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The Efficacy of Leadership Training: A Case Study of the Sullivan Foundation's INSPIRED Leadership Workshop

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THE EFFICACY OF LEADERSHIP TRAINING:
A CASE STUDY OF THE SULLIVAN FOUNDATION'S INSPIRED LEADERSHIP
WORKSHOP

by
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A thesis submitted to the faculty of the University of Mississippi in partial fulfillment of the
requirements of the Sally McDonnell Barksdale Honors College.

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ABSTRACT

All too often, leaders are raised up without the proper training for the job. Although a variety of different leadership training methods have been implemented over the last few decades, the efficacy of these training methods are still in question. Therefore, this thesis serves to examine the efficacy of leadership training programs by examining a leadership workshop, conducted by the Sullivan Foundation on two separate occasions, in order to understand if leadership training improves one's leadership ability. In order to measure the efficacy of the Sullivan Foundation's Leadership workshop, this thesis utilized a case study approach to examine the workshop as it was administered first in the spring of 2022 at the University of Mississippi (Workshop #1) and again during the summer of 2022 in Strasbourg, France, as a part of a study abroad program (Workshop #2). Workshop #1 provided secondary data through pre-survey, post-survey, and focus group data collected by the Center for Research Evaluation at the University of Mississippi while Workshop #2 provided primary data through post-workshop interviews. Together, these workshops provided the means for a multifaceted approach to understanding the efficacy of the Sullivan Foundation's leadership workshop. At the conclusion of these workshops, the data revealed that there was positive improvement in nearly all of the post-survey items in Workshop #1 and that the interviewees expressed satisfaction with their experience in the workshop. By analyzing these findings alongside pre-existing literature, the data also provided insight into effective practices for conducting leadership training, such as self-reflection tools and experience based learning opportunities. Therefore, the results of this research not only revealed ample information on the benefits of certain leadership training tactics, but the findings also supported the efficacy of leadership training.

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Chapter 1

INTRODUCTION

Leadership is the process of influencing others towards a common vision (Middlebrooks et al., 2023). Researchers have explored the impacts of leadership in a variety of different environments (Asrar-ul-Haq & Anwar, 2018). From the workplace to educational settings, leadership plays an integral role in the effectiveness and growth of any organization. Without effective leadership, organizations face a lack of vision as well as a lack of cohesive efforts across all of its members. Effective leadership creates a lasting impact on the world and the environments in which the leadership is being practiced. Therefore, it is important to ensure that leaders are equipped with the tools and knowledge to effectively influence people towards a common vision. However, leadership is a position that many people pursue, yet not many people have taken the time to develop. Ambition can be virtuous, but without the proper preparation, it can lack the necessary skills to influence others and create positive results.

Nearly seven years ago at the University of Mississippi, a student named David fell into this predicament (Holland, 2023). Serving as the student body president at the time, David found himself overwhelmed under the weight of his leadership position. He was at a loss for words and could not verbalize his thoughts on the matter. He did not know where to begin. After several failed attempts to communicate various different ideas at once, he finally came to a conclusion. Unable to accomplish his goals, he expressed that he was crushed by the pressure to excel in the midst of his failure to lead (Holland, 2023). He was overcome with frustration by his desire to lead effectively but his inability to do so. Facing public criticism and rejection, David was unsure of how to proceed, and he wanted to resign from his leadership position (Holland, 2023).

David had never experienced this challenge before. As a prominent leader in high school and in various organizations during his college career, he had never struggled to lead. However, when asked why he thought he was successful in leading prior to this role, he could not formulate a response (Holland, 2023). Rather than being trained to properly lead through obtaining critical leadership knowledge, he had simply been elected. Up until this point, the stakes were low. He had never been tested to the extent his current leadership position required (Holland, 2023).

It became clear that David did not possess the necessary language or knowledge required to influence a team. He needed guidance to develop his leadership skills. Given the nature of his position, it was vital that David address his lack of leadership literacy (Holland, 2023). From there, David was thrust into intense skills training where he was asked to learn leadership concepts and underwent a thorough process of self-reflection. Through this process of refining and enhancing his leadership skills, David's ability to lead drastically improved. Evidence of his success was expressed as he began influencing others and effectively leading others towards a common vision (Holland, 2023).

David's lack of leadership literacy was not unique. The temptation to pursue ambition before preparation is a prominent challenge seen all over college campuses, and this can be a contributing factor to the percentage of students grappling with the reality of Imposter Syndrome. According to the National Library of Medicine, Imposter Syndrome "describes high-achieving individuals who, despite their objective successes, fail to internalize their accomplishments and have persistent self-doubt and fear of being exposed as a fraud or impostor" (Bravata et al., 2020). In fact, up to 82% of people, including high achievers, feel the impacts of imposter syndrome (Bravata et al., 2020). This evidence suggests that many people in

prominent leadership positions are unsure and insecure about their abilities. Much like David, people are stepping into leadership positions unequipped and unprepared to effectively lead. When they run into obstacles, these feelings of self-doubt and fear materialize as they are forced to confront their lack of leadership literacy.

According to Chris Palmer with the American Psychological Association, the first way to combat Imposter Syndrome is to address the cognitive distortions contributing to it (2021). Much like in the instance with David, leadership training was necessary to build him into the leader that he had hoped to be. He needed the proper training in order to develop the cognitive skills required to establish himself and become a confident and knowledgeable leader. If leaders are going to escape the trap of Imposter Syndrome and become leaders capable of initiating change, they must take steps in the direction of leadership development. If knowledge is the key to effective leadership, and leadership illiteracy is the lock, it is necessary to explore ways to enhance one's knowledge of leadership.

In order to address this growing concern, the efficacy of leadership training has been an expanding area of study. Leadership training was created with the intention of expanding people's knowledge of leadership and offering practical ways to implement this knowledge. Oftentimes, people are blind to their need for training until they are face to face with an obstacle. David was unaware of his need for leadership training until he was faced with rejection and failure. However, after being coached in the realm of leadership literacy, he was able to garner support and create change as a result of his improved knowledge and behavior. Leadership training in a necessary endeavor for the increasing need for effective leadership.

Training gives people the tools and skillset to help them not only design and articulate their vision but to actively evaluate their own leadership styles. In order for followers to be

inspired towards a common goal, they need to know where they are being guided. They need a leader who is knowledgeable and self-aware about how to lead. Thus, they can know how to grow and meet the needs of their followers. Leadership is not intrinsic to one's being, and like any other field of study, it should be taught. In the past, leadership training has proven to provide many positive benefits. According to the National Library of Medicine, leadership training led not only to an increase in confidence and communication skills, but also to increased networking capabilities, job satisfaction, and knowledge of leadership roles (Flaig et al., 2020).

Therefore, the purpose of this thesis is to examine the efficacy of leadership literacy training. This thesis is propelled by the research question "Does leadership training enhance one's perceived leadership knowledge and behaviors for college students?" In chapter 2, I will examine the various types of leadership training across different fields. In chapter 3, I will describe the research design and methodology utilized in this research. In chapter 4, I will present the findings. Lastly, in chapter 5, I will discuss the findings alongside the pre-existing literature and provide concluding thoughts.

Chapter 2

HISTORY OF LEADERSHIP TRAINING

Over the course of the last century, leadership development training has been utilized in many different fields. Whether in the military, businesses, non-profits, or educational settings, leadership training has been instituted as a means to grow organizations alongside the leaders within them. This chapter will examine and evaluate leadership training programs utilized across fields. This section will explore the history of leadership training tactics in the military, businesses, nonprofits, and in educational settings.

Leadership Training Across Fields

The Military

During the 1940s, Israel's War of Independence paved the way for a unique opportunity within the sphere of leadership training. Marking the beginning of Israel's research in the field of socio-management, this era led to many discussions on how to foster a culture of motivation as well as how to manage morale within the army (Safrai, 2019). Stemming from this discussion, Louis Guttman began his work on a booklet that outlined a model for leadership training for the army (Safrai, 2019). Prior to Guttmann's research, Irsael's Defense Forces had taken measures to grow leadership skills within its management culture by increasing focus on motivation through the lens of a social and cultural, rather than individual, responsibility rather than an individual one (Safrai, 2019).

However, Guttman's booklet took a different approach towards addressing the role leaders play in alleviating the issue of poor motivation and morale. Rather, he suggested that

leaders should implement an approach that puts individuals at the center (Safrai, 2019). Leaders should encourage others to focus on their sphere of authority in order to build upon the motivating factor of individual capability (Safrai, 2019). Guttman's Human Resources approach calls leaders to focus on and invest in workers at the individual level (Safari, 2019). Known for being individualistic in nature, this method expresses the importance of working from the individual to the collective, rather than just the collective (Safrai, 2019).

Guttman's booklet also places a large emphasis on the idea of rational-mechanistic discourse as a means to develop his case for leadership development (Safrai, 2019). Through the use of leadership-oriented language, Guttman was able to wield this terminology in order to influence Israel towards his methods of leadership training (Safrai, 2019). Guttman achieved legitimacy through a knowledgeable understanding of management language (Safrai, 2019). Thus, Guttman was able to introduce the importance of leadership literacy through his teachings.

Another example of the growing field of leadership training within the military was in the United States Marines. During the mid-20th century, the U.S. Marines were criticized for their tendency to focus more on leveraging hierarchical positions to assert influence over its counterparts (Ramthun, 2015). Rather than practicing effective leadership, they had mastered the role of management while exhibiting "over control" (Ramthun, 2015). As a result, those in leadership positions failed to succeed in situations that shifted their control, and they could not react accordingly in situations that required the ability to adapt and inspire.

In response to this issue, Vince Lombardi, a renowned National Football League champion known for his great leadership ability, devised a framework for the military that incorporated a strategic balance between management and leadership skills (Ramthun, 2015). In an attempt to address the potential risks of over control and the inability to command well,

Lombardi crafted two approaches to develop leadership: the Varying Influence approach and the Shared Leadership approach (Ramthun, 2015).

The Varying Influence approach encouraged leaders to adapt their leadership style for their followers (Ramthun, 2015). Rather than aiming to maintain a consistent leadership approach, Lombardi urged leaders to assess their followers and meet the needs of the individual in order to effectively influence them. While some people might perform better under pressure, others might perform better through calls towards achievement. Not everyone responds to motivation tactics the same, according to Lombardi, and the effective leader is able to address and wield the necessary tactics for each of their followers (Ramthun, 2015). On the other hand, Lombardi suggested a Share Leadership approach. In this approach, leaders are encouraged to ask their followers for input. In doing so, a leader can modify their approach to leading based on their followers (Ramthun, 2015). Although Lombardi developed these leadership approaches from his experience in the field, he effectively adapted them to meet the needs of the military at the time.

Businesses

Much like in the military, leadership training is being explored in industries as well. In 2013, Scott J. Allen, an assistant professor at John Carroll university, evaluated two separate learning approaches for leadership development: job rotation and developmental job assignments. In an attempt to understand the importance of investing time and money into these initiatives, he defined these sources of learning, provided an overview of best practices, referenced past research, and explored the costs and benefits of each approach (Allen, 2013). From there, Allen developed a seven-point filter for determining the effectiveness of these

approaches. These points examined each approach's use in industry, their pre-existing literature base, empirical support, cost effectiveness, ease of implementation, ease of evaluation, and return on investment (Allen, 2013).

In the first approach, Allen's research defined the process of job rotation as "a planned movement of people between jobs over a period of time and for one or more of a number of purposes" (Bennett, 2003, p. 268). Through this process, Allen found that job rotation benefits employees by balancing their backgrounds through a variety of experiences while also increasing commitment and satisfaction (2013). In addition, the existing research suggested that job rotation would introduce employees to an increased knowledge of differing business practices as they maneuvered across new jobs (Allen, 2013). However, despite these benefits, Allen found that job rotation might lead to disrupted job flow as well as an increased financial burden as a result of training costs (2013).

On the other hand, Allen defines the developmental job assignment approach as "interventions that provide lessons from experiences" (2013). In Allen's examination of pre-existing literature and empirical research, he found that a vast majority of 91 executives attributed their success and learning to experience (2013). Moreover, when studying this concept further, he found that there are two central components present within any developmental job assignment. Firstly, these assignments should be challenging in nature. Secondly, these assignments should allow people the opportunity and motivation to learn new skills, behaviors, and ways of thinking (Allen, 2013). When discussing the various types of learning enabled by developmental job assignments, Allen recognized four main results: intuitive, incidental, retrospective, and prospective learning. Intuitive learning occurs without intention, and incidental learning results from mistakes or failures that cause an employee to reflect.

Retrospective learning occurs when an employee reflects on their experiences in order to make meaning, and prospective learning involves pre-meditated learning opportunities (Allen, 2013).

After examining both the job rotation approach and the developmental job assignment approach through the seven-point filter, Allen concluded that job assignments had the potential to increase leadership development by building one's knowledge and fostering one's sense of commitment to the industry (Allen, 2013). On the other hand, developmental job assignments are a valuable and cost-effective source of leadership development only if one or more of its types of learning are being utilized (Allen, 2013). In both cases, Allen suggests an intentional application of each of these approaches if utilized. Given the unique nature of differing industries as well as their employees, Allen suggests a combination of approaches could be more effective depending on the individual (2013). Factors such as an employee's age, organizational role, and self-efficacy should all contribute to the approaches implemented (Allen, 2013).

In addition to Allen's findings, two researchers from India's School of Management explored the necessity of leadership development training as it related to India's construction industry. According to the literature, 70% of India's population will be of working age by 2025 and nearly half of their current population will reside in larger cities by 2030 (Misra & Mohanty, 2021). As a result, the growth of an efficient construction industry is essential to the future of infrastructure development plans that are capable of meeting these demands. However, the current state of India's workforce does not have the necessary training required to house its increasing population (Misra & Mohanty, 2021). In order to meet these needs, the researchers suggest a movement in the direction of leadership development training programs.

These researchers deem leadership training to be the key component "needed to refine their knowledge, skills and abilities that leads them to be highly motivated and committed to the

organization" (Misra & Mohanty, 2021, p. 3). Bolstering employee retention and the efficiency of the organization at large, leadership development training is essential for India's construction industry in order to function at a capacity that can sustain the population. Therefore, these researchers suggest training programs built to encourage creative and critical thinking abilities for employees (Misra & Mohanty, 2021). In addition, they suggest that training needs to include a needs-identification assessment paired with a development of core-competencies to assist the lower performing workers (Misra & Mohanty, 2021).

These researchers direct attention towards the leadership development of the managers as well by offering training methods for their workforce. Of these, the researchers created a five stage framework for developing employers (Misra & Mohanty, 2021). They suggest that managers should start in a planning stage. Here, managers should define their objectives as well as create accomplishment calendars for their employees. Next, in the monitoring stage, performances should be measured in real time based on these objectives. Afterwards, the rating stage asks managers to draw attention to deficiencies in performance. The developing stage comes next. In this stage, employers are expected to lift up their lower-performing employees through refining their skills and core competencies over time. Lastly, the rewards stage insists that higher performing individuals be rewarded in order to cultivate an environment that provides motivation for the employees (Misra & Mohanty, 2021).

In both employee-focused and employer-focused approaches for leadership development training, these methods brought attention to the importance of implementing a process that includes self-reflection, performance assessments, and measurable results (Misra & Mohanty, 2021). In doing so, these lower-performing individuals could be identified and trained accordingly. Like many of the methods discussed previously, this approach establishes the need

for an intentional process of leadership development. By addressing one's weaknesses, one's training can be better equipped to grow one's skill set in alignment with the industry. Therefore, if the construction industry in India can utilize the five stage model offered by the researchers, its employees could better provide the skills needed to meet the country's growing demands.

Technological advancements have also contributed to the innovation of leadership training in the 21st century, especially in businesses. By aiming to develop skills that allow for leaders to understand and anticipate real-world situations, these virtual leadership games consist of computerized simulators that utilize various techniques to assist their users (Lopes et al., 2013). Much like Allen's approaches, these simulators were created to examine and build upon the concept of experience as one of the most effective tools for developing leadership skills. These computerized models allow for leaders to "interverne, plan, make decisions, and evaluate the results of their actions" within beneficial contexts (Lopes et al., 2013, p. 2).

Inspired by the research of Ibarra, Snook, and Ramo, many leadership games were created with the intention of integrating these researchers' method of "learning by doing" (Lopes et al. ,2013). By offering simulations that allow people to practice within these settings, they are better equipped to respond to these situations if they were to occur in real-life. These simulators were also inspired by the research of Argyris who examined various learning processes. Referred to as the "double loop mode," this learning process allows people the opportunity to revise and change their behavior, much like in a simulator (Lopes et al., 2013). Finally, the research used to support the use of business games for leadership training pertains to a process called "Action Learning," that was developed by Revans (Lopes et al., 2013). In Revans' research, he found that people learn better in circumstances that mimic real world problems (Lopes et al., 2013).

Although the methods of these researchers vary, they all agree upon the importance of experience in learning.

These techniques offer new ways to approach leadership training. Games not only offer individuals the opportunity to learn in a safe environment, but they give them the chance to learn from their mistakes without the fear of the consequences (Lopes et al.,2013). Thus, these leadership games effectively combine the research that emphasizes the importance of experience while also allowing people the space to learn without pressure from outside circumstances. Although these games required larger investments than the previously mentioned leadership training methods, these games could change the course of leadership development in the business world. However, if these games are brought into mainstream use, these simulations should be used as a tool to assist in training instead of being the focal training method (Lopes et al.,2013). They should be paired with other techniques for leadership development.

In addition to technological advancements for leadership training, a contingency perspective has also been created in order to examine and identify the best practices for developing leadership (Clarke & Higgs, 2015). Researched by Nicholas Clarke and Malcolm Higgs, the contingency perspective was crafted under the assumption that employees should adopt certain behaviors based on the different business strategies of their organization (2015). Similarly, Human Resource Management should function differently across organizations since they support these varying behaviors. According to Clarke and Higgs (2015), this perspective was a response to how the choices made by human resources departments impacted their employees, and it discusses how they should configure leadership training. This perspective claims that leadership training should be tailored to the individual organization and that it should

be based on the type of leadership that best suits the demands of its organization (Clarke &

Higgs, 2015).

The research that inspired Clarke and Higgs's contingency perspective was a result of 10

case studies that aimed to identify how the strategic foci of each of the studied organizations

shaped the type of leadership training they provided by these organizations (2015). The

researchers found that five of the organizations focused on leadership training that would

improve the performance of the organization as a whole whereas four targeted training that

would impact only one sector of an organization (Clarke & Higgs, 2015). On the other hand, two

of the organizations focused on training that would impact the community at large (Clarke &

Higgs, 2015). In each of these circumstances, leadership development training was approached

differently based on the strategic goals of the organization.

Nonprofits

In the nonprofit sector, leadership training has also been implemented as a way to

develop leaders. From 2000 to 2010, the nonprofit sector grew 17% in the United States, and as a

result of this growth, the need for leadership training became increasingly urgent (Ocasio, 2014).

Therefore, researcher Ingrid Ocasio (2014) sought to understand the best practices for training

leaders within the context of nonprofit organizations. After conducting a multiple-case analysis

from interview responses, the researcher found that the participants believed that strength-based

leadership training, leader growth models, and action learning were the most effective endeavors

(Ocasio, 2014).

In strengths-based leadership training, employees are asked to assess their individual

strengths (Ocasio, 2014). This method is used not only to help people assess how they lead but to

provide them with a way to understand themselves better. In doing so, people are able to become more aware of their own behaviors and better understand how to use their strengths in teams (Ocasio, 2014). The reasoning behind this form of leadership training is that it creates a way for employees to begin developing their strengths through an increased awareness of them. Those who viewed this method as effective believed that strengths-based leadership training gave people a starting point (Ocasio, 2014). Although it should not be used as the only form of training, it is a beneficial place to start because it helps people understand themselves better.

In this study, people believed that leadership growth models were effective, particularly as they encouraged the development of spiritual leadership (Ocasio, 2014). One of the common themes portrayed by these participants was the belief that God's design for people was essential for developing a model of leadership (Ocasio, 2014). For example, when a model is implemented that encourages people to view their team members as valuable, leaders are inspired to lead those people better (Ocasio, 2014). Although this method does not provide practical steps towards developing leadership, this model provides people with the motivation to grow as a leader when people are viewed as inherently valuable and deserving of great leadership. Rather than approach leadership development from the outside actions of a person, this approach starts with their inner perspective in order to effect their outward actions.

Lastly, this study explained that action learning was one of the components that they deemed helpful when providing leadership training (Ocasio, 2014). Action learning occurred when people were given the opportunity to address organizational issues as though they were a task (Ocasio, 2014). During this process, employees were encouraged to utilize leadership strategies in real-time. This method worked by combining one's chance to maneuver a situation while also referencing learned principles, and therefore, it was a practical method rather than

merely theoretical (Ocasio, 2014). Much like previous leadership training approaches, this method focused on the concept of experiential learning as it related to leadership.

Education

Various programs have been developed to teach leadership within the educational setting as well. The Washington Leadership Conference, for example, is a week-long national program that seeks to develop leaders through a series of workshops designed to foster "leadership, personal growth, and career success" (Rosser et al., 2020). This program approaches leadership development through an experiential route as it prepares students to create "Living to Serve Plans," or LTS plans, that address specific needs within a community. These needs range from economic development to human welfare to healthy lifestyles (Rosser et al., 2020). After evaluating past literature on the topic of youth development, the researchers utilized a conceptual model for a leadership curriculum that aligned closely with the objectives of the Washington Leadership Conference in order to guide their research on how to teach leadership. This model contained five dimensions: "(a) Leadership Knowledge and Information, (b) Leadership Attitude, Will, and Desire, (c) Decision Making, Reasoning, and Critical Thinking, (d) Oral and Written Communication Skills, and (e) Intra and Interpersonal Relations" (Rosser et al., 2020).

After evaluating their program through a series of case studies, the researchers found that this approach to leadership development yielded many strengths and weaknesses. Although this program created valuable mentorship opportunities during the process of creating participants' LTS plans, the program did not have enough structure or communication in order to effectively implement these plans (Rosser et al., 2020). On the other hand, these programs increased

awareness of many issues within the community despite the challenges that occurred in the implementation process of the LTS plans (Rosser et al., 2020). The researchers also found that these LTS plans did not have a high rate of success because many people never completed them. They found that these projects seemed "too big" for students to accomplish without incentives. Thus, the researchers recommended implementing scholarship rewards as an incentive to motivate students in the future (Rosser et al., 2020).

Many educational programs exist to develop youth leaders, according to this team of researchers. Whether through Boy Scouts and Girls Scouts of America, Junior Achievement, or Outward Bound, many programs provide a foundation for exposure to leadership (Rosser et al., 2020). However, these skills need to be further developed. By providing a means for experiential leadership practice, the Washington Leadership Conference hoped to do just that through its design of LTS plans. However, with little success, this program did not meet the goals that it had hoped to achieve. Although this example offers merely a glimpse into the topic of leadership development among students, I argue that there is still much progress to be made in the area of leadership development amongst youth.

Throughout history and across various sectors, leadership training has been implemented as a means to develop leaders and increase the effectiveness of an organization from an individual standpoint. Whether in the military, businesses, non-profits, or education settings, these strategies for leadership training varied considerably. Although cross-over exists, this chapter served to examine the importance of leadership training that exists within these fields. While some organizations suggested methods that tailored training to an individual in order to increase effectiveness, others expressed the need to implement experience into leadership training. Some also provided practical examples of tools utilized to develop leaders, booklets or

technological advancements. The field of leadership training is growing, and the tactics used to address this endeavor are becoming increasingly more creative. However, despite these differences, one thing is certain: training is necessary. Nevertheless, research and assessments are still essential to understand how effective these tools are in developing leaders and the best practices for an organization.

Chapter 3

RESEARCH DESIGN AND METHODOLOGY

As leadership training programs have emerged and changed over the last century, there

has been an increasing focus placed on refining and determining which tactics work best.

Therefore, this thesis explores the efficacy of a leadership training program. Utilizing a case

study approach, this research will explore a leadership workshop conducted by the Sullivan

Foundation on two separate occasions in order to gather data on the efficacy of its leadership

training program amongst college students. The first administration of this workshop took place

at the University of Mississippi in the spring of 2022 and will be referred to as Workshop #1. The

second administration of this workshop was conducted in the summer of 2022 as part of a study

abroad program in Strasbourg, France, and this workshop will be referred to as Workshop #2.

Case Study Research Model

Crowe (2011) suggests that case studies allow for "in-depth, multifaceted explorations of

complex issues in their real-life settings" (p. 1). By collecting information on events, individuals,

groups, or social settings, researchers are able to understand how these things interact and

operate within their real-life contexts (Burg, 2004). However, the means for collecting this

information can vary considerably in case studies. Whether through examining historical

documents, listening to oral histories, conducting interviews, or observing subjects in their

environment, case studies can gather information through a variety of means (Yin,2018). As a

result, case study approaches also offer a "holistic and meaningful" way to understanding the

characteristics of real events (Yin, 2018, p. 4). Other researchers argue in favor of case studies as

they note that case studies provide evidence about causal inferences when "pathways between intervention and effects are bound to be non-linear" (Paparini et al., 2020, p. 1). They argue that case studies also provide valuable evidence about the context as well as transferability of the information being studied.

Case studies can provide the grounds for obtaining data from many different sources in order to examine these events from a comprehensive perspective (Rashid et al., 2019). According to Alpi and Evans (2015), data can be collected from either, "interviews, documentation, archival records, direct observations, participant-observation, and physical artifacts" (p. 4). In case studies that utilize documents, this information can be obtained from diaries, journals, letters, or newspaper articles (Yin, 2018). However, in interviews, data can be collected from various sources and are able to provide information that is purposefully directed to address the study at hand. In addition, records can allow researchers the opportunity to verify any data collected alongside official documents (Yin, 2018). Observational studies allow researchers to obtain information from taking on a passive standpoint in the real-life setting that they are observing (Yin, 2018). As a result, the researchers can collect data that expresses uninterrupted interactions and behaviors of individuals in their environment. Lastly, artifacts offer case studies as a unique source of information. Whether through tools, pieces of art, or evidence, these artifacts can provide valuable information depending on the nature of the case study being investigated (Yin, 2018).

Case Study Justification

In order to understand the efficacy of leadership training programs on a segment of the population, this research will investigate a leadership workshop conducted by the Sullivan

Foundation in order to determine its effectiveness. By utilizing a case study approach, the research will examine this leadership workshop, administered on two separate occasions, in order to obtain a meaningful understanding of its efficacy. The case study approach allowed for a detailed exploration within the realm of leadership training by investigating the effects of this workshop on its participants. By examining documents and focus group responses from the workshop as well as interview responses from participants within the study, this case study allowed for a multifaceted approach to addressing the efficacy of leadership training programs on college-aged students.

Methodology

The research examines the efficacy of utilizing the INSPIRED Leadership Framework as a guide for the leadership training workshops conducted by the Sullivan Foundation. Table 1 illustrates the conceptual design of the INSPIRED Leadership Framework as it breaks down the INSPIRED acronym into its respective components (Holland, 2023). Table 2 then expresses the workshop modules and provides a general outline of the workshop (Holland, 2023). Both Workshop #1 and Workshop #2 utilized the following framework as the teaching model for the leadership training.

Although Workshop #1 was administered on a different occasion than Workshop #2, the conceptual framework remained the same. Workshop #1 provided insight into efficacy of this leadership training through pre-survey, post-survey and focus group responses while Workshop #2 provided insight through post-workshop interviews. Because each workshop offers a different means to understanding the efficacy of this training, both workshops will give way to providing a multifaceted approach for addressing the research question.

Table 1: The INSPIRED Leadership Framework

I	**I**ntrospection	Examining your thoughts and feelings
N	**N**imble	Moving quickly, easily, and adapting
S	**S**ervice-Oriented	Serving others
P	**P**urposeful	Understanding, articulating, and implementing your purpose
I	**I**nfluential	Influencing others towards a common vision
R	**R**elational	Connecting, building trust, and celebrating others
E	**E**motional Intelligence	Managing emotions and influencing the emotions of others
D	**D**etermined	Persevering and achieving long-term goals

Table 2: The Leadership Workshop Content Breakdown

Content Items	Minutes
Introduction	30
Module 1: Leadership is Hard: Get Used to It!	15
Module 2: Introspection: A Look Inward	30
Module 3: Nimble: Style Matters	45
Module 4: Service-Oriented: Serving Others	45
Module 5: Purposeful: Know Your Why	45
Module 6: Influential: Be Catalytic	45
Module 7: Relational: Connect	45
Module 8: Emotional Intelligence: Reading the Room	60
Module 9: Determination: Get Gritty	30
Module 10: Positive Outcomes: Create Change	60
Total Program	7 Hours 30 Minutes

The INSPIRED Leadership Framework

Introspection

The first pillar of the INSPIRED Leadership Framework focuses on expanding one's ability to know oneself and conduct the "inner work" necessary for self-awareness. Introspection is a crucial aspect to developing leaders as a person must first understand their own mental and emotional processes in order to grow in these areas. This module within the INSPIRED Leadership Framework explores psychology as it relates to the topic of introspection. By discussing how the brain develops, this module expands upon the importance of understanding the brain's development as it relates to one's motivation style and attitudes, two concepts that offer insight into understanding one's approach to leadership.

Nimble

The second pillar of the INSPIRED Leadership Framework addresses the need for leaders to be equipped in knowing how to navigate various leadership situations. To be nimble is to be resourceful and comprehensive (Merriam-Webster, n.d.). Therefore, in order to assess leadership situations and address them accordingly, leaders need to be nimble. This module expands upon seven different leadership styles in order to teach participants how to move between leadership styles according to the present situation. By helping the participants understand, the module explains that they will be better equipped to utilize these leadership styles when necessary. The styles that this module discusses are Trait Leadership, Behavioral Leadership, Servant Leadership, Authoritarian Leadership, Democratic Leadership, Adaptive Leadership, and Authentic Leadership.

Service Oriented

The service oriented pillar of this leadership framework focuses on the importance of meeting the needs of those you are leading through service. This module highlights the positive effects of servant-oriented leadership on one's health as well as on one's ability to lead. Service-oriented leadership not only allows for learning opportunities and transformative experiences, but it also provides a means for people to connect with others while being given the chance to practice their leadership skills in the process. This module argues that people should always consider leadership as a way to serve others.

Purposeful

This module within the INSPIRED Leadership Framework emphasizes the importance of knowing your "why." It argues the importance of not only knowing your purpose but also knowing how to communicate this purpose and determine a path towards achieving it. Building upon the first pillar of Introspection, this module expresses the importance of seeking to understand what motivates you and why you are working. Afterwards, it seeks to explain how to clearly and thoroughly articulate a purpose, as this is crucial in expressing your values and garnering support. Lastly, the module focuses on developing a plan to ensure that one's purpose gains momentum through practical steps.

Influential

Because leadership is "the process of influencing others towards a common vision," knowing how to influence others is the key to effective leadership, and it is the topic of the fifth pillar of the INSPIRED Leadership framework. In this module, participants are taught how to

influence others by utilizing their skills, strength, integrity, and power. The module discusses various types of skills, such as interpersonal, technical, and conceptual skills, in order to practice effective leadership. Additionally, the module explains the importance of knowing one's strengths and how to do so. Next, the module focuses on the importance of integrity within leadership as it relates to conducting oneself ethically through honesty and strong morals. Lastly, the module discusses the importance of understanding how to utilize power, both formal and informal, to influence others, and it explains five different types of power, such as coercive, reward, legitimate, expert, and referent power.

Relational

This module of the INSPIRED Leadership Framework focuses on the various relationships that need to be cultivated to develop into a strong leader. First, the module emphasizes the importance of a solid relationship with oneself by exploring the various ways in which people approach leadership as a result of their attachment styles. Next, the module explores the significance of fostering strong relationships with their followers by seeking a thorough understanding of their followers' conflict styles. Lastly, the module discusses the importance of creating relationships through various types of partnerships with individuals, groups, and other organizations that may be able to positively interact with their goals.

Emotional Intelligence

The emotional intelligence pillar was created in order to educate participants on the importance of learning how to monitor one's feelings in order to act and think in a manner that is productive. This module defines emotional intelligence as "the capacity for recognizing our own

feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and our relationships" (Holland, 2023, p. 99) This module expresses the importance of not only knowing oneself better in this respect, but also the importance of understanding emotional intelligence as it relates to understanding the emotions of others better. In doing so, this module touches on several different dimensions of developing one's emotional intelligence, such as self-awareness, self-management, social-awareness, relationship-management, and empathy.

Determined

Lastly, the Determined pillar of the INSPIRED Leadership Framework serves to expand upon this characteristic by arguing that determination is a choice, and leaders must decide how determined they are going to be. This module examines two key components of determination: grit and self-discipline. The module explains grit as a facet of mental toughness that requires endurance and perseverance for the achievement of one's goals. On the other hand, self-discipline is an active effort to continue pursuing one's goal no matter the temptations to stop. It requires a discipline of one's feelings and desires in order to accomplish a goal.

Data Sources

Workshop #1 was analyzed using secondary data collected by the Center for Research Evaluation at the University of Mississippi. This secondary data was collected from an analysis of the pre-survey, post-survey, and focus group responses examined at the conclusion of the workshop. Workshop #2 was analyzed using primary data collected from post-workshop interviews. Although pre-survey and post-survey data was not available for Workshop #2, the

qualitative data obtained from the interview responses serve to contribute to the understanding of the efficacy of this leadership training program through a separate means.

Document Analysis

In Workshop #1, data was analyzed through documents collected by the Center for Research Evaluation. These documents included pre-survey and post-survey data from two separate surveys, the lecture content and materials administered, and the responses of the participants to each of the learning activities presented within the workshop. Additionally, this data included information on responses given during the focus group discussions at the end of the workshop.

Interviews

After Workshop #2, interviews were conducted over Zoom, a video conferencing software. Prior to the interviews, each participant was asked to express their verbal consent to being audio recorded for data collection purposes, and with permission, these interviews were recorded by a digital recorder before being transcribed. Additionally, each of the participants were asked to sign interview consent forms as well as audio recording consent and release forms. The sample consisted of three individuals who were participants of the workshop conducted by the Sullivan Foundation as a part of a Study Abroad program in Strasbourg, France. Therefore, a purposive sample was obtained for these interviews. These interviews were conducted using semi-structured interview protocols, and a detailed list of the interview questions is outlined in the Appendix. This research was approved by the Institutional Review Board as protocol #23x-236.

Chapter 4

RESEARCH FINDINGS

The findings below detail the responses from the pre-surveys, post-surveys, and focus groups from Workshop #1 as well as the post-workshop interview responses from Workshop #2. Alongside the responses to the surveys and focus group questions, this chapter will expand on common themes expressed across interviews conducted with participants from Workshop #2.
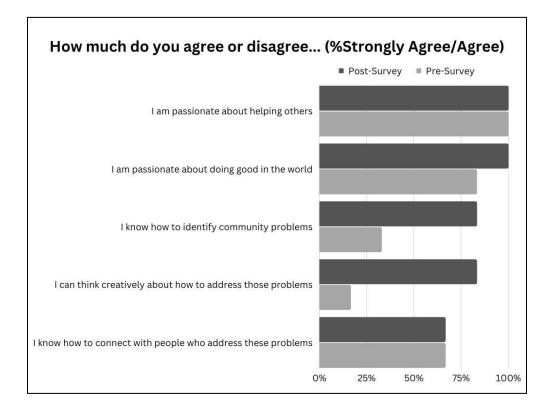
Participant Demographics

Of the participants who underwent Workshop #1, 71% identified themselves as female, 57% were Black/African American, and the average participant age was 21. In total, seven participants completed the pre-survey while six participants completed the post-survey at the conclusion of the first workshop.

Workshop #2 included 14 female participants, six male participants, one non-binary third gender participant, and one participant that preferred not to disclose this information. The average age of the participants in this workshop was also 21. Of the participants, 96% classified their nationality as American while the remaining 4% classified themself as Venezuelan. Although 22 students participated in Workshop #2, only 3 participants elected to undergo a post-workshop interview after emailing the students on the workshop's roster.

Findings from Workshop #1

The information provided by the two surveys detailed below provide responses from Workshop #1. Following the administration of the leadership workshop conducted by the

Sullivan Foundation, researchers found positive improvement in the participants' ability to identify community problems and think critically about solutions, according to the Center for Research Evaluation. In addition, the self-assessment surveys provided at the beginning and end of the workshop showed notable improvement in the majority of the Sullivan Common Five items as well as in the self-assessment on the information portrayed in the INSPIRED Leadership Framework.

Graph 1: Sullivan Common Five Items Survey Results

How much do you agree or disagree... (%Strongly Agree/Agree)

■ Post-Survey   ■ Pre-Survey

Sullivan Common Five Items Survey Findings

The first item in graph 1 reads, "I am passionate about helping others." Participants were asked to rate the level to which they identified with this statement on a Likert scale. Prior to the

workshop, 100% of participants stated that they "strongly agree/agree" with this belief. At the end of the study, 100% of participants still strongly agreed with this statement. Therefore, there was no negative or positive difference in this item as a result of the Leadership Workshop. Students involved in this workshop were equally as passionate about helping others prior to the workshop as they were at the end of the workshop.

The second item in graph 1 reads, "I am passionate about doing good in the world." Similarly, participants rated their belief in this statement on a Likert scale. According to the pre-survey, 83.3% of participants strongly agreed/agreed with this statement. However, unlike the first item, the post-survey detailed evidence of improvement in this item after the workshop was administered. The post-survey records that 100% of participants strongly agreed/agreed with the statement after the workshop. Therefore, the survey data shows an improvement for the overall participants' responses at the end of the workshop.

The third item in graph 1 states, "I know how to identify community problems." After the participants' responses were recorded, the pre-survey noted that only 33% of the participants agreed with this statement. However, there was improvement in this item after the workshop was administered. According to this post-survey data, 83.3% of the participants believed that they knew how to identify community problems at the conclusion of the workshop. Therefore, the workshop showed to be positively impactful on participants' abilities to think critically and practically about how to identify problems in their communities.

The fourth item in graph 1 states, "I can think creatively about how to address those problems." Of all the items listed on the survey, this item showed the most improvement for people who participated in the workshop. The pre-survey data shows that roughly 16.70% of participants identified with this statement prior to the workshop. Most did not strongly

agree/agree that they had the proper knowledge and ability to creatively and effectively solve community problems. However, after the workshop was administered, 83.30% of the participants strongly agreed/agreed with the statement detailed in the fourth item. Participants' confidence in their ability to think creatively and solve problems improved at the conclusion of the workshop.

Lastly, the fifth item in graph 1 reads, "I know how to connect with people who work on or address community problems." Prior to the workshop, the pre-survey data records that 66.70% of participants strongly agreed/agreed with this statement. Much like the first item, there was no difference between the participants' responses before and after the workshop. According to the post-survey, 66.70% of participants strongly agreed/agreed with this statement. Students involved in this workshop were equally as knowledgeable prior to the workshop in knowing how to connect with people who address community problems as they were at the end of the workshop.

Thus, the survey data from the likert scales detailing participants' beliefs towards their abilities in each of the Sullivan Common Five items expresses improvement in three of the items while two of the items showed no improvement. Thus, this survey data provides mixed results pertaining to the improvement of students' leadership skills due to the workshop. While some items saw improvement after the administration of the workshop, others did not.

Graph 2: INSPIRED Leadership Framework Survey Results

As a leader, I can (% Agree)

■ Post-Survey
■ Pre-Survey

- Persevere and achieve long-term goals
- Manage emotions and influence the emotions of others
- Connect, build trust and celebrate others
- Influence others to a common vision
- Understand, articulate and implement my purpose
- Serve others
- Move quickly, easily and adapt
- Examine my thoughts and feelings

0% 25% 50% 75% 100%

INSPIRED Leadership Framework Survey Findings

The items in the INSPIRED Leadership Framework survey are preceded by the phrase "As a leader, I can…" Students were then asked to rate their level of agreement with this statement on a Likert scale. Therefore, the first item in graph 2 reads, "persevere and achieve long-term goals." According to the pre-survey data, 83% of students agreed with this statement. However, after the workshop's administration, 100% of participants agreed with this statement. Thus, the number of participants involved in this workshop who felt confident in their ability to persevere and achieve long-term goals increased after the completion of the workshop.

The second item in graph 2 states, "As a leader, I can manage emotions and influence the emotions of others." After the participants' responses were recorded, the pre-survey noted that

only 66% of the participants identified with this statement prior to the workshop. However, after completing the workshop, the data records positive growth in the post-survey as 100% of participants agreed with this statement. Therefore, the survey data shows an improvement for the overall participants' responses at the end of the workshop.

The third item in graph 2 reads, "As a leader, I can connect, build trust, and celebrate others." After the participants' responses were recorded, the pre-survey noted that only 83% of the participants identified with this statement. However, according to this post-survey data, 100% of the participants believed that they knew how to use their leadership to connect, build trust, and celebrate others at the conclusion of the workshop. The workshop indicates a positive growth for this survey item for those who participated in the workshop.

The fourth item states, "As a leader, I can influence others towards a common vision." The pre-survey data shows that 83% of participants agreed with this statement in reference to their own leadership styles before the workshop. However, after the workshop, the survey data shows a 17% growth in participant agreement with this response as 100% of the participants agreed with this statement at the conclusion of the workshop.

The fifth item in graph 2 reads, "As a leader, I can articulate and implement my purpose." After the participants' responses were recorded, the pre-survey noted that only 66% of the participants agreed with this statement prior to the workshop. Following the completion of the workshop, 100% of participants agreed with this statement. Therefore, the findings indicate growth for the participants overall improvement in this item.

The sixth item in graph 2 states, "As a leader, I can serve others." Prior to the workshop, 100% of participants stated that they agreed with this belief. At the end of the study, 100% of participants still agreed with this statement. Therefore, there was no difference in this item as a

result of Workshop #1. Students involved in this workshop felt equally as equipped to serve others prior to the workshop as they were at the end of the workshop.

The seventh item in graph 2 reads, "As a leader, move quickly easily, and adapt." Similarly to the sixth item, this item showed no change across the pre-survey and post-survey data. Prior to the workshop, 83% of participants agreed that they could conduct their leadership style accordingly. However, after the workshop, 83% of students still agreed with the post-survey data. Thus, the survey results indicate no change due to the workshop.

Finally, the eighth item in graph 2 states, "As a leader, I can examine my thoughts and feelings." Again, this item indicates no change in the responses of the participants. Prior to the workshop, 100% of participants agreed with this statement. In this post-survey data, these results are consistent as 100% of participants still believed that they were capable of examining their thoughts and feelings in their leadership roles.

Focus Group Findings

According to the information obtained from the focus groups in Workshop #1, participants showed high levels of satisfaction with the workshop as the experiences and lessons that they received from the course aligned with the participants' expectations. Discussions about having a "growth mindset" seemed to be highly relevant within the focus groups. Additionally, the focus groups found that two-thirds of participants recognized their new connections as the most impactful aspect of the workshop. Of the most effective modules, module 3 ("Nimble: Style Matters") and module 7 ("Relational: Connect") were the most impactful across the participants while module 8 ("Emotional Intelligence: Reading the Room") was considered to be the least impactful on average.

Students in the focus groups detailed several highs and lows of their experiences in the workshop as well. Many students noted that they wished that there were more activities. Participants noted that they wished there were more group debates, group sharing, team building activities, and opportunities to gain leadership experience. Other participants noted that they wished the workshop had spent more time on certain topics, such as the Purposeful and the Determined pillars in the INSPIRED Leadership Framework. One student mentioned that they would have liked "more focus on the values funnel." A majority of the participants noted the fast nature of the workshop and wished that there had been more time overall to discuss each module in depth. Participants felt that they did not have enough time to process the information provided. Some participants offered logistical feedback about the structure of the course and the materials used by noting that some instructional materials were difficult to see. One student expressed that the "videos were hard to pay attention to because they were so small."

On the other hand, the focus groups also detailed many highs of the workshop. Many participants noted the helpfulness of the activities for implementing the lessons that they were learning. One participant commented that they liked that "the activities were involved and not just lectures." Additionally, many participants expressed positive feelings about the group discussions, and they believed the interactive nature of the discussions benefitted their ability to learn. "The interactive conversations helped my understanding in class," commented one participant. Another participant noted that everyone was able to speak their own voice and opinions, which helped them process and understand the material better. Others expressed positive regard towards the information being taught within the INSPIRED Leadership framework. One participant noted, "the quality of information was amazing. I feel empowered to go on and create even more change." More specifically, participants noted that they enjoyed

learning about their conflict styles and leadership styles as well as understanding the values

funnel. The information was organized, easy to follow, and conveniently compact, according to

one participant. Participants also seemed to enjoy the picture cards provided in the workshop,

and they found them very helpful in learning the material.

<div align="center">Findings for Workshop #2</div>

This section identifies and explains the themes expressed across the responses of three

individuals who participated in a post-workshop interview following the completion of

Workshop #2. These students will be identified as Participant A, Participant B, and Participant C.

Theme 1: Confidence

The first major theme expressed amongst the interviewees dealt with the workshop's

ability to not only express the importance of confidence, but to also build their confidence.

According to Participant B, the workshop outlined practical steps towards building one's

confidence. This participant stated that the workshop taught them how to "build the confidence

of others, build the confidence of your followers, [and] build the confidence of your

organization" by first building the confidence in themselves. Similarly, Participant C described

how the workshop helped instill confidence in them by explaining the importance of initiative.

They stated that they learned, "The best quality of a leader is to make decisions and then

navigate the consequences." Participant B learned that initiative in their decision making

alongside willingness to correct mistakes is the only way forward and that leaders must have

confidence in being willing to mess up. They must have confidence that propels the group

forward. Without confidence, leaders will shy away from making decisions, leaving the group

aimless and inefficient. Similarly, Participant C expressed their initial hesitancy when they stated, "a lot of times you don't wanna mess up." However, as the workshop progressed, they learned that leaders must have the confidence to make decisions and know that "if you do mess up, go back and fix it," according to Participant C. Rather than be a passive leader, Participant C learned the importance of making active decisions and learning how to navigate the consequences, whether good or bad.

Theme 2: Community Input

The value of obtaining community input was another major theme across interviewees. According to participants, they had previously been so distracted by their own vision that they would forget to involve those that their decisions were impacting. Participant A expressed, "when you're wanting to help others you have to know the help that they want rather than the help you want to give." Participants learned that the key to making a change was not always about what they thought was necessary, but what the community deemed valuable. This lesson provided participants with the importance of not only listening to the needs of their followers but also the importance of knowing those they are leading. "Learning how to make a change is more about the community needs itself," stated Participant A. Similarly, Participant B described this process as "getting a pulse on the community situation." They described their experience as one that encouraged them, "to do the research on them … [and] to talk to the people that actually lived there." Moreover, Participant C addressed the importance of this too as they expressed that one of the key lessons they have taken away from the workshop was that rather than telling everyone what to do, they intend to approach the community and ask what is needed. They expressed that they plan to "definitely get input from other people, rather than doing everything."

The value of community input for not only defining the problem but also addressing the problem was evident across all three interviewees. Lessons about community input was one of their key takeaways from the workshop that they intend to implement into their own lives.

Theme 3: Self-Awareness

Self-awareness was another theme present amongst the interviews. Participant B explained that this workshop helped them to "understand my emotions, to understand why I act this way, and then to bring that type of attitude towards others." They expressed this value as they stated, "I believe that has so far been the most practical thing, not just from a leadership standpoint but with my interpersonal relationships." Each participant discussed the ability of the workshop to assist in identifying weaknesses in their leadership style in order to grow. For example, this self-awareness was expressed by Participant A and C as they discussed their prior tendency to assume that they know what is best for their followers rather than seeking input from the community. These two participants acknowledged their lack of self-awareness before the workshop and its importance in alleviating unproductive habits in the future. Thus, they recognized the significance of engaging in self-reflection while in a leadership role. "It was more of a mindset change rather than a factual change," stated Participant A in reference to their newfound understanding of the value of engaging with and questioning their tendencies in order to correct them.

Theme 4: Practicality

Across interviews, participants described the practical nature of the information that they were being taught. From the activities to the speakers to the lectures, participants felt as though

they were given practical steps towards creating change and strengthening their leadership abilities. Participant A stated that they felt like this workshop gave them "more concrete steps towards making a difference." They expressed that these concrete steps simplified the process of leadership by allowing it to feel less intimidating and "a lot less hard to accomplish a task." Participant B described a specific activity that helped them comprehend how to practically complete community projects involving leaders. Participant B described the activity as one where the instructors "walked them through" the necessary steps by defining a path to follow. In addition, Participant B noted that they enjoyed that during the workshop, "the applications of theories were a lot more practical and a lot less theoretical." Participant C explained that the workshops gave them the knowledge to accurately and precisely explain their plans to others. They learned the practical steps for articulating their vision and their leadership abilities. Participant C stated their previous dilemma pertaining to the communication of their leadership style as they stated, "you've been told you're a leader, but you don't really know how to explain that to somebody." After this workshop, Participant C expressed how they felt much more equipped to share these things with others. Because communication is crucial to leadership, this lesson was one of many practical steps given to participants for improving their leadership styles.

Theme 5: More Activities

Interviewees each described a desire to have more activities that focused on fostering helpful leadership knowledge. They each expressed appreciation for the activities that they participated in. However, they wanted to see more of them. When asked what the participants would change about the workshop, Participant A said, "more activities would've been nice to make sure that what we learned stuck more." Additionally, Participant A wished it would have

included more opportunities to reflect on what they had been learning. Similarly, Participant B not only described the helpfulness of the activities, but they also wished that there had been more of them in order to replace some of the games. Participant B expressed that "some of the games did not feel productive." Thus, they would have included more activities as a substitute. Lastly, Participant C wished that there were more activities that would "show them how to lead" rather than telling them how to lead. Participant C stated, "I feel like leadership is something that you enact. Like it's something you learn through doing it," in order to express this point.

Chapter 5

DISCUSSION AND CONCLUSION

Discussion

The survey results of Workshop #1 indicated that there were improvements in the majority of the Sullivan Common Five items in graph 1 as well as in the INSPIRED Leadership Framework survey in graph 2 after the conclusion of the workshop. In the Sullivan Common Five items, three out of five items showed improvement whereas in the INSPIRED Leadership Framework survey, five out of eight items demonstrated improvement. However, in both surveys, the items that showed no improvement were accounted for by noting that the participants already scored highly in these items. The focus group data for Workshop #1 also indicated high levels of satisfaction at the conclusion of the workshop. Additionally, the majority of the lows documented by the participants in the focus groups related to the highs of the participants. While participants expressed that their lows were that there were not enough activities, their highs included the activities and discussions that they wanted more of. Similarly, while some documented that they wished that there was more time to cover the topics, others loved the compact nature of the course. Additionally, in the focus groups many participants agreed that the value that they received from the workshop met their learning expectations. Moreover, the interview data collected at the conclusion of Workshop #2 expressed the accomplishment of many goals that the workshop set out to achieve. Participants believed that the workshop not only helped them build their confidence and understand the value of community input, but also that it created a newfound sense of self awareness. Among other common themes across

interviews, participants noted that the workshop was conducted very practically, with many hands-on activities.

Given the findings of these workshops, there are many overlapping tactics that demonstrate effectiveness across studies. In both Vince Lombardi's Varying Influence approach and the Washington Leadership Conference's program, the studies indicate the importance of seeking to address the specific needs of a community through leadership (Ramthun, 2015). Rather than maintain a generalized leadership approach, these studies advocate for individualized leadership decisions based on the needs of those they are serving (Rosser et al., 2020). Similarly, the interview findings of Workshop #2 support this claim as each of the three participants noted the importance of researching and speaking with those they are leading before trying to assume a course of action. Additionally, the survey findings from the Sullivan Common Five items express positive improvement in this skill after the conclusion of the workshop. Thus, the workshop effectively trained participants to carry out this aspect of leadership.

According to Misra and Mohanty's research on India's School of Management as well as Ocasio's research on leadership training in the nonprofit sector, leadership training produces valuable results when leaders are taught how to reflect on their weaknesses in order to strengthen them over time (Misra & Mohanty, 2021). Misra and Mohanty claimed that weaknesses must be addressed in order to better produce training that will grow leaders in light of this while Ocasio found that understanding one's strengths and weaknesses gave them the self-knowledge to better understand how to develop them (Ocasio, 2014). Comparably, the findings of both Workshop #1 and Workshop #2 expressed that there was an effective integration of the idea of self-awareness into its curriculum. For example, in the focus groups from Workshop #1, participants noted that they enjoyed learning more about their natural inclination towards conflict and leadership.

Specifically, they noted that they enjoyed gaining an awareness of their conflict styles, leadership styles, and values. At the conclusion of the workshop, participants felt more equipped with the self-knowledge to manage these actions and tendencies in order to find the best approach to their leadership moving forward. Furthermore, following the information expressed in the Introspection pillar of the workshop, many participants from Workshop #2 claimed that it brought them to a heightened level of self-awareness that they had not experienced before. They learned that leadership involved being able to reflect on their weaknesses, their emotions, and their prior beliefs in order to lead in a way that is productive and cohesive with those they are leading.

Additionally, the importance of experience-based leadership training was expressed across a variety of sources. In both Allen's research on developmental job assignments as a leadership training method (Allen, 2013) and Lopes's research on technological advancements as a form of leadership training (Lopes et al.,2013), the researchers identified the importance of hands-on experience for learning valuable leadership skills. In the same way, both the data from Workshop #1 and Workshop #2 aligned with these findings. According to the focus group responses from Workshop #1, participants noted that the activities in this workshop were beneficial in teaching them how to implement the lessons that they were learning. The interview responses for Workshop #2 expressed the importance of including activities in the learning process for leadership training. However, these participants noted that while this learning opportunity was present, they did not believe that there were sufficient activities.

The idea of providing training to equip leaders to understand and articulate a vision was also seen as a crucial factor in leadership development across studies. In Guttman's booklet on leadership training, he described the importance of being literate in the realm of leadership as it

pertains to influencing others (Safrai, 2019). With literacy in leadership comes legitimacy. The Washington Leadership Conference described the importance of oral and written communication skills as it outlined its model of teaching leadership (Rosser et al., 2020). In the same way, these workshops support the claim that leadership training benefits others whenever it provides the means to improve the communication of a vision. According to the interview responses from Workshop #2, one of the most valuable aspects of the training was its ability to provide practical steps towards improved leadership skills. Of the skills mentioned, the participant noted that they learned how to effectively translate their vision and leadership abilities to others. These participants explained that they felt much more confident in their ability to precisely and accurately share their ideas with others.

Despite the overall effectiveness of the workshops in developing leadership skills within the topics covered in both the Sullivan Common Five survey as well as in the INSPIRED Leadership Framework survey, there were many strengths and weaknesses noted by the participants in relation to these workshops. Although some participants enjoyed the compact nature of the information being presented, others found that they did not have enough time to fully process the information and that they wished that they could have spent more time on certain aspects of the workshop. Additionally, while some participants found the workshop to be organized and easy to follow, others believed that improvements could have been made to the presentation of information offered. For example, certain activities were challenging for students to read, and should be enlarged in future replications of this workshop. Overall, participants suggested implementing more activities in future workshops. Despite these weaknesses, participants found that the workshop was valuable in providing interactive activities that gave them the chance to voice their own opinions and input as well as understand the thoughts of

other participants. The self-reflective aspects of the workshops seem to be highly effective. Many participants noted that the process of learning about their conflict styles, leadership style, and values provided them the necessary insight to understand themself better as a leader.

While the findings of this study show that the leadership training program positively impacted the participants' scores in the post-survey, one limitation of the study is that the sample size was relatively small in Workshop #1 and Workshop #2. While the workshops seemed to improve people's leadership knowledge and skills, the ability for this study to be generalized may be limited. Although Workshop #2 had notably more participants, there were no pre-surveys and post-survey data in order to compare to responses from the Sullivan Common Five Items Survey and the INSPIRED Leadership Framework Survey. Only interview data could be collected from Workshop #2.

The results of this study provide ample information in the field of leadership development as it offers support for various directions to pursue leadership training. Given the findings, this study provided sufficient evidence to support the value of various methods of leadership training. The leadership workshops conducted by the Sullivan Foundation reinforced the claim that leadership development should be community-focused and that it should seek to teach leaders how to build into a community by seeking to know the needs of the people they are serving. The workshops supported the idea that effective leadership training should include proper facilitation of ways to self-reflect and perform introspective thinking in order to adapt their leadership styles. This study suggested not only that experience-based leadership training seems to be successful as it offers leaders that opportunity to actively learn and correct mistakes, but also that teaching leaders how to articulate their vision for the people they serve is crucial to leading others successfully. Thus, teaching each of these skills within the confines of leadership

training is a necessary component to building curriculum. Therefore, the leadership workshops conducted by the Sullivan Foundation not only provided ample information to the pre-existing pool of literature on the topic of effective practices for leadership development, but the results of the study supported the efficacy of leadership training.

Conclusion

The research conducted in this thesis aimed to investigate the efficacy of leadership training by undergoing a case-study of a leadership training program conducted by the Sullivan Foundation. Exploring both quantitative and qualitative data through a document analysis of survey data, focus group responses, and interviews, it can be concluded that leadership training provides a means for leaders to be taught, developed, and offered the proper skillset to lead effectively in their realm of leadership. Although various methods exist for training leaders, certain tactics showed to be more successful than others, such as community input training, self-reflection tools, experience-based learning opportunities, and directions on how to clearly express one's vision. Given the findings of Workshop #1, these tools, alongside many others, demonstrated to be beneficial in training the leaders that underwent the Sullivan Foundation's leadership workshop. With improvement recorded in nearly all of the items across pre-surveys and post-surveys, the results support the efficacy of the training investigated in this case study. While the sample size of the participants in Workshop #1 limited generalizability of the survey data, this approach offers insight into the successful methods of conducting leadership training nonetheless. To better understand the implications of these results, future studies should address the survey results of a larger sample size. However, the ability for leadership training to enhance leadership knowledge and behaviors amongst college students is still expressed as a result of

these findings. While certain methods utilized throughout this program reinforced the pre-existing literature, the overall effectiveness of the program is supported due to improvements seen amongst survey findings. Leaders need not be born. They can be developed and improved if given the proper training, and this program shows to be effective in doing just that.

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APPENDIX

Interview Questions

The below list details the questions that were asked during the interviews conducted at

the conclusion of Workshop #2. Before conducting the interviews, the participants were

informed of the limits of confidentiality and given the opportunity to ask any questions that they

may have had. Additionally, the participants offered their verbal and signed consent to be

interviewed and audio recorded for the purposes of data collection. Utilizing a semi-structured

interview format, three interviews were conducted with participants that were a part of Workshop

#2 in Strasbourg, France. All participants elected to remain anonymous for the documentation of

their responses.

1. Why did you decide to participate in this workshop?

2. What do you believe was the most helpful activity that you remember from the

   workshop?

3. What would you change about the workshop?

4. What did you hope to gain, and do you believe that you gained it?

5. What did you learn from this workshop that you did not know before?

6. How have you been able to use the knowledge that you gained from this experience since

   you completed the workshop ?