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Eugene C. Dillon Jr.
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A STUDY TO DETERMINE THE EFFECTIVENESS OF
THE LEADERSHIP DEVELOPMENT 2001 PROGRAM
AT VOLVO TRUCKS NORTH AMERICA, INC'S.,
NEW RIVER VALLEY TRUCK PLANT

A Research Paper
Presented to
The Faculty of the Department of Occupational and Technical Studies
Old Dominion University

In Partial Fulfillment of the Requirements of
The Degree of Master of Science in
Occupational and Technical Studies

by
Eugene C. Dillon, Jr.
November 17, 2001
This research paper was prepared by Eugene C. Dillon, Jr., under the direction of Dr. John M. Ritz for the course, OTED 636, Problems in Occupational and Technical Studies and submitted to the Graduate Program Director in partial fulfillment of the requirements for the Degree of Master of Science in Occupational and Technical Studies.

APPROVAL BY:  

DATE: 12-01-07

Dr. John M. Ritz, Advisor and Graduate Program Director
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Eugene C. Dillon, Jr.
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"Leadership . . . is perhaps the single biggest factor that can spell a business enterprise’s success or failure" (Hagberg, 1998, p. 1). Leadership is vital to the healthy growth and success of an organization. However, no industry or business is exempt from a crisis in this area. A businesses or industry experiencing a crisis in leadership can no longer remain viable and grow if the crisis persists for an extended period. Not only do customers begin to defect, but soon key employees or members exit exacerbating the dilemma.

Can leadership training both build an organization and help offset or even avoid leadership crisis? An article entitled "Labor Crises or Lapse in Leadership" from the Cleveland based trade magazine "Restaurant Hospitality" provided this answer:

To grow your business, you’re going to need to develop strong leaders. While its true that many leadership skills are innate, and that not all managers make great leaders, it is also true that most managers will benefit from leadership training. Moreover, natural leaders will flourish... (Author, 1999, p. 58).

Whether natural or developed, the need for leaders in today’s era of business and industry is substantiated as cited in a 1997 study published in the Journal of Management Development. Examining “Leadership Style and Post-Merger Satisfaction,” Covin, Kolenko, Sightler and Tudor found that “considerate, transformational and charismatic leaders inspire employees to achieve post-merger satisfaction in their jobs” (Covin, Kolenko, Sightler & Tudor, 1997, p. 22). Mergers are
just one form of change with which employees must cope. Downsizing, right-sizing, market fluctuations, layoffs and career changes are others. The success or failures of these adjustments are increasingly linked to human factors such as interactions between employees and their leader/manager. More specifically, how the individual leader/manager “handled the situation was the major focal point for most employees during a merger” (Covin, et al., 1997, p. 2).

Realizing there is a need for leaders is not the solution to the problem. Where is an organization to find leaders? Are leaders scarce because the traits they must possess to be successful are innate and those possessing them few? Research suggests that the best companies develop their own leaders (Fulmer & Wagner, 1999, p. 28). This places the burden for producing vital and viable leaders directly on the training and development efforts of the organization.

The training and development responsibility within an organization must be discharged with fiscal accountability. No funds should be spent on training that will not be effective in meeting a definite organizational need. Where then should organizations turn to find recommendations of programs proven to produce results? In his book, Jay Conger laments that when he set out in 1991 to search for such references to support his own research on leadership development, he discovered references regarding the effectiveness of specific training courses for actually producing leadership traits were non-existent (Conger, 1992, p. 217). In another of his volumes, published in 1999, Conger quotes Fred Fielder’s 1996 work, “Research on Leadership Selection and Training,” as follows:
While the number of available training programs is considerable and continues to grow at an increasing pace, the scarcity of sound research on training has been one of the most glaring shortcomings in the leadership area. Most of the training programs are untested and, at best, of uncertain value...” (Conger, 1999, p. 20).

By the end of that decade and briefly into the beginning of the next, little had changed in this regard.

**Statement of the Problem**

The purpose of this study was to determine the effectiveness of the “Leadership Development 2001” program at Volvo Trucks North America, Inc.’s, New River Valley Truck Plant (NRV).

**Research Goals**

The objectives of this study were to:

1. Identify the influence the “Leadership Development 2001” program had on the successful training participants’ leadership behaviors.

2. Identify the difference in perception of attainment of leadership behaviors among immediate superiors, peers and immediate subordinates and the participants.

3. Assess the ability of the “Leadership Development 2001” program to develop leadership traits as found in the Campbell Leadership Index in successful participants.
4. Identify those leadership skills managers who successfully participated in the training implemented.

5. Identify areas where additional leadership training is needed and make recommendations for leadership training in the future.

**Background and Significance**

"Personal and organizational effectiveness is proportionate to the strength of leadership" (Maxwell, 1998, p. 8). Both Volvo Trucks North America, Inc. (VTNA) and its New River Valley Truck Plant were experiencing the volatility associated with change in the Class 8 truck market. At the international level, the buyout of the Renault Corporation by Volvo Trucks, the parent corporation of VTNA, would bring Mack Trucks, Inc. into the Volvo North America family. Market conditions in the United States had driven NRV production downward resulting in a reduction of one third of the hourly workforce and ten percent of salary employees in spite of the five hundred million-dollar expansion taking place at the facility. From Gothenburg, Sweden, Volvo Chief Executive Leif Johansson described the outlook in a September 26, 2000, interview with Dow Jones Newswires' correspondent Rupini Bergstrom.

Volvo's truck deliveries in North America from January to August dropped 30% on the year, largely due to overproduction in the last half of 1999 and the first half of 2000 . . . The challenge has been to reduce to the lower level of demand . . . Even if total North American demand drops to "reasonable" levels of 220,000 to 230,000 trucks this year (from 292,000 last year), the industry would still
face oversupply that will take a couple of quarters to burn off (Bergstrom, 2000, p. 1).

The management team, experienced but new to the truck assembly industry, led the resulting change efforts at NRV. New jobs were being developed and old jobs eliminated or redefined with subsequent unrest and uneasiness among the employees. Change abounded along with uncertainty and dissatisfaction. Leadership development was one element at the core of the company needs.

As part of the leadership development program and as a supplement to operations experience, a group of NRV mid-level managers participated in the "Leadership Development 2001" program. This program engaged participants in exercises and activities that emphasized awareness, initiating structure and attention to human factors. If the "Leadership Development 2001" program was found to be effective, the resulting use of leader/manager techniques would establish not only a productive workforce amid the disruption caused by the change environment, but a viable method of enhancing leadership and change-leading skills among future managers at NRV.

Limitations

The scope of this research was limited to managers at Volvo’s New River Valley Truck Plant who recently successfully participated in the "Leadership Development 2001" program. These managers were those in front-line and mid-level positions throughout the facility. Eligibility for participation in the program included all managerial positions except the direct reports of the Vice-President of Manufacturing and the Operations Manager.
Another limitation of this study was its combination of two interventions, the Campbell’s Leadership Index and the Leadership Training for Manager’s course, either of which individually could account for change toward increased leadership behavior. It is also feasible that the data collected by the survey instrument could be flawed as the validity and repeatability of the instrument were not substantiated and the survey of all successful participants opportunistic.

Assumptions

This research was based on the assumptions that:

1. Leadership is vital to maintain organization productivity and focus in periods of rapid change.

2. Growth in leadership can be augmented and influenced positively by active participation in training focused on enhancing leadership skills and behaviors.

3. The effectiveness of leadership training in individuals and groups can be determined by the degree of adoption of traits that constitute the basis of leadership.

4. Over the course of the research period, all changes in leadership traits are due to the influence of the “Leadership Development 2001” program and not external or extraneous factors.

5. NRV managers are interested in improving their leadership and their department’s productivity.

6. The Campbell Leadership Index is an appropriate instrument to validly compare responses regarding the attainment of leadership characteristics.
7. The changes in leadership traits and abilities produced as a result of participating in this program are capable of observation by the participants and observers.

8. The training as accompanied by project work is so compelling and/or of such duration that the participants seek means of performing beyond their normal behaviors to address challenges in their work.

9. Participants do not evaluate the learning experience as not relative to their real work/life situations thereby allowing them to compartmentalize the experience and not apply it (Mumford, Zaccar, Fleishman, and Harding, 1994, p. 413).

10. The closing survey instrument is valid and repeatable.

11. The use of an opportunistic sample of participants has not adversely affected the validity of the data.

Procedures

Two survey instruments were employed to gather data concerning the NRV managers who completed the “Leadership Development 2001” program during the first quarter. The first, the Campbell’s Leadership Index, was a 360 degree assessment of twenty-two personal characteristics grouped into five areas indicative of leadership effectiveness. This was given as a pre-test to stimulate motivation for active class participation. The assessment of the degree of attainment of certain leadership traits made by each participating manager was compared with similar assessments by their immediate supervisors and their immediate subordinates. Differences in these assessments indicated areas of strength and areas requiring attention and growth.
Prior to the administration of the second instrument, Dale Carnegie Associates presented the course “Leadership Training for Managers”. This course used classroom lecture, exercises and participation along with the completion of several leadership related projects to foster appropriate leadership characteristics.

The second instrument was a questionnaire soliciting the opinions of the participating managers who had successfully completed the course regarding their implementation of course techniques and their effectiveness in improving operations. The program participants’ immediate supervisors and up to 3 of their peers and/or their direct reports also completed this survey instrument.

**Definition of Terms**

Key terms important to the understanding of this study are as follows:

**Campbell Leadership Index**—A commercially published 360-degree survey and the subsequent analysis of responses concerning twenty-two “identified personal characteristics related to the nature and demands of leadership” across seven leadership tasks (Campbell, 1991, p. 3).

**Dale Carnegie Associates**—A commercial provider of training programs to business, industry and the public.

**Leader/Manager**—Commonly separated in the literature, this combined term acknowledges the duality of expectations and responsibilities faced in many positions in reduced level management hierarchies.

**Leadership**—“Actions which focus resources to create desirable opportunities” (Campbell, 1991, p. 3).
Leadership Development 2001—The program offered by the New River Valley Truck Plant during the first quarter of 2001 to enhance the leadership of its mid-level managers. It consists of two parts. First, the administration of the Campbell Leadership Index to increase participants awareness and motivation and second, the presentation by Dale Carnegie Associates of the course “Leadership Training For Managers” to enhance participants leadership skills.

Leadership Training for Managers—A course developed by Dale Carnegie Training that consists of activities, exercises and projects to develop managers leadership skills.

Manager—The person with authority over and responsible for the outcomes of a group, department, area or function. In addition to manager, the titles associated with this designation are also superintendent and supervisor.

Overview of Chapters

Chapter I introduced the need for leadership in an organization such as the New River Valley Truck Plant if it is to remain focused and productive during times of change. As the most successful companies internally develop their own leaders, much of the responsibility for the success of these efforts fell to Human Resources through the provision of training and development programs such as “Leadership Development 2001”. The effectiveness of this strategy was the subject of this research study.

Chapter II will review the literature available concerning the concept of leadership, the need for leadership and the components of the “Leadership Development 2001” program. Chapter III will review the construction of the questionnaires employed and describe how the data were collected. Chapter IV will review the findings of this research concerning the effectiveness of the chosen course of training on
personal leadership characteristics. Conclusions regarding this approach to leadership development will be drawn and suggestions for future research in the area of leadership development will be presented in Chapter V.
CHAPTER II

REVIEW OF LITERATURE

Sir Isaac Newton wrote, “If I have seen further it is by standing on the shoulders of giants” (Herbert, 2000, p. 1). The term “leaders”, while not as poetic or picturesque, would have been just as appropriate to use. Still, as if viewed from giants’ shoulders, the amount of literature regarding leadership appears immense. This chapter will review the literature regarding leadership in the following areas: the need for leadership development, the concept of leadership, the range of leadership in the organization and a system of leadership development, which includes the assessment of leadership attributes and a leadership development intervention. The latter are described here as knowledge of their structure contributes to our understanding.

The Need for Leadership Development

Business and industry has shown a growing interest in leadership throughout the 1980s and 1990s and continuing into 2000. Leadership is often cited as the most crucial need of business and industry today. A study of training needs for the Hartford’s Claim Business Group was performed by their Claim Training and Education Department. As part of 98 interviews and 63 focus groups, their staff surveyed 5,000 employees throughout the United States to determine the top training needs for the organization. Over 65% of respondents indicated leadership development as the number one need of the organization (Author 2, 2000, p. 9). In another survey of two hundred organizations performed by Manchester, Inc. of Jacksonville, Florida, developing employee leadership skills again ranked as the number one training need (Author 2, 2000, p. 8).
The need for leadership development has been found to have a financial basis too. In a survey of 2,400 employees from 52 top United States companies, ranging in size from 565 to 250,000 employees with over 60% reporting revenues in excess of $500 million, Developmental Dimensions International (DDI) found that “organizational performance—revenue, productivity, profitability and market value—is directly effected by leadership strength” (PR Newswire Association, 1999, p. 2). In addition the same study indicated the “quality and availability of leadership development programs” was a significant factor in predicting a healthy bottom line (PR Newswire Association, 1999, p. 2). Finally, in a survey conducted among 2,143 top executives in 23 countries by Watson Wyatt Worldwide, seventy percent of respondents cited the ability to lead/manage people as the most important skill needed by managers (Frazee, 1998, p. 2).

The Concept of Leadership

Leadership has received treatment in the social sciences, psychology, education and the military, as well as in publications related to business and industry. Leadership has been conceptualized both as a process and as a set of characteristics (Griffin & Moorhead, 1986, p. 347). Several major theories have been developed to explain the interactions that occur between leader and follower. Each of these contributes to the overall understanding of leadership theory in that leadership has a base in both traits and process. Contingency theory tells us that leadership is contextual. This can be easily illustrated in a study published in the Journal of Occupational and Organizational Psychology in March of 2000. The authors surveyed 6,052 mid-level managers from 22 countries in Europe to determine if leadership concepts varied across these cultures. The findings in the Nordic and Anglo regions as designated by the study will be used to
illustrate this point. Culture influences who is recognized as a leader and who is not. The top five criteria used in Nordic countries (of which Sweden is a member) to make this distinction are integrity, inspiration, vision, team integration, and performance. However, in the top five criteria for Anglo countries, the positions of integrity and performance are reversed from those found in Nordic countries while others remain in the same order (Brodbeck, Frese, Akerblom, & Audia, 2000, p. 26). Evaluations of strong leadership in these different areas of Europe could lead to misunderstanding, misinterpretation and frustration arising from the different criteria that determine the context in which leadership is practiced.

Beyond the introduction of these broad concepts, little is found in theory to yield understanding as to day-to-day leadership practice. The comments found in development and application related literature of business and industry apply more readily to this review.

In The Art of Leadership written in 1936, Ordway Tread said, “Leadership is the activity of influencing people to cooperate toward some goal which they come to find desirable” (Taylor, 1962, p. 5). The concept of leadership put forth in “Leadership Training for Managers” involves the action of “creating environments that influence others to achieve group goals” (Author, 1999, p. 1.5). Little has changed and both have much in common with Campbell’s definition of “actions which focus resources to create desirable opportunities” (Campbell, 1991, p. 3). Although not specifically stated, the use of noncoercive influence to attain the goal or goals of the group is an important distinction to be made in the concept of leadership (Griffin & Moorhead, 1986, p. 347).
Organizations are action oriented and purposeful and place leaders to assure goals are accomplished. The work of the leader is to close the gap between the current state of the organization and that of the ideal organization (Prince, 1985, pp. 1-11). Within the management hierarchy this is an implication of authority (Prince, 1985, pp. 1-7). But those in authority may or may not be the leaders.

**The Range of Leadership in the Organization**

In business and industry, leadership is no longer confined to executive levels. "Transformational leadership can occur at all organizational levels" (Mumford, et.al., 1994, p. 354). Accompanying the advent of the learning organization, workers at all levels were encouraged to exert leadership through encouragement, support and nurture with the goal of fulfilling the mission of the company (Rothwell, 1999, p. 6). Evidence of this can be seen in the systems in use within organizations. For example, at VTNA, leadership appears as a competency on the annual performance appraisal form with aspects delineated so that they can be applied to employees at every level of the operation (Volvo Trucks North America, Inc., 1999, p. 4).

While different aspects of leadership, such as the ability to positively influence people, are important throughout the organization, leadership is especially important for mid-management positions. Beneficial and well-meaning product, service and/or employee programs are often initiated at the executive level only to fail during implementation at lower organizational levels. This is largely due to a lack of effective communication from mid-management leaders as the initial message, misunderstood and miscommunicated, continues to be propagated. An organization requires a critical mass of change leaders, approximately one third of its management positions, to successfully
implement such changes. Most companies have only 10% and a need exists to fill the shortfall (Sherman, 1996, p. 171).

An additional aspect of the influence those in leadership positions have can also be seen through the role attributed to all levels of supervision and management. Mildred Ramsey who was a textile production worker for 42 years prior to becoming a popular speaker to business and industry leaders said, “The boss doesn’t represent the company or organization [to the employee] he IS the company or organization” (Ramsey, 1986, p. 17). Executives and managers simply cannot avoid the expectations of both those above them and those below them to provide leadership (Edelson, 1992, p. 6).

A System of Leadership Development

Western culture romanticizes the leader as a hero. This promotes a distorted perception reducing most followers to mere bystanders not having “the right stuff”. (Edelson, 1992, p. 5). Similarly, many falsely attribute leadership qualities to athletes or entertainers who perform well on the field or stage but possess few other characteristics worthy of leader designation or hero status. Many times our leadership models are some combination of those from the military, the church or other corporations (Edelson, 1992, p. 6).

Rather than the innate abilities of the hero whether entertainer, athlete, soldier or clergy, Kouzes and Posner assert that leadership is born of a set of skills and practices that are both observable and learnable (Kouzes & Posner, 1995, p. 323; Rosenbach & Taylor, 1998, p. 221). As such is the case, a “systematic effort to train, educate and develop individuals to influence other people in positive ways to meet the current needs of the group and improve performance” must be employed (Rothwell, 1999, p. 6).
Assessment of Leadership Attributes

An important part of any systematic method of instruction is the assessment of need of the group. Not as often discussed but just as important is the recognition of a need for the training on the part of the participant.

The Campbell Leadership Index (CLI) is a survey instrument that will be used to aid participants in the initial assessment of personal leadership characteristics. It is intended for people in leadership positions participating in leadership development programs. “One of the basic assumptions underlying the use of the CLI is that, for effective leadership, people in charge should have an accurate perception of how they are viewed by others” (Campbell, 1991, p. 1). With this instrument, one hundred adjectives are alphabetized and presented with accompanying definitions to each rater. The participant themselves and three to five observers that they select rate the participant regarding the applicability of the adjective to the participant. To do this, a six-point scale descriptively ranging from “Always” to “Never” is appropriately marked. This portion of the assessment requires approximately 30 minutes for each person to complete.

Administration of the instrument is limited to professionals with a graduate degree in applied psychology or a related field who have had a graduate level general tests and measurements course or who hold equivalent professional credentials. In addition, the administrator must have training in individual counseling or group facilitation and knowledge about the environment in which the surveys are used.

Adjectives and definitions as indicated by those completing the assessment forms are grouped and analyzed to indicate performance in 22 categories within five overall indices of specific leadership characteristics.
The five indices are Leadership, Energy, Affability, Dependability and Resilience. The adjectives used to describe Leadership are ambition, daring, dynamic, enterprising, experienced, farsighted, original and persuasive. Affability is related by the adjectives of affectionate, considerate, empowering, entertaining and friendly. The index of Dependability is derived from indications of credible, organized, productive and thrifty. Resilience is regarded as calm, flexible, optimistic and trusting. Energy has no additional indicators associated to its description.

The value of the CLI lies in the feedback that is given to the participant. Each participant receives a confidential report assessing his or her leadership characteristics as defined in the CLI. The report is divided into five portions: Interpretive Comment, Comparison Graph, Comparison Quadrant, Item Responses and Procedural Checks. The first section, Interpretive Comments reviews the participants general placement in the range of leadership ratings. Next the Leadership Strengths of the individual are presented followed by Areas for Improvement. The second portion of the feedback report is the Self-Observer Comparison. In this portion the gaps between the self-scores and those of the observers are graphically shown for each adjective and overall index. The third feedback tool presented in the report, the Comparison Quadrant, presents and explains the participant’s Confirmed Assets, Unacknowledged Assets, Confirmed Vulnerabilities and Unacknowledged Vulnerabilities. Mid-range scores are omitted from this report segment as they are not strongly indicative of either strength or vulnerability. The rest of the report displays the ratings for each question grouping them among the 22 scales and five orientations. The participant can obtain a more in depth look at specific items and see exact patterns of observers’ ratings for each element. The report concludes with
Procedural Checks. This portion tests the validity across all responses made by those who completed questionnaires on behalf of the participant. Invalid questionnaires would be flagged and ignored in the tabulation of the participant’s leadership profile.

The CLI is used primarily as a guide for self development, but it can also aid in understanding differences in perceptions among people, give insight into reasons conflicts arise, aid in team-building and lead to a greater appreciation of diversity. In addition, the aim of its use in a leadership development program is to provide motivation for the participants to fully embrace the leadership development intervention that follows (Campbell, 1991, pp. 1-43). In addition to the profile of the individual, a composite profile of the group can be obtained.

The Leadership Development Intervention

Leadership development training clarifies personal insights, builds skills, enhances subject matter knowledge and initiates a change in mind-set. A variety of approaches should be employed to match the varying learning styles of the participants. Programs presented to a single company or corporation have the advantages of enabling managers and executives to confront, together, their own organization’s business and cultural issues. These programs also facilitate the development of a common perspective and skill sets with which management can assess and resolve issues (Brickers, 1999, p. xviii).

The “Leadership Training for Managers” course designed by Dale Carnegie Training has been under on-going development since 1967 when it was first copyrighted. The latest version, copyrighted 1999, carries an ISO 9001 certification. This means a quality management system was in place to assure the quality of the development
process, and indirectly of the product materials, as the course was prepared. It in no way
is to be misconstrued to imply quality training will ensue as this is largely governed by
the implied contract between the instructor and the class participants. “Leadership
Training for Managers” reviews practices that the leader/manager can put in place to
initiate structure in the organization while simultaneously attending to the human factors
of the organization.

The course objectives were to:

1. Discover how our experiences, beliefs and values shape our
   leadership style and the impact of that style on the organization’s
   environment and culture.

2. Value human potential and build relationships of mutual trust
   and respect.

3. Learn to lead by demonstrating effective questioning and
   listening skills: one on one, in small groups, leading problem-
   solving meetings.

4. Develop and maintain processes and procedures that drive innovation, plan,
   define performance goals, utilize time effectively, delegate, analyze problems
   and make decisions.

5. Balance the desired outcomes of visions and plans with an accurate
   assessment of actual performance and hold others accountable to
   predetermined results (Arthur, 1999, p. 0.3).

The course was presented in seven modules over a seven week period with topics
and objectives for each module as follows:
Module 1 Part A—Develop Personal Leadership

1. Define leadership and management roles.

2. Describe leadership experiences and values.

3. Create a personal leadership vision.

Module 1 Part B—Develop Organizational Leadership

1. Chart our organizational results and key relationships.

2. Set time utilization goals.

3. Familiarize ourselves with a process to drive innovation.

Module 2 Part A—Recognize Human Potential

1. Relate the hierarchy of human needs to your organization.

2. Apply human relations principles to build effective relationships.

3. Accentuate the positive in specific, measurable terms.

Module 2 Part B—Innovation Process

1. Recognize and encourage idea fluency.

2. Facilitate the innovation process for problem solving and continuous improvement.

3. Create a safe environment for the exchange and flow of ideas.

Module 3 Part A—Communicate to Lead

1. Create opportunities for feedback to close the communication gap.

2. Demonstrate effective questioning and listening skills.

3. Consider various forms of communication and their impact.

Module 3 Part B—Planning Process

1. Describe a vision in clear, specific, compelling terms.
2. Identify the steps necessary to transform vision into action.

3. Implement a plan with clearly defined communication goals.

Module 4 Part A—Build Cooperation

1. Generate participation in meetings by applying human relations principles.

2. Describe the role and responsibilities of a meeting leader.

3. Consider guidelines for meeting effectiveness before, during and after.

Module 4 Part B—Performance Process

1. Write a document that defines performance expectations.

2. Identify key skills, knowledge, and abilities essential to job performance.

3. Translate business objectives into daily actions and processes.

Module 5 Part A—Make Decisions

1. Gather information from control systems to analyze problems/situations.

2. Use absolute and desirable criteria to make decisions.

3. Apply the four problem-solving questions to hold others accountable.

Module 5 Part B—Delegation Process

1. Assign tasks and responsibilities to develop and train others.

2. Plan and prepare for a delegation meeting.


Module 6 Part A—Manage Conflict and Change

1. Handle mistakes effectively using a human relations approach.

2. Relate to the problem/situation and reassure the person of his or her value.

3. Sell change by carefully considering all the options.
Module 6 Part B—Coaching Process and Appraisal Systems

1. Conduct performance reviews others will “RAVE” about.
2. Describe the cycle of self-development and how it relates to training.
3. Apply the steps of the coaching process to improve performance in others.

Module 7 Part A—Celebrate Success

1. Sell a change to your organization as a result of the innovation process.
2. Demonstrate the ability to turn ideas into a plan of action.
3. Recognize the value of recognition and reward systems.

Module 7 Part B—Continuous Improvement Process

1. Evaluate personal results of this training.
2. Present evidence of your achievements.

In order to present the course, Dale Carnegie Training must certify the instructor. Certification is obtained through participation in a seminar held to review course principles, objectives, content and presentation methods. Additionally, the prospective instructor must then take the course as a participant followed by service as an assistant instructor throughout three presentations of the course to live audiences. To obtain maximum benefit from the course, it is recommended that participants actually have subordinates that report to them, i.e., are managers and not potential managers, as the methods of the course best lend themselves to this arrangement (D. Lawrence, telephone interview, October 26, 2000).
The course is based on the Dale Carnegie Training Cycle of attention, knowledge, practice, and skill. Leadership skills are presented using this structure.

In this course, theory is connected to application through the employment of three leadership-building projects. For the first project, each participant must plan and implement an innovation project applying the concepts of leadership to their own situation through the innovation process. This process consists of “visualization, fact finding, problem finding, idea finding, solution finding, acceptance finding, implementation, follow-up, and evaluation” (Dale Carnegie Training, 1999, p. 3.28). The project, through the practice of leadership behaviors, must result in either a cost savings or cost avoidance equal to the cost of individual registration as a participant in the course.

The second project involves the creation of a personal leadership plan. Documenting a one to three year plan for the participant, the participant’s department or the participant’s company fulfills this requirement. The planning process put forth describes the situation as it “should be, as is, goals, action steps, cost, timetables, implementation and follow-up” (Dale Carnegie Training, 1999, p. 3.16).

The third project serves to develop a Performance Results Description (PRD)—a working document based on the application of leadership to the participant’s job description. The PRD focuses on the Key Results Areas as identified in each essential responsibility. These are further described by the Duties/Actions that must occur to assure their accomplishment. Performance Standards that are both measurable and indicative of success are established for each Key Result Area. Finally, the Key Skills to be remembered during the accomplishment of each Key Result are listed to assure congruence with leadership principles (Dale Carnègie Training, 1999, p. 4.20).
Summary

As part of this chapter, the need for leadership development was examined. The concept of leadership, the range of leadership in the organization and a system of leadership development were also reviewed. For the practical purposes of development, leadership can be thought of as a combination of traits and behaviors. To be successful, business and industry must first center their development efforts on their mid-management ranks. The Campbell Leadership Index and the course designed by Dale Carnegie Training “Leadership Training for Managers” were discussed in depth as both are based in the concepts of leadership which were espoused in the portion of the review of literature that preceded them. This ties our leadership concepts to the practical methods of development. Chapter III will discuss the methods and procedures of data collection.
CHAPTER III

METHODS AND PROCEDURES

In a descriptive survey research study such as this was, the methods and procedures by which data were gathered could influence to a large extent the outcome both of the data itself and of the conclusions of the research. For this reason an understanding of the methods and procedures used to ascertain the effectiveness of the “Leadership Development 2001 Program” will be reviewed in this chapter.

This description of the methods and procedures employed will begin with a discussion concerning the population then include sections on the program method, survey instrument design and the specific methods for data collection. Following will be the procedures for statistical analysis of the data.

Population

The NRV Truck Plant, where the study took place, was a moderately sized Class 8 truck assembly plant in Southwest Virginia. At the time of the study, the plant employed 2300 workers including 190 management and supervision positions and 213 white-collar jobs. The remaining employees performed assembly, maintenance and materials related blue-collar jobs.

The participants in this study were distributed across various departments and three levels of management consisting of supervisors, superintendents and first level managers, i.e., managers of superintendents or managers of programs. An opportunistic sampling of the 12 successful participants in the “Leadership Development 2001 Program” at the New River Valley Truck Plant was employed due to dwindling eligibility for participation. All program participants were actively supervising subordinates at the
time the program began and held the various titles of Manager, Superintendent or Supervisor in staff or line assignments. Of these 12 successful program participants, each gave prior permission for inclusion in the study and completed the survey instrument themselves. Each successful participant submitted the names of their direct supervisor and five of their direct reports. The survey instrument was distributed for completion to the participants’ supervisors and three randomly selected direct reports or peers of the five such names submitted by each participant.

Instrument Design

The survey instrument was developed to address the research goals of this study. Questions were designed to assess the ability of the program to develop leadership behaviors as described in the objectives of the “Leadership Development 2001” Program (see page 18). These referenced the objectives of the Dale Carnegie “Leadership Training for Managers” course and traits as found in the Campbell Leadership Index (see page 16). Eighteen questions were used to ascertain the achievement of the objectives and the attainment of the traits. Designed to solicit answers corresponding to the values of three scales, the multiple-choice questions provided responses that ranged between “Very Much Decreased to Very Much Increased” along five points, “Strongly Disagree” to “Strongly Agree” ranging along six points, and “Very Ineffective” to “Very Effective” along five points. Three short answer questions requested the person completing the survey provide personal observations to augment the multiple-choice answers. These questions identified the leadership skills participants had implemented and the areas where additional leadership training was needed. Additional comments were also solicited from the respondents. A copy of the instrument is included in Appendix A.
Program Methods

The program began during the second week in January and ended March 11. In the “Leadership Development 2001 Program” the Campbell Leadership Index (CLI) developed by Campbell (1991) and the Dale Carnegie Associates, Inc. course “Leadership Training for Managers” were used in unison in an attempt to develop leadership characteristics and behaviors in the program participants. The program participant, his or her immediate supervisor and his or her subordinates used the CLI to identify gaps in perception of leadership-related characteristics. Used in this manner, the CLI was similar to a pre-test in aiding participants to develop a sense of need regarding the subject matter and a heightened readiness for training. The “Leadership Training for Managers” course presented models for initiating structure in an organization and methods for attending to human factors. The program also provided opportunities to practice their use.

A psychologist with credentials and background appropriate to those criteria identified by the Campbell Leadership Institute as a basis to assure correct and accurate use and interpretation of the CLI introduced and administered the CLI during the second and third weeks of January 2001. The CLI surveys were sent to NCI for tabulation and analysis and returned in early February. During the third week of February, a counselor, again appropriately qualified, held a private, individualized feedback session with each participant to review the results and discover areas of strength as well as gaps in perceptions of leadership characteristics between the participant and his or her immediate superior and immediate subordinates. The compiled results for the group were reviewed
An instructor provided by Dale Carnegie Associates, Inc. presented the “Leadership Training for Managers” course once a week for three and one half hours. The course extended through seven such meetings over nine weeks. Attendance at each session was voluntary on behalf of the program participant. However, the instructor recognized successful completion of the program only if the participant had adequately performed the exercises and assignments expected of the class and had attended at least six of the seven class sessions or an equivalent make-up session in the event of an absence.

Methods of Data Collection

To allow the survey to be conducted and aid in its distribution, each participant in the Leadership 2001 Program provided the names of their immediate superior and up to five subordinates. In March following the end of the program, the research survey instrument was distributed to participants, superiors and subordinates. Respondents were asked to complete the survey with reference to the period immediately preceding entry into the “Leadership Development 2001 Program” as compared to that during and after the training. To permit confidential return of the survey, a pre-addressed envelope accompanied each survey along with a cover letter explaining the purpose of the study and the importance of participation through timely completion of the instrument (Appendix C). The cover letter also served as a coupon that was returned separately to allow tracking of survey completion. One week following this distribution, a second follow-up mailing was conducted for all survey participants for whom surveys remained
outstanding. This too included another envelope, coupon and letter stressing the importance of participation and urging return of the completed survey (Appendix D).

**Procedures for Statistical Analysis**

The survey was analyzed by compiling the responses to each question according to the category of respondent—participant, immediate superior or peer/subordinate. The median, mode, mean and standard deviation for each item/group were calculated. Using the responses of the group of participants as a base, relationships between the groups were evaluated using the Chi Square test for statistical significance (Appendix E).

**Summary**

Chapter III provided a brief description of the methods and procedures employed to collect the data for this study. Descriptions of the population of participants, the methods used in the program, the survey questionnaire employed and the methods used to analyze the data comprised its contents. Chapter IV will discuss the findings based on the data collected.
CHAPTER IV

FINDINGS

This chapter presents the findings for this study as statistical results and comments made by those who completed the survey regarding the effectiveness of the “Leadership Development 2001” program. Responses concerning the program both as a whole and of its two components were sought. The program began with 20 participants of which 13 successfully completed the training. Of the seven who did not complete the training, three did not finish for personal reasons and four due to changes in job assignment that produced a conflict either in schedule or through the increased responsibilities of the new assignment. For each successful participant, the participant, their immediate supervisor and three of their immediate subordinates were forwarded surveys regarding their evaluation of the program. Of the 13 participants who successfully completed the training, 12 or 92% completed the survey. Of their 13 supervisors, 11 completed the survey. This was an 85% return. Thirty-nine subordinates received the survey. Of this number, 26 or 66.7% returned the instrument with one denying permission to use the information collected. The findings regarding the participants’ opinions of the effectiveness of the Leadership Development 2001 program are based on 25 responses or 65.8% of the immediate subordinate and peer group.

Survey Results

The survey was composed of 18 questions in three categories: Survey Participant Information, Content Evaluation, and Overall Evaluation. An area for Additional Comments was included but was not completed by any of the respondents.
Participant Information Section

The “Survey Participant Information” section first identified the relationship of the respondent to the “Leadership Development 2001” program as “A former participant”, “The participant’s immediate supervisor”, or “The participant’s subordinate”. A second statement of permission allowing use of the responses as data in this thesis followed as the permissions gathered under signatures were received separately and could not be correlated in any way with the surveys themselves. The “Content Evaluation” portion of the survey sought information regarding the individual objectives of the classes and exercises that comprised the Leadership Development 2001 program. The “Overall Evaluation” portion of the instrument required opinions regarding the “overall effectiveness” of each of the major content areas as well as the entire program in creating leadership behaviors in the participant. The analysis of the data collected in these portions of the survey will follow in the form of tables and accompanying commentary.

Content Evaluation Section

The Content Evaluation Section provided questions with two types of ranges for answers. In the first type of these questions responses ranged from “Strongly Disagree” with an assigned value of 1 to “Strongly Agree” correlated with a value of 6. The second type of question used a similar range of responses and correlating values to ascertain the participant’s leadership related behaviors in the range from “Very much decreased”, 1, to “Very much increased”, 5. Three more questions asked for brief observations embellishing the data gathered as programmed responses. Analysis of the responses to each of these questions follows.
Through the “Leadership Development 2001” program the participant discovered that their experiences, beliefs and values shape their leadership style. All responders agreed with this statement (see Table 1). Fifty percent of the participants strongly agreed while 64% of their supervisors simply agreed. The median for the participants was 5.5, for the subordinates and peers 5, and for the supervisors 4 indicating the participants were themselves more aware of the effects of experiences, beliefs and values in shaping leadership style but that those they worked with did not see evidence of an increased awareness.

<table>
<thead>
<tr>
<th>Group:</th>
<th>Strongly Disagree</th>
<th>Disagree More</th>
<th>Disagree</th>
<th>Agree</th>
<th>Agree More</th>
<th>Strongly Agree</th>
</tr>
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<td>6</td>
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<td>0</td>
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<td>21</td>
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</table>

Through the “Leadership Development 2001” program, the participant discovered the impact of leadership style on the organization’s environment and culture. Table 2 details the responses to this statement. Ninety-eight percent of all respondents agreed with this statement with one participant and one subordinate/peer moderately disagreeing. The median for each of the three groups -- participants, subordinates/peers and supervisors -- was 5 indicating that not only were they agreeing that through the “Leadership Development 2001” program the participant had discovered the impact of
leadership style on organizational environment and culture but that they were moderately
strong in their agreement regarding this point.

<table>
<thead>
<tr>
<th>Group</th>
<th>Strongly Disagree</th>
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<th>Disagree</th>
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<th>Strongly Agree</th>
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<td>0</td>
<td>44</td>
<td>28</td>
<td>24</td>
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</table>

As a result of completing the “Leadership Development 2001” program the participant’s relationships built on mutual trust and respect has decreased, remained the same or increased? The responses to this question are tabulated in Table 3. The total of all responses indicate that overall 73% of all responders felt the participants had increased somewhat or very much in this area. The median was 4 across all groups indicating 50% or more felt that an increase in the participant’s relationships that were

<table>
<thead>
<tr>
<th>Group</th>
<th>Very Much Decreased</th>
<th>Somewhat Decreased</th>
<th>Remained the Same</th>
<th>Somewhat Increased</th>
<th>Very Much Increased</th>
</tr>
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<tbody>
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<td>28</td>
<td>52</td>
<td>20</td>
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</table>
built on mutual trust and respect was noticeable. While none of the participants themselves or their supervisors indicated there had been a large increase in this dimension, five or 20% of their subordinates/peers chose the response “Very Much Increased” indicating this change was more apparent to them. At the same time seven of the 25 peers/subordinates or 28% saw no change balancing this perception.

As a result of completing the “Leadership Development 2001” program the participant’s value of human potential has decreased, remained the same or increased (Table 4). Of the 47 peers and subordinates who responded to this question on the survey, 76% felt there was an increase in the value of human potential by the program participants. The median for each group surveyed was 4 indicating that more than 50% overall agreed an increase in the value of human potential was achieved by the participants as a result of completing the “Leadership Development 2001” program.

<table>
<thead>
<tr>
<th>Group:</th>
<th>Very Much Decreased</th>
<th>Somewhat Decreased</th>
<th>Remained the Same</th>
<th>Somewhat Increased</th>
<th>Very Much Increased</th>
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<td>60</td>
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</table>

As a result of completing the “Leadership Development 2001” program the participant learned to lead by demonstrating effective questioning and listening skills one on one. These responses are tabulated in Table 5. Three of the subordinate and peer
group of 26 or 12% disagreed with this statement. However, the participants themselves and their immediate supervisors agreed they had improved. On the opposite end of the spectrum, 19% of the subordinate and peer group strongly agreed that the participants had both learned and demonstrated more effective questioning and listening skills thereby enhancing their leadership skills since they had participated in the course. The participant’s responses to this statement produced a median of 5 that was the same value the mode took among this group indicating they moderately and most frequently agreed with this statement. The median and mode were identical for those in the subordinate/peer group. The median value for supervisors was 4.5 indicating that while they corroborated this learning on behalf of the participant, they held a lesser degree of positive opinion regarding the degree of attainment in this area than did the participants and subordinates/peers.

<table>
<thead>
<tr>
<th>Group</th>
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The responses for the question reading, “As a result of completing the “Leadership Development 2001” program the participant learned to lead by demonstrating effective questioning and listening skills in small groups,” appear in Table 6. Supervisors tended to “Agree,” the analysis of their responses producing a median of
4. Subordinates and peers thought similarly but to a greater degree producing a median response of 5. This indicates that while the participants learned to lead by demonstrating effective questioning and listening skills in small groups, the supervisors did not support the level of attainment of this skill to the same degree that participants and their subordinates/peers did.

<table>
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<tr>
<th>Group</th>
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<td>Subordinate</td>
<td></td>
<td>0</td>
<td>8</td>
<td>4</td>
<td>44</td>
<td>24</td>
<td>20</td>
</tr>
</tbody>
</table>

As a result of completing the “Leadership Development 2001” program the participant learned to lead by demonstrating effective questioning and listening skills in problem solving sessions. The responses to this survey item are found in Table 7. Seventy-five percent of the participants in the program expressed moderate or strong agreement with this statement. The median value of their responses was 5. This was also the value of the mode. Together these indicate strong agreement regarding the development of leadership skills that could be beneficial in a problem-solving session. Though the responses of the group of subordinates and peers also produced a matching median of 5, the mode in their case was 4 indicating there was less agreement among this group regarding the attainment of these skills. The supervisory group responded lower
still producing a median of 4 and a mode of 4 indicating that while they agreed that these skills were obtained, they were not evident to the extent that would cause emphasis regarding this dimension. The Chi Square Test for significance produced an \( x^2 \) of 6.6 that exceeded the .05 threshold for significance of 3.83. This indicated that the difference between the opinions of the participants as compared to that of the supervisors regarding their ability to demonstrate effective questioning and listening skills in problem solving sessions as a result of completing the “Leadership Development 2001” program was significant at the 95% level of confidence. This further indicated that the supervisors of the participants significantly differed with the participants’ assessment of their own degree of accomplishment in this area.

<table>
<thead>
<tr>
<th>Group</th>
<th>Strongly Disagree</th>
<th>Disagree More</th>
<th>Disagree</th>
<th>Agree</th>
<th>Agree More</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants</td>
<td>Legend</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Number</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Percent</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>25</td>
<td>67</td>
<td>8</td>
</tr>
<tr>
<td>Supervisors</td>
<td>Number</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Percent</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>80</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Peer/</td>
<td>Number</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>11</td>
<td>6</td>
</tr>
<tr>
<td>Subordinate</td>
<td>Percent</td>
<td>0</td>
<td>8</td>
<td>4</td>
<td>44</td>
<td>24</td>
</tr>
</tbody>
</table>

As a result of completing the “Leadership Development 2001” program, the participant developed the leadership traits as found in the Campbell Leadership Index (Table 8). The majority of supervisors (73%) indicated simple agreement with this statement as compared with 50% of the participants simply agreeing and the remaining 50% being even more positive in their agreement. The median for the supervisors and for
the group consisting of subordinates/peers was 4 indicating simple agreement with this statement. The median for the participants was 4.5 indicating that while some simply “Agree” with the statement several were more positive in their agreement.

Table 8
As a result of completing the “Leadership Development 2001” program the participant developed leadership traits as found in the Campbell Leadership Index.

<table>
<thead>
<tr>
<th>Group:</th>
<th>Legend</th>
<th>Strongly Disagree</th>
<th>Disagree More</th>
<th>Disagree</th>
<th>Agree</th>
<th>Agree More</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants Number</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Percent</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>50</td>
<td>33</td>
<td>17</td>
</tr>
<tr>
<td>Supervisors Number</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Percent</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>73</td>
<td>27</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Peer/ Subordinate Number</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>9</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Percent</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>36</td>
<td>28</td>
<td>28</td>
<td></td>
</tr>
</tbody>
</table>

As a result of participating in the “Leadership Development 2001” program, the participant has implemented the following leadership skills. The replies to this question by the participants included:

- Reinforced listening, communications, support skills
- Planning, delegation, coaching, problem solving, innovation processes
- More confidence in speaking
- More openness in manner
- More thought to exercising leadership
- Improved communication to be clear and listen to each member of my team
- Planning – set goals, work through a process using the planning process I learned
- Self development – setting goals to be tracked throughout the next year
- More delegation
- Accountability
- Human relations

The replies to this question of leadership skills implemented by the subordinates and peers included:

- Interpersonal skills assessment
- Become a more effective listener
• Don't buy back, delegation
• Tack, direct and encourage assignees to complete
• Intrigue, with honor and dignity
• Drives for results
• Relationships with employees and teams
• Questions and listening
• More open communication
• Better person to person skills
• Exudes confidence to subordinates
• Improved listening skills – full attention given to speaker
• Time management
• He keeps on top of prioritization of assignments
• He supports the group as a team
• Appreciation of the efforts made by the group
• Improving communication skills
• Taking new role
• More direct response
• Well spoken – communicates very well with employees (subordinates, co-workers, superiors) at different levels
• Will listen when I have very serious concerns
• Has learned to give credit more and sincere
• Will correct in private
• Willing to take new responsibility
• "Shared understanding" exhibited

In addition to the positive comments, there were several subordinates and peers who indicated "I do not observe any additional leadership skills implemented."

Supervisors responded to the question regarding implemented leadership skills by the participants by indicating the participant:

• Is not as defensive
• Is more respectful of others
• Seeks others input for decision making
• Better communication
• Interaction among peers
• Follow-up methods
• Problem solving communication improved
• Developed new routines for training programs in the absence of clear instructions and took the challenge with a commitment to excel
• Practiced leadership skills in six sigma team
• Used techniques in daily routines
• Places team ahead of self
• Communication to levels in organization have improved
• Delegation of duties to subordinate, instead of doing it himself
• How to be strong but not rude
• How to be bold but not a bully
• How to say “let’s” do something instead of you do something

In addition to the comments above, one supervisor indicated they noted no changes as a result of participating in the program.

In what areas of the participant’s personal performance do you think additional leadership training is needed? To this question the participants responded:

• Speak/Coaching
• All ways
• Patience
• Organizational skills could be improved
• I would like to see even more information on planning, and being a successful planner. Also, communication is a big part of any leader being successful; you can never get too much training on communication.
• High level managers
• Self confidence and poise

The replies to this question of participants’ additional leadership training needs as assessed by the subordinates included:

• Multi-project management
• Practice what he’s learned
• Learning the values of relationships w/co-workers and subordinates
• I see no weaknesses in his leadership skills
• Mutual respect and trust
• Attitude
• Participants need better definition of desired company direction
• Delegation
• Needs to exhibit skills with people that are managers – (group meeting) info and direction.
• More ownership in Volvo management decisions. Use the word “they”
• Organization of meetings
• Consideration/tolerance
• Assertiveness training
• To listen and not have his mind made up before he hears from others.
• Need to have ability to lead others and present viewpoint and vision to others.

In addition, four subordinates indicated there was no additional training needed for the participant.

The replies to this question by the supervisors identified participants’ leadership related training needs as:

• Needs to continue his improvement in thinking before speaking
• Getting the most out of the subordinates
• Realizing their potential
• Leading people
• Confidence in our ability assertiveness to take control of bad situation
• Training in motivational skills
• Relationship building
• Maybe how to be proud without being arrogant, maybe a little more thoughtful

In what areas at NRV do you think additional leadership training is needed?

• All areas
• The communication area and planning area
• “Key” personnel/informal leaders within major service departments, ex. Materials, maintenance, etc.
• Production, Industrial Engineering
• Several of the new managers need an introduction to the products
• All areas of management should take the training
• It is very much needed among most
• Supervisors
• In most supervisory positions this type of training is always helpful in dealing with the people who work for you
• Production supervisors and production superintendents
• Production management and Industrial Engineering
• Interpersonal skills and teambuilding at management levels (superintendent through managers
• All levels
• Production management
• Next level managers/technical professionals
• Supervisor/superintendent level

What recommendations would you make regarding leadership training in the future? Participants replied:
• Look into other programs that do not have or require as strong an emphasis on Dale Carnegie public speaking techniques
• People must understand we’re here to work and do a job – our job exists because of truck sales not vice versa – people must improve their deliverables to those downstream
• Make it mandatory for all upper managers
• That more participation from current managers and supervisors was mandated.
• Leadership development for potential successors
• Available to all management team
• It is essential that we continue training in this area. Day-to-day activities sometimes bog us down. Revisiting/learning helps nourish our minds and rejuvenate us to better handle negativism and pessimism.
• Teams
• I would like to see more of it, and more people interested in taking the training. If we as leaders do not want to improve, how can we be successful?

Subordinates and peers responded:

• More of it; continue to offer the programs
• More frequent and more people involved
• Communication skills, goal setting, planning (repeat)
• Include direct reports to “mid-management”
• Do some training at all levels beginning with supervisors
• Continue to emphasis respect for the individual, and focusing on the problem
• Made team based with business units
• NRV management needs training in proper and effective subordinate and coordinate relationships. The uninformed have made too many bad decisions in the recent past
• The class should be taken to heart and truly used in everyday scenarios. Participants should have to complete the training instead of dropping the class and wasting the company’s money
• Lead by example; treat subs as you wish to be treated
• That it be given to everyone
• That it be made available to more people
• Plant wide, I think there should be some mandatory leadership training classes set up, if possible
• Individually tailored
• Be sure to have a cross-functional class from all parts of the business
• Make it required for upper and middle management to attend program

Supervisors responded:

• More should be available to front line supervisors
• More of it for all facets of organization
Overall Evaluation Section

The “Overall Evaluation” section of the questionnaire addressed the “Leadership Development 2001” program as a whole. Answers to three questions in this section ranged from “Very Ineffective”, 1, to “Very Effective”, 5. The fourth question repeated the answer format of the questions in the preceding sections, i.e. Strongly Disagree (1), Agree (4), Strongly Agree (6). An area for Additional Comments accommodated individual expression.

Rate the effectiveness of the following in creating leadership behaviors:

The Campbell Leadership Index (Table 9), the “Leadership Training for Managers” Course (Table 10) and the “Leadership Development 2001” Program (Table 11).

| Table 9 |
|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Rate the effectiveness of the following in creating leadership behaviors: The Campbell Leadership Index |
| Group: | Very Ineffective | Ineffective | Effective | Somewhat Effective | Very Effective |
| Participants |
| Number | 0 | 0 | 4 | 3 | 3 |
| Percent | 0 | 0 | 40 | 30 | 30 |
| Supervisors |
| Number | 0 | 0 | 4 | 2 | 0 |
| Percent | 0 | 0 | 67 | 33 | 0 |
| Peer/Subordinate |
| Number | 0 | 1 | 9 | 5 | 7 |
| Percent | 0 | 5 | 41 | 33 | 22 |
Table 10
Rate the effectiveness of the following in creating leadership behaviors:
The “Leadership Training for Managers” Course

<table>
<thead>
<tr>
<th>Group:</th>
<th>Very Ineffective</th>
<th>Ineffective</th>
<th>Effective</th>
<th>Somewhat Effective</th>
<th>Very Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group: Legend</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Participants</td>
<td>Number</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Percent</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Supervisors</td>
<td>Number</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Percent</td>
<td>0</td>
<td>0</td>
<td>67</td>
<td>33</td>
</tr>
<tr>
<td>Peer/</td>
<td>Number</td>
<td>0</td>
<td>2</td>
<td>11</td>
<td>6</td>
</tr>
<tr>
<td>Subordinate</td>
<td>Percent</td>
<td>0</td>
<td>9</td>
<td>48</td>
<td>26</td>
</tr>
</tbody>
</table>

Table 11
Rate the effectiveness of the following in creating leadership behaviors:
The “Leadership Development 2001” Program

<table>
<thead>
<tr>
<th>Group:</th>
<th>Very Ineffective</th>
<th>Ineffective</th>
<th>Effective</th>
<th>Somewhat Effective</th>
<th>Very Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group: Legend</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Participants</td>
<td>Number</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Percent</td>
<td>0</td>
<td>0</td>
<td>30</td>
<td>50</td>
</tr>
<tr>
<td>Supervisors</td>
<td>Number</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Percent</td>
<td>0</td>
<td>0</td>
<td>67</td>
<td>33</td>
</tr>
<tr>
<td>Peer/</td>
<td>Number</td>
<td>0</td>
<td>0</td>
<td>11</td>
<td>9</td>
</tr>
<tr>
<td>Subordinate</td>
<td>Percent</td>
<td>0</td>
<td>0</td>
<td>46</td>
<td>38</td>
</tr>
</tbody>
</table>

The participant’s median regarding the Campbell Leadership Index was 4 indicating they found this type of feedback effective in creating leadership behaviors.

Responses of participants regarding the “Leadership Training for Managers” Course produced a median of 4 indicating participants found the course moderately effective in creating leadership behaviors. Subordinates’ responses produced a median of 3 for the “Leadership Training for Managers” Course indicating they felt it was “Effective” but not strongly so. Regarding the effectiveness of the entire program in producing leadership behaviors, the median score for both the participants and subordinates was 4 again indicating they thought it to be effective but not strongly so.
As a result of completing the “Leadership Development 2001” program the participant overall was made a better leader (Table 12). In response to the overall growth in leadership ability due to this program, both the supervisors and the subordinates/peers responses produced a median of 4 indicating they agreed but chose not to add any degree of emphasis to their response. Participants’ responses had a mean and median of 5 indicating they thought the program effective to a greater degree in producing a better leader overall.

<table>
<thead>
<tr>
<th>Group:</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Agree More</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Participants</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Percent</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td><strong>Supervisors</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Percent</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>57</td>
<td>29</td>
</tr>
<tr>
<td><strong>Peer/ Subordinate</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>11</td>
<td>5</td>
</tr>
<tr>
<td>Percent</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>41</td>
<td>32</td>
</tr>
</tbody>
</table>

The Campbell Leadership Index

As part of the course of study, the Campbell Leadership Index was completed by each of the 20 initial Leadership Development 2001 program participants as well as 139 observers. The individual results were not made available to this study, however a composite profile of all participants was developed (Appendix B). The composite scores were developed using a standard scoring scale that ranged from 35 to 65.

For the six major dimensions associated with leadership by the CLI, the scores are as appears in Table 13 as does the overall index for the group. It is interesting to note
that a composite index of 59 was found to be indicative of the group placing them within the general region of the scale identified as “Very High”.

<table>
<thead>
<tr>
<th>TABLE 13</th>
<th>Campbell Leadership Index Group Composite Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attribute</td>
<td>Observers</td>
</tr>
<tr>
<td>Leadership</td>
<td>55</td>
</tr>
<tr>
<td>Energy</td>
<td>55</td>
</tr>
<tr>
<td>Affability</td>
<td>56</td>
</tr>
<tr>
<td>Dependability</td>
<td>60</td>
</tr>
<tr>
<td>Resilience</td>
<td>55</td>
</tr>
<tr>
<td>Overall</td>
<td>59</td>
</tr>
</tbody>
</table>

Summary

Chapter IV presented the findings associated with the analysis of the responses collected through the survey of participants, participant’s supervisors and participant’s subordinates and peers through a statistical analysis of the tabulated data. Tables were used to display the data by numbers of responses per category and their associated percentages. Additional calculations provided the mean, median, mode and standard deviation as appropriate. Significance between groups was calculated using the Chi Square Method and noted where applicable. All survey respondents’ answers were included for questions that solicited individual observations and responses. Chapter V will review this study and present the conclusions drawn from it by the researcher.
Summary

"Leadership . . . is perhaps the single biggest factor that can spell a business enterprise’s success or failure" (Hagberg, 1998, p. 1). Leadership is vital to maintain organization productivity and focus in periods of rapid change. A crisis in leadership will adversely affect the viability and growth of a business or industry as customers begin to defect and key employees exit. Growth in leadership can be augmented and influenced positively by active participation in training focused on enhancing leadership skills and behaviors. Many companies guard against leadership crises by actively producing vital and viable leaders internally as a shared responsibility between management and the training and development efforts of the organization. As references regarding the effectiveness of specific training courses for actually producing leadership traits do not exist, the effectiveness of leadership training in individuals and groups must be determined by the degree of adoption of traits and behaviors that constitute the basis of leadership. The changes in leadership traits and abilities produced as a result of participating in this program were observable by the participants and their co-workers. NRV’s managers were interested in improving their leadership and their department’s productivity by supplementing operations experience with training in leadership. A group of 20 mid-level managers participated in the “Leadership Development 2001” program with 12 successfully completing the program. This program emphasized awareness, initiating structure and attention to human interactions. If effective, the leadership techniques employed following the training would establish a productive
workforce amid the disruption caused by the change environment and confirm a viable method of enhancing leadership and change-leading skills among future managers at NRV.

The purpose of this study was to determine the effectiveness of the “Leadership Development 2001” program at Volvo Trucks North America, Inc.’s, New River Valley Truck Plant (NRV). The objectives of the research follow in the Conclusion section of this chapter. They provided the basis to structure the findings and form the foundations around which conclusions are drawn from the study.

Conclusions

The objectives of this study were to:

1. Identify the influence the “Leadership Development 2001” program had on the training participants’ leadership behaviors. The program was composed of two complimentary parts – The Campbell Leadership Index (CLI) and the Dale Carnegie “Leadership Training for Managers” course. There were 10 questions in the survey intended to examine the multiple aspects that comprise leadership in line with the objectives of the “Leadership Training for Managers” course and the traits found in the CLI. In considering the responses of all groups (participants, peers/subordinates, and supervisors) around these, a majority found the training had a positive influence on the participants’ behaviors as demonstrated by all of the medians for these questions falling into the “Agree” or higher category (or the “More Effective” or higher category depending on the aspect of the leadership training being probed). The “Leadership Development 2001” program was recognized as increasing awareness of the need for and practice of leadership. Most (98%) saw it as having a positive influence in recognizing
the impact leadership style had on an organization's culture and environment (median for all groups of 5). The program increased comprehension regarding the effects of personal experiences, beliefs and values on leadership (median of 5.5 for participants). The majority of participants (73%) thought that their extension of trust and respect in building relationships had "Somewhat Increased" with 60% of their supervisors and 72% of their co-workers agreeing. Most also saw themselves and were seen as valuing human potential to a greater degree (75% of 47 respondents). Furthermore, the effects of the program were not limited to increasing leadership behaviors related to human interactions only as evidenced by the 11 task-oriented behaviors the program was credited for engendering in the participants. In addition, 70% of the participants rated the "Leadership Training for Managers" course better than "Effective" in creating leadership behaviors.

2. Identify the difference in perception of attainment of leadership behaviors among immediate superiors, immediate subordinates and the participants. There was only one difference of significance between the opinions expressed among the groups in response to the inquiries in the survey. The difference of note was discerned among participants and supervisors regarding their learning of leadership techniques as demonstrated by effective questioning and answering techniques in the context of problem solving sessions. While 75% of the participants indicated they "Agreed More" or "Strongly Agreed" with this statement only 20% of their supervisors did so. The remaining 80% simply indicated they agreed with the statement. Although the program was acknowledged by all parties to produce results in this area, the perception of the degree of improvement in the implementation of listening and questioning skills during problem solving sessions was different among supervisors and participants.
Except for this one instance there were no differences of opinion of significance among participants, supervisors and peers/subordinates regarding the attainment of leadership behaviors. The program was thought by 95% of the respondents to produce an overall better leader.

3. Assess the ability of the “Leadership Development 2001” program to develop leadership traits as found in the Campbell Leadership Index. Only two co-workers among the 48 survey respondents for this question did not feel the program developed the leadership traits as were found in the CLI. This opinion is certainly in contrast with that shared among the 60% of respondents who expressed an emphatic agreement with the program’s ability to develop traits in line with those associated with leadership in the CLI.

4. Identify those leadership skills managers who participated in the training implemented. Important behaviors in successful leaders in business and industry today are the ability to ask effective questions and the ability to listen skillfully in a variety of environments. In three instances where such skills are utilized – one-on-one, in small groups and in problem solving sessions – the training participants, their supervisors and their peers and subordinates agreed that the participants’ ability to practice effective questioning and listening skills was a demonstration of the leadership learned through the program. The majority of participants responding to each question of increased ability to question and listen by indicating they “Agreed More” or “Strongly Agreed” could indicate an increased confidence in the participants’ abilities in these important areas. Three comments attesting to improved listening/communications skills were made by the participants themselves. Subordinates and peers noted such things as “Became a more
effective listener”, “more open communications” and “improving communications skills.”

Communicating, listening and questioning are not the only areas in which improvement was noted in the participants’ leadership styles. Increased confidence, time management improvements, displays of appreciation toward co-workers and improved delegation skills were just some of the additional areas of growth observed by their co-workers. In addition participants’ supervisors witnessed less defensiveness, more interaction, better follow-up and improved teamwork.

The “Leadership Development 2001” program had a positive influence on the leadership behaviors of the participants. Only in the case of one or perhaps two participants did a co-worker or a supervisor think no improvement in behavior was made as a result of the training.

5. Identify areas where additional leadership training is needed and make recommendations for leadership training in the future. The survey respondents listed many areas in which additional leadership training is needed. The content area identified most often was interpersonal relationships development and referred to creating aspects of respect, trust, consideration and tolerance. Communications training was the next area suggested. At least one person in each category of respondents noted this need. Planning and managing multiple projects were categories of leadership training suggested outside of the human factors aspects. More than one survey respondent also requested more awareness of company direction.

Groups suggested by the survey participants for whom leadership training should be provided included high-level managers, superintendents and supervisors as well as
Industrial Engineers and technical professionals. Key personnel and informal leaders were also noted in the suggestions.

Based on the information collected in response to a survey built about the research goals of this study, the subsequent analysis of this data addressed the purpose of this study – to determine the effectiveness of the “Leadership Development 2001” program at Volvo Trucks North America, Inc.’s, New River Valley Truck Plant – by concluding the program to indeed be effective. In areas managed by the course participants, as evidenced by the responses of the trainee’s, their immediate supervisors and their peers and subordinates, this training led to a better adjusted and more stable work environment in a period of rapid change. This was evidenced by the degree of response to the survey questions and by the number of positive responses describing the leader as more confident, more people oriented (improved listening, communicating with increased respect and dignity), and providing improved structure (improved delegation, improved problem solving and improved time management). Had this not been the case, many more negative descriptions would have characterized the responses projecting the feelings of unease and discontent with the participant or the work environment for which he or she was responsible. While productivity was not measured, the responses and comments resulting from the research are congruent with those expected of a well-adjusted and productive workforce.

As the Campbell Leadership Index composite score for the group was in the “Very High” general area, the ratio of pre-existing positive leadership behaviors and traits to non-reinforcing leadership behaviors and traits was very large. This would also indicate the gap between existing leadership skills and desired leadership skills was
small. As the training was recognized to be effective by the majority of survey respondents, it could be surmised that among managers having larger initial gaps in this area could benefit to an even greater degree from this training. The pre-existing high leadership behavior found among the participants through the CLI could also lead to a more positive perspective from which to view comments such as "I do not observe any additional leadership skills implemented" or "No additional training needed".

**Recommendations**

Based on the conclusions, the following are recommends of the researcher:

1. Training in the skills that comprise and support the multi-faceted concept of leadership should be continued at the New River Valley Truck Plant.

2. Leadership training should be expanded beyond the level of middle management to include both those positions above and below this level.

3. Though the need for continued improvements in those areas of leadership associated with human factors are apparent, skills associated with work structure and task management that comprise the other part of leadership should be addressed in equal manner.
REFERENCES


Brickers (1999). University Based Executive Development Programs. Publisher.


Appendix A

Survey Instrument
Volvo Trucks North America, Inc.
New River Valley Truck Plant
Leadership Development 2001 Program Survey

Survey Participant Information:

Note: Do not sign or indicate your identity in any manner on this survey except as indicated.

I am:  A former participant  □
The participant’s immediate supervisor  □
The participant’s subordinate  □

I agree to allow these survey results to be included as data in a thesis being submitted by Gene Dillon in partial fulfillment of the requirements of the Masters Program in Vocational and Technical Studies at Old Dominion University.

Yes  □  No  □

Content Evaluation:

1. Through the “Leadership Development 2001” program the participant discovered that their experiences, beliefs and values shape their leadership style.

   Strongly Agree  □
   Somewhat Agree  □
   Agree  □
   Disagree  □
   Somewhat Disagree  □
   Strongly Disagree  □

2. Through the “Leadership Development 2001” program the participant discovered the impact of leadership style on the organization’s environment and culture.

   Strongly Agree  □
   Somewhat Agree  □
   Agree  □
   Disagree  □
   Somewhat Disagree  □
   Strongly Disagree  □
3. As a result of completing the “Leadership Development 2001” program the participant’s relationships built on mutual trust and respect has:

- Very much increased
- Somewhat increased
- Remained the same
- Somewhat decreased
- Very much decreased

4. As a result of completing the “Leadership Development 2001” program the participant’s value of human potential has:

- Very much increased
- Somewhat increased
- Remained the same
- Somewhat decreased
- Very much decreased

5. As a result of completing the “Leadership Development 2001” program the participant learned to lead by demonstrating effective questioning and listening skills:

6. One on one:

- Strongly Agree
- Somewhat Agree
- Agree
- Disagree
- Somewhat Disagree
- Strongly Disagree

7. In small groups:

- Strongly Agree
- Somewhat Agree
- Agree
- Disagree
- Somewhat Disagree
- Strongly Disagree

8. In problem solving sessions:

- Strongly Agree
- Somewhat Agree
- Agree
- Disagree
- Somewhat Disagree
- Strongly Disagree
9. The "Leadership Development 2001" program developed the leadership traits as found in the Campbell Leadership Index.

| Strongly Agree | □ |
| Somewhat Agree | □ |
| Agree | □ |
| Disagree | □ |
| Somewhat Disagree | □ |
| Strongly Disagree | □ |

10. As a result of participating in the "Leadership Development 2001" program, the participant has implemented the following leadership skills:

1.

2.

3.

4. I do not observe any additional leadership skills implemented. □

11. In what areas of the participant's personal performance do you think additional leadership training is needed?

12. In what areas at NRV do you think additional leadership training is needed?

13. What recommendations would you make regarding leadership training in the future?
Overall Evaluation:

14. Rate the overall effectiveness of the following in creating leadership behaviors:

The Campbell Leadership Index

- Very effective
- Somewhat effective
- Effective
- Ineffective
- Very Ineffective

The "Leadership Training for Managers" course

- Very effective
- Somewhat effective
- Effective
- Ineffective
- Very Ineffective

The "Leadership Development 2001" Program

- Very effective
- Somewhat effective
- Effective
- Ineffective
- Very Ineffective

15. Overall, I feel participation in the "Leadership Development 2001" program made the participant a better leader.

- Strongly Agree
- Somewhat Agree
- Agree
- Disagree
- Somewhat Disagree
- Strongly Disagree

Additional Comments: (May use back of page if necessary)
Appendix B

Campbell™ Leadership Index – Group Profile
Campbell™ Leadership Index - Group Profile

Leader/Managers 2001

◊ Self Average, N = 20  ○ Observer Average, N = 139

Leadership Energy Affability Dependability Resilience

55 54 53 56 53 58 52 51 55 52 56 57 54 56 55 62 58 59 59 60 52 51 55 54 52 59

LEADERSHIP

Ambitious Dynamic Flexible Original Persuasive

Energy

Affability

Affectionate Considerate Empowering Influential

Dependability

Credible Organized Productive Thrifty

Resilience

Calm Flexible Optimistic Trusting

OVERALL INDEX

Very High High Mid-Range Low Very Low
Appendix C

Participant Letter I
February 18, 2001

Reference: Leadership Development 2001

[Insert Name]
Volvo Trucks North America, Inc.
New River Valley Truck Plant
Internal Mail Stop

Dear [Insert Name],

Subject: Evaluation

Recently, the New River Valley Truck Plant sponsored the Leadership Development 2001 program. In an effort to continuously improve this offering, I am asking that you complete the attached survey by March 23, 2001 and return it in the confidential envelope provided. This will require approximately 20 minutes of your time.

I need your participation for two reasons. First, your participation in this survey is vital! Without your comments and observations we will not be able to accurately judge the effectiveness of this program nor make the necessary adjustments to improve it. Second, I am concurrently conducting a research study regarding the effectiveness of the Leadership Development 2001 program in fulfillment of a requirement of my graduate program. Both the company and I need your help and will benefit from your sharing of your time and thoughts.

Let me assure you that the information you provide will be strictly confidential and anonymous. The survey and return envelope addressed to Teresa Flinchum are enclosed. For tracking purposes, the package also includes a coupon to be returned separately again to Teresa Flinchum. However, as there is no connection between the two the information you provide cannot be linked back to you. Please make every effort to be accurate, frank and truthful. This also means there will be no repercussions for allowing your responses to be tabulated as part of the graduate study.

I appreciate your time and cooperation in improving the development of our leadership. When complete please return both the survey and the coupon via separate mailings to Teresa Flinchum in the Human Resources Department. If you have questions you may contact me at extension 7276 or Teresa at extension 7463. As always, I am also available if you choose to stop by my office.

Thank you again both for your time and your prompt help in this matter.

Sincerely,

Gene Dillon
Manager of Training and Salary Personnel
Enclosures (2)
Volvo Trucks North America, Inc.
New River Valley Truck Plant
Leadership Development 2001 Survey

To: [Insert Name]

Purpose

The purpose of this survey is to ascertain the effectiveness of NRV’s Leadership Development 2001 program.

NOTE: With your agreement, these results would be included as data in a thesis being submitted by Gene Dillon in partial fulfillment of the requirements of the Masters Program in Occupational and Technical Studies at Old Dominion University.

These instructions will also serve as the coupon mentioned and will complete the tracking of the surveys when returned separately by interoffice mail to Teresa Flinchum in the Human Resources Department. Just fold so her name is seen on the outside, staple or tape, and drop these two pages in the interdepartmental mail when you complete the survey. Do not leave these attached to the survey.

Background

In an effort to improve the leadership skills and attitudes of its mid-level managers, the New River Valley Truck Plant sponsored the Leadership Development 2001 Program. This program took place from the middle of January through the third week in March of 2001. Twenty members of mid-management participated. The program consisted of 2 main activities:

1. The Campbell Leadership Index which is a 360 degree instrument intended to allow the leader see himself or herself as others see them, and
2. The Dale Carnegie “Leadership Training for Managers” course which endeavored to teach ways of initiating structure and human aspects.

The person on whose behalf you are completing this study took part in this program.

Contents and Return Directions

This package consists of two parts. First there is the survey portion with this sheet attached. It is to be completed and returned as a tracking coupon. Doing so will prevent you from being contacted needlessly in the future. Second, there is a return envelope pre-addressed to Teresa Flinchum in the Human Resources. Placing your survey in this envelop and sealing it will insure your privacy and the confidentiality of your replies on the survey. The tracking coupon should be removed from the staple that secures it and the survey, folded so that the address is prominently displayed and also placed in the interoffice mail.
Survey Directions

The survey consists of 15 questions, some with more than one part. Two types of questions are found—multiple choice and short answer.

Multiple Choice Questions

Considering the leadership behaviors you have seen in the program participant since the program began, check the single answer that best describes your opinion regarding the item. Check only one response per item and clearly indicate your final answer if you should change your response.

Short Answer Questions

The title referring to these need not be strictly obeyed. Please do not leave these questions blank as they add depth and insight to your thoughts that cannot be fully communicated in questions such as multiple-choice answers. Should you require more space than is provided simply make a note and continue on the back of a page or attach additional sheets of paper.

Permission

I agree to allow my survey responses to be included as data in the thesis being submitted by Gene Dillon impartial fulfillment of the requirements of the Masters Program in Occupational and Technical Studies at Old Dominion University.

______________________________
Signature

* * * * * * * * * * * * * * * * * * * *

Please utilize this sheet as a coupon. Fold appropriately and return to:

Teresa Flinchum
Human Resources
NRV
Appendix D

Participant Letter II
February 18, 2001

Reference: Leadership Development 2001

[Insert Name]
Volvo Trucks North America, Inc.
New River Valley Truck Plant
Internal Mail Stop

Dear [Insert Name],

Subject: Evaluation

Recently, the New River Valley Truck Plant sponsored the Leadership Development 2001 program. In an effort to continuously improve this offering, I am asking that you complete the attached survey by March 23, 2001 and return it in the confidential envelope provided. This will require approximately 20 minutes of your time.

I need your participation for two reasons. First, your participation in this survey is vital! Without your comments and observations we will not be able to accurately judge the effectiveness of this program nor make the necessary adjustments to improve it. Second, I am concurrently conducting a research study regarding the effectiveness of the Leadership Development 2001 program in fulfillment of a requirement of my graduate program. Both the company and I need your help and will benefit from your sharing of your time and thoughts.

Let me assure you that the information you provide will be strictly confidential and anonymous. The survey and return envelope addressed to Teresa Flinchum are enclosed. For tracking purposes, the package also includes a coupon to be returned separately again to Teresa Flinchum. However, as there is no connection between the two the information you provide cannot be linked back to you. Please make every effort to be accurate, frank and truthful. This also means there will be no repercussions for allowing your responses to be tabulated as part of the graduate study.

I appreciate your time and cooperation in improving the development of our leadership. When complete please return both the survey and the coupon via separate mailings to Teresa Flinchum in the Human Resources Department. If you have questions you may contact me at extension 7276 or Teresa at extension 7463. As always, I am also available if you choose to stop by my office.

Thank you again both for your time and your prompt help in this matter.

Sincerely,

Gene Dillon
Manager of Training and Salary Personnel

Enclosures (2)
Appendix E

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<td></td>
<td></td>
<td>No</td>
<td>No</td>
<td>7</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>16</td>
<td>28</td>
<td>6</td>
<td>484</td>
<td>7744</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>No</td>
<td>2</td>
<td>4</td>
<td>13</td>
<td>11</td>
<td>30</td>
<td>22</td>
<td>52</td>
<td>900</td>
<td>27000</td>
</tr>
</tbody>
</table>

Chi Square Table

<table>
<thead>
<tr>
<th>Group 1 / Group 2</th>
<th>Significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants/Subordinates</td>
<td>No</td>
</tr>
<tr>
<td>Participants/Supervisors</td>
<td>No</td>
</tr>
<tr>
<td>Supervisors/Subordinates</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Effective x Effective</th>
<th>N(AD-BC)2</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A+B)(C+D)(A+C)(B+D)</td>
<td>Denom</td>
</tr>
</tbody>
</table>

x² values are calculated as follows:

- For the Chi-Square test, x² = Σ[(O - E)² / E]
- Where O is the observed frequency and E is the expected frequency.

- Degrees of freedom (df) = (r - 1) * (c - 1)
- Where r is the number of rows and c is the number of columns.

- The p-value is determined using the χ² distribution with the calculated x² value and df.

- A p-value less than 0.05 indicates statistical significance at the 95% confidence level.