

**PARTICIPANTS' PERCEPTIONS OF THE VALUE AND EFFECTIVENESS OF
THE LEADERSHIP BOCA PROGRAM**

by

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Abstract

Leadership development is critical to organizations and communities alike. Worthwhile to such organizations is to sponsor programs and curriculum to support the assertion that individuals with developed leadership skills will benefit the community through contribution and service. This study examined the effectiveness of the Leadership Boca program from the participants' perspectives. Graduates' perceptions regarding the usefulness of the program were measured by the researcher facilitating a questionnaire. In addition, the merits for participation and the graduates' confidence in the program's ability to meet its commitments were measured. The results from the study indicated graduates' favorable perceptions of the program meeting its expected outcomes. Research participants reported a strong affiliation with the Boca Raton professional community and an awareness of how participation in the Leadership Boca program benefits employers.

Dedication

This study is dedicated to the many students and lifelong learners working diligently to develop their leadership capabilities. I look forward to your leadership for our future.

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I would like to acknowledge my gratitude and appreciation to the chairperson of my dissertation committee who, most importantly, has served as my faculty mentor for several years, Dr. Jim Mirabella. Dr. Jim, you are an inspiration, a motivation, and a consummate supporter of my doctoral work, my professional work, and my personal goals. Simply put, this study could not have been accomplished without you. I truly appreciate your steadfast belief in me as a Capella learner and a young professional.

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CHAPTER 1. INTRODUCTION

Introduction to the Problem

Organizations seek opportunities for their prospective leaders to acquire new skills, increase knowledge, and broaden perspective. High functioning organizations seek more effective leaders with greater understanding of organizational roles. When an organization commits its time and resources to leadership development, it considers the individual, his or her current role in the organization, and the intended succession plan for the individual. When organizations commit to learning, they increase their capacity to take effective action (Kim, 1993). As a result, effective action leads to competitive advantage. Capable, developed individuals deliver advantage to an organization. As Lynn and Rapp (2007) concluded “bright, innovative employees provide a distinct advantage in meeting the needs of a community” (p. 12). In an effort to remain competitive and relative, there is a need for increased community leadership, leading many communities to create leadership development programs (Azzam & Riggio, 2003). Organizations steadfast in their efforts to gain advantage utilize these development training programs.

In Boca Raton, Florida, the Greater Boca Raton Chamber of Commerce is such an organization. The chamber, a membership association, is aware of its ability to affect change and growth in its community through the commitment to its members and their individuals. The area in and around Boca Raton is vibrant and active, with innumerable

options for professional growth, family activity, and exchange with the outdoors and beautiful environment. In addition to being well-known for its crystal blue ocean, seaside beaches, bike trails and outdoor shopping malls, the city of Boca Raton is host to the largest chamber of commerce in Palm Beach County (Boca Raton Chamber, 2009).

The Greater Boca Raton Chamber of Commerce serves 1,500 companies and professional organizations throughout the eastern, central and western parts of the city (Boca Raton Chamber, 2009). These services include networking, programming, education, volunteerism, and opportunities for leadership (Boca Raton Chamber, 2009). As a result, the chamber of commerce is an integral part of the city's targeted expansion and future fortitude. For this reason, the Greater Boca Raton Chamber of Commerce is committed to providing leadership development opportunities to its membership.

Much leadership development training allows its subjects to explore their opportunities for advancement and consider their overall organizational fit. Simultaneously, through development offerings, the organizational leaders consider the personality, interests, values, and skill set of the prospective leader they seek to groom. Development requires an individual's willingness to change and accept feedback (Avolio, 2005). Leaders must self-identify their capacities and abilities to determine the value they add for the improvement of the organization. For these reasons, leadership development and training is critical to an organization's success and longevity.

Burns (1978) stated "leadership is one of the most observed and least understood phenomena on earth" (p. 19). This study sought to clarify a specific aspect of the least understood phenomena by measuring the fundamental worth of a leadership development program facilitated by the Greater Boca Raton Chamber of Commerce titled Leadership

Boca. The study supported the concept that leaders benefit from social coherence for myriad reasons, including the desire to find constituents with shared values so that principled leadership becomes possible (Gardner, 1990). In its intention, Leadership Boca inflicts a positive difference on its community by preparing its graduates to take leadership positions in both private and public sectors.

The Leadership Boca program components include meeting with experts in the fields of government, health care, environment, education, social services, business, public safety, the arts, the media and more (Leadership Boca, 2005). Through exposure to multitude professions and industries, participants learn the issues and situations calling for leadership. Some may be called to service, others to elected positions. It is critical to provide leadership development training for Boca Raton community leaders and to quantify the results so that outcomes may be measured for future program planning. To date, evaluations of the program(s) have focused on participant satisfaction. It is common for evaluations on community leadership development programs to focus on participant satisfaction (Wituk et al., 2003). Yet this study varied from those evaluations as it intended to measure the participants' perceptions of the program's value and effectiveness.

In chapter 1, this research includes a thorough background of the foundations the study is built upon. The current status of the problem is addressed and measured. Additionally, the study was considered for its significance to industry, organizations, and community. In chapter 2, an intensive review of leadership development theory is presented. Consideration of the skills model of leadership and its ability to catapult organizations to leadership development commitment is addressed. A presentation of the

gap in leadership theory that this research fills is also included. Chapter 3 of this study presents the research methodology and design the researcher utilized. Specifics of the population chosen, the process for collecting their responses, and the analysis of the data are included. Chapter 4 indicates all results collected and analyzed, and chapter 5 details the conclusions the researcher drew from the data, and recommendations for future research.

Background of the Study

Successfully integrated organizational change stems from effective leadership. Lynn and Rapp (2007) contended “bright, innovative employees provide a distinct advantage in meeting the needs of the community” (p. 12). Success depends on these mentored change-agents working inside an organization and throughout the greater community. As an organization in and of itself, the civic community in Boca Raton, Florida is young, vibrant, and full of potential. This community seeks ethical, well-informed leaders to assist in directing its premier industries and in attracting additional commerce to the city. The single most important ingredient for building a successful, thriving community is an investment in leadership (Leadership Boca, 2007). Whether it be serving as an elected official or chairing a private sector multinational conglomerate, the Boca Raton business community recognizes that the leaders being developed today will endure to fill these positions in the near future.

Through continual evolution, the nature of communities and their issues is ever changing (Etzioni, 1993). Attracting new industry and providing resources and support for the population inhabiting the city remain longstanding charges of a chamber of

commerce, its members, and civic officials. Preparing community members and working professionals for elected positions in the community is a worthy commitment. Elected leaders are expected to advocate for their constituents and respond to the needs of their people (Bass, 1990), all the while ensuring the city's livelihood and healthy financial status.

The first community leadership development program confirmed was sponsored in 1959 in Philadelphia, Pennsylvania (Galloway, 1997). The creation of the development program proved fruitful for the city, leading to subsequent versions of leadership development programs in cities nationwide. To date, the Community Leadership Association approximates 750 such programs across the United States intended to develop community leaders (Wituck et al., 2003). These programs often provide leadership development, networking opportunities, and community orientation to professionals from diverse industries and sectors. The diversity in participants affords the community the position to involve such leaders in nonprofit organizations, community initiatives (awareness), or elected positions (Gardner, 1990).

The Leadership Boca curriculum consists of eight one-day sessions spanning over 16 weeks. The eight sessions represent eight different facets of community development and expose the participants to each of them. The eight units are embedded into daylong educational sessions when the participants travel as a group to visit constituents in a range of industries. For years 2002 through 2007 the eight Leadership Boca sessions encompassed the following topics:

- Simulated Society (SIMSOC) Day
- Past, Present & Future Day

- Education Day
- Health & Human Services Day
- Environmental Awareness Day
- Government Day
- Media Day
- Culture & Tourism Day (Leadership Boca, 2005)

By familiarizing the Leadership Boca participants to the various industries prevalent in the community, the Greater Boca Raton Chamber of Commerce educates prospective leaders of tomorrow. The program seeks to ensure that community leaders possess the knowledge that will enable them to meet the challenges of the future (Leadership Boca, 2007). Access to myriad constituents and leaders across many critical industries is a proposed deliverable of the program.

The Greater Boca Raton Chamber of Commerce, like many other civic organizations nationwide, has designed its leadership development program to provide instruction, development, coherence and orientation to potential community leaders. Managers across sectors provide for the personal growth and development of their associates and directly influence and enhance these opportunities (Morse & Wagner, 1978). For these reasons, organizations and corporations oftentimes sponsor an employee to participate. However, the efficacy of the commitment of finances and time is often overlooked. It is difficult to determine the influence and impact a community leadership development program has on its community (Galloway, 1997). This study, completed to measure the effectiveness and value of the program's reported benefits, enables future

managers to discern the program's worthiness for their organization's leaders. Moreover, the chamber of commerce may consider curricular revisions to the program.

Statement of the Problem

There is a need for community leaders to promote the financial benefits and professional interests a city can provide in an effort to attract new industry, as well as to provide assistance and support to retain current industries (Galloway, 1997). With substantial management and leadership development programming taking place inside corporations and organizations, mostly to mentor its future leaders, there remains a deficiency in programming and orientation to various leadership scopes within a civic community. To combat this shortage the Greater Boca Raton Chamber of Commerce developed Leadership Boca. The program has received significant praise from the organizations that commit and sponsor their employees to its curriculum but until now, no sophisticated analysis of the program's efficacy has been sought. This study addressed the problem that it is unknown if the program's stated outcomes are indeed achieved, resulting in a determination whether the program is of value, effective and applicable.

Evidence was needed to determine the effectiveness of the program, its ability to meet its intended results, and the outcomes on its most influential asset – its graduates. In an effort to provide the necessary evidence, this study implored an analysis of the participants' perceptions of the value of the Leadership Boca program. Had the study's results indentified weaknesses and challenges in the program's ability to meet its proposed outcomes, then the results could have provided target areas for revising and

rearranging the curriculum. However, since the study resulted in finding the graduates perceive the program does capably meet its objectives, its results lead to recommendations and considerations for program expansion to a different population of participants and/or different industries to target.

After analyzing the completed study, the results were found to be favorable, providing the Greater Boca Raton Chamber of Commerce useful, quantifiable findings to support the merits of the Leadership Boca program. The Greater Boca Raton Chamber of Commerce now hosts tangible data to market the usefulness of organizations sponsoring their employees to participate in the program, and too, the chamber can defend the advantages the community reaps by participants gaining knowledge, understanding, and skill through the curriculum. This successfully conducted study may likely lead community leaders to consider the findings and revise the program as deemed necessary, either through reduction or expansion.

Purpose of the Study

The purpose of this study was to examine graduates' perceptions on the effectiveness of and benefits from having participated in the leadership development program. The Greater Boca Raton Chamber of Commerce lists the following benefits resulting from an individual's participation in Leadership Boca:

- Leadership Boca participants will become a part of a growing network of community leaders with whom they will interact for the remainder of their careers.

- Participants will become a more valuable asset to their employer by providing face-to-face contacts with current community leaders, identifying concerns and issues, and preparing themselves to assume leadership roles of tomorrow.
- Leadership Boca graduates have the opportunity to return to the community some of what the community has given to them (Leadership Boca, 2007).

The research was gathered directly from recent graduates of the Greater Boca Raton Chamber of Commerce's Leadership Boca program, graduating classes of years 2002 through 2007. The intent was to determine the impact the program has on the community through measuring its effectiveness. The assessment of the program's efficacy was derived from the graduates' perceptions of its value. The program itself "represents the Greater Boca Raton Chamber of Commerce's effort to ensure that our community leaders possess the knowledge that will enable them to meet the challenges of the future" (Leadership Boca, 2007).

The quantitative study examined graduates' perceptions of the program's intended outcomes. The study relied exclusively on scales of measurement that numerically (quantitatively) supported the research's proposed hypotheses. This method provided concrete results derived from specific questions that limited respondents' choices for answer; it also ensured validity and reliability. Quantitative data was collected with 9 Likert-type survey questions from Leadership Boca graduates who participated between the years 2002-2007. These Likert-type questions enabled respondents' scores to be compared with a distribution of scores from the population (Cooper & Schindler, 2006). Descriptive statistics were used to report to what extent graduates perceive the program to meet its intended outcomes; perceptions of its effectiveness. Inferential statistics were

used to distinguish the effect of the graduates' perceptions on the dependent variables the respondents self-report. An important independent variable to this study is the year of graduation (2002, 2003, 2004, 2005, 2006, and 2007). Though the curriculum and program benefits asserted remained constant across these graduation years, the years since graduation provided other indicators, such as a significant effect upon participation rates. This data collection plan supported the purpose of the study.

Successfully measuring the Leadership Boca program's ability to meet objectives and intentions provides the chamber the necessary data to garner more program support or to expand the current curriculum into other concentrations. For this reason, the study adds to the current body of research supporting the merits of leadership development and training programs.

Research Questions

The quantitative study was based on four research questions. These questions were utilized to determine if program graduates feel they have received the benefits presented to them and asserted by the Greater Boca Raton Chamber of Commerce at initial enrollment in the Leadership Boca program. In particular,

Research Question 1

Will Leadership Boca participants become a part of a growing network of community leaders with whom they will interact for the remainder of their careers?

Research Question 2

Will participants become a more valuable asset to their employer by providing face-to-face contacts with current community leaders?

Research Question 3

Will participants become a more valuable asset to their employer by preparing themselves to assume leadership roles of tomorrow?

Research Question 4

Will Leadership Boca graduates have the opportunity to return to the community some of what the community has given them?

Significance of the Study

Community leadership programs are common and popular nationwide. Most community chambers of commerce employ some derivative of a community orientation program. The Community Leadership Association (2007) estimated nearly two thirds of all community leadership programs are spearheaded by chambers of commerce (Wituck et al., 2003). As such, the Leadership Boca program is intended to increase leadership opportunities and heighten community awareness in a manner which enables graduates to function as community leaders. Where it is understood management focuses on simplifying complexities, leadership focuses on change (Kotter, 1990). The ability to manage and direct change is common to leadership theories. In this study's application of leadership theory, Leadership Boca graduates serve as agents of change for the greater Boca Raton community.

This research examined the effectiveness of the Leadership Boca curriculum and program content and considers the graduates' perspectives of knowledge application and

utilization – the program’s benefits. Additionally, the study measured the frequency at which program participation leads to leadership development through professional/employment promotion. Wituk et al.. (2003) concluded “despite their widespread use, evaluation of community leadership programs and their impact is limited” (p. 78).

This study contributes to the overall knowledge on the merits for investing human capital in leadership skill development. As a result, it provides practical implications for the Greater Boca Raton Chamber of Commerce to contemplate enhancing, planning, and renewing its Leadership Boca program. The study provides guidance to the chamber’s Board of Trustees when considering program expansion or refocus.

Definition of Terms

It is important to understand the key terms utilized in this study. Definitions employed in this study include the following key terms.

Behavioral leadership theory. Explains how leaders vary their behaviors according to the nature of a situation or the outcome desired (House, 1971).

Leadership Boca. A community leadership development program to expose prospective leaders to multitude professions and industries and learn about issues in the Boca Raton community calling for leadership (Leadership Boca, 2005).

Organizational learning. A process that links knowledge acquisition and improved performance (Garvin, 1993).

Skills model of leadership. A theory in support of leadership being learned, fostered, honed, and developed (Katz, 1955).

Trait theory of leadership. Differentiates leaders by focusing on personal qualities and characteristics of the person (Robbins, 2003).

Assumptions and Limitations

The data for this study was gathered using a self-reporting questionnaire. The questionnaire was constructed by this researcher to measure the perceptions graduates possess of the program after completion.

This study was limited to participants in the Leadership Boca program who successfully completed the curriculum, resulting in graduation between June 2002 and June 2007. Six years of Leadership Boca graduates resulted in a population size of 246 participants, of which the Greater Boca Raton Chamber of Commerce had 229 e-mail addresses on record. The Greater Boca Raton Chamber of Commerce professional team agreed to provide contact information, including the e-mail addresses for its graduates, but it was assumed the graduates would elect to participate in the study. It was also assumed the responses would reflect the participants' true perceptions of the program's effectiveness. Moreover, it was assumed that the findings for the six years included in the study would be reflective of all graduates' perceptions.

The focus of this study was limited to the supposed honesty and accuracy in the participants' responses. This study was also limited to the Leadership Boca program facilitated through the Greater Boca Raton Chamber of Commerce in the 2002 through 2007 class years. The results of this study were not applied to similar programs or other

cities. Lastly, the study was limited by the lack of available research on civic leadership development programs. Though the programs are common, the practice of evaluating their outcomes is rare (Wituk et al., 2003).

Summary

Avolio (2005) asserted “leadership development, like leadership itself, is a process that is embedded in a context that is changing and emerging all of the time” (p. 169). As a consequence, research that explores the impact and effectiveness of leadership development programs is timely and evolving. There has been considerable work done to support the theory that leadership development is advantageous to the individual and the organization. As Fulmer and Wagner’s 1999 study showed, “best practice organizations develop their leaders rather than recruit them from other companies” (p. 30). Identifying future leaders within the organization and developing their skills and abilities specific to the organization can serve as a great competitive advantage regardless of business industry. These practices are commonplace for organizations committed to learning and growth.

Organization of the Remainder of the Study

Chapter 1 provides an overview of the study as well as an explanation of the problem; the void in current research to assess the value and effectiveness of this particular leadership development program. The introductory review of the study indicated the current need for research to determine the impact on the community by (civic-oriented) leadership development programs (Galloway, 1997). The quantitative

study provides an analysis on the perceptions the program's graduates, having participated in the program and then reflecting on its value to them as working professionals and community members.

Leadership helps communities reach a shared vision for their future (Wituk et al., 2003, p. 86). For this reason many communities invest in leadership development, so as to ensure a pipeline of strong, civic-minded leaders for the vitality of the community tomorrow. Particular to this study, the Leadership Boca program develops a pool of leaders available to become involved in creating, maintaining and enhancing the quality of life of Boca Raton (Leadership Boca, 2007). This study reviewed the dynamic Greater Boca Raton Chamber of Commerce's attempt to provide its business community this service.

The perceptions reported by the survey respondents were specific to the Leadership Boca program and should not be generalized to leadership development programs offered by other chambers of commerce, nor should the conclusions be applied to leadership development programs in different industries. Rather the study adds to the body of research founded in the skills model of leadership and provides insight into the value of formalized leadership development programs for community development.

Chapter 2 provides a review of the literature from the seminal theorists of varying leadership models. The literature review is founded on Katz's theory that leaders need certain skills and that these abilities are acquirable (Katz, 1955). Included is an explanation of how each theory serves as a building block for curriculum specific to community leadership development programs. The literature review also provides detail and explanation into the Greater Boca Raton Chamber of Commerce's sponsored

program, Leadership Boca. Chapter 3 indicates the preferred quantitative design method and explains its merits and application. The rationale for the study's design is presented. Descriptions of population, sample, variables, instrumentation, and data collection procedures are offered, as is a plan for analyzing the reported data. At the conclusion of chapter 3, the study's validity and reliability are considered, as are the ethical considerations of the research. Chapter 4 details the results of the research study and chapter 5 provides insight, conclusions, and recommendations for future research.

CHAPTER 2. LITERATURE REVIEW

Introduction

This literature review examines the importance of professional leadership development programs. It explores the need for such programs and the various models through which program curriculum is developed. The review highlights how effective community leadership development programs, when implemented strategically and timely, can transform communities (Chrislip, 2002). The potential impact on a leader is influential and pertinent and at the same time, critical to the community's sustainability. The review identifies the pillars of successful leadership development programs and their formats, each of which draw upon theory-based leadership models.

Bass (1990) offered a comprehensive definition of leadership in conceiving it as eleven classifications to include

- the focus of group process,
- a matter of personality,
- a matter of inducing compliance,
- the exercise of influence,
- particular behaviors,
- a form of persuasion,
- a power relation,
- an instrument to achieve goals,

- an effect of interaction,
- a differentiated role,
- initiation of structure (p. 11).

Each of these roles and classifications for leadership is founded upon a theory of how leadership is identified, cultivated, developed, applied, and utilized. In support of leadership development, various theorists and their contribution to this body of work will be examined.

This chapter reviews theories by which leadership development is built upon. After an assessment of the sequential order of leadership theory development, this literature review focuses particularly on the theory that leadership is a skill that can be learned, fostered, honed, and developed. The contributing theorists to the skills model include Katz (1955), Fiedler (1967/1981), Bass (1967/1990), Mumford et al. (1993, 2000), and most recently, Avolio and Bass (2002), Bennis (2003), and Avolio (2005). These primary sources of literature are presented and their contributions assessed.

To conduct the literature review, searches for articles, documents, journals, dissertations and books were performed, focusing on various leadership theories and in particular, trait theory, behavioral theory, and a comprehensive investigation into skills theory and its models. Peer reviewed articles were the primary resource for literature review, seconded by books, preferably authored by seminal theorists. To supplement these resources, the Greater Boca Raton Chamber of Commerce website was helpful to locate information on program specifics, as were the Boca Raton Chamber of Commerce's Leadership Boca program application and brochure.

Review of Pertinent Literature

The literature review began with identifying the theorists whose work supports the need for leadership development programs. The theorists identified have contributed to the body of work that suggests leadership is relevant and applicable, that effective leaders possess particular skills and capacities, and that these skills can be developed. The basis for this study’s literature review was founded on seminal Skills theorist Katz (1955) and continues toward current day researcher Avolio, who identifies developmental readiness of leaders (Avolio, 2005).

Leadership studies are rooted initially in trait theory, or “Great Man” theory, and conceptualized ongoing by myriad theorists through behavioral theories which include situational leadership and experiential learning, and transformational leadership theory, with theorists framing the research for skills theory, and development theory. Table 1 identifies key theorists included in this literature review and indicates each researcher’s contribution.

Table 1.
Leadership Theories and Theorists Included in this Literature Review.

Theory	Seminal Theorists	Building Block Theorists	More Recent Theorists
Trait Theory	Stogdill, 1948 Mann, 1959 Lord et al., 1986	Kirkpatrick and Locke, 1991 Bryman, 1992 Hellriegel, et al., 1992	Ilies, et al., 2004
Behavioral Theory	Hemphill, 1949 House, 1971	Mintzberg, 1973 Morse and Wagner, 1978	Kouzes and Posner, 1987

Table 1 continued.
 Leadership Theories and Theorists Included in this Literature Review.

Theory	Seminal Theorists	Building Block Theorists	More Recent Theorists
Situational Leadership	Fiedler, 1967	Campbell et al., 1970 Vroom and Yetton, 1973	Chemers, 1984
Transformational Leadership	Burns, 1978	Bass, 1985 Bennis and Nanus, 1985 Yukl, 1989	Avolio, 2002 Conger, 2003
Skills Theory	Katz, 1955	Kolb, 1984 Mumford et al., 1993	Mumford et al., 2000
Leadership Development	Gardner, 1990	Northouse, 2004	Lynn and Rapp, 2007

In preparing the literature, reviews were conducted utilizing local libraries and electronic databases. Keyword searches were conducted on ProQuest, EBSCOhost, ABI/INFORM and UMI. These searches provided articles and journals on the merits of leadership development programs and their varied formats and purposes. Peer reviewed articles provided information specific to the various leadership models and the assigned theorist to each. Textbooks and research documents were employed to identify core themes and definitions.

Literature specific to the leadership development program to be studied, the Greater Boca Raton Chamber of Commerce's Leadership Boca program, were reviewed. The chamber of commerce's website and program brochure were informational.

Additional websites were searched for relevant comparisons to similar leadership development programs and the format in which the community identifies the leaders who will participate. These websites also provided comparisons of program curriculum.

Several dissertations were located that studied community leadership programs or the value of leadership development to an organization and its investment in personnel growth. Dissertations and research studies were also located that were researched outcomes of participants having participated in employee-sponsored leadership development activities or community leadership programs. These studies were useful in identifying leadership program themes, research formats, and for reviewing the researcher's suggestions for future research consideration.

Theory-Based Leadership Models

There are as many different definitions of leadership as there are attempts to define its concept (Bass, 1990). The study of leadership is a worthy exercise considering that civilizations, organizations and communities prosper as a result of it. Research is necessary to determine how leaders are selected, to discover what they do, to discover why they are effective, and to determine whether they are necessary (Yukl, 1994). There are various theories to support these determinations.

Several theories seek to provide explanations for successful leadership. These theories focus on leaders' attributes, what leaders do, and how they behave (Bass, 1990). There are seminal theorists supporting trait theory, behavioral theory and/or skills theory. The dilemma regarding the making of a leader is rooted in the contrast between traits, behaviors and skills. Trait theorists claim that leadership is determined by the

characteristics of the individual (Mumford, O'Connor, Clifton, Connelly, & Zaccaro, 1993). This theory limits the applications of leadership, suggesting improvement and refinement of one's traits is not possible through leadership development. And yet, there is no consistent set of traits that differentiate leaders from non-leaders across a variety of situations (Stogdill, 1948).

In contrast to the trait theory are the behavioral theory and the skills theory. These theories' foundations suggest effective leadership is conceived through the union of one's desire to attain a leadership role and one's ability to contribute knowledge, skills, or resources to the organization (Fiedler, 1981). It is theorized that leadership behaviors are not transferable from one situation to another, so as to suggest leadership competencies are situational, depending on time, place, people, and occasion. Situational leadership and ultimately transformational leadership are entrenched in leadership's behavioral theories. Behavioral theorists provide insight into the process of how leadership works and leadership's influential behaviors (Sharpe, 2005). These situational determinants of leadership success were neglected by trait theorists (Yukl, 1989).

To add value to organizations' leadership development efforts, training and development efforts should be founded on theory-based leadership models. Five theory-based leadership models are reviewed here.

Trait Theory

Trait theory of leadership differentiates leaders from non-leaders by focusing on personal qualities and characteristics (Robbins, 2003). This theory argues there is a set of traits and personality types that are best suited for organizational leadership positions.

The underlying philosophy supports that leaders are born with physical traits, personality traits, and ability traits that distinguish them from their counterparts – non-leaders. To support this philosophy, theorists embraced the notion that successful leaders possess certain characteristics. This proves challenging, considering it is well-known leaders come with varying styles, interests, abilities, passions, motivators, and followers. It could be argued that no two leaders are the same. However, the trait model of leadership presents a set of best-practices guidelines for identifying leaders.

Mann's (1959) research contributed to the trait theory of leadership by suggesting particular personality traits differentiate leaders from non-leaders. Many years later, Kirkpatrick and Locke (1991) supported trait theories in contending "it is unequivocally clear that leaders are not like other people" (p. 59).

Given the specifics of a particular leadership position, the trait approach contends the leader will likely have particular traits and behaviors considered suitable of a leader. Nearly sixty years ago, traits common to leaders included intelligence, alertness, insight, responsibility, initiative, persistence, self-confidence, and sociability (Stogdill, 1948). Yet another list of characteristics successful leaders possessed has been theorized to include (a) physical vitality/stamina, (b) intelligence/good judgment, (c) willingness/eagerness to accept responsibility, (d) knowledge of the task at hand, (e) understanding of followers needs, (f) skills in dealing with people, (g) need to achieve, (h) capacity to motivate, (i) courage/resolution, (j) capacity to earn trust, (k) capacity to manage and decide, (l) confidence, (m) ascendance and assertiveness, and (n) adaptability of approach (Gardner, 1990). It is argued the list of traits possessed by effective leaders is endless. For instance, another study identified successful leaders' traits as (a)

intelligence, (b) maturity, (c) intrinsic motivation, and (d) employee-centered (Hellriegel, Slocum, & Woodman, 1992). A qualitative synthesis of previous research was conducted by Kirkpatrick and Locke (1991) and concluded the differentiators between leaders and non-leaders span from six distinct traits: drive, desire, honesty, self-confidence, cognitive ability, and business knowledge (Northouse, 2004). The seminal theorist's study identified strong leaders possess the traits of intelligence, masculinity, adjustment, dominance, extroversion, and conservatism (Mann, 1959).

As these theorists' examples show, many researchers struggle to find consensus on a list of traits and attributes leaders' exhibit. For decades, the accepted list has evolved and accepted revision depending on external factors and arguably, the result of organization's committing to leadership development activities and programs. Included here is Table 2 depicting the various traits the trait theorists have developed in the sixty years the theory has been researched. For each, the primary theorist is listed above the traits each supported.

Table 2.
Studies of Leadership Traits and Characteristics in Support of Trait Theory

Stogdill	Mann	Stogdill	Lord, DeVader, and Alliger	Kirkpatrick and Locke
1948	1959	1974	1986	1991
Intelligence	Intelligence	Achievement	Intelligence	Drive
Alertness	Masculinity	Persistence	Masculinity	Motivation

Table 2 continued.
 Studies of Leadership Traits and Characteristics in Support of Trait Theory

Stogdill 1948	Mann 1959	Stogdill 1974	Lord, DeVader, and Alliger 1986	Kirkpatrick and Locke 1991
Insight	Adjustment	Insight	Dominance	Integrity
Responsibility	Dominance	Initiative		Confidence
Initiative	Extroversion	Self-confidence		Cognitive ability
Persistence	Conservatism	Responsibility		Task knowledge
Self-confidence		Cooperativeness		
Sociability		Tolerance		
		Influence		
		Sociability		

Note: Adapted from "Leadership Theory and Practice" (Northouse, 2004, p. 18).

The trait approach to leadership remains relevant and applicable. More recently a resurgence of interest in the trait approach has been called upon to determine how individual traits influence leadership (Bryman, 1992). Lord, DeVader, and Alliger (1986) added to the body of research Mann had initiated in 1959 by identifying specific traits that provided the perception that an individual is a leader. Proponents of trait

theory build upon these claims to differentiate between leaders and non-leaders. Today, the short-list of leaders' traits would likely read differently, and appropriately should include conflict-resolution, problem solving and adaptability.

Northouse (2004) summarized “the trait approach began with an emphasis on identifying the qualities of great persons; next, it shifted to include the impact of situations on leadership; and most currently, it has shifted back to reemphasize the critical role of traits in effective leadership” (p. 16). To consider the individual and the strengths inherent to a leader is to support the theory that leaders are born with an instinct for commonly acceptable leadership traits. Ilies, Gerhardt, and Le (2004) considered these genetic effects on leadership traits to be hereditary. Their study concluded “intelligence and personality are substantially heritable” (p. 211).

Assuming that leadership resides in leaders poses such questions as which leader traits or behaviors inspire the greatest commitment among followers (Lord & Emrich, 2001). Garnering followers' support is a strong indicator of a leader's effectiveness. It was the emphasis on followers that led theorists beyond the trait theory. It was suggested in order for leaders to earn support and trust from followers, they must possess traits but moreover, they should acquire experience and skills that add-value to the followers' work. This led to a theory based on leader behavior.

Behavioral Theory

Challenged by trait theory not accurately predicting effective leadership, researchers began to emphasize leadership as a behavior. Rather than concentrating on characteristics leaders possess, behavioral theorists unveiled studies focusing on common

behaviors of successful leaders. The shift from trait theory to a behavioral model was significant because it was at this turn that studies moved toward what leaders actually do—the what and how of leadership. In concert with behavior leadership models, Morse and Wagner (1978) conducted a study to measure the effectiveness of managers' behaviors which “focused on the process of managerial performance by defining specific behavior a manager could be rated on to gauge the effectiveness of his or her performance” (p. 23).

Hemphill (1949) is the seminal theorist on behavioral theory. His research focused on the leader in his or her group's context. Behaviors were considered fitting of successful leaders if the group was led to achieve team and organizational goals. Leaders and managers are also differentiated from followers in this manner; their jobs can be usefully described by a common set of behaviors (Mintzberg, 1973).

The underlying assumption of behavioral theories is that a behavior in the leader will evoke some sort of expected, specific or measurable behavior in the follower. Many behavioral studies have been conducted since the 1940s, most all stemming from the work of Stogdill in 1948, supporting or contrasting his assertions. Group member satisfaction became a pillar for determining the value of behavioral theories in later research from Stogdill (1974).

Since Stogdill, researchers including Burns (1978), Bass (1985), Kouzes and Posner (1987), Yukl (1994), and Avolio (2005) have brought some convergence to leadership studies and have evolved the research in support of behavioral and contingency theories. In recent research there is less focus on traits more on leader behaviors.

Building upon those theories, the more recent research focuses on leadership situations, or contingency theory. It is more commonly accepted now that leaders vary their behaviors according to the nature of the situation (House, 1971). This path-goal theory was based on the premise that different leadership styles complement the characteristics of the followers and the demands of their tasks. In essence, which style of leadership a leader may employ for a particular situation depends upon the result being sought from the followers.

Situational/Contingency Theory

Sharpe (2005) explained that Fiedler's (1967) leadership model "posits that group performance is contingent on the leader's psychological orientation, group atmosphere, task structure, and the leader's power position" (p. 19). This is contingency theory-that a leader has many capabilities that are dependent upon the situation at hand. It was Campbell, Dunnette, Lawler & Welk (1970) who demonstrated that particular managers' work differ greatly because of differences in individual characteristics, situational variables, and organizational contexts. The essence of situational leadership theory lies in the effectiveness of particular behaviors that are the most appropriate for the context or situation. Fiedler (1967) introduced the first contingency model and attempted to align leadership style with situational demands.

Supporting Fiedler's theory, it was explained that leaders vary their behaviors according to the nature of the situation (House, 1971). House's (1971) path-goal theory explained how different leadership styles could complement the characteristics of the followers and the group's tasks. He characterized leadership behavior styles in four

categories: directive, supportive, achievement-oriented, and participative. Chemers (1984) extrapolated on House's (1971) research by providing support for the most positive effects a leader can have on a subordinate is when the subordinate's task is unclear, difficult, or unstructured. Subordinates display a higher level of appreciation for the guidance provided by their leader in this particular type of situation (Chemers, 1984). It is here where leadership theory begins to consider more feverishly the satisfaction of followers.

Vroom and Yetton's (1973) research introduced the decision-making component of leadership. Their study focused on how leaders make decisions and argued that problems have different characteristics and should therefore be solved by different decision methods. This theory supports behavioral theorists by suggesting it is not a particular set of characteristics or traits that can resolve a problem for followers, but rather the situation that determines the decision to be made. The Vroom-Yetton (1973) model, as it is referred to by Bass (1990) "is useful in teaching leaders to use different decision processes in different situations as a way to increase effectiveness of decisions" (p. 842). One of the criticisms of this theory was that it focused on only one aspect of the situation at a time and did not take into account the enormity of an entire situation or myriad group goals. In order to consider all of these aspects in constructing a leadership theory, the research beckoned for a model that interactively considered both leaders and followers in their shared situations.

Transformational Leadership

As ongoing research continued to maintain leadership as a behavior, transformational leadership evolved. This was the inception of leadership theory supporting that the leader can transform the behavior of followers (Burns, 1978). It was Burns (1978) who began to redefine the elements of effective leadership as behavioral, and according to Sharpe (2005) “raised the consciousness of followers by appealing to ideals and moral values” (p. 21).

Bass (1985) expanded on the transformational leadership theory Burns (1978) constructed with the four dimensions of leadership that transform subordinates, peers, and organizations-charisma, motivation, individualized consideration, and intellectual stimulation (Bass, 1985). Charisma (or influence) is considered the key component of transformational leadership (Yukl, 1989). The leader’s ability to infuse follower confidence in the group is a key attribute of transformational leadership defined as inspirational motivation (Yukl, 1989). This is one pillar of charismatic leadership.

Most researchers agree that charisma is a behavior; charismatic leaders act in unique ways that have charismatic effects on their followers (Northouse, 2004). Behaviors common to various effective leaders are often dissected to best define charisma. Typically, they are identifiable by (a) strong beliefs and values, (b) competence, (c) articulating ideological goals, (d) communicating high expectations, and (e) exhibiting confidence (Northouse, 2004). These behaviors are supported by the research of House (1971), Burns (1978), Bass (1985), and through Conger (2003). The relationship amongst these behaviors of charismatic leadership is depicted in Table 3.

Table 3.
 Personality Characteristics, Behaviors, and Effects of Charismatic Leadership

Personality Characteristics	Behaviors	Effects on Followers
Dominant	Sets strong role model	Trust in leader's ideology
Desire to influence	Shows competence	Belief similarity between leader and follower
Confident	Articulates goals	Unquestioning acceptance
Strong values	Communicates expectations	Affection toward leader
	Expresses confidence	Obedience
	Arouses motives	Identification with leader
		Emotional involvement
		Heightened goals
		Increased confidence

More recent peer-reviewed research, matched with an abundance of organizational textbooks and publications, provide instruction for organizational welfare and highlight the visionary leader's ability to transform an organization and create buy-in for organizational mission and core values. For instance Hancott (2005) surmised "the transformational leader is one who elevates followers' needs in line with the leader's own goals and objectives" (p. 18). This theory relies heavily upon the abilities of the leader, the leader's charisma, and the inherent trust bestowed upon the leader from the group. The foundation of inspirational motivation and transformational leadership is followers' trust and respect. These are earned with leader behaviors, acting dependably, morally and ethically.

Bass (1990) defined inspirational motivation as the leader's ability to articulate an appealing vision of the future, challenge followers with high standards, talk optimistically and with enthusiasm, and provide encouragement and meaning for what needs to be accomplished (p. 207). This ability of the leader sets the stage for delivering the vision for the organization and calling all constituents to follow suit and get on the bus (Collins, 2001).

As visionaries, transformational leaders challenge old assumptions and organizational knowledge to foster creativity within the organization. This is intellectual stimulation provided by the leader. By stimulating intellectual behavior, leaders signify the use of intelligence and stimulate new perspectives and methods for achieving organizational goals (Hancott, 2005). This is to say, in addition to getting the right people on the bus, each individual should be considered for a role that complements the organization and the individual's strengths. Getting each group member in the right seat on the bus is individualized consideration (Collins, 2001). Successful, impactful, truly transformational leaders are adept at recognizing individualized consideration (Bass & Avolio, 1990) and increase their followers' ability to complete tasks (Bennis & Nanus, 1985).

Skills Theory

The skills model of leadership tests whether leadership aptness is a result of a leader's learned skills. The model originates from the work of Katz (1955) who theorized there were certain skills effective administrators should acquire. This theory suggests competencies can be learned if organizations choose to train their future leaders

in these skills. Kolb (1984) attributed a leader’s skills to his or her experiences, when he purported that experiential learning is a desirable skill for effective leaders. Skills theory is the culmination of behavioral theory and experiential learning.

Varying levels of leadership and managerial position require various skill levels. The higher a leader’s position in the organization’s hierarchy, the more conceptual skills the leader will depend upon. Whereas the more direct supervisory role a leader holds in an organization, the more technical skill required to be effective in the position. Whereas conceptual skills are abilities to work with ideas and concepts, technical skills deal with things (Katz, 1955). Table 4 explains this relationship.

Table 4.
Management Skills Necessary at Various Levels of an Organization

MANAGEMENT LEVEL	SKILLS NEEDED		
TOP Management	<i>TECHNICAL</i> 30%	<i>HUMAN</i> 100%	<i>CONCEPTUAL</i> 100%
MIDDLE Management	<i>TECHNICAL</i> 70%	<i>HUMAN</i> 100%	<i>CONCEPTUAL</i> 70%
SUPERVISORY Management	<i>TECHNICAL</i> 100%	<i>HUMAN</i> 100%	<i>CONCEPTUAL</i> 30%

Note: Sourced from “Leadership Theory and Practice” (Northouse, 2004, p. 37). Adapted from “Skills of an Effective Administrator,” by R. L. Katz, 1955, Harvard Business Review.

Notably in Table 4, Katz (1955) indicates effective leaders will host a multitude of skills with human interaction and will require their use 100% of the time in order to succeed in a leadership/management position at any level in an organization. Katz (1955) describes this human skill as the ability to work with people (Northouse, 2004).

Since the seminal research from Katz (1955) skills theorists have gained considerable support in more recent research, including Bennis (2003) who suggested leaders can grow on the job and affect an organization's overall effectiveness. According to Bennis (2003), the seven criteria most organizations evaluate potential leaders on are: technical competence, people skills, conceptual abilities, track record, taste, judgment, and character. These criteria are founded on the abilities and aptitudes of leaders, not their individual attributes or persona. Supporting this theory, Hogan, Curphy and Hogan (1994) noted there is "some disagreement as to whether personality measures on their own can predict leadership potential" (p. 497). This is because some leaders who seem to possess the qualities for leadership do not actually have the skills required to build teams and spawn effectiveness. Herein lays the foundational support for the skills model of leadership development.

Three Components of the Skills Model of Leadership

Katz's (1955) leadership skills research centered on the role of human skills in management. According to Northouse (2004), the objective of the original skills research was to "identify the leadership factors that create exemplary job performance in an actual organization" (p. 39). Building on Katz's work, the skills model was further defined by researchers Mumford, Zaccaro, Harding, Jacobs, and Fleishman (2000), when they set

out on behalf of the U.S. Army to build a theory based on the ability of leaders to solve problems in organizations. These researchers' model impacted the body of leadership theory because it suggested most all individuals have the potential for leadership; this model negates the theory that leaders are born, not made.

The skills model of leadership is significantly demarcated from Katz's theory, however, in that it is based on three distinct competencies: problem-solving, judgment, and knowledge. In order to develop a model of leadership capabilities that results in effective organizational leadership, the performance requirements imposed on the leaders must be identified (Mumford, Zaccaro, Harding, Jacobs, & Fleishman, 2000). This includes the study of why some leaders are better problem-solvers than others and identifying which skills exemplary leaders' exhibit. Northouse (2004) summated this model is "characterized as a capability model because it examines the relationship between a leader's knowledge and skills and the leader's performance" (p. 39).

The three components essential to understanding the skills-based leadership model are attributes, competencies and outcomes (Mumford, Zaccaro, Harding, Jacobs, & Fleishman, 2000). The model suggests the end results come to fruition in the form of effective problem-solving and performance. This affords the model the opportunity to be assessed and weighed. When the leader possesses a foundation of individual attributes including cognition, motivation and personality, and then is trained to acquire competency skills, the outcome is desirable to the organization and the leader's team of followers. The evidence resulting from this model indicates that creative problem-solving skills represent an important influence on leader performance (Mumford,

Zaccaro, Harding, Jacobs, & Fleishman, 2000). The three components of the skills model are depicted in Figure 1.

Table 5.
Three Components of the Skill Model

Individual Attributes	»	Competencies	»	Leadership Outcomes
General Cognitive Ability		Problem Solving Skills		Effective Problem Solving
Crystallized Cognitive Ability		Social Judgment Skills		&
Motivation		Knowledge		Performance
Personality				

Note: Sourced from "Leadership Theory and Practice" (Northouse, 2004, p. 40). Adapted from "Leadership Skills for a Changing World: Solving Complex Social Problems" by Mumford, M.D., Zaccaro, S.J., Harding, F.D., Jacobs, T.O., and Fleishman, E.A., (2000).

Individual Attributes

Attributes of successful leaders go beyond intelligence and overachieving in order to prepare for complex problem solving and conflict-management. For the betterment of the organization, the leader must choose to lead. Internally motivated leaders often rise within organizations to earn executive positions. As a result, it is imperative the leader not only be self-motivated, but also motivational to followers. The leader must be secure and willing to express dominance and exert influence in order to be effective (Northouse, 2004). These attributes of the skills model most closely identify with behavioral theory.

Competencies

Problem-solving and social judgments are critical proficiencies for successful leaders. A high-performing leader must learn to acquire certain competencies including physical, emotional, mental, and spiritual capacities (Loehr & Schwartz, 2001). Gaining prowess in the two is vital for overcoming adversity within a team. Mumford, Zaccaro, Harding, Jacobs, and Fleishman (2000) supported the importance of problem-solving competencies embedded in the skills model of leadership when they suggested “capabilities such as wisdom and perspective-taking enable leaders to go outside themselves to assess how others react to a solution, identify restrictions, develop plans, and build support for implementation” (p. 17).

These competencies are often gained through mentorship, experience, and training. Because leaders are not wired with these abilities inherently, time is a critical variable. Over time leaders are more likely to gain these competencies and become more comfortable exerting this power within the organization. This is the value of experience.

Moreover, social judgment and sociability are considered key competencies of skilled leaders. According to Northouse (2004), “a sociable leader is sensitive to others’ needs and shows concern for their well-being” (p. 20). Successful leaders are known to have sociability inherent to their personality. Possessing sociable attributes benefits leaders in the form of strong negotiation skills and general acceptance from followers and external constituents.

In order to exhibit these behaviors, a leader must exercise sociability through accessibility, support, visibility, and by building a cooperative unit in which all individuals’ ideas and concerns are considered. Leadership is an interpersonal

phenomenon demonstrated through exchanges between leaders and subordinates (Mumford, Zaccaro, Harding, Jacobs, & Fleishman, 2000). It is only once the leader becomes comfortable at a high level of sociability, will a team truly form and prosper. By acquiring social skills, a strong leader is able to influence, manage conflict and communicate (Hughes, Ginnett & Curphy, 2006).

Expected Outcomes

Problem-solving is the keystone in the skills approach (Northouse, 2004). Therefore, the leader's performance and problem-solving effectiveness are gauged using the skills model. By building a foundation of inherent attributes matched with learned competencies and knowledge, outcomes are measured by effectiveness. Through experience and training, leaders' abilities can be improved to become assets for the organizations as better problem solvers and more effective leaders (Northouse, 2004).

The skills model of leadership theory supports that career experiences impact characteristics and competencies of leaders. Individuals must be provided opportunity and knowledge in order to rise to perform as a leader. These experiences determine a leader's ability to solve problems for the organization and its followers. Mumford et al. (2000) suggested that leaders can be helped by the following:

- challenging job assignments,
- mentoring,
- appropriate training,
- hands-on experience in problem solving (p. 24).

In committing prospective organizational leaders for mentoring and training, the organization develops each leader's skills. Through training, leaders can develop and improve their abilities to become more effective leaders (Katz, 1955). This is the foundation and theory to illustrate the value in developing leaders.

Developing Leaders

Leadership development is defined as the expansion of an individual's capacity to be effective in leadership roles (McCauley, Moxley, & Van Velsor, 1998). Efficacy is the measure for all development of leaders. An individual's perceptions of delivered leadership are not a suitable measure for an intangible that provides so much value to an organization. Effectiveness is the only true measure of leadership exercised and by measuring a leader's effectiveness a determination can be made on the leader's development.

Mumford, Zaccaro, Harding, Jacobs, and Fleishman (2000) argued "without the appropriate developmental experience, even the most intelligent and motivated individual is unlikely to be an effective leader in organizational settings" (p. 24). This supports the skills model that assumes leaders can learn and improve their capabilities through experience and training. The skills approach is merely a map for how to reach effective leadership in organizations (Northouse, 2004). Its application is relatable to many leaders and organizations because it presumes leadership is attainable by developing skills and competencies. The skills model of leadership encourages teaching and learning; it suggests effectiveness can be achieved when we teach leaders how to change their leadership (Fiedler, 2001).

In today's service-based economy, many companies are beginning to shift away from traditional models of management founded upon leadership traits and characteristics, and now require a broader range of leadership skills and styles that are adaptive to diversity and ever changing environments. Responding to external forces that serve as challenges and opportunities for the organization is a pillar of today's leadership theory. As such, organizations choose to develop their leaders by providing skills and opportunities internally, as well as providing external development opportunities to stay abreast of community and external forces. More recent leadership theories are based on people; individuals and their ability to develop.

Some of the promising paradigms of leadership are including people in them and tend to describe people as the organization's most important assets. A summary of some of these follows in Table 6.

Table 6.
Recent Leadership Theory Including People as a Leadership Asset

Research Contributor	Theory
Blake and Mouton, 1964	Concern for people
Sashkin, 1984	Value of people
Bass, 1985	Individualized consideration
Kilman and Saxton, 1991	Human concern
Cooke and Lafferty, 1994	People orientation

The importance of developing people is critical to the succession planning and long-term health of an organization. The researchers listed in Table 5 attribute this assurance in organizational fortitude to the organization's investment in human concern and people-oriented programming, planning and decision-making.

Robbins (2003) explained “while there are certainly disagreements over the exact definition of leadership, most academics and business people agree that leadership is an influence process whereby an individual, by his or her actions, facilitates the movement of a group of people toward the achievement of a common goal” (p. 329). To effectively accomplish this level of leadership from various organizational leaders, thoughtful preparation and process are a necessity. Committing to the development of leaders and managerial succession planning is a purposeful exercise. Committing to the development of leaders and managerial succession planning is a purposeful exercise. As much as the organization commits itself to research, development, technology, value, timeliness, and competition, it should too, commit to the development of savvy leaders. Morrison, Gregersen, and Black (1999) suggested an organization confront these two persistent questions:

- What are the characteristics of leaders who can guide organizations that span diverse countries, cultures and customers?
- How can companies effectively develop these leaders?

Investing in leadership development is a hallmark of effective, reputable organizations.

Avolio (2005) explained “if you believe that leaders are born, you will probably not develop your full leadership capacity” (p. xiii). When the people inside an organization

understand their value, and are given the opportunity to polish their skills, competencies, strengths, and abilities, the organizational culture burgeons. When an organization invests in its people, in turn it can expect leaders to flourish. These leaders will take on new roles, new relationships, new values, new behaviors, and new approaches to work (Heifetz & Laurie, 2001).

Avolio & Bass (2002) remarked “an organization’s ability to conceptualize and manage change – to compete from the inside out by increasing its capacity for change – has become a competitive advantage in itself” (p. 91). In order to remain externally competitive, organizations must be internally cognizant. When the individuals within the organization are committed to revolutionizing themselves and their leadership skills, cultural change begins. Leadership pairs skills and knowledge with the people involved in any situation inside the organization. In order for leaders to be dynamically effective, they need superior talent, abundant opportunity, and excellent education and training to succeed (Gregersen, Morrison & Black, 1998).

Ineffective leadership takes a toll on an organization’s culture. Reactions to inept leadership include turnover, insubordination, industrial sabotage, and malingering (Hogan, Curphy, & Hogan, 1994). To counteract this effect, organizations benefit from investing in the skills training and leadership development of its people. Teaching and learning are a continuous cycle for organizational members. Informally, team members acquire skills and competencies from mentoring, shadowing, and cross-training. In a more formal regard, individuals profit from participation in development programs external to the organization, such as skills training and community-based mentoring programs.

Learning to Lead

Leadership development is enhanced when the experience includes action, observation, and reflection (Hughes, Ginnett & Curphy, 2006). Self-aware leaders apply these exercises to determine become more effective in their roles. As Dearborn (2002) explained, “the developing leader changes an approach, responds to and engages differently with others, receives positive feedback, and begins to be more effective” (p. 527).

Genuine caring is the foundation for effective leadership (Kouzes, 1999). When organizational leaders display empathy and genuine concern for their followers, organizational performance will flourish. Valuable leaders are prone to encourage, excite, teach, listen and facilitate; they continually commit to development and self-renewal (Avolio & Bass, 2002). Yet achieving such value inside an organization takes time, discipline, and strategy. Leaders often identify an innate tendency to lead from within them, yet to become truly valuable and strategically impact their organizations, individuals must acquire learned aptitudes for leadership. This is to say, leadership requires a learning strategy (Heifetz & Laurie, 2001).

Bennis (2003) asserted “leadership can be learned” (p. 9). But first, organizational members must identify with mentors from whom to learn from. Mentoring and training occurs both informally and formally. In the formal regard, organizations entrust young professionals and prospective leaders to the development of their skills by encouraging community involvement, committee participation, task force assignment, and promotion opportunities. By sponsoring involvement in leadership

development programs for its people, institutions continue to encourage learning. Throughout training and mentoring processes leaders recognize how they are perceived by others and compare against one's perceptions of self (Dearborn, 2002). It is in these structures and processes, when an organization is committed to leadership development, that knowledge is gained and significant organizational learning evolves into an ongoing commitment for the organization.

Organizational Learning

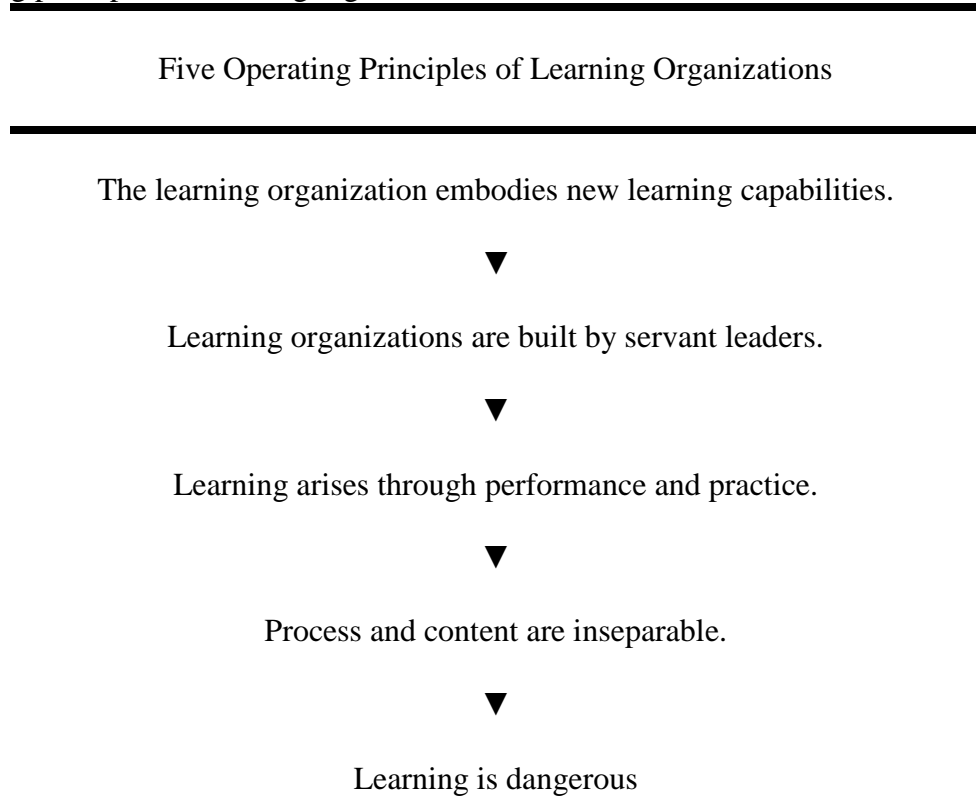
At the foundation of leadership theory is organizational learning. Organizational learning is often viewed as a process that links knowledge acquisition and improved performance (Garvin, 1993). Understanding this concept, organizations continually commit to improvement programs of varying subjects and curriculum. One such valuable performance-effecting investment is leadership development. Levitt and March (1988) conferred with the worthiness of such programs when they explained "organizational success is ordinarily defined in terms of the relation between performance outcomes and targets" (p. 325).

Three specific theorists contributed to organizational learning theory. Senge (1990) is revered as the seminal theorist. Utilizing Senge's theory and work as a building block in organizational theory developing was Redding (1997). Most recently, Lynn and Rapp (2007) have offered latest theory development in support of organizational learning. These theorists offer support to organizations utilizing learning as a competitive advantage.

Exemplary learning organizations gain competitive advantage by experimenting with and creating new knowledge, rethinking means and ends, and tapping people's potential (Redding, 1997). One source of new knowledge is the commitment to train personnel in leadership development. The value a leader contributes to the organization depends on the expectations of followers being successfully met; followers require constant care from the leader as their expectations and interests change (Dickson, 1995). This relational investment in training leaders to meet followers' expectations is a value-add to learning organizations. As such, the investment suggests value in the merits of providing ongoing leadership development programs. When an organization utilizes leadership development programs to advance organizational learning, knowledge is gained. This is referred to as experimentation (Garvin, 1993).

For an organization, learning results in more satisfied and versatile employees who stay with the organization (Lynn & Rapp, 2007). This suggests that learning organizations are more fruitful grounds for retaining employees and in return, the increased knowledge base learned benefits the organization in the long run. There is no bigger proponent to the value of organizational learning than Peter Senge (1990, 2004). Senge's (2004) recent research describes five operating principles of learning organizations.

Figure 1.
Five operating principles of learning organizations



Adapted from: Senge, P. (2004). Creating communities. *Executive Excellence*, 21(9), 4-5.

Senge (1999) described a learning organization as “a shift in culture that requires patience, reflectiveness, and a willingness to find a new balance between focusing on results and how we operate while trying to achieve those results” (p. 12-13). When an organization subscribes to the theory of evolving and ongoing learning, it can be described as a loss-leader. This is to say, time, energy and focus committed to organizational knowledge and leader development will pay dividends in the back end, but initially require a substantial investment in non-profit generating activities. In support of organizational learning, and theory that leadership skills can be developed to best serve

the organization, herein begins a review of leadership development programs and their contributed value.

Leadership Development Programs

As organizations seek training programs to infuse and develop leadership qualities and capabilities inside its membership, a scope of possible programs available can be overwhelming. It is commonplace to find programs embedded inside an organization's system, perhaps through human resources, employee services, or professional development. External to the organization, communities, civic groups and metropolises provide programs to engage individuals from a cross-section of industries and commerce. Community leadership programs are a common approach to community leadership education and development in the United States (Community Leadership Association, 1995). These programs focus on the development of differing leadership abilities, as well as the role in which organizations play in the overall health and well-being of a community. Such community leadership development programs require significant time commitments from their participants and their sponsoring organizations (Galloway, 1997). Participants selected for these programs should emit buy-in, belief, a willingness to serve and an ability affect change. Senge (2004) warned "do not waste time trying to make changes with people who do not want change" (p. 5). Rather, employ participants who believe in organizational learning and individual contribution to better the whole.

Identifying the applicability of a particular leadership development program is an important element, as are the deliverables the program assures those who participate in it. The relevance and outcomes from having participated in the program should be measured

for their effectiveness. The effectiveness of leadership programs vary as well they should, since the programs themselves are so diverse (Robbins, 2003). The applicability and benefit of such programs must be scrutinized by organizational leaders, particularly for curriculum relevant to its leaders in whom they are empowering. Measuring the impact the program has on its enrollees, as well as its community constituents, merits consideration. Avolio (2005) offers a template for effective leadership development training programs:

- Effective leadership development programs should be formulated from a legitimate leadership model and learning approach.
- Behaviors and attributes of the leadership model employed should be measurable.
- The instrument applied to measure the program's effectiveness should be independently confirmed on reliability and validity.
- The leadership model and program facilitated should be measurable, applicable, and effective to its leaders and the investing organizations (p. 168).

When the institution or organization insists on this type of programmatic impact from leadership development programs, the process and results can be legitimized.

Benefits of Leadership Development Programs

Expending time and resources on leadership development internally and externally of an organization is a sizable commitment. Still, effective leadership is derived from development-oriented behaviors, and learned practices. It is in this commitment, where organizations value experimentation, seek new ideas, and generate and implement change (Robbins, 2003).

Conger and Fulmer (2003) posed an appropriate conclusion in support of the benefits associated with leadership development when they asked “what could be more vital to a company’s long-term health than the choice and cultivation of its future leaders?” (p. 76). Because leadership potential expands as competencies and skills develop, it is worthwhile for organizations to consider the value in formal leadership development and training.

Most training programs emphasize self-analysis within the context of managerial decisions and the reasoning underlying the choices made (Bass, 1967). As leaders’ competencies and skills are developed over time, their ability to integrate knowledge, experience and observation will affect the organization positively. These skills are learned and sharpened through training, development, and experience. Moreover, these programs can positively affect an organization by preparing its people to take leadership roles (Woltring, Constantine, & Schwarte, 2003). Communities seek leaders who will commit to the needs of the constituents the community serves. Lynn and Rapp (2007) explained “bright, innovative employees provide a distinct advantage in meeting the needs of the community” (p. 12). Training leaders for roles as perhaps elected officials or as executive level professionals, provides benefit to the community in the long-run. Thus, leadership development programs serving a particular community launch a cadre of potential leaders for future advancement to benefit the same community.

Servant Leadership

Communities comprised of individuals who have a shared sense of identity and belonging are critical components to successful leadership development (Gardner, 1990).

The successes of leadership programs imbedded in communities typically result from the desire of servant leaders to serve as change agents, affecting the community in which they live, work, and invest time and resources. Servant leaders are ideal enrollees for community leadership development programs, ideal for molding toward the needs of the immediate surrounding community.

Kouzes (1999) stated “the best leaders know it’s not how well they control others but how well they liberate them to make the difference” (p. 64). Difference-makers serve the interests of the whole or the group before self. These are servant leaders. Servant leaders naturally want to meet the needs of others (Greenleaf, 1977). This requires a significant amount of empathy and desire to put others needs firsts. For most individuals and potential leaders, this is most applicable within ones community, where contributions to leadership development of community leaders can affect the community’s constituents through service to them. By affording members of a community the opportunity to become involved, they will choose to come together to solve social problems (Lappe & Dubois, 1997).

Value of Leadership Development Programs

It is not as likely or practical to increase intellectual abilities of organizational members as it is to teach managers how to make effective use of their own intellectual abilities, knowledge, and experience (Fiedler, 2001). Through development, training, and mentoring on an ongoing basis, organizations can ensure their return on investment in a more tangible sense. Conger & Fulmer (2003) explained “by marrying succession planning and leadership development, you get the best of both: attention to the skills

required for senior management positions along with an educational system that can help managers develop those skills” (p. 78).

Wituk, Heiny, Clark, Powers, and Meiser (2003) explained “community leadership development programs traditionally provided participants information about local history, strengths, and needs while networking participants with each other and other community and business leaders” (p. 78). Commonplace now is for programs to expand upon these typical programmatic foundations. When considering leadership development programs, organizations seek to ensure the training encourages people to rearrange and stretch their minds; organizations want satisfaction the programs include action learning components (Conger & Fulmer, 2003). Programs founded on skills training, teaching, and learning provide an organization the most constructive curricula for organizational effectiveness.

Northouse (2004) suggested “the skills approach provides a structure that is very consistent with the curricula of most leadership education and development programs” (p. 51). Programs seek to increase a leader’s performance by training the enrollee in the same skills identified in the foundation of the skills theorists’ research: problem solving, conflict resolution, listening, and teamwork. Hence, it is the skills model that warrants the most value in organizational commitments to building effectiveness through leadership development and mentor programs.

There is likely to be forthcoming opportunity for this leadership model to grow in its applications. Northouse (2004) suggested the influential manner in which the skills model can be applied when stating “the skills approach may be used in the future as a template for the design of extensive leadership development programs” (p. 52). To

ensure long-term organizational commitments to these programs, there should be more of an attempt to validate their outcomes. This research sought to offer the value of a validated outcome specific to the Greater Boca Raton Chamber of Commerce's Leadership Boca program.

Similar research has been conducted on community leadership development programs with comparable curriculum, but most have attempted to measure the programs themselves, rather than the participants' perceptions. Moreover, said studies find that gained strong leadership is not necessarily an outcome of having participated in these programs. It is more likely that levels of community involvement serve as measurable outcomes. East (2006) studied the efficacy of leadership development programs throughout one county in Southwest Florida, most all established through the city's chamber of commerce, and determined "future studies may want to research the efficacy of the program graduates within their community leadership roles" (p. 145). This research set out to fill the research gap specific to community leadership development programs and their perceived value.

Fiedler (1996) argued that "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 among the most glaring shortcomings in the leadership area" (p. 243). Conducting research on these training programs to measure the effectiveness for graduates is worthwhile assessment. This study intended to add to the body of research on the effectiveness of leadership development programs.

Table 7 indicates the various contributors to the merits of community leadership development programs who are included in this study. Each author previously has added

to the body of research in support of committing a community's leaders to leadership training development through community leadership programs.

Table 7.
Contributors to the Merits of Community Leadership Development Programs

Contributor(s)	Authored	Contribution
Greenleaf, R.K.	1977	Servant Leadership
Gardner, J.W.	1990	Utilizing Leaders Skills & Strengths to Benefit the Community
Lappe, F. and Dubois, P.	1997	Need for Community Involvement
Wituk, S., Waren, M., Heiny, P., Clark, M.J., Power, C and Meiser, G.	2003	Purposefulness of Community Leadership Programs
East, J.	2006	Efficacy of Leadership Development Programs

Leadership Boca Program

The community leadership development program offered to professionals by the Greater Boca Raton Chamber of Commerce is the Leadership Boca program. The Boca Raton Chamber of Commerce asserted the single most important ingredient for building a successful, thriving community is an investment in leadership (Leadership Boca, 2009). As such, the non-profit organization offers a developmental program for approximately 35 professionals per year to get antiquated to the Boca Raton civic community and network with local professionals of varied industries over eight day-long sessions. The participants are chosen by a selection committee after applications are received by the

Greater Boca Raton Chamber of Commerce (Leadership Boca, 2007). A synopsis of the program's benefits to the individual, a sponsoring organization, and the greater community, as well as details regarding the selection process are described in the Leadership Boca 2009 Program Brochure (Appendix G).

Community leadership has gained recognition in an ongoing manner since the 1980s (Valdes, 2001). In the past thirty years, local organizations with a base of community organizational members have developed programs to enrich their community and better serve their constituents. The premise of the Boca Raton program is that the future success and welfare of the greater community relies on the contributions of its membership's leaders. Well-informed and involved leaders from various industries represented in the community are sought by the chamber of commerce to be cultivated, trained, and motivated to shape the city's future; to develop the leaders (Leadership Boca, 2009). A selection of these program participants served as the population for this study.

Conceptual Framework for the Study

This study sought to fill the research gap that existed. The approach is described in the subsequent chapters of this dissertation. Applicable methodology and research design is described so as to answer the research questions listed here:

Do participants feel they have received the benefits committed to them by the Greater Boca Raton Chamber of Commerce at initial enrollment in the Leadership Boca program? In particular,

1. Will Leadership Boca participants become a part of a growing network of community leaders with whom they will interact for the remainder of their careers?
2. Will participants become a more valuable asset to their employer by providing face-to-face contacts with current community leaders?
3. Will participants become a more valuable asset to their employer by preparing themselves to assume leadership roles of tomorrow?
4. Will Leadership Boca graduates have the opportunity to return to the community some of what the community has given them?

The research questions were answered in relation to the skills model theories they are founded upon.

For research question one, the Leadership Boca program was evaluated for its ability to provide participants an opportunity to become a part of a growing network of community leaders with whom they will interact for the remainder of their careers. This assessment supported the skills model approach to leadership that opines leadership development is the process of acquiring particular personal qualities and skills that create influence independent of the individual's positional influence (Katz & Kahn, 1978).

For research question two, the Leadership Boca program was evaluated for its value to an employer as it provides participants face-to-face contacts with community leaders. This assessment supported the skills model approach to leadership that asserts it is beneficial for organizations to prepare its leaders through years of mentoring and training. It is understandable that skills develop slowly, emerging over a period of time as a function of certain abilities and experiences (Mumford, Zaccaro, Harding, Jacobs &

Fleishman, 2000). Providing participants' access to possible mentors and community leaders may encourage this growth and benefit the organization.

For research question three, the Leadership Boca program was evaluated for its value to an employer, as it prepares participants to assume leadership roles of tomorrow. This statement directly supports Avolio's (2005) foundations for effective leadership development -there has to be a change that occurs in thinking and mentally visualizing their possible selves (p. 163). Clemmer (1999) explained "to lead is to show the way by going in advance; to guide or direct a course of action; to influence the behavior or opinion of others" (p. 11). Strong leaders who initiate reform for the betterment of society must influence and direct.

For research question four, the Leadership Boca program was evaluated for its ability to provide participants an opportunity to provide services to their community. This is reinforced by the skill-based theory of leadership that proposed the primary focus of leadership is to solve complex social problems (Mumford, Zaccaro, Harding, Jacobs, & Fleishman, 2000).

Summary

The comprehensive review of pertinent literature and seminal theorists included serves to support the benefits of leadership development. Considering traits, behaviors, and skills of leaders, as well as the ability for prospective leaders to learn, develop and add value, are the underpinnings of this study. Organizations committed to evolving, increasing organizational knowledge, and learning continuously are the very organizations committing time, resources, and personnel to leadership development

programs. The research instrument employed in this study supported the involvement of the leader as participants, and sought to measure their perceptions of Leadership Boca, a community leadership development program, for its effectiveness and value.

CHAPTER 3. METHODOLOGY

This chapter describes the methodology adopted to investigate the measure to which the Leadership Boca program delivers its commitments to participants who graduated from the program. The methodology was utilized to measure the program's value and effectiveness. Here the procedures the researcher proposed for conducting the study are explained. Discussion and details describing design, population, instrumentation, and data collection procedures are included. Moreover, this chapter details the study's internal and external validity, as well as the researcher's planned data analysis.

Purpose of the Study

The purpose of this study was to examine graduates' perceptions on the effectiveness of and benefits from having participated in the leadership development program. The Greater Boca Raton Chamber of Commerce lists the following benefits resulting from an individual's participation in Leadership Boca:

- Leadership Boca participants will become a part of a growing network of community leaders with whom they will interact for the remainder of their careers.

- Participants will become a more valuable asset to their employer by providing face-to-face contacts with current community leaders, identifying concerns and issues, and preparing themselves to assume leadership roles of tomorrow.
- Leadership Boca graduates have the opportunity to return to the community some of what the community has given to them (Leadership Boca, 2007).

The research was gathered directly from recent graduates of the Greater Boca Raton Chamber of Commerce's Leadership Boca program, graduating classes of years 2002 through 2007. The intent was to determine the impact the program has on the community through measuring its effectiveness. The assessment of the program's efficacy was derived from the graduates' perceptions of its value. The program itself "represents the Greater Boca Raton Chamber of Commerce's effort to ensure that our community leaders possess the knowledge that will enable them to meet the challenges of the future" (Leadership Boca, 2007).

The quantitative study examined graduates' perceptions of the program's intended outcomes. The study relied exclusively on scales of measurement that numerically (quantitatively) supported the research's hypotheses. This method provided concrete results derived from specific questions that limited respondents' choices for answer; it also ensured validity and reliability. Quantitative data was collected with 9 Likert-type survey questions from Leadership Boca graduates who participated between the years 2002-2007. These Likert-type questions enabled respondents' scores to be compared with a distribution of scores from the population (Cooper & Schindler, 2006).

Descriptive statistics were used to report to what extent graduates perceive the program to meet its intended outcomes; perceptions of its effectiveness. Inferential statistics were

used to distinguish the effect of the graduates' perceptions on the dependent variables the respondents self-report. An important independent variable to this study was the year of graduation (2002, 2003, 2004, 2005, 2006, and 2007). Though the curriculum and program benefits asserted remained constant across these graduation years, the years since graduation indicated other patterns, such as a significant effect upon participation rates. This data collection plan supported the purpose of this proposed study.

Successfully measuring the Leadership Boca program's ability to meet objectives and intentions provided the chamber the necessary data to garner more program support or to expand the current curriculum into other concentrations. For this reason, the study adds to the current body of research supporting the merits of leadership development and training programs.

Research Design

This study measured the participants' perceptions on whether the Leadership Boca program successfully met its objectives for each alumnus personally. The researcher conducted a field study by disseminating the questionnaire to non-research participants, collected feedback, and revised the instrument accordingly. The developed questionnaire (Appendix A) was distributed to the graduates of the program from classes 2002 through 2007. The professional staff at the Greater Boca Raton Chamber of Commerce's executive offices provided the researcher with contact information-specifically e-mail addresses, for each graduate.

Research Questions

Do participants feel they have received the benefits committed to them by the Greater Boca Raton Chamber of Commerce at initial enrollment in the Leadership Boca program? In particular,

1. Will Leadership Boca participants become a part of a growing network of community leaders with whom they will interact for the remainder of their careers?
2. Will participants become a more valuable asset to their employer by providing face-to-face contacts with current community leaders?
3. Will participants become a more valuable asset to their employer by preparing themselves to assume leadership roles of tomorrow?
4. Will Leadership Boca graduates have the opportunity to return to the community some of what the community has given them?

Hypotheses for Research Question 1

H1a: Leadership Boca participants' perceptions that the program offered them a growing network of community leaders with whom to interact is independent of their gender.

H1b: Leadership Boca participants' perceptions that the program offered them a growing network of community leaders with whom to interact is independent of their age at the time participated in the program.

H1b (current): Leadership Boca participants' perceptions that the program offered them a growing network of community leaders with whom to interact is independent of their age currently.

H1c: Leadership Boca participants' perceptions that the program offered them a growing network of community leaders with whom to interact is independent of their education level earned.

H1d: Leadership Boca participants' perceptions that the program offered them a growing network of community leaders with whom to interact is independent of their employment affiliation at the time enrolled in the program.

H1e: Leadership Boca participants' perceptions that the program offered them a growing network of community leaders with whom to interact is independent of their current employment status.

H1f: Leadership Boca participants' perceptions that the program offered them a growing network of community leaders with whom to interact is independent of their company's Leadership Boca program tuition sponsorship.

H1g: Leadership Boca participants' perceptions that the program offered them a growing network of community leaders with whom to interact is independent of their program graduation year.

H1h: Leadership Boca participants' perceptions that the program offered them a growing network of community leaders with whom to interact is independent of their ability to be promoted.

Hypotheses for Research Question 2

H2a: Leadership Boca participants' perceptions that the program made them a more valuable asset to their employer by providing face-to-face contacts with current community leaders is independent of their gender.

H2b: Leadership Boca participants' perceptions that the program made them a more valuable asset to their employer by providing face-to-face contacts with current community leaders is independent of their age at the time participated in the program.

H2b (current): Leadership Boca participants' perceptions that the program made them a more valuable asset to their employer by providing face-to-face contacts with current community leaders is independent of their age currently.

H2c: Leadership Boca participants' perceptions that the program made them a more valuable asset to their employer by providing face-to-face contacts with current community leaders is independent of their education level earned.

H2d: Leadership Boca participants' perceptions that the program made them a more valuable asset to their employer by providing face-to-face contacts with current community leaders is independent of their employment affiliation at the time enrolled in the program.

H2e: Leadership Boca participants' perceptions that the program made them a more valuable asset to their employer by providing face-to-face contacts with current community leaders is independent of their current employment status.

H2f: Leadership Boca participants' perceptions that the program made them a more valuable asset to their employer by providing face-to-face contacts with current

community leaders is independent of their company's Leadership Boca program tuition sponsorship.

H2g: Leadership Boca participants' perceptions that the program made them a more valuable asset to their employer by providing face-to-face contacts with current community leaders is independent of their program graduation year.

H2h: Leadership Boca participants' perceptions that the program made them a more valuable asset to their employer by providing face-to-face contacts with current community leaders is independent of their ability to be promoted.

Hypotheses for Research Question 3

H3a: Leadership Boca participants' perceptions that the program made them a more valuable asset to their employer by preparing them to assume leadership roles is independent of their gender.

H3b: Leadership Boca participants' perceptions that the program made them a more valuable asset to their employer by preparing them to assume leadership roles is independent of their age at the time participated in the program.

H3b (current): Leadership Boca participants' perceptions that the program made them a more valuable asset to their employer by preparing them to assume leadership roles is independent of their age currently.

H3c: Leadership Boca participants' perceptions that the program made them a more valuable asset to their employer by preparing them to assume leadership roles is independent of their educational level earned.

H3d: Leadership Boca participants' perceptions that the program made them a more valuable asset to their employer by preparing them to assume leadership roles is independent of their employment affiliation at the time enrolled in the program.

H3e: Leadership Boca participants' perceptions that the program made them a more valuable asset to their employer by preparing them to assume leadership roles is independent of their current employment status.

H3f: Leadership Boca participants' perceptions that the program made them a more valuable asset to their employer by providing face-to-face contacts with current community leaders is independent of their company's Leadership Boca program tuition sponsorship.

H3g: Leadership Boca participants' perceptions that the program made them a more valuable asset to their employer by providing face-to-face contacts with current community leaders is independent of their program graduation year.

H3h: Leadership Boca participants' perceptions that the program made them a more valuable asset to their employer by providing face-to-face contacts with current community leaders is independent of their ability to be promoted.

Hypotheses for Research Question 4

H4a: Leadership Boca participants' perceptions that they have the opportunity to return to the community some of what the community has given them is independent of their gender.

H4b: Leadership Boca participants' perceptions that they have the opportunity to return to the community some of what the community has given them is independent of their age at the time participated in the program.

H4b (current): Leadership Boca participants' perceptions that they have the opportunity to return to the community some of what the community has given them is independent of their age currently.

H4c: Leadership Boca participants' perceptions that they have the opportunity to return to the community some of what the community has given them is independent of their educational level earned.

H4d: Leadership Boca participants' perceptions that they have the opportunity to return to the community some of what the community has given them is independent of their employment affiliation at the time enrolled in the program.

H4e: Leadership Boca participants' perceptions that they have the opportunity to return to the community some of what the community has given them is independent of their current employment status.

H4f: Leadership Boca participants' perceptions that they have the opportunity to return to the community some of what the community has given them is independent of their company's Leadership Boca program tuition sponsorship.

H4g: Leadership Boca participants' perceptions that they have the opportunity to return to the community some of what the community has given them is independent of their program graduation year.

H4h: Leadership Boca participants' perceptions that they have the opportunity to return to the community some of what the community has given them is independent of their ability to be promoted.

Population and Sample

The study's target population was a full sample of all graduates spanning the classes of 2002 through 2007. The study began with the graduating class from 2002 because it is from then forward that the Greater Boca Raton Chamber of Commerce professional staff had accurate contact information on file for its Leadership Boca program graduates. The study ended with the graduating class of 2007 because beginning in 2008, the participation population in the program changed slightly, and for the first time in the program's history, one Boca Raton corporation sponsored 40 of its employees to enroll in the program in the same year. This altered the class enrollment compared to previous years. Noticing that the sample population enrolled in 2008 differs from previous program classes, the researcher elected to conclude the researched years with the 2007 graduating class.

The researcher's intended to capture everyone who graduated in 2002 through 2007. Representation from a large cross-section of the program was sought, and as such, all participants from these graduation years were solicited. These participants varied across ages, education, employment, gender, and graduation year.

In order to ensure all results will be valid within the population, a sample was not taken. Rather, all 229 program alumni from class years 2002 through 2007 with e-mail addresses on record with the Greater Boca Raton Chamber of Commerce were sent the

survey. Moreover, this population of the study represented only the graduates of the Leadership Boca program, not those who participated but did not complete the curriculum. The graduates were asked to volunteer in completing a web-based survey that the Greater Boca Raton Chamber of Commerce's professional staff sent via e-mail directly to the graduates on behalf of the researcher.

Variable Description

Independent Variables

For this study the independent variables assisted the researcher in identifying critical demographic data on the program's participants. They also helped predict program value and effectiveness. The nine independent variables for this study included participants' gender, enrolled age, current age, education level earned, Leadership Boca graduation year, employment affiliation during program participation, current employment affiliation, tuition sponsorship status for the program, and professional promotion.

1. Gender: Respondents were asked to indicate their gender as either male or female.
2. Age: Respondents were asked to indicate their age range at the time they were enrolled in the program, within ten year spans.
3. Age (current): Respondents were asked to indicate their age range currently, within ten year spans.
4. Education: Respondents were asked to indicate the highest level of education they have earned to date.

5. Graduation Year: Respondents were asked to indicate the class year in which they graduated from the program. Options were limited to years 2002 through 2007.
6. Employment Affiliation: Respondents were asked to identify their primary employer as either a For-Profit Organization, a Not-for-Profit Organization, Self-Employed or Unemployed. These variables were considered for the respondents both at the time they participated in the Leadership Boca program and in current day.
7. Employment Status: By responding to questions about employment affiliation, respondents indicated if they were currently unemployed or employed.
8. Tuition Sponsorship: Respondents were asked to identify how the tuition was paid for them to enroll in the Leadership Boca program. Answers were limited to either employer-sponsored tuition or self-sponsored tuition.
9. Professional Promotion: Respondents were asked to indicate if they (a) continue to work for the same employer they did at the time they participated in the program, (b) if they continue to work for the same employer but have been promoted, (c) if they work for a different employer since having participated in the program, or (d) if they were currently unemployed.

Dependent Variables

In contrast, dependent variables are influenced by their independent counterparts, and thus result in a measure to answer the hypotheses. Dependent variables result from the measurement of the effects of the researcher's manipulation of the study's independent variables (Robson, 2002). This study utilized four dependent variables.

Each of the four dependent variables was tied to the four commitments the Leadership Boca program commits to its participants. For each of the four dependent variables, a five-point Likert scale measured the degree to which the participants agreed with the four commitments the Leadership Boca program asserts it will provide the programs' graduates. The four dependent variables this study measured are

- the participant's perception on their ability to grow their network of community leaders with whom they interact,
- the participant's perception on the program's ability to make them a more valuable asset to their employer because of increased contact with community leaders,
- the participant's perception on the program resulting in having prepared participants for assuming future leadership roles,
- the participants' perceived opportunity to return to the community through service some of what the community has given them.

Instrumentation

A self-reporting questionnaire, developed by the researcher, was used in this study to acquire data for analysis (Appendix A). The importance of this questionnaire was to obtain the participant's perspectives on how the Greater Boca Raton Chamber of Commerce met its objectives for the Leadership Boca program.

The online survey tool [surveymonkey.com](https://www.surveymonkey.com) was utilized to distribute the survey. This web-based survey program assisted with respondent anonymity and with the organization and receipt of respondents' completed surveys. This web-based survey tool

was also helpful in the data collection process, as it allowed for collected data to be saved in spreadsheet format, useful for the subsequent input into SPSS software.

The graduates were e-mailed the questionnaire utilizing the surveymonkey.com tool. This web-based method was preferred because of its expeditious quality. A web-based survey was also a fitting delivery for the survey because the study's population was almost exclusively businesspeople in the greater Boca Raton business community.

When utilizing surveymonkey.com to conduct the web-based survey to distribute for a field test, a pilot study, and ultimately to the study's entire population, it was important to initialize a completely authentic link to the survey to eliminate any containment from the pilot study users. Moreover, the survey's internet address was not hyperlinked in the distribution e-mail to solicit participation, but rather the entire address was cut and paste into the body of the solicitation e-mail, to improve the rate of each participant's ability to have accessed the survey successfully. The other security measure that was employed in using surveymonkey.com to conduct the survey distribution was HTTPS, a secured hyper terminal link that ensured security without hacking; the data was encrypted.

A field test of the instrument facilitated by the researcher resulted in feedback from five non-study participants. This feedback provided suggestions for revising language in the survey's questions for better understanding. Additional feedback allowed for revision in the instructions area, too; specifically the language used to instruct participants on how to indicate an answer in the survey's different sections. The field test feedback was positive and useful; most participants indicated the succinctness of the instrument as a strength.

The survey instrument consisted of 13 total questions for the respondents to self-report. Nine of the questions assisted the researcher in identifying the population's demographics. Four questions were for respondents to answer relative to how strongly they agree or disagree with the researcher's purported statements about the program. These statements were derived directly from the Leadership Boca's self-identified benefits to its program. Each of these assurances was measured against the various demographics of the population.

Data Collection Procedures

Each of the program's purported benefits was measured by the program's graduates from classes 2002 through 2007. The perceptions the graduates reported, relative to if the program meets these objectives or not, was the foundation for this study's data collection.

Data for the study was collected via a self-reporting survey instrument developed by the researcher. The instrument was utilized in a pilot study provided to a handful of Leadership Boca program graduates who were e-mailed the survey in advance, allowing the researcher to gauge the ease in which respondents would ultimately complete the live questionnaire. In essence, up to six program graduates provided the researcher an opportunity to conduct a trial run. Pretesting the live hyperlink and e-mail distribution of the survey instrument in this manner permitted refinement before the final test (Cooper & Schindler, 2006). Additionally, the pilot study provided increased content validity to the instrument. The instrument was sent to each graduate of the Leadership Boca program, graduation years 2002 through 2007. The Greater Boca Raton Chamber of Commerce

had e-mail addresses of 229 program participants across these graduation years. These 229 graduates were solicited to participate in the survey. The target population was a full sample of all graduates from 2002-2007.

The instrument included a cover letter from the researcher asking each graduate to complete the survey and explaining the significance of the study (Appendix B).

Additionally, the researcher received approval from the Greater Boca Raton Chamber of Commerce's President/CEO, as well as the Chamber's overseeing governing body, the Board of Trustees (Appendix C). This approval was necessary in order to solicit Leadership Boca graduates for data collection. As such, the researcher formally wrote to the President/CEO of the Greater Boca Raton Chamber of Commerce, soliciting approval and support for the research to be conducted in the manner subscribed (Appendix F). As a result, the appropriate approval was received from the Greater Boca Raton Chamber of Commerce (Appendix C).

The study involved collecting data from as many of the 229 Leadership Boca graduates who had current contact information on file from class years 2002 through 2007 via the surveying instrument the researcher developed (Appendix A). The professional staff at the Greater Boca Raton Chamber of Commerce provided the e-mail addresses for these Leadership Boca graduates. Sending a web-based survey link to e-mail addresses for the entire population was the preferred data collection method. When the survey instrument was distributed to each program participant via e-mail, along with it was an opening letter from the researcher, written to respectfully request the participant complete the survey, all the while highlighting the voluntary nature of the study. The researcher included a letter to the subjects which requested their participation and assured

their anonymity (Appendix B). Moreover, in a letter his own, the President/CEO of the Greater Boca Raton Chamber of Commerce supported the research, explained its significance for the organization, and encouraged participation (Appendix D).

Respondents were asked to complete the survey within two weeks. Once the two-week window for survey completion exhausted, the researcher e-mailed a reminder notice to the entire population (Appendix E), again the survey instrument for completion was attached.

The purpose of the study was twofold. First, the researcher sought to establish the effectiveness of the Leadership Boca program as perceived by the program participants. The second purpose of the study was to determine the value of the Leadership Boca program. The data was collected and measured to determine if there is merit to the benefits and commitments the Greater Boca Raton Chamber of Commerce asserts and markets to participants at initial program enrollment.

How the data was collected was a function of the research method employed. Selecting a research method most suitable to this study depended on what kind of information was sought, from whom and under what circumstances (Robson, 2002). For this study, a quantitative method was preferred in an effort to accumulate unbiased data because of the close proximity and relationships of the Greater Boca Raton Chamber of Commerce's professional staff and speculatively, some of the program's graduates. To ensure the success of the survey, the researcher minimized participant error; this is to say the population engaged the questionnaire successfully because the respondents possessed the information targeted, would understand his or her role as a respondent, and would have adequate motivation to cooperate (Cooper & Schindler, 2006).

Moreover, a quantitative research method was appropriate given the Greater Boca Raton Chamber of Commerce's willingness to provide the researcher with e-mail contact information of Leadership Boca program graduates. This level of support provided the researcher the ability to disseminate a web-based questionnaire, keeping costs low and turnaround time reasonable as respondents self-administered the survey (Cooper & Schindler, 2006). These were reasonable accommodations considering the population was highly computer literate and reachable through professional e-mail addresses on file with the Greater Boca Raton Chamber of Commerce's professional staff.

Data Analysis Procedures

This section describes the steps that were taken to analyze the data once it was collected. The first section of data collected asked respondents to what level they agreed with statements derived from the Leadership Boca program's self-described benefits. This ordinal data was analyzed using a Likert scale.

The second section of data was demographic. Descriptive statistics were computed for gender, age, education, program graduation year, employment affiliation during participation, current employment affiliation, employment status, tuition sponsorship, and professional promotion.

All hypotheses were tested using the Chi Square Test of independence with a significance level of .05. SPSS software (student version 13.0) was utilized to conduct the analysis.

Validity and Reliability

The research conducted was trustworthy to its audience because it was reliable and valid. Ensuring these traits of a dependable survey can be challenging to researchers. No research scenario is perfect, leading researchers to make compromises as deemed necessary. To answer this research challenge, this study utilized a questionnaire that was valid enough to remain generalizable to different populations, measures, and circumstances (Scandura & Williams, 2000).

Validity

The researcher sought to achieve validity by measuring what was alleged. By employing a quantitative, fixed research design, validity was increased and personal bias mitigated. This research assured the most validity by exclusively employing quantitative research techniques, eliminating interviews and observations, and maintaining the researcher's exclusivity from the study. Properly administering the survey resulted in its intentions being met, ensuring the instrument measured what the study sets out to measure.

For this study the researcher employed several techniques to ensure validity. To ensure internal validity, the study's hypotheses were written so that each of the independent variables was tested against the dependent variables one at a time. This technique ensured more internal validity to the instrument. Then, to ensure external validity, the study included respondents from six years and six different classes of Leadership Boca programs. Lastly, to support construct validity, the researcher's survey questions were a mirror image of the research hypotheses. These efforts minimized uncertainties about the instruments construct validity.

Reliability

Reliability is achieved when the worthiness of a measurement instrument is tested. It is the duty of the researcher to ensure reliability by considering the extent to which the measurement scale yields consistent results when the characteristic being measured aren't changed (Leedy & Ormrod, 2001).

This study employed a self-constructed questionnaire. To promote reliability, the study limited each of the four Likert-style questions to the respondents' perceptions of only one purported program benefit per question (Neuman, 2003). Rather than asking about several program initiatives in one question, the respondent was prompted to consider each benefit exclusively of the others. These dependent variables were considered one at a time.

Ethical Considerations

It was imperative the study's bias be limited and the research approach was well-facilitated. For this research project it was notable because the researcher was also an alumna of the Leadership Boca program, class of 2005. Having participated in the program, some inherent bias was possible. The researcher's experience participating in Leadership Boca was positive and has proven useful. The researcher was familiar with other Leadership Boca graduates and had professional relationships to a few. These less formal relationships could have lent to the possibility of opinion intruding upon fact-finding.

It is important, however, to consider that the survey facilitated and the data collected in this study did not put anyone at risk. The data did not affect participants' employment or reputation. Answers remained confidential and responses anonymous. In fact, being an alumna of the program may have assisted the researcher with data collection. It was the researcher's belief that support for the study was considerable because the investigator was one of their own; a Leadership Boca class of 2005 alumnus. It is probable the response rates were favorable because of participants' familiarity with the researcher.

Robson (2002) discussed the review of a dissertation and stated, "several parties or stakeholders are likely to be concerned with what is reported and how it is reported" (p. 501). Well-written dissertations take into consideration their stakeholders – the many constituents the research affects. For this research, the multitude of stakeholders included

- the researcher's educational institution (Capella University)
- the researcher (Kristen Moraz)
- the researcher's mentor (Dr. Jim Mirabella)
- the researcher's employer (Lynn University – a Greater Boca Raton Chamber of Commerce trustee-level member organization)
- the researched organization and its member constituents (the Greater Boca Raton Chamber of Commerce)
- the research participants (Leadership Boca graduates Classes 2002-2007)

In an effort to protect these stakeholders and their interests, the survey instrument was designed to ensure validity and reliability, the instrument distribution plan was succinct, and the data collection process was prudently planned.

The researcher complied with and completed all required IRB approval processes, and successfully completed additional CITI training specific to facilitating an internet-based survey. The researcher specifically safeguarded data files in one location on a personal computer; assuring confidentiality of research participants. Additionally, the consenting organization's president was aware this research was intended to be public knowledge and shared for all interested readers.

CHAPTER 4. DATA COLLECTION AND ANALYSIS

Subjects and Procedures

The purpose of this study was to evaluate the value and effectiveness of having participated in the Greater Boca Raton Chamber of Commerce's Leadership Boca program, as perceived and reported by the program's alumni. The research sought to determine if a relationship existed between perceived benefits the alumni reported, considering the demographics for each respondent. The results will provide the Greater Boca Raton Chamber of Commerce feedback on how the program's participants perceive the curriculum meets its asserted outcomes. The results will further enable the Chamber of Commerce, its Board of Trustees and stakeholders, to better define the program for the future and consider revisions to its curriculum.

This study answered four research questions which were derived from the Chamber of Commerce's stated outcomes for participants enrolling in the Leadership Boca program, class years 2002-2007. These questions were measured against nine demographic (independent) variables. The demographic variables were gender, age when enrolled, current reported age, degree earned, employment affiliation, employment status, tuition sponsorship, graduation year, employment promotion, and employment promotion.

The thirteen applicable questions in the survey instrument resulted in 36 hypotheses. The first four survey questions the respondents answered using a Likert

scale. These questions served as the research questions, and the following nine survey questions represented the demographic variables to be utilized in the statistical analysis. The results and analyses to answer these research questions are embodied in this chapter. The results of the hypothesis testing are cross referenced to the collection instrument questions that addressed each particular hypothesis, one at a time, followed by an analysis for each. The Chi Square Test of Independence was conducted to determine the statistical significance of each hypothesis, using a .05 significance level.

Data analysis resulted in an extremely large percentage of positive responses from survey participants. Since the responses were almost all positive (which included both the *strongly agree* and the *agree* responses), the researcher distinguished the *strongly agree* responses from the remaining responses. This top box analysis was conducted by the researcher once all data was input into the statistical software. To conduct the analysis, the researcher maintained all numerical answers depicted with an answer of 1 to reflect a positive response (i.e., *strongly agree*), and conversely, all numerical answers depicted with number 2, 3, 4, or 5 responses were categorized as negative, or *did not strongly agree*. The Chi Square test was then run for positives and negatives.

Respondent Characteristics

Of the 103 respondents, 102 were included (one was omitted because less than half of the survey was completed). For most questions below, 102 responses are totaled; for a small few, 101 responses were recorded (resulting from occasional questions being skipped by some respondents). These respondents represent all participants in the Leadership Boca program during the period of the study; as such, it was a population of the participants and no sampling was conducted.

Results

Research Question 1

Will Leadership Boca participants become a part of a growing network of community leaders with whom they will interact for the remainder of their careers?

To support this question nine hypotheses were developed, representing each of the nine demographics against the dependent variable of participants becoming a part of a growing network of community leaders.

Hypotheses for Research Question 1

H1a: Leadership Boca participants' perceptions that the program offered them a growing network of community leaders with whom to interact is independent of their gender.

Table 8.
Crosstabulation for H1a

		Gender		
		Male	Female	Total
Part of Growing Network of Community Leaders	Positive	37	44	81
	Negative	12	9	21
Total		49	53	102

Table 9.
Chi Square Test for H1a

	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2- sided)	Exact Sig. (1- sided)
Pearson Chi-Square	.878 ^a	1	.349		
Continuity Correction ^b	.479	1	.489		
Likelihood Ratio	.879	1	.349		
Fisher's Exact Test				.463	.245
Linear-by-Linear Association	.869	1	.351		
N of Valid Cases	102				

Since the p-value is 0.349, which is greater than 0.05, the null hypothesis was not rejected. Insufficient evidence existed to conclude that the participants' perception that the program offered them a growing network of community leaders was related to the participants' gender.

H1b: Leadership Boca participants' perceptions that the program offered them a growing network of community leaders with whom to interact is independent of their age at the time they participated in the program.

Table 10.
Crosstabulation for H1b

		Age at Time Participated in LB				Total
		21-30 years of age	31-40 years of age	41-50 years of age	over 50 yrs of age	
Part of Growing Network of Community Leaders	Positive	8	38	29	6	81
	Negative	6	5	5	5	21
Total		14	43	34	11	102

Table 11.
Chi Square Test for H1b

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	11.238 ^a	3	.011
Likelihood Ratio	10.137	3	.017
Linear-by-Linear Association	.010	1	.920
N of Valid Cases	102		

Since the p-value is 0.011, which is less than 0.05, the null hypothesis was rejected. As a result, it can be concluded that the participants' perceptions that the

program offered them a growing network of community leaders is dependent on the participants' age at the time enrolled in the Leadership Boca program. It appears the participants in the middle age ranges including ages 31-50 perceived the program's access to community leaders of benefit the most, with over 85% giving positive responses, while those younger than 30 and older than 50 were almost evenly split on their positive and negative responses.

H1b (current): Leadership Boca participants' perceptions that the program offered them a growing network of community leaders with whom to interact is independent of their age currently reported.

Table 12.
Crosstabulation for H1b (current)

		Age Currently				Total
		21-30 years of age	31-40 years of age	41-50 years of age	over 50 years of age	
Part of Growing Network of Community Leaders	Positive	6	35	28	12	81
	Negative	3	7	4	7	21
	Total	9	42	32	19	102

Table 13.
Chi-Square Test for H1b (current)

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.640 ^a	3	.131
Likelihood Ratio	5.298	3	.151
Linear-by-Linear Association	.448	1	.503
N of Valid Cases	102		

Since the p-value is 0.131, which is greater than 0.05, the null hypothesis was not rejected. Insufficient evidence existed to conclude that the participants' perceptions that the program offered them a growing network of community leaders was related to the participants' current reported age.

H1c: Leadership Boca participants' perceptions that the program offered them a growing network of community leaders with whom to interact is independent of their education level earned.

Table 14.
Crosstabulation for H1c

		Educational Degree Earned		
		Bachelor's Degree or Less	Graduate Degree	Total
Part of Growing Network of Community Leaders	Positive	42	39	81
	Negative	8	13	21
Total		50	52	102

Table 15.
Chi-Square Test for H1c

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2- sided)	Exact Sig. (1- sided)
Pearson Chi-Square	1.263 ^a	1	.261		
Continuity Correction ^b	.772	1	.379		
Likelihood Ratio	1.274	1	.259		
Fisher's Exact Test				.330	.190
Linear-by-Linear Association	1.250	1	.263		
N of Valid Cases	102				

Since the p-value is 0.261, which is greater than 0.05, the null hypothesis was not rejected. Insufficient evidence existed to conclude that the participants' perceptions that the program offered them a growing network of community leaders was related to the highest level of educational degree earned by the respondent.

H1d: Leadership Boca participants' perceptions that the program offered them a growing network of community leaders with whom to interact is independent of their employment affiliation.

Table 16.
Crosstabulation for H1d

		Employer at Time Participated in LB			Total
		For Profit Organization	Not-for-Profit Organization	Self-Employed	
Part of Growing Network of Community Leaders	Positive	36	28	17	81
	Negative	14	3	4	21
Total		50	31	21	102

Table 17.
Chi-Square Test for H1d

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.968 ^a	2	.138
Likelihood Ratio	4.266	2	.118
Linear-by-Linear Association	1.567	1	.211
N of Valid Cases	102		

Since the p-value is 0.138, which is greater than 0.05, the null hypothesis was not rejected. Insufficient evidence existed to conclude that the participants' perceptions that

the program offered them a growing network of community leaders was related to their employment affiliation at the time they participated in the program.

H1e: Leadership Boca participants' perceptions that the program offered them a growing network of community leaders with whom to interact is independent of their employment status currently.

Table 18.
Crosstabulation for H1e

		Employer Currently			Total
		For Profit Organization	Not-for-Profit Organization	Self-Employed	
Part of Growing Network of Community Leaders	Positive	36	26	19	81
	Negative	13	2	5	20
Total		49	28	24	101

Table 19.
Chi-Square Test for H1e

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.238 ^a	2	.120
Likelihood Ratio	4.855	2	.088
Linear-by-Linear Association	.868	1	.352
N of Valid Cases	101		

Since the p-value is 0.120, which is greater than 0.05, the null hypothesis was not rejected. Insufficient evidence existed to conclude that the participants' perception that the program offered them a growing network of community leaders was related to their current employment.

H1f: Leadership Boca participants' perceptions that the program offered them a growing network of community leaders with whom to interact is independent of their company's Leadership Boca program tuition sponsorship.

Table 20.
Crosstabulation for H1f

		Tuition Paid		
		Employer Sponsored LB Tuition	Self-Paid LB Tuition	Total
Part of Growing Network of Community Leaders	Positive	59	22	81
	Negative	15	6	21
Total		74	28	102

Table 21.
Chi-Square Test for H1f

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.017 ^a	1	.897		
Continuity Correction ^b	.000	1	1.000		
Likelihood Ratio	.017	1	.898		
Fisher's Exact Test				1.000	.548
Linear-by-Linear Association	.017	1	.898		
N of Valid Cases	102				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.76.

b. Computed only for a 2x2 table

Since the p-value is 0.897 which is greater than 0.05, the null hypothesis was not rejected. Insufficient evidence existed to conclude that the participants' perceptions that the program offered them a growing network of community leaders was related to how each participant's program tuition was paid.

H1g: Leadership Boca participants' perceptions that the program offered them a growing network of community leaders with whom to interact is independent of their program graduation year.

Table 22.
Crosstabulation for H1g

		LB Graduation Year					Total	
		2007	2006	2005	2004	2003		2002
Part of Growing Network of Community Leaders	Positive	14	14	16	16	15	6	81
	Negative	6	4	5	4	1	1	21
Total		20	18	21	20	16	7	102

Table 23.
Chi-Square Test for H1g

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.432 ^a	5	.634
Likelihood Ratio	3.928	5	.560
Linear-by-Linear Association	2.539	1	.111
N of Valid Cases	102		

Since the p-value is 0.634 which is greater than 0.05, the null hypothesis was not rejected. Insufficient evidence existed to conclude that the participants' perceptions that the program offered them a growing network of community leaders was related to participants' graduation year from the Leadership Boca program.

H1h: Leadership Boca participants' perceptions that the program offered them a growing network of community leaders with whom to interact is independent of their ability to be promoted.

Table 24.
Crosstabulation for H1h

		Current Employment Status			Total
		Currently work for same organization in the same role	Currently work for the same organization but have been promoted	Currently work for a different organization	
Part of Growing Network of Community Leaders	Positive	40	21	20	81
	Negative	11	3	7	21
Total		51	24	27	102

Table 25.
Chi-Square Test for H1h

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.461 ^a	2	.482
Likelihood Ratio	1.553	2	.460
Linear-by-Linear Association	.074	1	.785
N of Valid Cases	102		

Since the p-value is 0.482 which is greater than 0.05, the null hypothesis was not rejected. Insufficient evidence existed to conclude that the participants' perceptions that the program offered them a growing network of community leaders was related to participants' professional promotion since having participated in the Leadership Boca program.

Research Question 2

Will participants become a more valuable asset to their employer by providing face-to-face contacts with current community leaders?

To support this question nine hypotheses were developed, representing each of the nine demographics, and measured against the dependent variable of participants becoming a more valuable asset to their employer.

Hypotheses for Research Question 2

H2a: Leadership Boca participants' perceptions that the program made them a more valuable asset to their employer by providing face-to-face contacts with current community leaders is independent of their gender.

Table 26.
Crosstabulation for H2a

		Gender		Total
		Male	Female	
More Valuable Asset to Employer	Positive	36	40	76
	Negative	13	13	26
Total		49	53	102

Table 27.
Chi-Square Test for H2a

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2- sided)	Exact Sig. (1- sided)
Pearson Chi-Square	.054 ^a	1	.817		
Continuity Correction ^b	.000	1	.996		
Likelihood Ratio	.054	1	.817		
Fisher's Exact Test				.825	.498
Linear-by-Linear Association	.053	1	.818		
N of Valid Cases	102				

Since the p-value is 0.817 which is greater than 0.05, the null hypothesis was not rejected. Insufficient evidence existed to conclude that the participants' perceptions that program participation resulted in becoming a more valuable asset to their employer was related to participants' gender.

H2b: Leadership Boca participants' perceptions that the program made them a more valuable asset to their employer by providing face-to-face contacts with current community leaders is independent of their age.

Table 28.

Crosstabulation for H2b

		Age at Time Participated in LB				Total
		21-30 years of age	31-40 years of age	41-50 years of age	over 50 years of age	
More Valuable Asset to Employer	Positive	10	38	22	6	76
	Negative	4	5	12	5	26
Total		14	43	34	11	102

Table 29.

Chi-Square Test for H2b

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.450 ^a	3	.038
Likelihood Ratio	8.831	3	.032
Linear-by-Linear Association	3.713	1	.054
N of Valid Cases	102		

a. 2 cells (25.0%) have expected count less than 5. The minimum expected count is 2.80.

Since the p-value is 0.038 which is less than 0.05, the null hypothesis was rejected. As a result, it can be concluded that participants' perceptions that program participation resulted in becoming a more valuable asset to their employer is dependent on participants' age at the time enrolled in Leadership Boca. It appears as though participants below the age of 50 perceived themselves to be a more valuable asset to their employer after completing the program, while those over 50 were evenly split in their responses.

Table 30.
Crosstabulation for H2b (Current)

		Age Currently				Total
		21-30 years of age	31-40 years of age	41-50 years of age	over 50 years of age	
More Valuable Asset to Employer	Positive	6	38	20	12	76
	Negative	3	4	12	7	26
Total		9	42	32	19	102

Table 31.
Chi Square Test for H2b (Current)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.648 ^a	3	.022
Likelihood Ratio	10.579	3	.014
Linear-by-Linear Association	3.595	1	.058
N of Valid Cases	102		

a. 2 cells (25.0%) have expected count less than 5. The minimum expected count is 2.29.

Since the p-value is 0.022 which is less than 0.05, the null hypothesis was rejected. As a result, it can be concluded that participants' perceptions that program participation resulted in becoming a more valuable asset to their employer is dependent on participants' current age. Participants between the ages of 31-40 had 90% positive responses, while the other age groups had about 2/3 positive responses. It appears almost all of those between 31 and 40 had significantly higher positive responses in that they perceived themselves to be a more valuable asset to their employer after completing the program.

H2c: Leadership Boca participants' perceptions that the program made them a more valuable asset to their employer by providing face-to-face contacts with current community leaders is independent of their education level earned.

Table 32.
Crosstabulation for H2c

		Educational Degree Earned		Total
		Bachelor's Degree or Less	Graduate Degree	
More Valuable Asset to Employer	Positive	42	34	76
	Negative	8	18	26
Total		50	52	102

Table 33.
Chi-Square Test for H2c

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	4.651 ^a	1	.031		
Continuity Correction ^b	3.722	1	.054		
Likelihood Ratio	4.752	1	.029		
Fisher's Exact Test				.041	.026
Linear-by-Linear Association	4.605	1	.032		
N of Valid Cases	102				

Since the p-value is 0.031 which is less than 0.05, the null hypothesis was rejected. As a result, it can be concluded that participants' perceptions that program participation resulted in becoming a more valuable asset to their employer is dependent on participants' education level earned. It appears participants with earned bachelor's degrees or less found the program resulted in becoming more valuable to their employer, than participants with graduate degrees perceived the program's resulting in their added value for their employers.

H2d: Leadership Boca participants' perceptions that the program made them a more valuable asset to their employer by providing face-to-face contacts with current community leaders is independent of their employment affiliation at the time enrolled in the program.

Table 34.
Crosstabulation for H2d

		Employer at Time Participated in LB			Total
		For Profit Organization	Not-for-Profit Organization	Self-Employed	
More Valuable Asset to Employer	Positive	37	30	9	76
	Negative	13	1	12	26
Total		50	31	21	102

Table 35.
Chi-Square Test for H2d

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	19.176 ^a	2	.000
Likelihood Ratio	20.979	2	.000
Linear-by-Linear Association	3.395	1	.065
N of Valid Cases	102		

Since the p-value is 0.000 which is less than 0.05, the null hypothesis was rejected. As a result, it can be concluded that participants' perceptions that program participation resulted in becoming a more valuable asset to their employer is dependent on participants' employment affiliation at the time enrolled in the Leadership Boca program. It appears participants who worked for for-profit organizations indicated that program participation resulted in becoming more valuable to their employer, whereas self-employed participants indicated the least amount of increased value relative to their employment. Additionally, nearly all the participants employed by non-profit organizations reported positively to perceiving their value to their employer having increased.

H2e: Leadership Boca participants' perceptions that the program made them a more valuable asset to their employer by providing face-to-face contacts with current community leaders is independent of their employment status currently.

Table 36.
Crosstabulation for H2e

		Employer Currently			Total
		For Profit Organization	Not-for-Profit Organization	Self- Employed	
More Valuable Asset to Employer	Positive	38	27	10	75
	Negative	11	1	14	26
Total		49	28	24	101

Table 37.
Chi-Square Test for H2e

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	20.814 ^a	2	.000
Likelihood Ratio	21.792	2	.000
Linear-by-Linear Association	6.902	1	.009
N of Valid Cases	101		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 6.18.

Since the p-value is 0.000 which is less than 0.05, the null hypothesis was rejected. As a result, it can be concluded that participants' perceptions that program participation resulted in becoming a more valuable asset to their employer is dependent on participants' current employment status. It appears participants who worked for for-profit organizations indicated that program participation resulted in becoming more valuable to their employer, whereas self-employed participants indicated the least amount of increased value relative to their employment. Additionally, nearly all the participants employed by non-profit organizations reported positively to perceiving their value to their employer having increased.

H2f: Leadership Boca participants' perceptions that the program made them a more valuable asset to their employer by providing face-to-face contacts with current community leaders is independent of their company's Leadership Boca program tuition sponsorship.

Table 38.
Crosstabulation for H2f

		Tuition Paid		
		Employer		Total
		Sponsored LB Tuition	Self-Paid LB Tuition	
More Valuable Asset to Employer	Positive	62	14	76
	Negative	12	14	26
Total		74	28	102

Table 39.
Chi-Square Test for H2f

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2- sided)	Exact Sig. (1- sided)
Pearson Chi-Square	12.207 ^a	1	.000		
Continuity Correction ^b	10.493	1	.001		
Likelihood Ratio	11.387	1	.001		
Fisher's Exact Test				.001	.001
Linear-by-Linear Association	12.088	1	.001		
N of Valid Cases	102				

Since the p-value is 0.000 which is less than 0.05, the null hypothesis was rejected. As a result, it can be concluded that participants' perceptions that program participation resulted in becoming a more valuable asset to their employer is dependent on employer-sponsored tuition for the respondent's participation in Leadership Boca. Participants who reported their employer sponsored their program tuition, most often perceived themselves to be a more valuable asset to their employer for having participated.

H2g: Leadership Boca participants' perceptions that the program made them a more valuable asset to their employer by providing face-to-face contacts with current community leaders is independent of their program graduation year.

Table 40.
Crosstabulation for H2g

		LB Graduation Year						Total
		2007	2006	2005	2004	2003	2002	
More Valuable Asset to Employer	Positive	16	14	14	18	9	5	76
	Negative	4	4	7	2	7	2	26
Total		20	18	21	20	16	7	102

Table 41.
Chi-Square Test for H2g

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.469 ^a	5	.263
Likelihood Ratio	6.674	5	.246
Linear-by-Linear Association	.819	1	.365
N of Valid Cases	102		

Since the p-value is 0.263, which is greater than 0.05, the null hypothesis was not rejected. Insufficient evidence existed to conclude that a participant's perception of having become a more valuable asset to their employer was related to participants' graduation year from the Leadership Boca program.

H2h: Leadership Boca participants' perceptions that the program made them a more valuable asset to their employer by providing face-to-face contacts with current community leaders is independent of their ability to be promoted.

Table 42.
Crosstabulation for H2h

		Current Employment Status			Total
		Currently work for same organization in the same role	Currently work for the same organization but have been promoted	Currently work for a different organization	
More Valuable Asset to Employer	Positive	35	24	17	76
	Negative	16	0	10	26
Total		51	24	27	102

Table 43.
Chi-Square Test for H2h

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.035 ^a	2	.004
Likelihood Ratio	16.759	2	.000
Linear-by-Linear Association	.001	1	.975
N of Valid Cases	102		

Since the p-value is 0.004 which is less than 0.05, the null hypothesis was rejected. As a result, it can be concluded that participants' perceptions that program participation resulted in becoming a more valuable asset to their employer is dependent on the participant having reported being promoted. More respondents reported working for the same employer in a promoted role, or working for a new employer, more than any other response. 41 of the 102 respondents indicated one of these types of promotion since having graduated from the Leadership Boca program.

Research Question 3

Will participants become a more valuable asset to their employer by preparing themselves to assume leadership roles of tomorrow?

To support this question nine hypotheses were developed, representing each of the nine demographics, and measured against the dependent variable of participants assuming leadership roles.

Hypotheses for Research Question 3

H3a: Leadership Boca participants' perceptions that the program made them a more valuable asset to their employer by preparing them to assume leadership roles is independent of their gender.

Table 44.
Crosstabulation for H3a

		Gender		Total
		Male	Female	
Prepared to Assume Leadership Roles	Positive	28	30	58
	Negative	21	23	44
Total		49	53	102

Table 45.
Chi-Square Test for H3a

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.003 ^a	1	.956		
Continuity Correction ^b	.000	1	1.000		
Likelihood Ratio	.003	1	.956		
Fisher's Exact Test				1.000	.558
Linear-by-Linear Association	.003	1	.956		
N of Valid Cases	102				

Since the p-value is 0.956, which is greater than 0.05, the null hypothesis was not rejected. Insufficient evidence existed to conclude that participants' perceptions of the program prepared them to assume leadership roles, was related to participants' gender.

H3b: Leadership Boca participants' perceptions that the program made them a more valuable asset to their employer by preparing them to assume leadership roles is independent of their age.

Table 46.
Crosstabulation for H3b

		Age at Time Participated in LB				Total
		21-30 years of age	31-40 years of age	41-50 years of age	over 50 years of age	
Prepared to Assume Leadership Roles	Positive	8	28	17	5	58
	Negative	6	15	17	6	44
Total		14	43	34	11	102

Table 47.

Chi-Square Test for H3b

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.431 ^a	3	.488
Likelihood Ratio	2.442	3	.486
Linear-by-Linear Association	1.288	1	.256
N of Valid Cases	102		

Since the p-value is 0.488, which is greater than 0.05, the null hypothesis was not rejected. Insufficient evidence existed to conclude that participants' perceptions of the program prepared them to assume leadership roles, was related to participants' age when enrolled in the program.

Table 48.

Crosstabulation for H3b (current)

		Age Currently				Total
		21-30 years of age	31-40 years of age	41-50 years of age	over 50 years of age	
Prepared to Assume	Positive	5	27	16	10	58
Leadership Roles	Negative	4	15	16	9	44
Total		9	42	32	19	102

Table 49.

Chi-Square Test for H3b (current)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.703 ^a	3	.636
Likelihood Ratio	1.713	3	.634
Linear-by-Linear Association	.681	1	.409
N of Valid Cases	102		

Since the p-value is 0.636, which is greater than 0.05, the null hypothesis was not rejected. Insufficient evidence existed to conclude that participants' perceptions of the program prepared them to assume leadership roles, was related to participants' age currently.

H3c: Leadership Boca participants' perceptions that the program made them a more valuable asset to their employer by preparing them to assume leadership roles is independent of their educational level earned.

Table 50.
Crosstabulation for H3c

		Educational Degree Earned		Total
		Bachelor's Degree or Less	Graduate Degree	
Prepared to Assume Leadership Roles	Positive	32	26	58
	Negative	18	26	44
Total		50	52	102

Table 51.
Chi-Square Test for H3c

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2.037 ^a	1	.154		
Continuity Correction ^b	1.506	1	.220		
Likelihood Ratio	2.045	1	.153		
Fisher's Exact Test				.168	.110
Linear-by-Linear Association	2.017	1	.156		
N of Valid Cases	102				

Since the p-value is 0.154, which is greater than 0.05, the null hypothesis was not rejected. Insufficient evidence existed to conclude that participants' perceptions of the program prepared them to assume leadership roles, was related to participants' highest education degree earned.

H3d: Leadership Boca participants' perceptions that the program made them a more valuable asset to their employer by preparing them to assume leadership roles is independent of their employment affiliation at the time they participated in the program.

Table 52.
Crosstabulation for H3d

		Employer at Time Participated in LB			Total
		For Profit Organization	Not-for-Profit Organization	Self-Employed	
Prepared to Assume Leadership Roles	Positive	29	24	5	58
	Negative	21	7	16	44
Total		50	31	21	102

Table 53.
Chi-Square Test for H3d

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14.720 ^a	2	.001
Likelihood Ratio	15.275	2	.000
Linear-by-Linear Association	3.628	1	.057
N of Valid Cases	102		

Since the p-value is 0.001, which is less than 0.05, the null hypothesis was rejected. As a result, it can be concluded that participants' perceptions that the program prepared them to assume leadership roles is dependent on the employment affiliation they

had at the time of participating in the Leadership Boca program. Of the 31 respondents who worked for not-for-profit organizations, this population reported the highest perception of preparedness to assume leadership positions. The self-employed respondents reported they did not *strongly agree* with this assertion, and the respondents employed by for-profit organizations did not have a statistically significant separation in their reported perceptions.

H3e: Leadership Boca participants' perceptions that the program made them a more valuable asset to their employer by preparing them to assume leadership roles is independent of their employment status currently.

Table 54.
Crosstabulation for H3e

		Employer Currently			Total
		For Profit Organization	Not-for- Profit Organization	Self- Employed	
Prepared to Assume Leadership Roles	Positive	29	21	7	57
	Negative	20	7	17	44
Total		49	28	24	101

Table 55.
Chi-Square Test for H3e

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.334 ^a	2	.003
Likelihood Ratio	11.607	2	.003
Linear-by-Linear Association	3.753	1	.053
N of Valid Cases	101		

Since the p-value is 0.003, which is less than 0.05, the null hypothesis was rejected. As a result, it can be concluded participants' perceptions that the program prepared them to assume leadership roles is dependent on the employment affiliation they hold currently. The self-employed respondents had the most significant perceptions they do not *strongly agree* the program prepared them for assuming leadership positions.

H3f: Leadership Boca participants' perceptions that the program made them a more valuable asset to their employer by providing face-to-face contacts with current community leaders is independent of their company's Leadership Boca program tuition sponsorship.

Table 56.
Crosstabulation for H3f

		Tuition Paid		Total
		Employer Sponsored LB Tuition	Self-Paid LB Tuition	
Prepared to Assume Leadership Roles	Positive	49	9	58
	Negative	25	19	44
Total		74	28	102

Table 57.
Chi-Square Test for H3f

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	9.615 ^a	1	.002		
Continuity Correction ^b	8.276	1	.004		
Likelihood Ratio	9.650	1	.002		
Fisher's Exact Test				.003	.002
Linear-by-Linear Association	9.521	1	.002		
N of Valid Cases	102				

Since the p-value is 0.002, which is less than 0.05, the null hypothesis was rejected. As a result, it can be concluded participants' perceptions that the program prepared them to be a more valuable asset to their employers by assuming leadership roles is dependent on the employer having sponsored the participants program tuition. This statistical significance supports the perception that participants who paid their own tuition would less likely report themselves a more valued asset to their employer.

H3g: Leadership Boca participants' perceptions that the program made them a more valuable asset to their employer by providing face-to-face contacts with current community leaders is independent of their program graduation year.

Table 58.

Crosstabulation for H3g

		LB Graduation Year						Total
		2007	2006	2005	2004	2003	2002	
Prepared to Assume Leadership Roles	Positive	10	13	9	15	10	1	58
	Negative	10	5	12	5	6	6	44
Total		20	18	21	20	16	7	102

Table 59.

Chi-Square Test for H3g

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.857 ^a	5	.037
Likelihood Ratio	12.391	5	.030
Linear-by-Linear Association	.207	1	.649
N of Valid Cases	102		

Since the p-value is 0.037, which is less than 0.05, the null hypothesis was rejected. As a result, it can be concluded participants' perceptions that the program prepared them to be a more valuable asset to their employers by assuming leadership roles is dependent on the graduation year of the respondent. Graduation years 2004 and 2006 report a strong agreement with these perceptions, whereas graduation year 2002 reports the most significant percentage of respondents who do not *strongly agree* with the program preparing them to become a more valuable asset to their employer by assuming leadership roles.

H3h: Leadership Boca participants' perceptions that the program made them a more valuable asset to their employer by providing face-to-face contacts with current community leaders is independent of their ability to be promoted.

Table 60.
Crosstabulation for H3h

		Current Employment Status			Total
		Currently work for the same organization in the same role	Currently work for the same organization but have been promoted	Currently work for a different organization	
Prepared to Assume Leadership Roles	Positive	25	20	13	58
	Negative	26	4	14	44
Total		51	24	27	102

Table 61.
Chi-Square Test for H3h

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.971 ^a	2	.011
Likelihood Ratio	9.773	2	.008
Linear-by-Linear Association	.151	1	.697
N of Valid Cases	102		

Since the p-value is 0.011, which is less than 0.05, the null hypothesis was rejected. As a result, it can be concluded participants' perceptions that the program prepared them to be a more valuable asset to their employers by assuming leadership roles is dependent on if the respondent reported having been promoted. Participants who reported working for the same organization, but in a promoted role, signify the positive perceptions and rationally, the most strongly in agreement with this outcome avowed for the Leadership Boca program.

Research Question 4

Will Leadership Boca graduates have the opportunity to return to the community some of what the community has given them?

To support this question nine hypotheses were developed, representing each of the nine demographics, and measured against the dependent variable of program graduates returning service to the community.

Hypotheses for Research Question 4

H4a: Leadership Boca participants' perceptions that they have the opportunity to return to the community some of what the community has given them is independent of their gender.

Table 62.
Crosstabulation for H4a

		Gender		Total
		Male	Female	
Return Service to the Community	Positive	39	45	84
	Negative	10	8	18
Total		49	53	102

Table 63.
Chi-Square Test for H4a

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.495 ^a	1	.482		
Continuity Correction ^b	.197	1	.657		
Likelihood Ratio	.495	1	.482		
Fisher's Exact Test				.605	.329
Linear-by-Linear Association	.490	1	.484		
N of Valid Cases	102				

Since the p-value is 0.482, which is greater than 0.05, the null hypothesis was not rejected. Insufficient evidence existed to conclude participants' perceptions that the program provides them the opportunity to return service to the community, was in any way related to participants' gender.

H4b: Leadership Boca participants' perceptions that they have the opportunity to return to the community some of what the community has given them is independent of their age.

Table 64.
Crosstabulation for H4b

		Age at Time Participated in LB				Total
		21-30 years of age	31-40 years of age	41-50 years of age	over 50 years of age	
Return Service to the Community	Positive	10	38	28	8	84
	Negative	4	5	6	3	18
Total		14	43	34	11	102

Table 65.
Chi-Square Test for H4b

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.923 ^a	3	.404
Likelihood Ratio	2.821	3	.420
Linear-by-Linear Association	.032	1	.859
N of Valid Cases	102		

Since the p-value is 0.404, which is greater than 0.05, the null hypothesis was not rejected. Insufficient evidence existed to conclude participants' perceptions that the program provides them the opportunity to return service to the community, was related to their reported age when enrolled.

Table 66.

Crosstabulation for H4b (current)

		Age Currently				Total
		21-30 years of age	31-40 years of age	41-50 years of age	over 50 years of age	
Return Service to the Community	Positive	6	38	25	15	84
	Negative	3	4	7	4	18
Total		9	42	32	9	102

Table 67.

Chi-Square Test for H4b (current)

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.976 ^a	3	.264
Likelihood Ratio	4.012	3	.260
Linear-by-Linear Association	.129	1	.719
N of Valid Cases	102		

a. 2 cells (25.0%) have expected count less than 5. The minimum expected count is 1.59.

Since the p-value is 0.264, which is greater than 0.05, the null hypothesis was not rejected. Insufficient evidence existed to conclude participants' perceptions that the program provides them the opportunity to return service to the community, was related to respondents' current age.

H4c: Leadership Boca participants' perceptions that they have the opportunity to return to the community some of what the community has given them is independent of their educational level earned.

Table 68.
Crosstabulation for H4c

		Educational Degree Earned		
		Bachelor's Degree or Less	Graduate Degree	Total
Return Service to the Community	Positive	43	41	84
	Negative	7	11	18
Total		50	52	102

Table 69.
Chi-Square Test for H4c

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.898 ^a	1	.343		
Continuity Correction ^b	.473	1	.492		
Likelihood Ratio	.905	1	.342		
Fisher's Exact Test				.439	.246
Linear-by-Linear Association	.889	1	.346		
N of Valid Cases	102				

Since the p-value is 0.343, which is greater than 0.05, the null hypothesis was not rejected. Insufficient evidence existed to conclude participants' perceptions that the program provides them the opportunity to return service to the community, was related to educational levels of program participants.

H4d: Leadership Boca participants' perceptions that they have the opportunity to return to the community some of what the community has given them is independent of their employment affiliation when enrolled in Leadership Boca.

Table 70.
Crosstabulation for H4d

		Employer at Time Participated in LB			Total
		For Profit Organization	Not-for- Profit Organization	Self- Employed	
Return Service to the Community	Positive	38	27	19	84
	Negative	12	4	2	18
Total		50	31	21	102

Table 71.
Chi-Square Test for H4d

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.822 ^a	2	.244
Likelihood Ratio	2.906	2	.234
Linear-by-Linear Association	2.588	1	.108
N of Valid Cases	102		

Since the p-value is 0.244, which is greater than 0.05, the null hypothesis was not rejected. Insufficient evidence existed to conclude participants' perceptions that the program provides them the opportunity to return service to the community, was related to employment affiliation while participating in the program.

H4e: Leadership Boca participants' perceptions that they have the opportunity to return to the community some of what the community has given them is independent of their employment status currently.

Table 72.
Crosstabulation of H4e

		Employer Currently			Total
		Not-for-			
		For Profit Organization	Profit Organization	Self- Employed	
Return Service to the Community	Positive	38	24	21	83
	Negative	11	4	3	18
Total		49	28	24	101

Table 73.
Chi-Square Test for H4e

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.420 ^a	2	.492
Likelihood Ratio	1.434	2	.488
Linear-by-Linear Association	1.271	1	.260
N of Valid Cases	101		

Since the p-value is 0.492, which is greater than 0.05, the null hypothesis was not rejected. Insufficient evidence existed to conclude participants' perceptions that the program provides them the opportunity to return service to the community, was related to current employment status.

H4f: Leadership Boca participants' perceptions that they have the opportunity to return to the community some of what the community has given them is independent of their company's Leadership Boca program tuition sponsorship.

Table 74.
Crosstabulation for H4f

		Tuition Paid		
		Employer		Total
		Sponsored LB Tuition	Self-Paid LB Tuition	
Return Service to the Community	Positive	60	24	84
	Negative	14	4	18
Total		74	28	102

Table 75.
Chi-Square Test for H4f

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.300 ^a	1	.584		
Continuity Correction ^b	.066	1	.797		
Likelihood Ratio	.311	1	.577		
Fisher's Exact Test				.773	.410
Linear-by-Linear Association	.297	1	.586		
N of Valid Cases	102				

Since the p-value is 0.584, which is greater than 0.05, the null hypothesis was not rejected. Insufficient evidence existed to conclude participants' perceptions that the program provides them the opportunity to return service to the community, was related significantly to whether participants' employers sponsored their program tuition or they self-paid.

H4g: Leadership Boca participants' perceptions that they have the opportunity to return to the community some of what the community has given them is independent of their program graduation year.

Table 76.

Crosstabulation for H4g

		LB Graduation Year						Total
		2007	2006	2005	2004	2003	2002	
Return Service to the Community	Positive	14	15	15	18	15	7	84
	Negative	6	3	6	2	1	0	18
Total		20	18	21	20	16	7	102

Table 77.

Chi-Square Test for H4g

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.571 ^a	5	.182
Likelihood Ratio	8.797	5	.117
Linear-by-Linear Association	5.226	1	.022
N of Valid Cases	102		

Since the p-value is 0.182, which is greater than 0.05, the null hypothesis was not rejected. Insufficient evidence existed to conclude participants' perceptions that the program provides them the opportunity to return service to the community, was related significantly to participants' graduation year.

H4h: Leadership Boca participants' perceptions that they have the opportunity to return to the community some of what the community has given them is independent of their ability to be promoted.

Table 78.
Crosstabulation for H4h

		Current Employment Status			Total
		Currently work for same organization in the same role	Currently same organization but have been promoted	Currently work for a different organization	
Return Service to the Community	Positive	42	22	20	84
	Negative	9	2	7	18
Total		51	24	27	102

Table 79.
Chi-Square Test for H4h

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.706 ^a	2	.258
Likelihood Ratio	2.861	2	.239
Linear-by-Linear Association	.471	1	.493
N of Valid Cases	102		

Since the p-value is 0.258, which is greater than 0.05, the null hypothesis was not rejected. Insufficient evidence existed to conclude participants' perceptions that the program provides them the opportunity to return service to the community, was related significantly to participants' having been professionally promoted or not.

Summary of Results

A summary of the Pearson Chi-Square significance values and an indication of significance for each hypothesis are indicated in Table 80.

Table 80.
Chi-Square Test Summary for H1-H4

Variable	Pearson Chi-Square sig. value/ p = .05	Significant? Yes or No?
Hypothesis 1a: Growing Network*Gender	.349	No
Hypothesis 1b: Growing Network*Participation Age	.011	Yes
Hypothesis 1b (current): Growing Network* Current Age	.131	No
Hypothesis 1c: Growing Network*Degree Earned	.261	No
Hypothesis 1d: Growing Network*Employer During LB	.138	No
Hypothesis 1e: Growing Network*Employer Currently	.120	No
Hypothesis 1f: Growing Network*Tuition Paid	.897	No
Hypothesis 1g: Growing Network*LB Grad Year	.634	No
Hypothesis 1h: Growing Network*Employment Status	.482	No
Hypothesis 2a: Asset to Employer*Gender	.817	No
Hypothesis 2b: Asset to Employer*Participation Age	.038	Yes
Hypothesis 2b (current): Asset to Employer*Current Age	.022	Yes
Hypothesis 2c: Asset to Employer*Degree Earned	.031	Yes
Hypothesis 2d: Asset to Employer*Employer During LB	.000	Yes
Hypothesis 2e: Asset to Employer*Employer Currently	.000	Yes
Hypothesis 2f: Asset to Employer*Tuition Paid	.000	Yes

Table 80 continued.
Chi-Square Test Summary for H1-H4

Variable	Pearson Chi-Square sig. value/ p = .05	Significant? Yes or No?
Hypothesis 2g: Asset to Employer*LB Grad Year	.263	No
Hypothesis 2h: Asset to Employer*Employment Status	.004	Yes
Hypothesis 3a: Assume Leadership*Gender	.956	No
Hypothesis 3b: Assume Leadership*Participation Age	.488	No
Hypothesis 3b (current): Assume Leadership*Current Age	.636	No
Hypothesis 3c: Assume Leadership*Degree Earned	.154	No
Hypothesis 3d: Assume Leadership*Employer During LB	.001	Yes
Hypothesis 3e: Assume Leadership*Employer Currently	.003	Yes
Hypothesis 3f: Assume Leadership*Tuition Paid	.002	Yes
Hypothesis 3g: Assume Leadership*LB Grad Year	.037	Yes
Hypothesis 3h: Assume Leadership*Employment Status	.011	Yes
Hypothesis 4a: Community Services*Gender	.482	No
Hypothesis 4b: Community Service*Participation Age	.404	No
Hypothesis 4b (current): Community Service*Current Age	.264	No
Hypothesis 4c: Community Service*Degree Earned	.343	No
Hypothesis 4d: Community Service*Employer During LB	.244	No
Hypothesis 4e: Community Service*Employer Currently	.492	No
Hypothesis 4f: Community Service*Tuition Paid	.584	No
Hypothesis 4g: Community Service*LB Grad Year	.182	No
Hypothesis 4h: Community Service*Employment Status	.258	No

Table 80 presents the statistically significant relationships between nine chosen demographic variables and the survey participants' reported agreement level with the Leadership Boca program outcomes asserted by the Boca Raton Chamber of Commerce and presented as four research questions in the survey instrument. Thirteen of the 36 hypotheses produced results that were statistically significant.

Of the thirteen statistically significant relationships, the results of this study concluded that for hypothesis 1 (H1), only age resulted in a significant relationship. The majority of the significant relationships were identified for hypothesis 2 (H2), indicating seven of the nine variables for research question two have significant relationships with the respondents' consideration of the Leadership Boca program. These responses indicate a statistical relationship across myriad demographics reporting they perceive themselves a more valuable asset to their employer by having participated in the Leadership Boca program. The final five statistically significant relationships occur for hypothesis 3 (H3), where respondents' indicate their perception of the Leadership Boca program as having prepared them to assume positions of leadership. These statistically significant relationships also occur across varied respondent demographics. Hypothesis 4 (H4) produced no statistically significant relationships.

Credibility and Validity of Conclusions

Prior to administering the study, a field test was completed. A pilot study was also conducted, with five respondents. All five pilot study participants communicated the instructions for the web-based survey, the ease of use, and the design of the survey questions were clear, concise and easily understood.

CHAPTER 5. RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

Research Questions

This research study intended to answer four research questions developed from program outcomes the Greater Boca Raton Chamber of Commerce intends at the time participants enroll in the Leadership Boca program. The research questions focused on the presence of statistically significant relationships between program graduates' self-reported demographic information, and the measure of significance for each in considering the four research questions. To address these four research questions, appropriate hypotheses were constructed for each. The applications of Chi-Square Tests provided the statistical technique to either support or not support each hypothesis.

For each of the four research questions, nine hypotheses were developed representing the nine demographics respondents reported on the survey instrument. The nine demographics represented were (a) gender, (b) age at time of participation in the program, (b-current) age currently, (c) highest degree level earned, (d) employment affiliation at the time of participation in the program, (e) employment affiliation currently, (f) source of program tuition paid, (g) program graduation year, and (h) current employment status. Following is a review of each of the four research questions and the significant relationships among the related hypotheses.

Research Question 1 Will Leadership Boca participants become a part of a growing network of community leaders with whom they will interact for the remainder of their careers?

To support this question in answering the existence of a relationship between a series of demographic variables, the hypotheses tested each of the nine demographics against the constant variable of becoming a part of a growing network of community leaders. Among the nine hypotheses tested using Chi Square test of Independence for research question 1, only one proved statistically significant. Hypotheses H1b suggested a significant relationship between participants' age at the time they participated in Leadership Boca, and the participants' perceptions that the program offered them a growing network of community leaders with whom they will interact ongoing. This rejected null hypothesis indicated program participants perceived a value in the access and to community leaders the program provided, and a perception that the impact would last ongoing. To the researcher, this result is reasonable.

Research Question 2 Will participants become a more valuable asset to their employer by providing face-to-face contacts with current community leaders?

To support this question in answering the existence of a relationship between a series of demographic variables, the hypotheses tested each of the nine demographics against the constant variable of becoming a more valuable asset to the employer.

Of the nine hypotheses tested using Chi Square test of Independence for research question 2, seven resulted in statistically significant relationships. These seven rejected null hypotheses represent the most statistically significant results of the study's four research questions. These significant results suggest a strong sense from graduates that

participation in the program led to them becoming a more valuable asset to their employer because of the community leaders they were exposed to. There was statistical significance with each of the age-related questions (H2b and H2b-current), as well as educational degree earned (H2c), tuition sponsorship (H2f), and all three of the employment-related questions (H2d, H2e, and H2h).

The results here support the Boca Raton Chamber of Commerce soliciting particular age groups of professionals to enroll in the Leadership Boca program. The results also support the chamber working to secure full support and tuition sponsorship from a participant's employer. Ultimately, these perceptions from the respondents lead the researcher to believe complete affirmation and buy in is preferred for a participant's organization to explicitly support a sponsored individual's involvement.

Research Question 3 Will participants become a more valuable asset to their employer by preparing themselves to assume leadership roles of tomorrow?

To support this question in answering the existence of a relationship between a series of demographic variables, the hypotheses tested each of the nine demographics against the constant variable of assuming positions of leadership.

Among the nine hypotheses tested using Chi Square test of Independence for research question 3, five resulted in statistically significant relationships. These five rejected null hypotheses represent the perceptions from graduates that participation in the program led to them becoming a more valuable asset to their employer in preparing them to assume leadership roles. Again here, as with the second research question, there was statistical significance with tuition sponsorship (H3f) and all three of the employment-related questions (H3d, H3e, and H3h). This suggests a correlation between participants'

perceptions of future leadership position possibilities, and the status in which they view themselves relative to their employer. For research question 3, statistical significance was also indicated for program graduation year (H3g). The data-supported results from this hypothesis (H3g), does not indicate a pattern to the researcher.

Research Question 4 Will Leadership Boca graduates have the opportunity to return to the community some of what the community has given them?

To support this question in answering the existence of a relationship between a series of demographic variables, the hypotheses tested each of the nine demographics against the constant variable of returning service to the community.

For the hypotheses assigned to research question 4, the researcher used Chi-Square test of Independence to determine for each, the null hypotheses could not be rejected. For each of these nine hypotheses, insufficient evidence existed to conclude that Leadership Boca graduates' perceptions the program provided them the opportunity to return service to the community, was related significantly to any of the nine demographic variables. In conclusion, the null hypotheses were not rejected for each of the nine variables for research question 4.

Conclusions

This study intended to measure the effectiveness and value of the Leadership Boca program's purported benefits to its graduates and their employers. The results of the study were intended to enable organizational managers to discern the program's worthiness prior to enrolling employees to participate. The merits of the program were measured in an effort to provide organizational decision-makers applicable information

about the results derived once an employee completes the popular leadership development program. At the conclusion of the study, graduates of the program years 2002-2007 reported direct benefits for themselves and indirect benefits for the organizations they represented.

The overall responses from the research questionnaire were very favorable. Graduates of the program report a strong affiliation with the Boca Raton professional community and an awareness of how program participation benefits employers. Responses from the program's graduates indicate a strong sense of accessibility to community leaders and an ability to serve the community themselves. Graduates of the program responded strongly in agreement with the Leadership Boca program outcomes the chamber initially pronounces to solicit organizations to sponsor employees to participate in the program.

The research results suggest the Greater Boca Raton Chamber of Commerce may want to elaborate on their current leadership development programs to offer more training to community organizations. The decidedly positive feedback from survey results also suggest the chamber should consider a more elite community orientation program for graduates of the Leadership Boca program. The favorable perceptions of the program lead the researcher to suggest a higher-level, more intense leadership development program in the Boca Raton business community is warranted.

Recommendations for Future Research

Successfully measuring the Leadership Boca program's ability to meet objectives and intentions provides the Greater Boca Raton Chamber of Commerce the necessary

data to garner more program support or to expand the current curriculum into other concentrations. For this reason, the study adds to the current body of research supporting the merits of leadership development and training programs.

This study contributed to the overall knowledge on the merits for investing human capital in leadership skill development. The study's results offered practical implications for the Greater Boca Raton Chamber of Commerce to contemplate enhancing, planning, and renewing its Leadership Boca program. The resulting data guides to the chamber's Board of Trustees to consider program expansion, curricular revisions or possibly refocus of participant solicitation.

This study was limited to the Greater Boca Raton Chamber of Commerce, specifically its Leadership Boca graduation classes for years 2002-2007. Further research should be considered for the same program, years 2007 forward. This study was also limited to the participants' perceptions of the program's purported outcomes. Future research is recommended that includes participants' employers and program sponsors in the surveyed population. This recommendation could result in feedback and data to cross-reference the chamber's asserted outcomes, the participants' perceptions, and the sponsoring employer's initial expectations of the Leadership Boca program for their organizations.

Additionally, the quantitative method used to analyze the data and the self-constructed survey instrument could be applied to leadership programs offered by any chamber of commerce worldwide. The researcher has learned that leadership development programs are popular in civic organizations and chambers of commerce; this assessment should be applicable to each. Moreover, the data collection plan is ripe

for applying to myriad community orientation programs, corporate training programs, or educational programs that boast consistent curriculum, similar methods for recruiting participants, and with a population of professional participants capable of responding to a web-based survey at the conclusion of their program participation.

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APPENDIX A. LEADERSHIP BOCA PARTICIPANT QUESTIONNAIRE

Please answer the following questions based on your experience from participating in the Greater Boca Raton Chamber of Commerce's Leadership Boca program.

SECTION I

For section I please indicate the response that best describes your level of agreement or disagreement for each statement by marking your answer next to only one level:

1. Since graduating from Leadership Boca, I feel I have become a part of a growing network of community leaders with whom I will interact for the remainder of my career.

- Strongly agree**
- Agree**
- Neither Agree nor Disagree**
- Disagree**
- Strongly Disagree**

2. Since graduating from Leadership Boca, I have become a more valuable asset to my employer because of the contact I have with current community leaders.

- Strongly agree**
- Agree**
- Neither Agree nor Disagree**
- Disagree**
- Strongly Disagree**

3. Since graduating from Leadership Boca, I feel I have become a more valuable asset to my employer because I am prepared to assume leadership roles.

- Strongly agree**
- Agree**
- Neither Agree nor Disagree**
- Disagree**
- Strongly Disagree**

4. Since graduating from Leadership Boca, I feel I have had the opportunity to return to the community some of what the community has given me.

- Strongly agree**
- Agree**
- Neither Agree nor Disagree**
- Disagree**
- Strongly Disagree**

SECTION II

For section II please select the category that best identifies you.

5. Please indicate your gender.

- Male Female

6. Please indicate your age at the time you participated in Leadership Boca.

- 21-30 years of age
- 31-40 years of age
- 41-50 years of age
- 51-60 years of age
- over 60 years of age

7. Please indicate your age today.

- 21-30 years of age
- 31-40 years of age
- 41-50 years of age
- 51-60 years of age
- over 60 years of age

8. Please indicate the highest level of educational degree you have earned.

- High School Diploma or Equivalent
- Associates Degree
- Undergraduate Degree
- Graduate Degree

9. Please indicate your graduation year from Leadership Boca.

- 2007

- 2006
- 2005
- 2004
- 2003
- 2002

10. Please indicate the employment affiliation that most closely describes your primary employer at the time you participated in Leadership Boca.

- For-Profit Organization
- Not-for-Profit Organization
- Self-Employed
- Unemployed

11. Please indicate the employment affiliation that most closely describes your primary employer today.

- For-Profit Organization
- Not-for-Profit Organization
- Self-Employed
- Unemployed

12. Please indicate the nature in which your tuition was paid for to participate in Leadership Boca.

- My employer sponsored my tuition.
- I sponsored myself. I was a sole-proprietor, self-employed, or unemployed.

13. Please check which applies most to you.

- I currently work for the same organization as I did when enrolled in Leadership Boca, and serve in the same role.
- I currently work for the same organization as I did when enrolled in Leadership Boca, but have been promoted to a higher position.
- I currently work for a different company/organization than I did at the time I was enrolled in Leadership Boca.
- I am currently not working.