leadership ability and perceived this change to be positive in nature.

One participant provided a comment that corresponded well with enhancing leadership abilities as he reflected on his abilities pre- and post-ALDP. He included descriptors such as increased confidence, knowledge, and understanding. He stated, "I feel now like I'm a better leader than when I started. I feel like I have more confidence to lead now than before [ALDP]."

<center>Three-Word Summations by Participants</center>

ALDP participants were asked to summarize their experience within this 12-month program in three words. An extensive list of words were derived from the

interviews and reflected several aspects which are encompassed in the ALDP Educational

Principles (ALDP, 2007). Words used to summarize participants' experience included

enlightening, intensive, stimulating, introspective, validating, enhancing, camaraderie,

and hopeful. The seven educational principles established by the institution for the

program included objectives such as development over time, self-directed learning, and

competency-based expectations. Illustrations from three participants that fit well with the

objectives of the educational principles include:

> I believe that I am more effective in what I do on a daily basis today than I
> was before the program. As a result [of ALDP], I'm more effective in
> what I do, such as decision making, and I'm more effective at that now.
> Understanding more of what goes into making a decision and when people
> want a decision and why they want it.

> Growth keeps popping in my head. I was trying to think of a synonym for
> growth, but I think growth would fit because I definitely grew from the
> program and gained a lot of knowledge.

> Well, I think personal development, career development, and I think
> commitment. Commitment to yourself, commitment to the institution, and
> reciprocal commitment.

An additional participant stated, "[ALDP] was energizing, that it got me excited

about what I could accomplish with my staff, and it excited me about what I could do for

them differently," while another participant used the word *introspective* as a summation

of his (or her) experience, reflecting, "ALDP forces you to look at who you are as a

manager and how you're perceived as a manager."

Participants' Supervisors

Participants' supervisors in the research were asked the following question:

"From your position as an administrator, is this program [ALDP] adding value to your

division? How?" One hundred percent of the supervisors provided a "yes" response to the

question and affirmed that, based on their perception, ALDP was valuable to their

division and employees. Participants' supervisors stated that value was evident in a

plethora of areas and the following statements expand on these areas:

> Yes, I do. I think what I can say is that it has given people the opportunity for these sort of enhancements, these things I just talked about, the bridge building, the eye opening, and which I think contributes into enhancing the overall operation of the division.

> It professionalizes it [leadership position], it helps them develop the desire—or hones their desire—to help their own people develop, which to me is the most important sign of a leader.

> I think the evaluation process is important. I think this program provides an assessment for staff that they're not getting anywhere else. And I think that's absolutely critical.

> I think that it's [the campus-wide project] good for the institution because they're identifying a need that we have, and it's kind of a cross-departmental approach, that is extremely valuable because everybody at the campus needs to work together. I think the energy that they [ALDP participants] come back with is—they share it with others.

Administrator comments included words of compassion for ALDP and

appreciation for the perceived benefits that their respective divisions are experiencing

because some of their employees have completed the program. Participants' supervisors

spoke with strong conviction about the legitimacy of the program and the perceived

outcomes – each administrator provided a comment regarding the necessity of the

program and how imperative it was for the UM System to continue ALDP.

Future Recommendations

The future of ALDP was a topic frequently discussed by research subjects.

Comments received by both populations selected for this research was triangulated and

three primary areas emerged concerning the future of ALDP: 1) engaging the faculty; 2)

considering saturation; and 3) developing alumni programs. Participant comments

regarding the first area of faculty engagement included:

> There's areas that I mentioned earlier about interaction with some of the academic units and faculty on campus more, and I feel like there's never enough. There's opportunities for that on campus every day. But finding and making time to do that—there needs to more emphasis made on that if at all possible. And that's a work in progress and probably always will be.

> Trying to figure out some joint projects for the administrative group and the academic groups to have some further interactions. And I think that would be another good thing if more effort would be put into that.

An administrator also commented on the area of engaging the faculty:

> It would be nice if we could. The next step of development of this might be some kind of joint project between the ALDP group and the PALI [President's Academic Leadership Institute] group, because that is so much of the divide around here sometimes, the faculty and the non-faculty. And it would be, I think, a wonderful opportunity to try to use that as a bridge between those two groups.

The second area identified by both participants and participants' supervisors was

saturation, meaning the potential pool of administrative and midlevel non-academic staff

for ALDP may diminish throughout the University system. One participant commented:

> I think they'll have to allow opportunities for people at mid- and lower-management the opportunity to attend ALDP, too. And some of those people are really the ones that need it the most, to try to improve upon their skills. 'Cause they're up and coming. You can try to shake and mold them a little better because they're moving up and they're not already at the top.

> When it starts getting tired and when we start having to sort of really push to get people to apply, then that's the plan, we should say, okay now is this—'Have we sort of saturated the market and now do we need to look somewhere else for more [participants]?' And that's a particular risk [at some UM campuses] because we have so many fewer potential participants than other campuses.

The last recommendation identified by participants and supervisors included

alumni programming. Both populations reported that they would like to see enhanced

alumni programs and a more formalized approach, although no one offered suggestions

on how to develop or implement alumni programming. It was evident that both

populations felt a very strong compassion for the program and wanted to ensure its

continued success for both new ALDP participants and its alumni. Of additional interest

was suggestions for how to further integrate the academic and non-academic leadership

development programs.

<div align="center">Verification Procedures</div>

This qualitative study utilized three strategies to validate the accuracy of the data,

the identified themes, and the coding procedures. Verification procedures included

triangulation, member-checking, and an external auditor (Creswell, 1998; Schwandt,

2001). First, I utilized the procedure of triangulation by interviewing both participants of

ALDP and supervisors whose employees had completed ALDP. Throughout the data

identified themes from each population emerged, where these themes intersect further

validated the findings in this research.

Second, member checking (Creswell, 2003; Yin, 1994) affords one randomly

selected participant from each campus location the opportunity to review his or her

transcribed data for accuracy and provide comments to the researcher. Four randomly

selected participants confirmed the accuracy of the transcribed data, from audio recording

to written text, and provided a few recommendations for change. The trivial changes, all

related to grammar, were immediately completed and took place before themes were

identified or any coding was initiated.

The third and final form of validation utilized was an external audit wherein an

external researcher coded 5% of the participant data and 5% of the participants'

supervisor data. The purpose of an external researcher, or peer debriefing, reviewing the data to determine if he or she would code the data as I did and concur with identified themes (Creswell, 1998; Gillham, 2000). I provided the external researcher access to Nvivo 7 and the data and themes were already uploaded and created. The external researcher was provided no guidance on the meaning of the themes or how these themes were interpreted.

The external researcher coded 5% of the participant and participant supervisors' data without prior coaching. After carefully reviewing the external researcher's coding in comparison to mine, it was evident that we similarly coded 85% of the data. It was further confirmed that the external researcher and I also converged concerning the identified themes and respective sub-categories.

The remaining 15% of the data coded by the external researcher revealed the data was coded multiple times. For example, the external researcher coded the statement "I think that's one of the strengths of the program, in my eyes, is to really get a self assessment of interpersonal skills and how you can address those" to professional assessment, developing a pipeline of leaders, and enhancing leadership ability. I only coded the comment to one theme versus the three the external researcher selected.

I carefully reevaluated all narratives and data within each theme to determine whether or not I needed to recode my data and reconsider the identified themes and their respective sub-categories. After questioning the data multiple times (Tesch, 1990), I determined that my original codes were the most appropriate based on the context of data provided by both populations.

The external researcher was a member of my doctoral committee, which was comprised of four faculty members representing three of the four campuses within the UM System. Dr. Kathryn Northcut, a faculty member at Rolla, served as my methodologist and also the researcher who coded 5% of my research data.

Both research populations commented that ALDP promoted the retention of employees, therefore I contacted the UM System Human Resource Office which provided data concerning the continued or non-continued employment of the original 16 participants who were randomly selected to participate in the research. The UM Human Resource Office confirmed the continued employment of these 16 participants from the cohort years 2005-2006 and 2006-2007. This further reinforces the identified themes provided by supervisors concerning the concept that ALDP promotes continued employment among ALDP participants. This also answers research question number three regarding staff members' continued employment within the UM System. Numerous comments provided throughout the in-depth interview process concerning continued employment included the following:

> [ALDP] allowed us to keep employees I think we would have lost. I know for sure that there's no way we could have kept "Sam" here if it wasn't for this program; I know for sure there is no way we could have kept "Elizabeth" here if [it] wasn't for this program.

> My expectations for the program was that it would enhance the participant's abilities to opt to perform in leadership roles… [and] prepare them for future growth opportunities.

> Some of those individuals that have had opportunities presented to them [elsewhere] haven't left the University.

> When I went through ALDP I was assistant director of [a unit]… Now I'm director of [another unit] and I've taken on a number of other functions at the University.

I was a manager of a small unit of about eight people. Since [ALDP] I moved up to an associate position with over 100 people reporting to me.

Summary

Past qualitative research focusing on leadership development programs (McDade, 1987; Day, 2001; CCL, 2007; Pollitt, 2007; Hegrenes, 2005) has validated the important role such programs provide to both the organization and its employees. The data provided by participants of this qualitative research echo these previous findings. Chapter five will discuss the data in comparison to the research questions, implications of the results, future research opportunities and past research conducted on leadership development programs.

CHAPTER FIVE: CONCLUSIONS AND IMPLICATIONS

Leadership development programs within postsecondary institutions have dramatically changed throughout the centuries. Historically these programs were only open to academic personnel such as faculty and department chairs (Rudolph, 1990), while current programs include those designed for non-academic personnel such as administrative and midlevel staff (Hegrenes, 2005; CCL, 2007). Yet in comparison with non-academic organizations, most postsecondary institutions have failed in their efforts to educate their staff through leadership development programs (Jamieson, 2004).

Throughout the literature, reciprocity within any organization has been shown to benefit both the organization and its employees, and leadership development programs assist in achieving this mutual benefit (Astin & Astin, 2000; Bolman & Deal, 2003; Hegrenes, 2005; Pfeffer, 1998; Maslow, 1954). Although a shift has occurred in leadership development programs to include both academic and non-academic personnel, the literature available is limited concerning the benefits for non-academic personnel who attend leadership development programs within postsecondary institutions.

This qualitative research project sought to examine the perceived outcomes of participants in a national institute or internship program focused on leadership development designed specifically within a postsecondary institution for its non-academic administrative and midlevel staff. McDade (1987) defined national institutes or internships as "extended, intensive training programs that last several weeks or meet regularly over a year to investigate education issues and explore management techniques" (p.3).

The program selected for study was the 12-month Administrative Leadership Development Program (ALDP) hosted by the University of Missouri (UM), which has campus locations in Columbia, Kansas City, Rolla, and St. Louis. Phenomenological inquiry provides a means by which to understand, through multiple subjects' eyes, individuals' experience by identifying emerging themes and coming to understand in depth the perceptions of participants and participants' supervisors about ALDP (Creswell, 1998; Moustakas, 1994; Tesch, 1990).

Four specific research questions guided this inquiry:

1) What are the overall perceived outcomes of participation in the University of Missouri's Administrative Leadership Development Program for the population as identified by participants?

2) What are the overall perceived outcomes of ALDP for the population as identified by participants' supervisors?

3) Do the identified perceived outcomes of participants and participants' supervisors coincide?

4) What implications, if any, do these perceptions have for staff training and continued employment?

The first two ALDP cohorts (2005-2006 and 2006-2007) were selected for inclusion and two populations were identified: participants who completed ALDP within these two cohort years and supervisors who had multiple employees complete ALDP within these two cohort years. ALDP participants selected for my research could be divided into four classifications of administrative and midlevel staff within the structure of higher education as defined by Rosser (2000): 1) student affairs personnel; 2) academic support

personnel; 3) business and administrative services personnel; and 4) external affairs

personnel.

My study included interviews with 15 participants and four participants'

supervisors, representing all four UM campuses. Private, in-depth interviews were

conducted with each research participant at his or her respective campus, and each

interview took approximately 35 minutes. Interviews were very candid and private. I

participated in and completed ALDP in the first cohort year (2005-2006); therefore, in

most participant interviews I had a pre-existing relationship with the research participant.

The pre-existing relationship afforded a candid and in-depth interview and provided an

emic (insider) lens (Shank, 2002) to capture the essence of ALDP as the research

participant perceived it (Merriam, 1998).

Chapter five discusses my research, my personal observations, limitations of the

study, significance of the study, implications for practice, and future research

opportunities. In addition, chapter five addresses available literature pertaining to

leadership development programs while mentioning similarities and differences as they

pertain to my inquiry.

Overall Findings

The four research questions guiding the inquiry have been answered through

rigorous analysis and triangulation of the data. Participant- and administrator-perceived

outcomes were identified, addressing research questions 1 and 2 (What are the overall

perceived outcomes of participation in the University of Missouri administrative

leadership development program for the population as identified by participants and

participants' supervisors?). Data from both populations selected for inclusion were very

descriptive, and participants provided examples and narratives to further express outcomes as they perceived them.

Phenomenological inquiry suggests researchers gather "intensive and exhaustive descriptions (or narratives) from their respondents" (Tesch, 1990, p. 68) and submit them to a rigorous questioning process for themes to emerge (Tesch, 1990). Four themes did emerge from the data concerning the perceived outcomes of participating in and completing ALDP as described by participants and participants' supervisors: Feeling Valued, Relationship Building, Self-Awareness, and Skill Development. Within each theme, sub-categories became apparent. For example, comments that fit well with the theme of self-awareness could be divided into two sub-categories, including "professional assessment" and "understanding impact on others."

Fifteen ALDP participants comprised this research inquiry, and within each of the identified themes, at least 87% or more of the participants and 100% of the four participants' supervisors provided a reference associated with each theme. A total of 13 participants referenced the category of feeling valued, which comprised 87% of the total participant population, while 100% of the participants' supervisors referenced this theme. The themes of self-awareness and skill development each captured 93% of the participant population and 100% of the supervisor population, while relationship building was the only theme to capture 100% of both populations (participants and supervisors) as demonstrated in Figure 5.1.
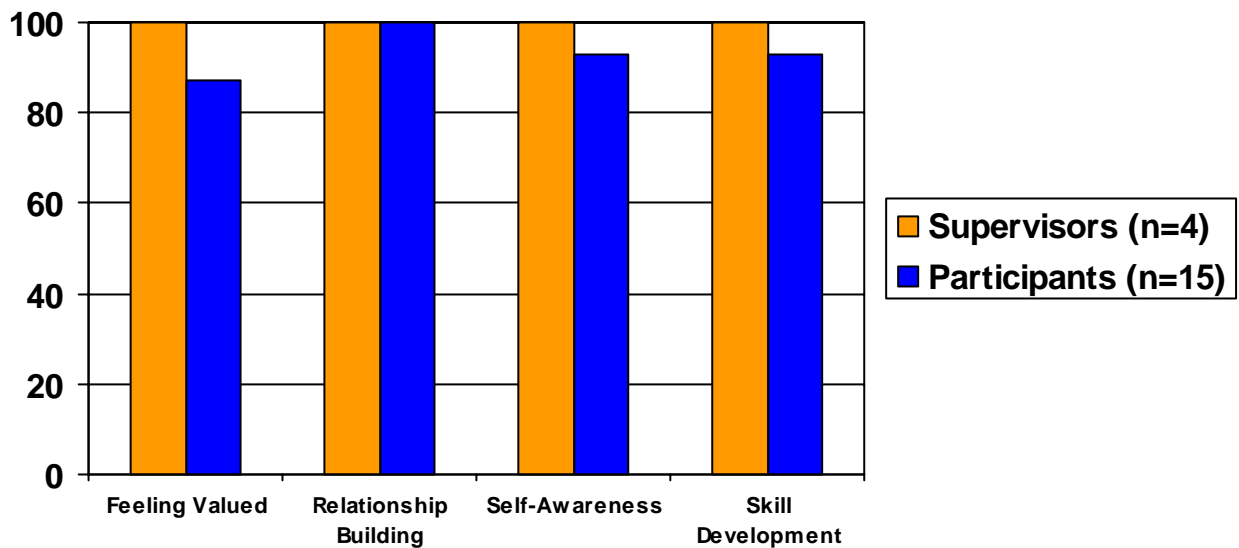
Figure 5.1. *Percentage of Participants & Participants' Supervisors Identifying Themes*

Data from both research populations confirmed that the perceived outcomes of

each group did in fact overlap as demonstrated in Table 4.2, thus answering research

question number three (Do the identified perceived outcomes by both participants and

participants' supervisors coincide?). The only sub-category in which comments from the

participants' supervisors and participants did not overlap was the opportunity to

participate in ALDP. Participants' supervisors did not provide any data that fit well with

this sub-category, as demonstrated in Figure 4.1.

The data indicated that the perceived outcomes of both populations were positive

in nature and that observable differences in participant performance did occur, according

to participants' supervisors. Additionally, the data encompassed recommendations for

future programming and provided evidence that ALDP had a desirable impact on staff

members' continued employment and commitment to the University, thus answering

research question number four (What implications, if any, do these perceptions have for

staff training and continued employment?).

Discussion

Numerous authors have proposed that a direct correlation exists between organizational success and employee satisfaction (Bolman & Deal, 2003; Pfeffer, 1998; Vroom, 1964; Herzberg, 1971). Wentland (2001) stated that employees within any organization are the most important factor—it is the decisions and abilities of the employees that determine organizational success—and leadership development programs can maximize human capital (Bray, Geroy, & Venneberg, 2005; Lawler, 2003).

Data for my research are comprised of participant and participants' supervisor comments which appear to have similarities concerning reciprocity between the University of Missouri System and its employees, employee satisfaction, and maximized human capital. Scholars such as Pfeffer (1998), Herzberg (1971), Vroom (1964), and Bolman and Deal (2003) have provided theories concerning the employer and employee relationship. Three of the four identified themes of this research (feeling valued, relationship building, and skill development) and their respective sub-categories resonate with identified theories throughout the literature.

The Human Equation Theory proposed in 1998 by Pfeffer speaks of increased employee performance and satisfaction by gaining new knowledge and having the ability to apply it. Pfeffer (1998) offered that leadership development programs assist in achieving this result, and data on the perceived benefits of participating in and completing ALDP echo Pfeffer's theory. Themes from the research that fit with the Human Equation Theory include the sub-categories from 1) skill development: influencing change, personal tool box, and enhancing leadership ability; and 2) feeling valued: university investing in its employees and commitment.

ALDP is viewed as an elite program, as stated by participants during their interview, and participants who were lucky enough to be selected for the program considered the selection process to be much like auditioning for *American Idol*. Being chosen was "confirmation" of their abilities and that people (the ALDP selection committee and supervisors) believed in them and their future potential. Data from the in-depth interviews also have similarities to Herzberg's' (1971) hygiene-motivation theory, which identified the top five factors for job satisfaction to include recognition, achievement, and advancement.

Expectancy is an individual's belief concerning the likelihood that particular actions will have particular outcomes (Vroom, 1964). Expectancy can be described as the perceived connection between effort and job performance, and as stated by research participants, they were willing to contribute twelve months to ALDP in an effort to improve themselves in numerous areas including job performance. Many participants and supervisors talked about the observable differences in ALDP participant experience pre- and post-ALDP.

Bolman and Deal (2003) offered core assumptions about organizations and their employees through the human resource frame. They stated that organizations exist to serve human needs rather than the reverse; people and organizations need each other; and if the fit between an individual and an organization is poor, then each will suffer. However, if the fit is good, then people will find meaningful and satisfying work and the organization will retain talent and energy. The themes of feeling valued and relationship building and their respective sub-categories fit well with Bolman and Deal's (2003) core assumptions.

The top three historical reasons people decided to participate in leadership development programs were career advancement, prestige, and self-development (Crotty, 1974). Throughout the data, both research populations talked about each of these areas, not necessarily as the prime motivator for attending ALDP but as results of completing the program. For example, participants and participants' supervisors spoke of ALDP as developing a pipeline of future leaders and perhaps a venue for future career advancement opportunities. Five ALDP participants disclosed that they had been promoted to new positions since completing ALDP, and three ALDP participants stated they elected to continue their employment within the UM System when opportunities from outside the university presented themselves.

One identified theme of this research was not easily matched with any employer- or employee-focused theory related to leadership development throughout the available literature: the theme of self-awareness. This theme does have connections to transformative learning (Mezirow, 2000; Daloz, 1999; Taylor, 2004), meaning a deep shift in frame of reference and the way in we know and make meaning (Mezirow, 2000). Courtenay, Merriam, and Reeves (1998) stated that transformative learning "has a context that is historical and developmental as well as social" (p. 78).

Transformation is evident through the narratives provided by ALDP participants. Participants realized their transformation in multiple areas, such as understanding their impact on others and their own professional assessment. Saavedra (1995) states that "action, acting upon redefinition's of our perspectives, is the clearest indication of a transformation" (p. 373). Additionally, the social aspect of transformative learning is

evident in the themes of relationship building and the sub-categories of networking within their own campus and within the UM System.

Transformative learning includes teaching with developmental intentions (Mezirow, 2000; Kegan, 2000). Exercises based with developmental intentions at first may appear dissimilar, each making the learners' existing ideas and beliefs the initial focus of the learning process. Taylor (2000) further states that:

> Learners then reflect on these ideas using frameworks of analysis that are in part constructed from learners' interpretations of their own and others' ideas. The instructor's job is less to provide answers than to act as a partner, catalyst, resource, or poser of questions that sharpen learners' thinking. (p. 166)

The narratives provided by ALDP participants and participants' supervisors alluded to similar developmental intentions that concur with ALDP educational principles (ALDP, 2006). For example, the narratives included learning over time, learning from colleagues and the networks that were established during and after the 12-month program including those at the campus and UM System level.

Foster, Reinett, and Sullivan (2002) determined that as a result of participating in industry-specific leadership development programs, participants described positive changes in knowledge, skills, attitudes, and perceptions. A plethora of comments from both ALDP participants and participants' supervisors who had multiple employees complete ALDP provided in-depth examples that echo these perceived positive changes in knowledge, skills, attitudes, and perceptions.

The theme of Personal Tool Box is comprised of data that fit nicely with Foster, Reinett, and Sullivan's (2002) statement. Participants selected for this research provided

51 comments related to the sub-category of Personal Tool Box, which is the highest

number of references for any theme or sub-category in the research. One participant

comment demonstrates this well:

> I wanted to challenge that other side, and get some skill sets that would
> make me feel more comfortable in the settings where I don't have to be a
> flower on the wall, so to speak.

In 2004, the University of Minnesota implemented the President's Emerging

Leaders program, and according to Hegrenes (2005), the identified overarching themes

related to participant benefits included meeting new people and establishing networks,

gaining an understanding of the university, experiencing leadership development and

processes, and the expansion of knowledge, skill development, and relationship building.

Hegrenes' (2005) research findings on a national institute or internship program within a

postsecondary institution providing leadership development programs for its non-

academic staff have extensive similarities to the perceived outcomes of participating in

and completing ALDP at the University of Missouri, as identified by participants and

participants' supervisors. The themes of relationship building, self-awareness, and skill

development are complementary to the overarching themes identified by Hegrenes.

The Center for Creative Leadership (CCL) is a world-wide non-profit

organization created in 1970 specializing in the advancement and development of

leadership programs (CCL, 2007). CCL identified through its industry-specific research

that as a result of implementing leadership development programs, comparable to a

national institute or internship program, a stronger relationship developed within working

groups and all working groups across the organization were positively impacted.

Similarities exist between the perceived outcomes of extended leadership development

programs for industry executives (as identified by CCL, 2007) and the identified theme

and sub-categories of relationship building related to non-academic administrative and

midlevel staff within a postsecondary institution.

Astin and Astin (2000) stated that anyone can be a social change agent and can

"take it on themselves to get involved and make a difference" (p. iv), and throughout the

data were comments that fit nicely with this ideal of influencing change and acting as a

social change agent. ALDP participants included in this research provided comments that

reflected the satisfaction they received as a result of implementing change within their

respective offices through the theme of skill development and sub-category of

influencing change.

In the process of developing ALDP, the University of Missouri created four

educational principles to guide the program: the institution (focusing on the necessity of a

leader to have a broad understanding of the UM System's complex culture and

environment); the individual (focusing on intentionality of leaders in developing both

themselves and those around them); leadership (focusing on leadership expectations,

values, and application); and management systems (focusing on the "knowledge and

skills required to efficiently and effectively conduct one's professional responsibilities")

(ALDP, 2007).

Identified perceived program outcomes identified by this research embrace the

educational principles. For example, relationship building (Figure 4.2) is comparable to

the ALDP educational principle of institution. Relationship building included the sub-

categories of networking, as well as establishing relationships within the UM System and

within one's respective campus network. Within this theme, ALDP participants alluded

to the added value of their ability to function within the UM System and their campus as a result of gaining new knowledge and understanding about the UM System. These perceived outcomes are supported by the narratives provided by participants' supervisors.

Additionally, participants and participants' supervisors both discussed the added value of ALDP participants having a broader understanding of the "big picture." Skill development (Figure 4.4) is comparable to the individual guiding principle. The theme of skill development is comprised of influencing change, participants' personal tool box, and enhancing participants' leadership ability. Both research populations commented on the new found ability of ALDP participants to influence change within themselves, inside their units, and among their employees.

According to the data, ALDP has added value to participants and the university through a variety of venues. These venues included "observable" results such as participants' ability to implement positive changes, increased performance, a developed network of colleagues, and a list of potential employees for promotion. The venues equally included "unobservable" results such as an increase in participant intellectual knowledge, psychological impacts, increased commitment, and new found confidence.

Both populations expressed that the results of ALDP were impacting the organization and its employees. Data further demonstrated that these impacts were positive in nature. The research findings are similar to other research concerning the correlation between human capital expenditures, organizational success, and job satisfaction (Becker, 1975; Lawler, 2003; Schultz, 1961; Swanson & Torraco, 1995). This similarity is evident throughout the data concerning the identified theme of feeling valued and its sub-categories, as well as in comments related to increased productivity on

the job, the ability to implement change within their offices, and the continued employment of particular UM employees.

The identified themes and respective sub-categories reflect similar industry research findings by Day (2001). Day found that leadership development programs were associated with increased networking (identified as a perceived outcome by both populations in the theme of relationship building); commitment and trust (identified as a perceived sub-category under feeling valued); and respect among colleagues (described by one participant as the "American Idol" of leadership development programs).

Research question number four (What implications, if any, do these perceptions have for staff training and continued employment?) was answered and the data have implications for the UM System concerning staff training, commitment, and continued employment. Numerous participants and participants' supervisors offered insight for future programming needs, though no one offered suggestions regarding implementation of them. Future programming needs identified through triangulation of participant and administrator data included an ALDP alumni program, a process to engage the faculty, and an accommodation of the expressed concern about saturation of administrative and midlevel staff who are qualified to participate in ALDP.

Creating an ALDP alumni program was discussed by both populations selected for this research (participants and participants' supervisors). Both populations viewed an alumni program as a necessary catalyst to continue adding value to the University, and supervisors recognized that ALDP alumni are an active and desirable population whose continual growth and development should be fostered. Additional participant comments included an expressed concern of "going back to my old habits" and the need for constant

reflection to sustain changes made during and after ALDP. The educational principle *development over time* addresses the necessary continuity required for change; however, participants spoke of this need beyond the 12-month ALDP participation period.

Hegrenes' (2005) research on a postsecondary national institute or internship program focused on leadership development also identified an alumni program as a desirable next step. Hegrenes' alumni program appeared to focus on "giving back" or providing a venue for participants to mentor others, whereas ALDP participants spoke of a desire for continued developmental opportunities and further increasing knowledge. Some similarity may exist, though, in ALDP participants "giving back" through the sub-category of influencing change.

Both research populations selected for this inquiry expressed engaging the faculty as a desirable next step for further developing a cohesive University environment instead of one that feels divided by academic and non-academic silos. Participants' supervisors felt that the quality of ALDP participants is an appropriate population for integrating such efforts. Participants stated that the opportunity to develop a closer networking relationship with faculty occurs daily; however, no structured approach is currently in place. Multiple participants stated that they were too busy to put forth the necessary effort for any improvements to be realized in this area.

The last identified area for future recommendations was an expressed concern about the saturation of potential employees to participate in ALDP. Both populations articulated a need for similar ALDP programming to be available for other non-academic staff members who do not hold an administrative or midlevel position. This parallels Pernicks' (2001) statement that "Leadership at every level is necessary," and all

employees should be considered as potential leaders and afforded such development

opportunities (Sogunro, 1997). Additionally, Feeney (2006) stated that flattened

organizational structures provide fewer layers of employees to be promoted, and

therefore leaders emerge from all employee layers and not solely the upper echelon.

Participants and participants' supervisors representing all four UM campuses

provided data relevant to the future recommendations. Therefore, these are system-wide

recommendations and not recommendations for a particular campus or specific

population. Based on information provided during the in-depth interviews, it is

reasonable to assume that both of these populations were willing to assist in

implementing the recommendations.

The National Association of Colleges and Employers (NACE, 2007) identified

the skill sets most desired by employers (across organizational type) to include honesty,

integrity, communication skills, strong work ethic, teamwork ability, and leadership

skills. Perceived outcomes of participating in and completing ALDP echoed several areas

identified by NACE. For example, communication skills were discussed by both

participants and supervisors during the interview process and communication skills were

discussed most within the themes of relationship building and self awareness. The theme

of skill development includes data relevant to teamwork ability and leadership skills.

Personal Observations

I completed ALDP in the first cohort year (2005-2006) and had pre-existing

relationships with some of the participants. ALDP is a 12-month leadership development

program, and within the first cohort year, I had numerous experiences with ALDP

colleagues throughout the program and after. Participants from the second cohort (2006-

2007) did not have a shared direct experience with me; however, the "eliteness" and camaraderie of completing the program carried over to the second cohort.

When contacting 16 randomly identified subjects (from both ALDP cohort years) for inclusion in the research, all 16 expressed a willingness to participate and assist with the mission of identifying perceived outcomes. One identified participant could not participate because his (or her) travel schedule; however, this participant expressed regret that he (or she) could not help with the research. I believe that this sense of camaraderie was evidenced in the in-depth interviews, and that the information participants were willing to discuss as well as the scope of the information provided is a direct result of the shared experience.

If the common experience had not been in place, I feel that the ability to obtain informed consent from participants, regardless of the cohort year, would have been difficult to secure and the in-depth conversations would have been less descriptive and rich. Numerous times participants made a statement followed by a "You know what I mean" or "What was that evaluation/activity called?" comment, which indicated their comfort level with me.

If an external researcher had conducted the inquiry, it would be necessary for him or her to expend time and energy learning the language specific to ALDP and understanding the programs and activities that took place throughout the 12-month program. Comprehension of ALDP's intricate program and activities was an important aspect of my ability to understand the "special and unusual" (Shank, 2002). An external researcher would also have needed time to develop relationships with research participants and identify participants' supervisors to purposefully select. The University

of Missouri is a complex organization and ALDP is equally a complex program. I found the process of randomly selecting participants and purposefully selecting participants' supervisors to be straightforward and uncomplicated given my participation in ALDP and employment at the University.

At the administrative level, the ability to obtain informed consent was a relatively simple task. Participants' supervisors were pleased with the outcomes of ALDP, as expressed in the data, and their willingness to discuss their perception of the outcomes was evident in the ease of receiving informed consent. My involvement with ALDP was not as evident in the interviews with the supervisors; however, I felt that the supervisors knew I completed ALDP by the scope of information shared and by using names (such as ALDP participants from my cohort and participants' supervisors) which helped guide the conversations and enrich the narratives.

Based on my personal experience with ALDP, I concur with the identified perceived outcomes by participants. My perceived outcomes do not differ and it was comforting for me to review the data and see that participants across the spectrum expressed the same perceived outcomes. I have not supervised employees who have completed ALDP; therefore, I cannot agree or disagree with the participants' supervisors' perceived outcomes. It is reasonable to assume that if ALDP participants have the opportunity to review this dissertation, then they, too, will find comfort and validation of their own experiences and perceived outcomes within this document.

I did experience minor disadvantages in having a pre-existing relationship with the research subjects. At times during the interview process, research participants took for granted that I remembered every aspect of ALDP in the same way they did and that I

always knew to what they were referring. This might have limited my ability to fully understand the depth and breadth of the subjects' lived experience about a concept or phenomenon (Creswell, 1998). With an external researcher, the subjects might have been cognizant of the need to clearly articulate meaning and not assume understanding.

Prior to conducting the research, I was concerned about my interactions with research participants—Would they take the research as seriously with a colleague as they would with a stranger? However, I felt that the research participants did in fact take the research process seriously and provided quality data and narratives to assist in answering the research questions. In considering the advantages and disadvantages of my pre-existing relationship and shared common experience, I feel the advantages of my knowledge, involvement with ALDP, and employment at the University were far more beneficial than the disadvantages.

When I began this inquiry, it was difficult to identify literature related to postsecondary institutions, extended leadership development programs (national institute or internship programs as defined by McDade), and administrative and midlevel staff. I found numerous authors who postulated about the benefits of leadership development programs specific to industry, academic personnel, and short-term programs; however, I was leery about being able to compare benefits or perceived outcomes, determine similarities, and identify differences with programs that had a different population. However, I was pleasantly surprised to identify areas of convergence and similarities in the perceived outcomes between the available literature and my own research.

Limitations of the Study

My research did not seek generalizability to another leadership development program, postsecondary institution, or other levels of staff at the same institution. This qualitative research is very specific and specialized to the Administrative Leadership Development Program at the University of Missouri for its non-academic administrative and midlevel staff. Qualitative researchers seek to "describe and explain the world as those in the world experience it" (Merriam, 1998), and readers should determine for themselves if the research findings are applicable to their particular situation.

The findings of my research may not be applicable to other postsecondary personnel outside of administrative and midlevel staff, and it is not advisable to assume that other postsecondary institutions will have the same job classifications and employment criteria as does the UM System. ALDP is specifically designed for the UM System administrative and midlevel population, and the established educational principles that guide ALDP may have limitations regarding other postsecondary populations such as hourly staff. Additionally, the research was not intended to be a program evaluation to determine if the objectives of the program were met (Creswell, 2001).

I completed ALDP within the first cohort; therefore, pre-existing relationships with multiple research subjects may have impacted the narratives shared during the in-depth interviews. I utilized these pre-existing relationships to assist in moving the research process forward, and having candid conversations with the subjects appeared to be effortless. Additionally, I felt that the pre-existing relationships would benefit the research, thus utilizing the emic (Shank, 2002) lens that was available.

The first two cohorts (2005-2006 and 2006-2007) of ALDP were identified for inclusion in this research which was conducted in 2008. The chronology for my research participants is approximately three years (Denzin, 1989). The disadvantages of this time span may include participants forgetting some of their identified perceived outcomes; however an advantage may include their ability to reflect over time as well as having the opportunity to realize, and apply, new skill sets and knowledge (Mezirow, 2000).

Finally, the research was specifically associated with a postsecondary system in the Midwest with less than 12,000 full-time, benefit-eligible staff members (UM Institutional Research and Planning, 2006). The research findings may not be applicable to a postsecondary institution that exceeds or is smaller than this population. ALDP is a 12-month leadership development program, and research findings may not be applicable to programs of less than or greater time frames. Generalizing the results of this inquiry is not advisable; however, readers can determine for themselves applicability or transferability.

<center>Significance of the Study</center>

Inadequate training programs exist for administrative and midlevel staff within postsecondary institutions and the ability to evaluate the effectiveness of leadership development programs will be one of the greatest challenges in the coming decade (Hernez-Broome & Hughes, 2004; Gordick & Kincaid, 2003). Bernthal and Wellins (2006) found that 35% of internally promoted employees across all organizational types failed in their new positions due to several factors including inadequate preparation, lack of necessary skill sets to excel at the next level, and lack of organizational leadership training to assist in their success.

The administrative and midlevel category of employees has experienced the most significant growth in recent decades and is being utilized more to meet institutional objectives (Scott, 1978). Additionally, administrative and midlevel staff contribute greatly to a university's overall spirit and vitality and are often described as loyal, enthusiastic, and skilled (Rosser, 2000).

Leadership development programs can maximize an organization's human capital such as employee retention, job satisfaction, and employee performance (Bray et al., 2005; Lawler, 2003), and effective leadership is central to the success of any organization. More and more emphasis is being placed on leadership development in the 21st century than in any previous time period (Hernez-Broome et al., 2004; CCL, 2004). My research is an opportunity to focus on a postsecondary national institute or internship program (McDade, 1987) specifically designed for its administrative and midlevel employees.

My study adds knowledge to the literature concerning the perceived outcomes of a 12-month administrative and midlevel leadership development program targeted to the non-academic employees as identified by Scott (1978). The perceived outcomes generated by the data indicated that employees within the UM System who have completed ALDP were more engaged, had an increased commitment to the University, had increased job satisfaction, and, according to participants' supervisors, had increased their overall performance.

Conger and Ready (2003) stated that most organizations do not have an adequate pipeline of leaders, and the Kellogg Foundation (2004) identified the need for more effective leadership and an increased knowledge-based society across organizational

type. Both research populations identified the themes of "developing a pipeline of leaders" and "self-awareness" as perceived outcomes of ALDP. This program appears to address these issues for the University of Missouri, which at the time of this research employed 11,854 full-time, benefit eligible staff members (UM Institutional Research and Planning, 2006).

Additionally, administrative and midlevel employees constitute the largest population of personnel across industry type (Johnsrud & Rosser, 2000), and they comprise as much as 64% of all staff positions within a postsecondary institution (Rosser, 2004). As demonstrated throughout the data, ALDP provided a venue to address inadequate staffing issues and to invest in the largest staff population within a postsecondary institution.

Loewenstein and Spletzer (1999) found that individuals who receive employer-based training programs are less inclined to leave their employer as compared with individuals who do not receive employer-based training. Identified perceived outcomes of participating in and completing the University of Missouri's administrative leadership development program included testimonies regarding continued employment and commitment.

One participant summarized his experience stating, "It's commitment to yourself, commitment to the institution, and a reciprocal commitment," while another stated, "I was in the process of some positive interviewing for promotion positions…. I had committed to the year, so I stopped and withdrew. My commitment toward the University was strengthened." Participants' supervisors also spoke of the ability to retain employees

as a result of their participation in ALDP. One example fit nicely with Loewenstein and

Spletzer's (1999) findings:

> [ALDP] allowed us to keep employees I think we would have lost. I know for
> sure that there's no way we could have kept "Sam" here if it wasn't for this
> program; I know for sure there is no way we could have kept "Elizabeth" here if
> [it] wasn't for this program.

> Bennis (1989) explained, "The most dangerous leadership myth is that leaders are

born." Organizations have the ability to determine their future success or failure, and this

destination is determined by its employees' leadership capacity (Wilson, 2006).

Employees' leadership capacity was a perceived outcome by both research populations as

identified in the theme of "skill development" and the sub-category of enhancing

participant leadership ability. It is reasonable to assume that the University of Missouri

will increase its potential for future organizational success through the purposeful

development of its employees.

Traditional leadership development programs have historically failed at

developing employees and meeting organizational demands for enhanced employee

performance (Holton & Naquin, 2006). However, based on the data from participants and

participants' supervisors concerning the perceived outcomes of ALDP, this program is

meeting organizational expectations and adding value to the ninth largest University

system in the United States by providing a national institute or internship program for its

internal employees (University of Missouri, 2006).

The data suggest several reasons for the success of ALDP: intentional

development of employees, monthly and quarterly meetings throughout the 12-month

program, and continual guidance provided for sustained change. By creating a leadership

development program to intentionally maximize its employees' leadership capacity

(Berg, 2003), the University of Missouri System has purposefully associated ALDP with the overall mission of the institution and therefore, by extension, the higher education community.

Both populations (ALDP participants and participants' supervisors) provided insight into the perceived benefits of a 12-month program in comparison with shorter programs. Across the spectrum, research subjects stated that the extended program had a continual impact on their abilities to sustain change. Continual reflection, time purposefully set aside for ALDP, and the reoccurring networking with colleagues had an impact on perceived outcomes. Additionally, numerous research participants commented that ALDP provided guidance on "how" to change instead of solely identifying issues that needed attention.

Funds allocated to professional development are scarce, and the results of this research may enable postsecondary administrators to justify and secure funding necessary for future leadership development programs (Feeney, 2006). Investment in employee education and training programs, such as leadership development programs, increasingly affords the development of an infrastructure to support the competitive advantage that a highly trained workforce provides (Swanson & Torraco, 1995).

<div align="center">Implications for Practice</div>

Higher education, in general, is faced with an unprecedented era of accelerating change including attitudinal shifts about the industry, declining public support, questions about priorities, and greater accountability demands (Wisniewski, 1999). According to Cleveland (1985), "University education for leadership is lagging behind the demand curve for trained leaders" in comparison with other organizations (p. 192). The results of

this study, which focused on the perceived outcomes concerning ALDP as identified by participants and participants' supervisors, have multiple implications for postsecondary institutions and their non-academic administrative and midlevel employees.

Leadership development programs are beneficial to an organization in multiple aspects: leadership development programs help to develop a pipeline of future leaders to address the national shortage of qualified candidates for postsecondary employment (Selingo, 2006); leadership development programs help to increase an organization's knowledge and intellectual capital (Holton & Naquin, 2006); these programs prepare leaders for future employment opportunities—for example, the Corporate Executive Board stated that "younger" employees are inadequately prepared to assume leadership positions (2003); and these programs increase the overall satisfaction of employees, which is essential to organizational success (Bolman & Deal, 2003; Pfeffer, 1998; Vroom, 1964; Herzberg, 1971).

The identified perceived outcomes of ALDP provide a venue for consideration when addressing future leadership needs for the UM System and other postsecondary institutions that may be considering similar programming. The increased productivity and commitment by participants was evident throughout the data and reinforced by participants' supervisor comments. Through triangulation of participant and participants' supervisor data concerning perceived outcomes, both populations conferred that ALDP was adding value to each department, division, and campus. Many organizations are hesitant to implement leadership development programs because of the associated expense of money and time (Bolman & Deal, 2003). However, this research demonstrates associated benefits for the UM System in correlation with ALDP expenditures as

perceived by ALDP participants and participants' supervisors. Other organizations, such as industry and secondary institutions, have experienced similar research findings (CCL, 2001; Day, 2001; Huselid, 1998; Smallwood & Younger, 2007; Pfeffer, 1998).

CCL (2007) found that participants in an industry leadership development program perceived the program as being beneficial by enhancing working relationships and the organization noticed an increase in job performance and employee satisfaction as a result of these programs. Participants and participants' supervisors identified relationship building as a perceived outcome of ALDP, and both populations alluded to the positive effect these relationships have had on job performance.

Available literature associated with leadership development programs specific to postsecondary institutions has predominately focused on academic positions (Gmelch, 2002; Codling & Yielder, 2004). The primary focus of literature that does address administrative and midlevel staff within a postsecondary institution has been to identify who these people are (Rosser, 2004). The current research provides insight into the perceived outcomes of a leadership development program specific to non-academic administrative and midlevel personnel, which fills a gap in the current body of research.

The data from my research suggest specific areas that should be included in all leadership development programs. These include conducting a 360 degree evaluation and providing adequate programming to discuss feedback and what to do with it; acknowledging that the longevity of the program had a significant impact on participants' ability for sustained change; and understanding how system-wide support played a role in the perceived outcomes by both participants and participants' supervisors. Literature available on leadership development programs suggests one of these independent areas

should be included (CCL, 2007; Bernthal & Wellins, 2006; McCauley, Moxley, &

VanVelsor, 1998). However, I believe that the perceived success of ALDP is the result of

a combination of these areas in conjunction with an extended program.

Future Research

Numerous areas exist in which additional research could be conducted to further

fill the literature gap in identifying and understanding the associated benefits and

perceived outcomes of leadership development programs for non-academic

administrative and midlevel staff within a postsecondary institution. Many authors have

stated that evaluating the effectiveness of leadership development programs will be one

of the most influential factors in determining success that organizations will face in the

coming decade (Hernez-Broome & Hughes, 2004; Gordick & Kincaid, 2003). This

qualitative inquiry has provided information concerning the perceived outcomes of

ALDP as identified by both populations (ALDP participants and participants'

supervisors). I have identified numerous areas that could be undertaken for further

research.

First, a comparison group could be established with the subsequent ALDP cohorts

to determine if the perceived outcomes remain consistent throughout each cohort. The

current study utilized the first two cohorts (2005-2006 and 2006-2007), and at the time of

this paper, two additional cohorts had completed the program. A longitudinal inquiry

would provide additional insight concerning the sustainability of perceived outcomes by

both populations. Additionally, both populations spoke of internal promotions within

their respective campuses within two years of completing ALDP. A longitudinal inquiry

may provide more insight into the career paths participants have taken as a result of completing ALDP.

A researcher could divide the data by campus (Columbia, Kansas City, Rolla, and St. Louis) to determine if differences exist based on campus location or if the findings remain consistent throughout the UM System. Another area of research would be the examination of data by gender to determine if differences exist in the perceived outcomes of men versus women. Leadership development programs have historically focused on academic positions and identifying associated benefits (Gmelch, 2002; Codling & Yielder, 2004). My research sought to identify the perceived outcomes of a leadership development program specific to non-academic personnel and to contribute to the available literature.

The fourth area of additional research would be to classify participants by years of experience to determine if differences exist based on participant employment maturity. For example, a participant who had 3-5 years of experience in his or her position prior to participating in and completing ALDP may have different perceived outcomes than a participant who had 5-7 years of experience in his or her position prior to ALDP. The interview questions sought to understand the perceived outcomes of ALDP as identified by participants and participants' supervisors utilizing a phenomenological research approach—to further understand the "special and unusual" characteristics of a shared experience (Shank, 2002). Therefore, research participants were not asked questions that pertained to their length of employment.

A possible area of further research would be to examine the long-term impacts of ALDP on both the participants and participants' supervisors. In the current study, the

research subjects had completed ALDP either one or two years prior to their involvement

with the research. Revisiting this same population after 5 or 10 years of completing

ALDP may prove to be beneficial. Perceived outcomes by both populations may or may

not shift. For example, the identified perceived outcomes may not seem as significant in

future findings, or participants may identify a new perceived outcome that was not

evident to them at the time of this research.

Another area to consider for future research would include investigating the

significance of each identified perceived outcome by participants and participant

supervisor. For example, both populations identified the theme of relationship building,

which includes the sub-categories of networking, relationship building within their

respective campus, and relationship building within the UM System. Which sub-category

would participants rank as having the most significant impact on their growth, future

development, or career path? Which sub-category would supervisors rate as having the

most significant impact as it relates to the participants' growth, future development, or

career path? Which sub-category would be considered to have the most significant impact

on the supervisors' division on campus? A qualitative or quantitative research approach

could assist in correlating the perceived outcomes in association with the significance of

impact.

Hagberg (1994) stated that postsecondary institutions need to help administrative

and midlevel staff develop crucial skills such as intuition, honesty, integrity, vision—the

qualities necessary in higher-stage leaders. Future research could include revisiting these

two ALDP cohorts, taking into consideration their possible career progression and

determining whether ALDP assisted in their development within these particular areas

identified by Hagberg (1994). The identified perceived outcomes of this research did not provide any data concerning intuition, honesty, integrity, or vision.

Conclusion

Leadership development programs are essential to the success of any organization and to fulfill the needs of its employees (Bolman & Deal, 2003; Pfeffer, 1998; Vroom, 1964; Herzberg, 1971). Higher education will face a leadership crisis in the coming decades (Selingo, 2006) and such programs address the increasing need for organizational intellectual and knowledge capital (Holton & Naquin, 2006). The present data suggest that ALDP is providing a venue to address the leadership capacity of its employees by embracing the following components of success:

1. Professional development is continuous and cumulative, moving from simpler to more complex behavior via stage levels;

2. Optimal professional development is a direct result of the interaction between the professional and his/her environment;

3. Optimal professional preparation is the mastery of a) a body of knowledge; b) skills and competencies; c) personal development. (Carpenter & Miller, 1980)

This study examined the perceived outcomes of a national institute or internship program focused on leadership development at a postsecondary institution by conducting in-depth, qualitative interviews with participants who completed the program and supervisors who oversee these participants in the workplace. Identified perceived outcomes by both participants and participants' supervisors were classified into four themes: feeling valued, relationship building, self-awareness, and skill development. The

identified perceived outcomes are consistent in comparison to those identified within

industrial programs (Crotty, 1974; Spletzer, 1999; Day, 2001; Huselid, 1998).

Participants and participants' supervisors described very candidly their perceived

outcomes of ALDP, and after rigorous review and triangulation of the data, it was evident

that the perceived outcomes by both populations do in fact coincide. My personal

knowledge of and experience with ALDP provided an "insider" lens to the conversations

and ALDP terminology that were being referenced throughout the interviews, thus

providing a greater understanding and insight into the program. Additionally, as a result

of my experience and pre-existing relationship with most of the research subjects, the in-

depth interviews were rich and saturated with data that might not have been disclosed to

another researcher.

Throughout the literature, numerous authors provided an understanding related to

employer and employee relationships, as well as theories and benefits that occur to both

entities by investing in human capital expenditures such as leadership development

programs (Bolman & Deal, 2003; Davis, 1967; Swanson & Torraco, 1995; Lawler, 2003;

Becker, 1975). However, the current body of literature has focused mainly on industry

programs, and when researching postsecondary institutions, the primary focus has been

on presidents, deans, and department chairs (Gmelch, 2002; Codling & Yielder, 2004).

My research provides an understanding of perceived outcomes related to non-academic

administrative and midlevel staff within a postsecondary institution and a 12-month

leadership development program.

Identifying the benefits of leadership development programs will likely be one of

the most influential factors of determining success that leadership practitioners will face

in the coming decade (Hernez-Broome & Hughes, 2004; Gordick & Kincaid, 2003). Leadership development programs across all organizations are growing in prevalence (Constantine, Schwarte, & Woltring, 2003) and the "need for effective leadership in an increasingly global, rapidly changing, and knowledge-based society is more apparent than ever" (Kellogg Foundation, 2004, p. 1).

In summary, research related to postsecondary institutions, extended leadership development programs, and administrative and midlevel staff is difficult to find; however, research prevalent to other organizations is widespread. To illustrate this point, chapter two discussed the literature concerning reciprocity in the workplace between an employer and employee; the benefits of leadership development programs from industry as well as postsecondary and secondary institutions; and Maslow's hierarchy of needs. This is further demonstrated in figure 5.2, where the themes identified in the present study are aligned to leadership development theories and models from various venues, such as employer-employee relationships and identified outcomes of leadership development programs specific to industry models.

It is apparent that employer investments in its employees increase organizational and personnel success (Bolman & Deal, 2003; Pfeffer, 1998; Vroom, 1964; Herzberg, 1971), yet postsecondary institutions have not expended enough efforts in educating their staff through professional development as compared with other organizations (Jamieson, 2004). My research adds to the current body of literature and acts as a catalyst to identify the perceived benefits of a 12-month leadership development program specific to non-academic administrative and midlevel staff within a postsecondary institution.

My Research	Employer—Employee Theories				Industrial Leadership Development Research				Postsecondary			
	Transformation Theory	Human Equation Theory	Human Resource Frame	Hygiene Motivation Theory	Day	Becker, Lawler, & Schultz	CCL	Foster, Reinett, & Crotty Sullivan	Hegrenes	Jordan	Astin & Astin	ALDP Ed. Principles
Feeling Valued												
Developing a pipeline of leaders			●	●		●						
Opportunity to participate in ALDP			●	●		●		●				
University investing in its employees			●	●		●						
Commitment			●		●	●						
Relationship Building												
Networking			●		●		●		●	●		●
Within their respective campus	●		●				●					●
Within the UM System	●		●				●		●			●
Self-Awareness												
Professional Assessment	●											
Understanding impact on others	●					●			●			
Skill Development												
Influencing change		●				●						●
Personal tool box		●						●		●	●	●
Enhance leadership ability		●						●	●	●		●

Maslow's third need / *Maslow's fourth need*

Human Capital / *Observable & Unobservable*

Figure 5.2. *Alignment of Themes with Leadership Development Theories and Models*

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APPENDICES

Appendix A: 2007 ALDP Application Form

2007 ALDP Application Form

Candidates should complete both pages of the application form. Please <u>print both pages</u> and have this form signed by your supervisor(s) prior to submitting your application by mail or fax. <u>No electronic submissions will be accepted</u>.

Name _____

Title_____

Unit_____

Office Address _____

Campus: *Check one*.   □ UMC   □ UMExtension   □ UMKC   □ UMSL
                                    □ UMR   □ UMSystem

Office phone _____ Home phone _____

Fax _____ E-mail address_____

Years in position _____

Other administrative experience_____

Administrative Assistant_____

Admin. Asst. Email Address _____

Both the candidate and I believe s/he will benefit from and contribute to the 2007 Administrative Leadership Development Program. We understand the time commitment necessary and have discussed ways to make time and other resources available during the year to fully allow the candidate to participate in the program. We see this program as an opportunity to strengthen the candidate's administrative leadership experience. I also agree to support the candidate in his/her development throughout the program.

Supervisor signature _____

Printed Supervisor Name_____ Date _____

2007 Application Form *(continued)*

All application forms are due to the PALI Administrative Office by
Monday, January 22nd, 2007.

Forms can be mailed to: **Or faxed to:**
PALI Administrative Office   573-882-6809
105 University Hall
Columbia, MO 65211

Provide a statement describing why you would like to participate in the Administrative
Leadership Development Program. This brief statement might include the following:

- Your special strengths or experiences

- What you would like to gain from the program

- How your involvement might benefit your unit or the institution

- Your greatest challenges as an administrator and the leadership development
  activities you need to respond to those challenges

Appendix B: Standard Introductory Statement

Standard Introductory Statement before Interview

Thank you for your willingness to participate in this study titled "12-month Administrative Leadership Development Program at the University of Missouri: Perceived Outcomes by Staff Participants and Participants' Supervisors." This interview will take approximately one hour and I will be using an audio recorder and hand written notes to capture our discussion. Non-alcoholic beverages and snacks are provided to you at my expense.

I am a doctoral student at the University of Missouri – St. Louis and this interview will assist in completing my research. There is one form that must be read and signed by you before this interview can begin. The informed consent form verifies your willingness to volunteer to participate in this study and provides additional information about how the research will be conducted. Additionally, I have received approval from the UM-St. Louis' Institutional Research Board (IRB) for Human Subjects to conduct this research. This approval ensures that research is being conducted ethically and that all provisions for your safety, security, and maintaining your confidentiality have been taken. A copy of the IRB approval is available should you desire to see it.

I have created standard interview questions that will be asked to all participants; however based on the response given, additional questions may be asked. I will be monitoring the time, so that if the interview will extend beyond one hour, you have the option of continuing or stopping. Do you have any questions before we begin?

Appendix C: Participant Interview Questions

Participant Interview Questions

1. Do you recall how you made the decision to participate in ALDP?

2. By reflecting on your written letter of application and your memory, what did you expect to gain from participating in ALDP?

3. During and after the 12-month program, did your attitude about:

   a. Your job and/or position change? How?

   b. Your unit and/or department change? How?

   c. The UM System change? How?

4. Has your leadership style changed as a result of participating in ALDP? How?

5. Do you have an example of successful problem solving where ALDP was attributed?

6. Do you think that your:

   a. Commitment to your campus changed? How or why?

   b. Leadership ability changed? How or why?

7. How do you think your ability to function in your position has changed?

   a. Positively and negatively?

   b. Can you give an example of a situation that you handled differently as a result of participating in ALDP?

8. Have you tried to implement any changes in your practice based on your experiences in ALDP? What were the supports and barriers to implementing change? Was your attempt to make the change successful?

Appendix D: Administrator Interview Questions

Administrator Interview Questions

1. You have had multiple employees participate in ALDP. Can you recall what your expectations were of this program when you signed their ALDP application form?

2. As a result of your employees participation in ALDP, can you provide examples of observable differences in their:

   a. Leadership ability? How?

   b. Understanding of job and/or position? How?

   c. Commitment to department, division, or institution? How?

3. Have you noticed an increase or decrease in their ability to function in their:

   a. Position? How?

   b. Department? How?

   c. Division? How?

4. From your position as an institutional administrator, is this program adding value to your division? How?

5. Did your employees grow in areas that you had originally anticipated as a result of their participation in ALDP?

6. Will you continue to support your employees to participate in ALDP? Why?

Appendix E: Introductory Email from Researcher

Introductory Email from Researcher

Hello ALDP graduate,

My name is Lea-Ann Morton and I am a doctoral student at the University of

Missouri – St. Louis in Educational Leadership and Policy and am also an employee at

the University of Missouri - Rolla. I am conducting research on the Administrative

Leadership Development Program (ALDP) and obtained your name from the ALDP

website.

My research will focus on identifying the perceived outcomes by participants and

participants' supervisors. My hopes are to interview around 16 ALDP participants from

the first two cohorts (2005 – 2006 and 2006-2007) and two ALDP participants'

supervisors. You have been selected to participate out of the possible 62 ALDP

participants who have completed the program from these cohort years.

Your participation in this research process is very important. ALDP is a rare and

unique leadership development program hosted by a postsecondary institution for its

internal staff. Your participation in this research will assist in filling the literature gap on

three specific aspects: postsecondary institutions, internal national institute or internship

programs (training programs lasting 12 months), and non-academic administrative and

midlevel staff.

At this time, I would like to confirm your interest or non-interest in participating

in my research. The time commitment necessary for you includes an in-person interview,

lasting up to one hour that will be held at your respective campus location and your

willingness to review the transcribed interview for accuracy. There is no compensation

for your participation in this research and in no way affects your employment status

within the UM System. I ask that you reply to this email no later than (insert month, date,

year).

  If you should have any questions, please feel free contact me at 573-341-4254 or

mortonl@umr.edu. I look forward to hearing from you!

Thank you.

Appendix F: Email from Researcher about Process

Email from Researcher about Process

Hello ALDP graduate,

First and foremost, thank you for agreeing to participate in my research concerning the perceived outcomes of ALDP. If this email account is not your preferred account, please identify what email account I should use to communicate with you.

The following date(s) has been established to visit your campus and an interviewing room has been secured at your campus student union. Please identify what time is most convenient for you to meet with me and conduct your interview:

Date:

Time:

Location/Room:

Please allow a maximum of one hour for the interviewing process. Before the interview can begin, a standard introductory statement will be read and you will be provided an Informed Consent Form that requires signing. At any point you may withdraw your participation in this study. An audio recorder will be used as well as hand written notes to capture our conversation. You and I will be the only people present.

If you should have any questions concerning this process, please feel free to contact me at mortonl@umr.edu or 573-341-4254. Please respond to this email with your preferred date/time for the interview by (insert date). Again, I sincerely appreciate your willingness to participate in this study and I look forward to seeing you.

Appendix G: Administrator Consent Form, Rolla

Consent for Participation in a Research Study:
Institutional Administrator

*12-MONTH ADMINISTRATIVE LEADERSHIP DEVELOPMENT PROGRAM AT THE
UNIVERSITY OF MISSOURI: PERCEIVED OUTCOMES BY STAFF PARTICIPANTS
AND PARTICIPANT SUPERVISORS*

LEA-ANN MORTON

Invitation to Participate

*You are invited to participate in a doctoral research study concerning the perceived
outcomes of employee participation in the Administrative Leadership Development
Program.*

Who will Participate

*Participants in this doctoral research were randomly selected from the 2005 – 2006 and
2006 – 2007 ALDP cohorts. A total of 16 participants are possible, 4 from each campus
location (UM-Columbia, UM-Kansas City, UM-Rolla, and UM-St. Louis).*

*Institutional administrators were purposefully selected to participate. A total of 8
institutional administrators are possible, 2 from each campus location (UM-Columbia,
UM-Kansas City, UM-Rolla, and UM-St. Louis).*

Purpose

*The purpose of this doctoral research is to determine the perceived outcomes by staff
participants and institutional administrators. Four main research questions have been
established:*
1. *What are the overall perceived outcomes of ALDP for the population as identified
   by participants?*
2. *What are the overall perceived outcomes of ALDP for the population as identified
   by institutional administrators?*
3. *Do the identified outcomes by both participants and administrators coincide?*
4. *What implications do perceptions have for staff training and retention?*

Description of Procedures

If you voluntarily agree to participate in this doctoral research, you can expect:
- *To participate in an interview that may last up to one hour*
- *To be treated with respect*
- *That the conversation will be audio taped and then later transcribed*

- *An open dialog, meaning that you have the opportunity to ask questions*
- *That you may be asked to review the transcribed interview and researcher notes to ensure accuracy and an appropriate reflection of your perceived outcomes*

Voluntary Participation

Your participation in this doctoral research is voluntary. At any time you have the option of withdrawing, refusing to participate in certain activities or answer certain questions, or may discontinue participation at any time without penalty or loss of benefits to which the research participant is otherwise entitled.

If you decide to leave the study, any information you have already provided the researcher, Lea-Ann Morton, will be destroyed.

Fees and Expenses

As a participant in this doctoral research, you will not experience any fees or expenses.

Compensation

As a participant in this doctoral research, you will not be provided any compensation. Participants will be provided with non-alcoholic beverages and snacks during the interview process at the expense of the researcher.

Risks and Inconveniences

Interviews will be scheduled to meet your schedule, as reasonably as possible.

Benefits

The benefits associated with participation in this doctoral study relate to the possible outcomes of the research data. This research my afford the UM System to further define or change ALDP programming, content, and activities. Additionally, the research data may validate your perceived outcomes.

Confidentiality

The researcher will be the only person having access to your personal data. Institutional administrator name, title, campus, gender, age or any other identifiable information will not be disclosed.

Questions

If you should have any questions regarding this doctoral research or your voluntary participation, please contact Lea-Ann Morton at 573-341-4254 (daytime) or contact her via email at mortonl@umr.edu.

<u>Authorization</u>

_____

Institutional administrator printed name

_____   _____

Institutional administrator signature   *Date*

_____

Investigator's printed name

_____   _____

Investigator's signature   *Date*

Appendix H: Participant Consent Form, Rolla

Consent for Participation in a Research Study: ALDP Participants
12-MONTH ADMINISTRATIVE LEADERSHIP DEVELOPMENT PROGRAM AT THE UNIVERSITY OF MISSOURI: PERCEIVED OUTCOMES BY STAFF PARTICIPANTS AND INSTITUTIONAL ADMINISTRATORS

LEA-ANN MORTON

Invitation to Participate

You are invited to participate in a doctoral research study concerning the perceived outcomes of your participation in the Administrative Leadership Development Program.

Who will Participate

Participants in this doctoral research were randomly selected from the 2005 – 2006 and 2006 – 2007 ALDP cohorts. A total of 16 participants are possible, 4 from each campus location (UM-Columbia, UM-Kansas City, UM-Rolla, and UM-St. Louis).

Institutional administrators were purposefully selected to participate. A total of 8 institutional administrators are possible, 2 from each campus location (UM-Columbia, UM-Kansas City, UM-Rolla, and UM-St. Louis).

Purpose

The purpose of this doctoral research is to determine the perceived outcomes by staff participants and institutional administrators. Four main research questions have been established:
   5. *What are the overall perceived outcomes of ALDP for the population as identified by participants?*
   6. *What are the overall perceived outcomes of ALDP for the population as identified by institutional administrators?*
   7. *Do the identified outcomes by both participants and administrators coincide?*
   8. *What implications do perceptions have for staff training and retention?*

Description of Procedures

If you voluntarily agree to participate in this doctoral research, you can expect:
   - *To participate in an interview that may last up to one hour*
   - *To be treated with respect*
   - *That the conversation will be audio taped and then later transcribed*
   - *An open dialog, meaning that you have the opportunity to ask questions*
   - *That you may be asked to review the transcribed interview and researcher notes to ensure accuracy and an appropriate reflection of your perceived outcomes*

- *That your supervisor might be interviewed about his or her perceptions of employee participation in ALDP*

Voluntary Participation

Your participation in this doctoral research is voluntary. At any time you have the option of withdrawing, refusing to participate in certain activities or answer certain questions, or may discontinue participation at any time without penalty or loss of benefits to which the research participant is otherwise entitled.

If you decide to leave the study, any information you have already provided the researcher, Lea-Ann Morton, will be destroyed.

Fees and Expenses

As a participant in this doctoral research, you will not experience any fees or expenses.

Compensation

As a participant in this doctoral research, you will not be provided any compensation. Participants will be provided with non-alcoholic beverages and snacks during the interview process at the expense of the researcher.

Risks and Inconveniences

Participant names are accessible via the ALDP website. Anonymity can not be guaranteed; however confidentiality can. Additionally, your supervisor may be interviewed concerning their perceived outcomes based on numerous employee participation.

Benefits

The benefits associated with participation in this doctoral study relate to the possible outcomes of the research data. This research my afford the UM System to further define or change ALDP programming, content, and activities. Additionally, the research data may validate your perceived outcomes.

Confidentiality

The researcher will be the only person having access to your personal data. Participant name, title, campus, gender, age or any other identifiable information will not be disclosed. Anonymity can not be guaranteed since the ALDP website provides participant name by cohort year; however confidentiality is guaranteed.

Questions

If you should have any questions regarding this doctoral research or your voluntary participation, please contact Lea-Ann Morton at 573-341-4254 (daytime) or contact her via email at mortonl@umr.edu.

<u>Authorization</u>

_____
Participants printed name

_____   _____
Participants signature   *Date*

_____
Investigator's printed name

_____   _____
Investigator's signature   *Date*

Appendix I: Participant Consent Form, Columbia

Informed Consent for Participation in Research Activities

12-month Administrative Leadership Development Program at the University of Missouri:
Perceived Outcomes by Staff Participants and Institutional Administrators

Participant   _____

HSC Approval Number _____

Principal Investigator   _____

PI's Phone Number   _____

_____

Why am I being asked to participate?

You are invited to participate in a research study about the perceived outcomes of your participation in and/or affiliation with the 12-month Administrative Leadership Development Program at the University of Missouri conducted by Lea-Ann Morton, doctoral student in the College of Education at the University of Missouri-St. Louis. You have been asked to participate in the research because participants from the 2005-2006 and 2006-2007 cohorts were alphabetized and every fourth name was selected. We ask that you read this form and ask any questions you may have before agreeing to be in the research. Your participation in this research is voluntary. Your decision whether to participate will not affect your current or future relations with the University System. If you decide to participate, you are free to withdraw at any time without affecting that relationship.

What is the purpose of this research?

The purpose of this research is to determine the perceived outcomes of ALDP participants and institutional administrators. Four main research questions have been established:

1. What are the overall perceived outcomes of ALDP for the population as identified by participants?
2. What are the overall perceived outcomes of ALDP for the population as identified by institutional administrators of the program?
3. Do the identified outcomes by both participants and administrators coincide?
4. What implications do perceptions have for staff training and retention?

What procedures are involved?

If you agree to participate in this research, you can expect:

➢ To participate in an interview that may last up to one hour.

➢ To be treated with respect.
➢ That the conversation will be digitally recorded and then later transcribed.
➢ An open dialog, meaning that you have the opportunity to ask questions.
➢ That you may be asked to review the transcribed interview and researcher notes to ensure accuracy and an appropriate reflection of your perceived outcomes.
➢ That your supervisor might be interviewed about his or her perceptions of employee participation in ALDP as a whole – not specifically associated with one particular employee

Approximately sixteen (16) subjects may be involved in this research. It is anticipated that four (4) subjects from each campus (Columbia, Kansas City, Rolla, St. Louis) will participate in this study.

Are there benefits to taking part in the research?

The benefits associated with participation in this study relate to the possible outcomes of the research data. This research may afford the UM System to further define or change ALDP programming, content, and activities. Additionally, the research data may validate your perceived outcomes.

Will I be told about new information that may affect my decision to participate?

During the course of the study, you will be informed of any significant new findings (either good or bad), such as changes in the risks or benefits resulting from participation in the research, or new alternatives to participation, that might cause you to change your mind about continuing in the study. If new information is provided to you, your consent to continue in this study will be re-obtained.

What about privacy and confidentiality?

The only person who will know that you are a research subject is the researcher, Lea-Ann Morton. No information about you, or provided by you during the research, will be disclosed to others without your written permission, except:

- if necessary to protect your rights or welfare (for example, if you are injured and need emergency care or when the University of Missouri-St Louis Institutional Review Board monitors the research or consent process); or
- if required by law.

When the results of the research are published or discussed in conferences, no information will be included that would reveal your identity. Any information that is obtained in connection with this study, and that can be identified with you, will remain confidential and will be disclosed only with your permission or as required by law.

The interview will be taped using digital equipment and hand written notes will be taken to further capture the conversation and nonverbal communication. Random participants will be asked to review the transcribed interview to ensure accuracy. Digital tapes will be destroyed once

the dissertation defense has been concluded and the researcher approved for graduation. Electronic data will be maintained for three years after completion of this study on a secured personal computer that is password protected.

Participants will be identified in the dissertation as participant only. No information regarding position, title, campus, or ALDP participation year will be included.

What if I am injured as a result of my participation?

If you suffer an injury in the presence of the investigator, the investigator will assist you in seeking emergency services. If you suffer an injury in the absence of the investigator, you are responsible for seeking emergency services. You or your third party payer, if any, will be responsible for payment of treatment.

What are the costs for participating in this research?

There are no costs associated as a participant in this study.

Will I be paid for my participation in this research?

There is no associated compensation for participating in this study. Subjects are provided with non-alcoholic beverages and snacks during the interview portion at the expense of the researcher.

Can I withdraw or be removed from the study?

You can choose whether or not to be in this study. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind.

Who should I contact if I have questions?

The researcher conducting this study is Lea-Ann Morton. You may ask any questions you have now. If you have questions later, you may contact the researcher at 573-341-4254 or mortonl@mst.edu; Dr. Kathleen Haywood at 573-516-5872 or haywoodk@umsl.edu; or Dr. Gregory Holliday at 573-884-1878 or hollidayg@umc.edu .

What if I am a UM System student?

You may choose not to participate, or to stop your participation in this research, at any time. This decision will not affect your class standing or grades. The investigator also may end your participation in the research. If this happens, your class standing will not be affected. You will not be offered or receive any special consideration if you participate in this research.

What if I am a UM System employee?

Your participation in this research is, in no way, part of your university duties, and your refusal to participate will not in any way affect your employment with the university or the benefits, privileges, or opportunities associated with your employment. You will not be offered or receive any special consideration if you participate in this research.

Remember: Your participation in this research is <u>voluntary</u>. Your decision whether to participate will not affect your current or future relations with the University. If you decide to participate, you are free to withdraw at any time without affecting that relationship.

You will be given a copy of this form for your information and to keep for your records.

I have read the above statement and have been able to express my concerns, to which the investigator has responded satisfactorily. I believe I understand the purpose of the study, as well as the potential benefits and risks that are involved. I authorize the use of my PHI and give my permission to participate in the research described above.

All signature dates must match.

Participant's Signature   _____

Participant's Printed Name   _____

Date   _____

Researcher's Signature   _____

Researcher's Printed Name   _____

Date   _____

Appendix J: Participant Consent Form, Kansas City

Consent for Participation in a Research Study: ALDP Participants
*12-MONTH ADMINISTRATIVE LEADERSHIP DEVELOPMENT PROGRAM AT THE
UNIVERSITY OF MISSOURI: PERCEIVED OUTCOMES BY STAFF PARTICIPANTS
AND INSTITUTIONAL ADMINISTRATORS*

LEA-ANN MORTON

Invitation to Participate

*You are invited to participate in a doctoral research study concerning the perceived
outcomes of your participation in the Administrative Leadership Development Program.*

Who will Participate

*Participants in this doctoral research were randomly selected from the 2005 – 2006 and
2006 – 2007 ALDP cohorts. A total of 16 participants are possible, 4 from each campus
location (UM-Columbia, UM-Kansas City, UM-Rolla, and UM-St. Louis).*

*Institutional administrators were purposefully selected to participate. A total of 8
institutional administrators are possible, 2 from each campus location (UM-Columbia,
UM-Kansas City, UM-Rolla, and UM-St. Louis).*

Purpose

*The purpose of this doctoral research is to determine the perceived outcomes by staff
participants and institutional administrators. Four main research questions have been
established:*
9. *What are the overall perceived outcomes of ALDP for the population as identified
   by participants?*
10. *What are the overall perceived outcomes of ALDP for the population as identified
    by institutional administrators?*
11. *Do the identified outcomes by both participants and administrators coincide?*
12. *What implications do perceptions have for staff training and retention?*

Description of Procedures

If you voluntarily agree to participate in this doctoral research, you can expect:
- *To participate in an interview that may last up to one hour*
- *To be treated with respect*
- *That the conversation will be audio taped and then later transcribed*
- *An open dialog, meaning that you have the opportunity to ask questions*
- *That you may be asked to review the transcribed interview and researcher notes
  to ensure accuracy and an appropriate reflection of your perceived outcomes*

- *That your supervisor might be interviewed about his or her perceptions of employee participation in ALDP*

Voluntary Participation

Your participation in this doctoral research is voluntary. At any time you have the option of withdrawing, refusing to participate in certain activities or answer certain questions, or may discontinue participation at any time without penalty or loss of benefits to which the research participant is otherwise entitled.

If you decide to leave the study, any information you have already provided the researcher, Lea-Ann Morton, will be destroyed.

Fees and Expenses

As a participant in this doctoral research, you will not experience any fees or expenses.

Compensation

As a participant in this doctoral research, you will not be provided any compensation. Participants will be provided with non-alcoholic beverages and snacks during the interview process at the expense of the researcher.

Risks and Inconveniences

Participant names are accessible via the ALDP website. Anonymity can not be guaranteed; however confidentiality can. Additionally, your supervisor may be interviewed concerning their perceived outcomes based on numerous employee participation.

Benefits

The benefits associated with participation in this doctoral study relate to the possible outcomes of the research data. This research my afford the UM System to further define or change ALDP programming, content, and activities. Additionally, the research data may validate your perceived outcomes.

Confidentiality

The researcher will be the only person having access to your personal data. Participant name, title, campus, gender, age or any other identifiable information will not be disclosed. Anonymity can not be guaranteed since the ALDP website provides participant name by cohort year; however confidentiality is guaranteed.

Required text: "While every effort will be made to keep confidential all of the information you complete and share, it cannot be absolutely guaranteed. Individuals from

the University of Missouri-Kansas City Institutional Review Board (a committee that reviews and approves research studies), Research Protections Program, and Federal regulatory agencies may look at records related to this study for quality improvement and regulatory functions."

In Case of Injury

The University of Missouri requires formal (but not informal) consent documentation to include the following paragraphs dealing with the UMKC's liability to research subjects.

Required text: "The University of Missouri-Kansas City appreciates the participation of people who help it carry out its function of developing knowledge through research. If you have any questions about the study that you are participating in you are encouraged to call Lea-Ann Morton**,** the investigator, at 573-341-4254**.**"

Required text: "Although it is not the University's policy to compensate or provide medical treatment for persons who participate in studies, if you think you have been injured as a result of participating in this study, please call the IRB Administrator of UMKC's Social Sciences Institutional Review Board at 816-235-1764.

Questions

If you should have any questions regarding this doctoral research or your voluntary participation, please contact Lea-Ann Morton at 573-341-4254 (daytime) or contact her via email at mortonl@umr.edu*.*

Authorization

_____

Participants printed name

_____   _____

Participants signature   *Date*

_____

Investigator's printed name

_____   _____

Investigator's signature   *Date*

Appendix K: Administrator Consent Form, Kansas City

Consent for Participation in a Research Study:
Institutional Administrator
12-MONTH ADMINISTRATIVE LEADERSHIP DEVELOPMENT PROGRAM AT THE UNIVERSITY OF MISSOURI: PERCEIVED OUTCOMES BY STAFF PARTICIPANTS AND INSTITUTIONAL ADMINISTRATORS

LEA-ANN MORTON

Invitation to Participate

You are invited to participate in a doctoral research study concerning the perceived outcomes of employee participation in the Administrative Leadership Development Program.

Who will Participate

Participants in this doctoral research were randomly selected from the 2005 – 2006 and 2006 – 2007 ALDP cohorts. A total of 16 participants are possible, 4 from each campus location (UM-Columbia, UM-Kansas City, UM-Rolla, and UM-St. Louis).

Institutional administrators were purposefully selected to participate. A total of 8 institutional administrators are possible, 2 from each campus location (UM-Columbia, UM-Kansas City, UM-Rolla, and UM-St. Louis).

Purpose

The purpose of this doctoral research is to determine the perceived outcomes by staff participants and institutional administrators. Four main research questions have been established:
13. *What are the overall perceived outcomes of ALDP for the population as identified by participants?*
14. *What are the overall perceived outcomes of ALDP for the population as identified by institutional administrators?*
15. *Do the identified outcomes by both participants and administrators coincide?*
16. *What implications do perceptions have for staff training and retention?*

Description of Procedures

If you voluntarily agree to participate in this doctoral research, you can expect:
- *To participate in an interview that may last up to one hour*
- *To be treated with respect*
- *That the conversation will be audio taped and then later transcribed*
- *An open dialog, meaning that you have the opportunity to ask questions*

- *That you may be asked to review the transcribed interview and researcher notes to ensure accuracy and an appropriate reflection of your perceived outcomes*

Voluntary Participation

Your participation in this doctoral research is voluntary. At any time you have the option of withdrawing, refusing to participate in certain activities or answer certain questions, or may discontinue participation at any time without penalty or loss of benefits to which the research participant is otherwise entitled.

If you decide to leave the study, any information you have already provided the researcher, Lea-Ann Morton, will be destroyed.

Fees and Expenses

As a participant in this doctoral research, you will not experience any fees or expenses.

Compensation

As a participant in this doctoral research, you will not be provided any compensation. Participants will be provided with non-alcoholic beverages and snacks during the interview process at the expense of the researcher.

Risks and Inconveniences

Interviews will be scheduled to meet your schedule, as reasonably as possible.

Benefits

The benefits associated with participation in this doctoral study relate to the possible outcomes of the research data. This research my afford the UM System to further define or change ALDP programming, content, and activities. Additionally, the research data may validate your perceived outcomes.

Confidentiality

The researcher will be the only person having access to your personal data. Institutional administrator name, title, campus, gender, age or any other identifiable information will not be disclosed.

Required text: "While every effort will be made to keep confidential all of the information you complete and share, it cannot be absolutely guaranteed. Individuals from the University of Missouri-Kansas City Institutional Review Board (a committee that reviews and approves research studies), Research Protections Program, and Federal regulatory agencies may look at records related to this study for quality improvement and regulatory functions."

In Case of Injury

The University of Missouri requires formal (but not informal) consent documentation to include the following paragraphs dealing with the UMKC's liability to research subjects.

Required text: "The University of Missouri-Kansas City appreciates the participation of people who help it carry out its function of developing knowledge through research. If you have any questions about the study that you are participating in you are encouraged to call Lea-Ann Morton**,** the investigator, at 573-341-4254**.**"

Required text: "Although it is not the University's policy to compensate or provide medical treatment for persons who participate in studies, if you think you have been injured as a result of participating in this study, please call the IRB Administrator of UMKC's Social Sciences Institutional Review Board at 816-235-1764.

Questions

If you should have any questions regarding this doctoral research or your voluntary participation, please contact Lea-Ann Morton at 573-341-4254 (daytime) or contact her via email at mortonl@umr.edu*.*

Authorization

_____
Institutional administrator printed name

_____   _____
Institutional administrator signature   *Date*

_____
Investigator's printed name

_____   _____
Investigator's signature   *Date*

Appendix L: Participant Consent Form, St. Louis

Informed Consent for Participation in Research Activities

12-month Administrative Leadership Development Program at the University of Missouri:
Perceived Outcomes by Staff Participants and Institutional Administrators

Participant _____

HSC Approval Number _____

Principal Investigator _____

PI's Phone Number _____

_____

Why am I being asked to participate?

You are invited to participate in a research study about the perceived outcomes of your participation in and/or affiliation with the 12-month Administrative Leadership Development Program at the University of Missouri conducted by Lea-Ann Morton, doctoral student in the College of Education at the University of Missouri-St. Louis. You have been asked to participate in the research because participants from the 2005-2006 and 2006-2007 cohorts were alphabetized and every fourth name was selected.

Institutional Administrators will also participate in this doctoral research. Institutional administrators will be purposefully selected based on the number of employees within their division/department that have participated in ALDP. Information provided by participant or administrator will be confidential and not shared with the other. Interview questions for administrators are intended to understand perceived outcomes as a whole, not based on individual employee performance.

We ask that you read this form and ask any questions you may have before agreeing to be in the research. Your participation in this research is voluntary. Your decision whether to participate will not affect your current or future relations with the University System. If you decide to participate, you are free to withdraw at any time without affecting that relationship.

What is the purpose of this research?

The purpose of this research is to determine the perceived outcomes of ALDP participants and institutional administrators. Four main research questions have been established:

5. What are the overall perceived outcomes of ALDP for the population as identified by participants?
6. What are the overall perceived outcomes of ALDP for the population as identified by institutional administrators of the program?

7. Do the identified outcomes by both participants and administrators coincide?
8. What implications do perceptions have for staff training and retention?

What procedures are involved?

If you agree to participate in this research, you can expect:

➢ To participate in an interview that may last up to one hour.
➢ To be treated with respect.
➢ That the conversation will be audio taped and then later transcribed.
➢ An open dialog, meaning that you have the opportunity to ask questions.
➢ That you may be asked to review the transcribed interview and researcher notes to ensure accuracy and an appropriate reflection of your perceived outcomes.
➢ That your supervisor might be interviewed about his or her perceptions of employee participation in ALDP

Approximately sixteen (16) subjects may be involved in this research. It is anticipated that four (4) subjects from each campus (Columbia, Kansas City, Rolla, St. Louis) will participate in this study.

Are there benefits to taking part in the research?

The benefits associated with participation in this study relate to the possible outcomes of the research data. This research may afford the UM System to further define or change ALDP programming, content, and activities. Additionally, the research data may validate your perceived outcomes.

Will I be told about new information that may affect my decision to participate?

During the course of the study, you will be informed of any significant new findings (either good or bad), such as changes in the risks or benefits resulting from participation in the research, or new alternatives to participation, that might cause you to change your mind about continuing in the study. If new information is provided to you, your consent to continue in this study will be re-obtained.

What about privacy and confidentiality?

Protected Health Information (PHI) is any health information through which you can be identified. PHI is protected by federal law under HIPAA (the Health Insurance Portability and Accountability Act).

➢ This study will NOT disclose any PHI information about subjects.

The only person who will know that you are a research subject is the researcher, Lea-Ann Morton. No information about you, or provided by you during the research, will be disclosed to others without your written permission, except:

- if necessary to protect your rights or welfare (for example, if you are injured and need emergency care or when the University of Missouri-St Louis Institutional Review Board monitors the research or consent process); or
- if required by law.

When the results of the research are published or discussed in conferences, no information will be included that would reveal your identity. Any information that is obtained in connection with this study, and that can be identified with you, will remain confidential and will be disclosed only with your permission or as required by law.

The interview will be taped using audio equipment and hand written notes will be taken to further capture the conversation and nonverbal communication. Random participants will be asked to review the transcribed interview to ensure accuracy. Audio tapes will be destroyed once the dissertation defense has been concluded and the researcher approved for graduation.

Participants will be identified in the dissertation as participant only. No information regarding position, title, campus, or ALDP participation year will be included.

The research team will use and share your information until no later than May 2010. At that point, the investigator will remove the identifiers from your information, making it impossible to link you to the study.

Do you already have contact restrictions in place with UM-SL?   [ ] Yes [ ] No

Examples would include: no calls at your place of employment, no emails on university account, no messages left for you at work, no calls to personal home, etc.

Please specify any contact restrictions you want to request for this study only.

_____

_____

What if I am injured as a result of my participation?

If you suffer an injury in the presence of the investigator, the investigator will assist you in seeking emergency services. If you suffer an injury in the absence of the investigator, you are responsible for seeking emergency services. You or your third party payer, if any, will be responsible for payment of treatment.

What are the costs for participating in this research?

There are no costs associated as a participant in this study.

Will I be paid for my participation in this research?

There is no associated compensation for participating in this study. Subjects are provided with non-alcoholic beverages and snacks during the interview portion at the expense of the researcher.

Can I withdraw or be removed from the study?

You can choose whether or not to be in this study. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. You also may refuse to answer any questions you do not want to answer and still remain in the study. The investigator may withdraw you from this research if circumstances arise which warrant doing so. If you decide to end your participation in the study, please complete the withdrawal letter found at http://www.umsl.edu/services/ora/IRB.html, or you may request that the Investigator send you a copy of the letter.

Who should I contact if I have questions?

The researcher conducting this study is Lea-Ann Morton. You may ask any questions you have now. If you have questions later, you may contact the researcher at 573-341-4254 or you may contact Dr. Kathleen Haywood, Associate Dean at UMSL, at 314-516-5937 or haywoodk@umsl.edu.

What are my rights as a research subject?

If you have any questions about your rights as a research subject, you may call the Chairperson of the Institutional Review Board at (314) 516-5897.

What if I am a UM System student?

You may choose not to participate, or to stop your participation in this research, at any time. This decision will not affect your class standing or grades. The investigator also may end your participation in the research. If this happens, your class standing will not be affected. You will not be offered or receive any special consideration if you participate in this research.

What if I am a UM System employee?

Your participation in this research is, in no way, part of your university duties, and your refusal to participate will not in any way affect your employment with the university or the benefits, privileges, or opportunities associated with your employment. You will not be offered or receive any special consideration if you participate in this research.

Remember: Your participation in this research is voluntary. Your decision whether to participate will not affect your current or future relations with the University. If you decide to participate, you are free to withdraw at any time without affecting that relationship.

You will be given a copy of this form for your information and to keep for your records.

I have read the above statement and have been able to express my concerns, to which the investigator has responded satisfactorily. I believe I understand the purpose of the study, as well as the potential benefits and risks that are involved. I authorize the use of my PHI and give my permission to participate in the research described above.

All signature dates must match.

Participant's Signature   _____

Participant's Printed Name   _____

Date   _____

Researcher's Signature   _____

Researcher's Printed Name   _____

Date   _____

The Notice of Privacy Practices (a separate document) describes the procedures used by UM-SL to protect your information. If you have not already received the Notice of Privacy Practices, the research team will make one available to you.

_____ I have been offered a copy of the UM-SL Notice of Privacy Practices.

Appendix M: Administrator Consent Form, St. Louis

Informed Consent for Institutional Administrators in Research Activities

12-month Administrative Leadership Development Program at the University of Missouri:
Perceived Outcomes by Staff Participants and Institutional Administrators

Participant   _____

HSC Approval Number   _____

Principal Investigator   _____

PI's Phone Number   _____

_____

Why am I being asked to participate?

You are invited to participate in a doctoral research study about the perceived outcomes of employees' participation in and/or affiliation with the 12-month Administrative Leadership Development Program at the University of Missouri conducted by Lea-Ann Morton, doctoral student in the College of Education at the University of Missouri-St. Louis. You have been asked to participate in the research because several of your employees participated in the program between 2005-2006 and 2006-2007. We ask that you read this form and ask any questions you may have before agreeing to be in the research. Your participation in this research is voluntary. Your decision whether to participate will not affect your current or future relations with the University System. If you decide to participate, you are free to withdraw at any time without affecting that relationship.

What is the purpose of this research?

The purpose of this research is to determine the perceived outcomes of ALDP participants and institutional administrators. Four main research questions have been established:

9. What are the overall perceived outcomes of ALDP for the population as identified by participants?
10. What are the overall perceived outcomes of ALDP for the population as identified by institutional administrators of the program?
11. Do the identified outcomes by both participants and administrators coincide?
12. What implications do perceptions have for staff training and retention?

What procedures are involved?

If you agree to participate in this research, you can expect:

> ➢ To participate in an interview that may last up to one hour.
> ➢ To be treated with respect.
> ➢ That the conversation will be audio taped and then later transcribed.
> ➢ An open dialog, meaning that you have the opportunity to ask questions.
> ➢ That you may be asked to review the transcribed interview and researcher notes to ensure accuracy and an appropriate reflection of your perceived outcomes.

Approximately sixteen (16) subjects (ALDP participants) may be involved in this research and six (6) institutional administrators may be involved. Each group representing all four UM campuses (Columbia, Kansas City, Rolla, St. Louis).

Are there benefits to taking part in the research?

The benefits associated with participation in this study relate to the possible outcomes of the research data. This research may afford the UM System to further define or change ALDP programming, content, and activities. Additionally, the research data may validate your perceived outcomes.

Will I be told about new information that may affect my decision to participate?

During the course of the study, you will be informed of any significant new findings (either good or bad), such as changes in the risks or benefits resulting from participation in the research, or new alternatives to participation, that might cause you to change your mind about continuing in the study. If new information is provided to you, your consent to continue in this study will be re-obtained.

What about privacy and confidentiality?

Protected Health Information (PHI) is any health information through which you can be identified. PHI is protected by federal law under HIPAA (the Health Insurance Portability and Accountability Act).

> ➢ This study will NOT disclose any PHI information about subjects.

The only people who will know that you are a research subject are members of the research team. No information about you, or provided by you during the research, will be disclosed to others without your written permission, except:

- if necessary to protect your rights or welfare (for example, if you are injured and need emergency care or when the University of Missouri-St Louis Institutional Review Board monitors the research or consent process); or
- if required by law.

When the results of the research are published or discussed in conferences, no information will be included that would reveal your identity. Any information that is obtained in connection with this study, and that can be identified with you, will remain confidential and will be disclosed only with your permission or as required by law.

The interview will be taped using audio equipment and hand written notes will be taken to further capture the conversation and nonverbal communication. Random participants will be asked to review the transcribed interview to ensure accuracy. Audio tapes will be destroyed once the dissertation defense has been concluded and the researcher approved for graduation.

Subjects will be identified in the dissertation as institutional administrator only. No information regarding position, title, or campus will be included.

The research team will use and share your information until no later than May 2010. At that point, the investigator will remove the identifiers from your information, making it impossible to link you to the study.

Do you already have contact restrictions in place with UM-SL?   [ ] Yes [ ] No

Examples would include: no calls at your place of employment, no emails on university account, no messages left for you at work, no calls to personal home, etc.

Please specify any contact restrictions you want to request for this study only.

_____

_____

What if I am injured as a result of my participation?

If you suffer an injury in the presence of the investigator, the investigator will assist you in seeking emergency services. If you suffer an injury in the absence of the investigator, you are responsible for seeking emergency services. You or your third party payer, if any, will be responsible for payment of treatment.

What are the costs for participating in this research?

There are no costs associated as a participant in this study.

Will I be paid for my participation in this research?

There is no associated compensation for participating in this study. Subjects are provided with non-alcoholic beverages and snacks during the interview portion at the expense of the researcher.

Can I withdraw or be removed from the study?

You can choose whether or not to be in this study. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. You also may refuse to answer any questions you do not want to answer and still remain in the study. The investigator may withdraw you from this research if circumstances arise which warrant doing so. If you decide to end your

participation in the study, please complete the withdrawal letter found at http://www.umsl.edu/services/ora/IRB.html, or you may request that the Investigator send you a copy of the letter.

Who should I contact if I have questions?

The researcher conducting this study is Lea-Ann Morton. You may ask any questions you have now. If you have questions later, you may contact the researcher at 573-341-4254 or may also contact Dr. Kathleen Haywood, Associate Dean at UMSL, at 314-516-5937 or haywoodk@umsl.edu.

What are my rights as a research subject?

If you have any questions about your rights as a research subject, you may call the Chairperson of the Institutional Review Board at (314) 516-5897.

What if I am a UM System student?

You may choose not to participate, or to stop your participation in this research, at any time. This decision will not affect your class standing or grades. The investigator also may end your participation in the research. If this happens, your class standing will not be affected. You will not be offered or receive any special consideration if you participate in this research.

What if I am a UM System employee?

Your participation in this research is, in no way, part of your university duties, and your refusal to participate will not in any way affect your employment with the university or the benefits, privileges, or opportunities associated with your employment. You will not be offered or receive any special consideration if you participate in this research.

Remember: Your participation in this research is <u>voluntary</u>. Your decision whether to participate will not affect your current or future relations with the University. If you decide to participate, you are free to withdraw at any time without affecting that relationship.

You will be given a copy of this form for your information and to keep for your records.

I have read the above statement and have been able to express my concerns, to which the investigator has responded satisfactorily. I believe I understand the purpose of the study, as well as the potential benefits and risks that are involved. I authorize the use of my PHI and give my permission to participate in the research described above.

All signature dates must match.

Participant's Signature   _____

Participant's Printed Name   _____

Date   _____

Researcher's Signature   _____

Researcher's Printed Name   _____

Date   _____

The Notice of Privacy Practices (a separate document) describes the procedures used by UM-SL to protect your information. If you have not already received the Notice of Privacy Practices, the research team will make one available to you.

_____ I have been offered a copy of the UM-SL Notice of Privacy Practices.