1998

A Study to Determine the Effectiveness of the Leadership Management Development Certificate Program at Old Dominion University

Lorenza I. Harris
Old Dominion University

Follow this and additional works at: https://digitalcommons.odu.edu/ots_masters_projects
Part of the Education Commons

Recommended Citation
https://digitalcommons.odu.edu/ots_masters_projects/286

This Master's Project is brought to you for free and open access by the STEM Education & Professional Studies at ODU Digital Commons. It has been accepted for inclusion in OTS Master's Level Projects & Papers by an authorized administrator of ODU Digital Commons. For more information, please contact digitalcommons@odu.edu.
A STUDY TO DETERMINE THE EFFECTIVENESS
OF THE LEADERSHIP MANAGEMENT DEVELOPMENT
CERTIFICATE PROGRAM AT OLD DOMINION UNIVERSITY

A Research Paper

Presented to

The Faculty of the Department of Occupational and Technical Studies

Old Dominion University

In Partial Fulfillment

of the Requirements for the Degree

Master of Science in Education

by

Lorenza L. Harris

April 1998
This research paper was prepared by Lorenza L. Harris under the direction of Dr. John M. Ritz for the course, OTED 636, Problems in Education. It was submitted to the Graduate Program Director as partial fulfillment of the requirements for the Degree of Master of Science in Education.

APPROVAL BY: [Signature]
DATE: 5-7-98

Dr. John M. Ritz, Advisor and Graduate Program Director
ACKNOWLEDGEMENTS

I would like to thank all the employees, faculty, and staff that participated in this long and tedious research study. Also, a special thank you is extended to Michele Macklin in the Department of Training and Development at Old Dominion University for her suggestions and assistance with gathering data and getting this research approved by her department. In conclusion, I would to thank Dr. John M. Ritz who was helpful with the completion of this research study as well as with my graduate study at Old Dominion University.

Lorenza L. Harris
TABLE OF CONTENTS

Acknowledgements ........................................................................................................... ii
Tables of Tables .................................................................................................................. v
Tables of Figures ................................................................................................................ vi

CHAPTER

I. INTRODUCTION ............................................................................................................. 1
   Statement of the Problem ................................................................................................. 2
   Research Goals ................................................................................................................ 2
   Background and Significance ......................................................................................... 3
   Limitations ...................................................................................................................... 4
   Assumptions .................................................................................................................. 4
   Procedures .................................................................................................................... 5
   Definition of Terms ........................................................................................................ 5
   Overview of Chapters ..................................................................................................... 6

II. REVIEW OF THE LITERATURE .................................................................................. 7
   Leadership Management Training Program ................................................................... 7
   Leadership and Management Training Development ................................................. 8
   University-Based Leadership Training .......................................................................... 11
   Summary ....................................................................................................................... 12

III. METHODS AND PROCEDURES .............................................................................. 13
   Population ..................................................................................................................... 13
# TABLE OF TABLES

<table>
<thead>
<tr>
<th>TABLE</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TABLE 1</td>
<td>I am aware of my leadership and management skills?</td>
<td>16</td>
</tr>
<tr>
<td>TABLE 2</td>
<td>I attempted to implement the new techniques and skills learned during the training.</td>
<td>17</td>
</tr>
<tr>
<td>TABLE 3</td>
<td>I am better able to manage and lead subordinates in the work place.</td>
<td>17</td>
</tr>
<tr>
<td>TABLE 4</td>
<td>I am better able to identify management and leadership issues at the university level.</td>
<td>18</td>
</tr>
<tr>
<td>TABLE 5</td>
<td>Rate the overall quality of the LMDC Program</td>
<td>18</td>
</tr>
<tr>
<td>TABLE 6</td>
<td>Did the program meet your needs and expectations as an employee?</td>
<td>19</td>
</tr>
</tbody>
</table>
TABLE OF FIGURES

PAGE

Figure 1. Leadership and Management Development Model............... 10
CHAPTER I

INTRODUCTION

It has been said that some people are natural born leaders. It also has been said that not all people are good leaders. Obviously, a lot has been said about what makes the perfect supervisor or manager. Does a manager have to be more of a leader or does a leader have to be more of a manager? Some managers find this subject difficult to discuss because many of them have either leadership skills or management skills. Therefore, some must learn to be effective leaders as well as managers. How might managers accomplish this, one might ask? They need to undergo some type of training that will help managers to develop skills to meet lifelong goals.

In many organizations, leadership and management training programs have become a method for enhancing performance and managing skills. Such programs train executives to handle business-related problems by improving inherent skills, character and cooperation among executives (Bunning and Kurr, 1996, p. 1). Their focus is to motivate each participant to concentrate on their skills that are previously unknown to them. Hopefully, the outcome will be the improvement of the organization. Productivity and results are the main concerns of many companies all over the U.S. Such training programs are most crucial to the survival and long-term impact of many businesses.

As a result of employee demand, Old Dominion University's Human Resource Department created the Leadership Management Development Certificate Program to improve the leadership, business strategies and management skills of current employees. Change has affected the university's community greatly, as most departments are trying to
make adjustments from the university of the past. With rising tuition rates, low freshman enrollments, and new technological advances, university managers and supervisors are faced with issues they have never encountered before. For instance, who would have thought that Teletechnet courses and Weekend College would change the university environment. It is evident that managers and supervisors of the future must prepare themselves for change. Therefore, they must take advantage of these opportunities to enhance themselves and their work environment through leadership and management training.

**Statement of the Problem**

The problem of this study was to determine the effectiveness of the Leadership Management Certificate Program at Old Dominion University and how training improves leadership and management skills of the managers and supervisors who participated in the program.

**Research Goals**

To solve this the research problem, the researcher sought to answer the following questions:

1. Did the Leadership Management Development Certificate Program benefit the managers and supervisors who participated in it?
2. Why did the university's managers and supervisors participate in the program?
3. Was the training based on management and leadership issues at the university level?
4. As a result of the training, are the participants more aware of their leadership and management skills?
5. Did the participants attempt to implement the new techniques and skills learned during the training?

**Background and Significance**

Over the past few years, leadership and management had become very popular in overhauling corporate environments all over America. Human resource professionals had seen the need to provide guidance for individuals in management positions. If management could stop shoving their methods down the throats of others, the best solutions for their organization will naturally emerge (Churches, 1995, p. 2). The purpose of Old Dominion University's training is to educate supervisors on how to help members develop their management and leadership skills, address a variety of issues, and meet goals at the university level. If a manager considers himself or herself as being competent, then his or her subordinates are expected to achieve the same competency in the workplace. If those subordinates are not competent enough to meet the university's production goal level, then those individuals need the appropriate support to reach that appropriate production level. Old Dominion University's managers and supervisors must be educated and prepared to provide such managerial support. The Leadership Management Certificate Program would greatly impact the university and how it affects the attitudes, behaviors, and concerns of its students.

At Old Dominion University, managers come from a variety of work and educational backgrounds. These individuals bring different experiences, skills, attitudes and approaches to the university. When dealing with various supervisor's, Old Dominion University's Training Department must ensure that the supervisor's goals are in conjunction with the objectives of the Leadership Management Development Certificate
Program. This will enable managers to become more aware of their managerial objectives, as well as concentrate on implementing skills that will reinforce their training. This research study will focus on the differences between management and leadership among the supervisors and managers at the university. In addition, the program will show how management and leadership skills are combined to create the ideal manager or supervisor. The reason why this is significant is because the university wants its managers and supervisors to have the knowledge to create a productive and successful university environment.

Limitations

The scope of this research was limited to the staff of managers and supervisors at Old Dominion University who recently completed the Leadership Management Development Certificate Program offered by the Training and Development Department located in the Human Resource Department.

Assumptions

This research was based on the assumptions that:

1. The Leadership and Management Development Certificate Program is used as a tool for job advancement.
2. The need for quality leaders and managers determines a need for such training.
3. Does change at the university level determine a need for leadership and management training?
4. The population of managers and supervisors participating in the program is responsible for their department’s productivity and growth.
5. Leadership and management training is a rapidly growing field in human resources development.

6. Issues of leadership and management are becoming a topic of concern for supervisors and managers.

**Procedures**

A survey was distributed to all recent completers of the Leadership Management Development Certificate Program. The survey was designed to determine if the program had a positive or negative effect on the participants and their departments. The instrument was sent through the university mail system to each manager or supervisor who completed the program offered by the Training and Development Department at Old Dominion University.

**Definitions of Terms**

Key terms important to the understanding of this study were the following:

**Leadership**-the capacity to lead or provide direction or guidance.

**Management**-the conducting or supervising of something.

**Training and Development**-the department responsible for the act, process, or method for preparing employees for a particular occupation, activity or skill.

**Human Resource Department**-a division or department of an organization concerned with the employment, benefits, and development of employees.
Overview of Chapters

In Chapter I, the reader was introduced to the Leadership Management Development Certificate Program and its importance to the training of Old Dominion University’s managers and supervisors. Chapter II will review literature concerning leadership and management training. It also will explore how valuable the training is to organizations or universities. Chapter III will address the methods of research used for this study and Chapter IV will discuss the findings of this research. Chapter V will summarize and conclude the research.
CHAPTER II

REVIEW OF LITERATURE

In this chapter the reader will be provided with an overview of the following literature: leadership management training programs, leadership and management training development, and college or university-based leadership and management programs.

Leadership Management Training Programs

How do we define leadership training? Many trade books, magazines, and organizations offer quality leadership training programs. However, is there an need for leadership training programs? A company’s leadership team is responsible for as much as 45 percent to 60 percent of variance in productivity, says Walter Ulmer Jr., a retired army general and former president of the Center for Creative Leadership (Csoka, 1996, p. 1).

Obviously, there is a need for such training programs, but another question comes to mind. Do such training programs actually work? Yes, for the most part, many of the programs do work. Corporations like GE, Hewlett-Packard, Xerox, American Express, McKinsey, Tenneco, and Levi-Strauss are currently creating training to produce the leaders they want. Usually, these training programs concentrate on designing a set of values that mean something to their people and the program includes leadership skills training.

Many managers and top level executives are motivated to participate in leadership and management training programs. By offering courses in ethics, leadership, and total quality management, such programs will expose top level employees to a variety of work related issues. At Old Dominion University, the Leadership Management Development
Certificate Program is offered only on a volunteer basis. Many managers and supervisors are not required to participate in the training programs, but they are motivated by job and skill advancement.

Since many top level employees are encouraged to participate, which training program structure is most effective? The majority of companies and corporations have hierarchal organizational structures with employees at the bottom half of the hierarchy and the supervisors, managers, and senior staff creating the top half of the organization. The program that seems to work best is one that provides feedback. Feedback determines if the training is working. A program that includes the ideas and suggestions of subordinates can shed light on any problems within any institution. Lower-level managers--or really any manager below the vice president--can feel threatened by employees “going over their heads” to meet with higher-level managers (Temares and Lopez, 1992, p. 2). The implementation of feedback from subordinates may alleviate any problems before they happen. By participating in leadership and management training programs, managers are becoming more sensitive to their work environment and organization.

Leadership and Management Training Department

According to Webster’s dictionary, leadership is defined as “to guide or function as a leader.” This definition is only a mere characteristic of what defines an actual leader. A leader is one who motivates as well as manages fellow employees or subordinates (Blanchard, 1982, p. 42). As for defining management, it has been easy to define what a manager is, or what he does. Since the definition of management is so broad, it is best to define a manager by job description. The reason behind this logic is that what a manager
does will best describe a manager. Fortunately, when the subject of leadership and management are combined to develop training, many institutions feel their top level employees can best serve their organization. Managers are people who do things right and leaders are people who do the right things (Handy, 1993, p. 115). At the university level, institutions hope to train managers to achieve both roles.

The development of leadership and management can occur through training. Figure 1 displays how leadership and management training works to achieve the development of the ideal manager or supervisor. When addressing leadership, a leader should be aware of his credibility, behavior, personality, and style. Also, a manager should be aware of management skills such as decision making, delegation, and reprimand skills. Once leadership and management are combined, they are supposed to substitute for each other. For example, if a manager has great decision making skills, instead of leadership skills or vice versa, then the implementation of the training should enable that manager to develop those missing skills.

By implementing training, the managers learn effective strategies that can be incorporated into their departments. In addition, the training opens and establishes interdepartmental lines of communication between fellow employees. This gives the organization a chance to communicate organizational goals and achievements that should be in conjunction with all employees. Also, the program contains courses that concentrate on team building skills in which the manager learns how to work as a team member at the university.

Lastly, this type of training should be implemented periodically because changes occur on a continuous basis. Therefore, organizations must adjust to those changes to be
productive in the future. With quality evaluation procedures, the program can be revised if there is little to no changes to the training.

Figure 1.
Leadership and Management Development Model
University-Based Leadership Training

Big corporations are not the only institutions creating leadership and management training programs for management level employees. Colleges and universities are also establishing such programs. Though these institutions are different in focus, they expect their managers or supervisors to demonstrate leadership in support of the company's objectives and mission.

Many area colleges are working to create quality training for their professional staffs. For example, Regent University offers a program much like Old Dominion University's Leadership Management Development Certificate Program. Regent's Professional Development Training Program provides leadership, motivation, and delegation, as well as a vision to fulfill the overall university's mission. Their program intends to target upper-level administrators and associate deans. The University of Richmond and University of Virginia also have similar programs.

The key factor for implementing the training is to gain support from staff at all levels in the university. Staff members cannot thoroughly support what they do not understand. Therefore, the more we communicate with employees about goals, constraints, and department needs, the better they can understand and support the training process (Tremares and Lopez, 1992, p. 4).

At the university level, many management employees wrongly assume their role as a manager. They assume that management is just supposed to plan and give orders, while subordinates execute plans and produce results. In today's university and college settings, subordinates want to have their ideas heard. If the manager displays a supportive and participatory approach, the university will receive better results in terms of productivity,
costs, absenteeism and turnover. The manager must establish a relationship where he/she can mutually trust his/her subordinates and one in which the manager has complete confidence in employees.

This is a great concern because the university and college climate define the nature of an institution. The organizational climate of a university affects the overall atmosphere of a particular institution to such an extent that one can sense the climate present in the university or college almost immediately upon entering the building (Roucche and Baker, 1986, p. 6). Also, having knowledge of the organization’s climate will allow the university’s Human Resources Department to make the appropriate adjustments to the training. Climate serves as an important determinant of attitudes toward continuous personal growth and development; climate conditions the setting for creativity and the generation of new ideas and program improvements (Pashiardis, 1992, p. 1). This is exactly what the Leadership Development Certificate Program intends to do--create an environment where its managers are willing to learn as well as allow their subordinates to learn.

**Summary**

Chapter II introduced an overview of leadership and management training programs, leadership and management training development, and university-based leadership and management training. Chapter III will address the methods and procedures of data collection.
CHAPTER III

METHODS AND PROCEDURES

The researcher must follow certain methods and procedures to gather the appropriate data to complete this research study. Chapter III was designed to illustrate the following section: population, instrument design, methods of data collection, procedures for statistical analysis and summary. This chapter will discuss how data was collected, from whom it was collected, and how the data will be analyzed for this research study.

Population

The population of this research was composed of faculty and staff members who recently graduated from the Leadership Management Certificate Program at Old Dominion University. The population consisted of 26 graduates who are currently working as supervisors and managers. Also, the participants volunteered to participate in this program. The population of managers and supervisors consisted of various departments throughout the university.

Instrument Design

A survey was designed to evaluate the population that participated in the Leadership Management Development Certificate Program. Its intention was to question the quality of training the population received during the LMDC program. The data collected from the survey determined if the program had a negative or positive effect on the participants and their departments. The survey was composed of questions that asked
participants to rate the benefits of the program, reasons for participation, and the implementation of new techniques and skills. The survey concentrated on answering the research goals of this study. A copy of the survey can be found Appendix A.

**Methods for Collecting Data**

Data was collected from each survey. The survey was mailed through campus mail to the population's department from the Training and Development Office at Old Dominion University. The researcher had permission granted from Michele Macklin, Assistant of Training and Development, to send out the surveys. A cover letter was included which explained the purpose of the survey in relation to the study. The survey was administered in early May 1997. A follow-up survey was sent out in mid-May to those participants who did not return the survey. In addition, another cover letter was sent to ask the population to complete the survey. A copy of the cover letter can be in Appendix B.

**Procedures for Statistical Analysis**

The researcher compiled data based on the population's responses to each question in the survey. Each response will be calculated as percentages and mean responses.

**Summary**

In this chapter, the researcher discussed the methods and procedures used to collect data for this study. An overview of the population, instrument design, methods of collecting data, and procedures for statistical analysis were presented. Chapter IV will discuss the findings of the data collected.
CHAPTER IV

FINDINGS

This chapter presents the findings determined for this study. In this chapter, statistical results are presented to report the outcome. A survey was sent to 26 participants through campus mail at Old Dominion University. The survey collected data from former participants of the Leadership Management Development Certificate Program regarding their evaluation of the training program. Of the 26 participants of the program, three of them no longer work for the university and 20 or 77% responded to the survey.

Survey Results

The survey contained nine questions that were separated in the three following categories: Participant Information, Content Evaluation, and Overall Evaluation. Participant Information questioned information regarding attendance. Content Evaluation questioned the participants opinion regarding the program content and the Overall Evaluation questioned the quality of the program. The data collected from the surveys will follow in the form of tables indicating the participant’s responses.

Participant Information Section

Do you believe the LMDC was beneficial to you, was rated at one hundred percent by the participants. The 20 participants selected yes which indicated 100% of them agree the program were beneficial. In addition, comments on why the participants chose to participate in the program were as follows:

*I wanted to enhance my leadership ability.
*I am always interested in improving my knowledge and skills and LMDC was another way to do this.
*To obtain a certificate, sense of accomplishment and to understand better from a management's point of view.
*Self improvement in leadership and management skills.
*Development of skills and networking.
*To get a broader knowledge and learn new aspects of management and human resources management.
*To learn more about operations of human resources and broaden my knowledge.
I am more aware of my leadership and management skills?

Content Evaluation Section

The researcher concluded that 9 or 45% of the participants felt more aware of their leadership style as a result of the LMDC program by rating it exceptional by selecting 5. In addition, 7 or 35% of the participants felt the training program was above average by selecting 4, while only 4 or 20% of the participants rated the training as average by choosing 3. None of the participants rated lower than 3. The mean for the responses to this particular item was 4.25, above average. See Table 1.

<table>
<thead>
<tr>
<th>Table 1</th>
<th>I am more aware of my leadership and management skills?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legend:</td>
<td>I</td>
</tr>
<tr>
<td>Percentage of Response</td>
<td>0</td>
</tr>
<tr>
<td>Number of Response</td>
<td>0</td>
</tr>
</tbody>
</table>

I attempted to implement the new techniques and skills learned during the training?

In Table 2, it displays that thirty-five percent (7) of the participants rated themselves at five on being more aware of their leadership and management skills. Forty percent (8) rated themselves with a rating of four and the remainder of the participants rated themselves at three or twenty-five percent (5) which is average. The mean for the responses to this was 4.1, above average.
Table 2

| Legend: | | | | | |
|---|---|---|---|---|
| Percent of Response | 1 | 2 | 3 | 4 | 5 |
| Number of Response | 0 | 0 | 25% | 40% | 35% |

I attempted to implement the new techniques and skills learned during the training.  

I am better able to manage and lead subordinates in the work place? Table 3 shows the percentages and numbers of how participants rated themselves on being better able to manage and lead subordinates in the workplace. Thirty percent (6) of the participants rated themselves at five and three on the rating scale. Forty percent (8) of the participants gave a rating of four which is above average. The mean for this item was 4.0, above-average.

Table 3

| Legend: | | | | | |
|---|---|---|---|---|
| Percent of Response | 1 | 2 | 3 | 4 | 5 |
| Number of Response | 0 | 0 | 6 | 8 | 6 |

I am better able to identify management and leadership issues at the university level? Table 4 displays fifty percent (10) of the participants rated this statement with a four. This indicated that they felt it was above average. Thirty five percent (7) rated the statement as exceptional by assigning the rating of five, while fifteen percent (3) rated average by selecting three. The mean for this item was 4.2, above average.
Table 4
I am better able to identify management and leadership issues at the university level.

<table>
<thead>
<tr>
<th>Legend:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of Response</td>
<td>0</td>
<td>0</td>
<td>15%</td>
<td>50%</td>
<td>35%</td>
</tr>
<tr>
<td>Number of Response</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>10</td>
<td>7</td>
</tr>
</tbody>
</table>

Overall Evaluation Section

Rate the overall quality of the LMDC program? Table 5 displays the percentages of the overall course evaluation. Fifty percent or 10 of the participants rated the LMDC program at five which is exceptional. Thirty-five percent or 7 of the participants rated the program above average at 4. The reminder fifteen percent or 3 participants rated the program at 3 which is average according to the scale. The mean for this item was 4.35, above average.

Table 5
Rate the overall quality of the LMDC Program.

<table>
<thead>
<tr>
<th>Legend:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of Response</td>
<td>0</td>
<td>0</td>
<td>15%</td>
<td>35%</td>
<td>50%</td>
</tr>
<tr>
<td>Number of Response</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>7</td>
<td>10</td>
</tr>
</tbody>
</table>

How did the program meet your needs and expectations as an employee? Table 6 shows that fifty percent (10) of the participants rated the program as above average for meeting needs and expectations as an employee, while forty percent (8) of the participants rated the program with a five. The remaining ten percent (2) of the participants rated the program as average for meeting their needs and expectations as an employee. The mean for that particular item was 4.3, above-average.
Table 6
Did the program meet your needs and expectations as an employee.

<table>
<thead>
<tr>
<th>Legend:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of Response</td>
<td>0</td>
<td>0</td>
<td>10%</td>
<td>50%</td>
<td>40%</td>
</tr>
<tr>
<td>Number of Response</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>10</td>
<td>8</td>
</tr>
</tbody>
</table>

Skills Implemented

Also, participants were asked to list some of the leadership management techniques and skills that they have implemented since attending the LMDC program. They indicated the following comments:

* Communicate more effectively with coworkers and manage my responsibilities in a more timely manner.
* How to better deal with a diverse community and develop a more attentive listening skill.
* Increased meeting management, employee development and brainstorming.
* Improve listening techniques and letting subordinates make more consequential decisions.
* Understanding management decision making techniques.
* Coaching techniques.
* Team effectiveness, communication skills, diversity managing, and ethical leadership.
* Motivating employees, counseling employees, providing adequate information and handouts on personal situations, calming irate staff and customers, listening without being judgmental, and not letting personal bias take control of a decision.

Summary

The findings of this study were documented from survey analysis. Of the twenty-six participants, twenty participants responded to the survey while three of the participants were no longer with the university. This was at the rate of seventy-seven percent. The statistics gathered from the survey were calculated in this chapter, while the findings will be used to determine the conclusions and recommendations in Chapter V.
Chapter V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter was to report the summary, conclusions and recommendations. In addition, this chapter summarized the findings of the research study.

Summary

The problem of this study was to determine the effectiveness of the Leadership Management Development Certificate Program at Old Dominion University and how training improves leadership and management skills of the managers and supervisors who participated in this program. The research survey was administered to 26 faculty and staff members who recently graduated from the program.

The research goals, which will follow in the conclusion section of this chapter, were used to determine the purpose of the study. The significance of this study was based on the university’s need for its managers and supervisors to have the knowledge to create a productive and successful university environment.

Conclusions

The research goals sought answers to the following questions:

1. Did the Leadership Management Development Certificate Program benefit the managers and supervisors who participated in the program? The participant’s agreed at a 100% that the LMDC program was beneficial. The researcher found that this indicated that Old Dominion University does offer a quality management training program. Also, this implied that participants definitely felt the program was beneficial to them. In
addition, 50% of the participants rated the program at 5 which means they felt the program was exceptional. Thirty-five percent rated the program above average and fifteen percent rated the program at three, which is average according to the scale used in this study.

2. Why did the university’s managers and supervisors participate in the program?

Comments on why participants chose to attend the program were as follows:

*I wanted to enhance my leadership ability.
*I am always interested in improving my knowledge and skills and LMDC was another way to do this.
*To obtain a certificate, sense of accomplishment and to understand better from a management’s point of view.
*Self improvement in leadership and management skills.
*Development of skills and networking.
*To get a broader knowledge and learn new aspects of management and human resource management.
*To learn more about operations of human resources and broaden my knowledge.

Participants attended the program to broaden their knowledge and obtain the appropriate skills to improve the leadership, business strategies and management skills of their current employees.

3. Was the training based on management and leadership issues at the university level? The participants were asked the question I am better able to identify management and leadership issues at the university level. Over half of the participants could identify management and leadership issues. Fifty percent of the participants rated this statement with a four, indicating that they felt it was above average. Also, seven of the participants rated it as exceptional and three rated this statement as average. One could assume from the participant’s response to the question that they felt the management and leadership issues covered in the LMDC program were based at the university level.
4. As a result of the training, are the participants more aware of their leadership and management skills? The researcher discovered in the findings that fifty-five percent of the participants completed the program more aware of their leadership and management skills. The percentage of those who rated the program above average were 35%, while 20% rated it as average. The program provided some insight on discovering leadership and management styles. Obviously, almost half of the participants left the program feeling more aware of their skills.

5. I attempted to implement the new techniques and skills learned during the training. With a combined score of 75%, the majority of the participants rated this question with a 5 (35%) or 4 (45%). The training provided new techniques and skills the participants implemented after attending the program. They indicated the following comments:

* Communicate more effectively with co-workers and manage my responsibilities in a more timely manner.
* How to better deal with a diverse community and develop a more attentive listening skill.
* Increased meeting management, employee development and brainstorming.
* Improved listening techniques and letting subordinates make more consequential decisions.
* Understanding management decision making techniques.
* Coaching techniques.
* Team effectiveness, communication skills, diversity managing, and ethical leadership.
* Motivating employees, counseling employees, providing adequate information and handouts on personal situations, calming irate staff and customers, listening without being judgmental, and not letting personal bias take control of a decision.

The participants listed some leadership management techniques and skills they have implemented since attending the LMDC program. Based on the participant’s responses,
they did attempt to implement new techniques and skills learned during the LMDC program.

Recommendations

Based on the conclusions, the researcher made the following recommendations:

1. Participation for supervisors and managers should be mandatory for leadership and management training.

2. An alternative program should be created for long time non-management level employees to enhance their skills for management positions.

3. Supervisors and managers should be rewarded for their voluntary participation with raises or other types of incentives.

4. The LMDC program should emphasize team building strategies within departments at the university.
BIBLIOGRAPHY


APPENDICES

APPENDIX A, Sample of Research Survey

APPENDIX B, Sample of Cover Letter
APPENDIX A

Research Survey
LEADERSHIP MANAGEMENT DEVELOPMENT CERTIFICATE PROGRAM SURVEY

Purpose: The distribution of this survey will determine if the Leadership Management Development Certificate Program (LMDC) at Old Dominion University has given you the knowledge to effectively enhance your management and leadership skills.

Directions: Please indicate your response by placing a check in the participant information or by circling one of the choices below in the content evaluation section. Also, please include comments in the spaces provided throughout the survey.

Participant Information:

Do you believe the LMDC was beneficial to you? Yes___ No___

Why did you choose to participate in the program?

Legend:

1- Poor 2-Below Average 3-Average 4-Above Average 5-Exceptional

Content Evaluation

I am more aware of my leadership and management skills.

I attempted to implement the new techniques and skills learned during the training.

I am better able to manage and lead subordinates in the workplace.

I am better able to identify management and leadership issues at the university level.

Overall Evaluation

Rate the overall quality of the LMDC program.
Did the program meet your needs and expectations as an employee.

List some of the leadership and management techniques and skills that you have implemented since attending the LMDC program:
APPENDIX B

Cover Letter
July 15, 1997

Michelle Macklin
Human Resources II
Department of Training and Development

Dear Ms. Macklin,

My name is Lorenza Harris and I am a graduate student at Old Dominion University. I am currently conducting a research study as a requirement for the completion of my graduate program. The research study is regarding your participation in the Leadership Management Development Certificate Program.

Old Dominion University is in the process of reevaluating their Leadership Management Development Certificate Program. The university and I need your help in sharing ideas and thoughts on the session you attended.

Enclosed you will find a survey questioning your feelings about your participation as well as the content of the program. I ask that you would take the time to fill out this survey about your experience. All comments will be confidential and anonymous. It is very important that you respond to this survey. Your comments and ideas will assist the Department of Training and Development in recognizing how to improve the overall program.

I appreciate your time and cooperation in completing this survey. Please forward this survey via campus mail to Michele Macklin at the Department of Training and Development. If you have any questions, you may contact me at 423-2283 or Michele Macklin at work ext. 5139.

Again, thank you for your time.

Sincerely,

Lorenza L. Harris