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Investigating the Effectiveness of a Community Leadership Program Based on the Experiences and Perceptions of Alumni Participants

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INVESTIGATING THE EFFECTIVENESS OF A COMMUNITY LEADERSHIP PROGRAM BASED ON THE EXPERIENCES AND PERCEPTIONS OF ALUMNI PARTICIPANTS

by

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INVESTIGATING THE EFFECTIVENESS OF A COMMUNITY LEADERSHIP PROGRAM BASED ON THE EXPERIENCES AND PERCEPTIONS OF ALUMNI PARTICIPANTS

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This dissertation investigated the perceptions of alumni who participated in a civic leadership program in a large, metropolitan city with over 1.7 million residents in its local community. The program, with a 42-year-long history, had no formal data on its participants, the program, or its efficacy. The research investigated the expectations, experience, and engagement of participants over its 42-year history. To examine these concepts, the study was motivated by three research questions: (1) What is the relationship between the participants' program satisfaction and the program elements? (2) To what extent did the program meet expectations, based on participant experience? and (3) Did the experience of participating in the program provide motivation for personal engagement in the participants' organizations, communities, or careers? If so, why and how?

The study used a mixed method design to examine quantitative results from a 31-question online survey, and the respondent population volunteered for a face-to-face, semi-structured interview to establish qualitative findings. Additional qualitative documentation was used to triangulate and verify findings. The quantitative data were analyzed using SPSS® and performing Factorial Analysis of Variance (ANOVA), along with multiple regression and correlation modeling to measure several independent variables (Gender, Years of Work

Experience, Expectations of Program to Meet State Mission, Expectations of Program Elements, Post-Program Engagement, and Post-Program Follow Up), to discover relationships with the dependent variable (Satisfaction). The qualitative data from the open-ended survey questions, interviews, and documentation were analyzed using NVivo® qualitative data analysis software to find patterns in word frequencies, which contributed to five broad themes.

The results and findings from the research suggested Gender (IV_1) and Years of Work Experience (IV_2) had no effect on participant Satisfaction (DV). However, when participants had low Expectations ($IV_{3,4}$), they were more likely to become Engaged ($IV_{5,6}$) in their community post-program. Likewise, when participants had a high rate of Satisfaction, they were also likely to become more engaged following the program conclusion.

The results and findings provide support that the program is effective and offer insights into how participants perceived the program, how they felt about their participation, and how they may have been motivated to participate in their business or community differently following the program conclusion.

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Chapter 1: An Introduction to Community Leadership

Community Leadership Programs

The dynamic of leaders and followers, especially in collaborative and social settings, can be exercised in many forms. Researchers and practitioners are constantly searching for effective ways to learn about the balance between leaders and followers. Leadership is an influence process where a group of individuals is assisted in goal attainment (Northouse, 2004). Hughes Ginnett, and Curphy further elaborate, stating “leadership is a social influence process shared by all members of the group. Leadership is not limited to one person; rather the effects of the followers are paramount to the process of leadership” (2001, p. 27). This group dynamic is especially evident in social learning and community leadership programs.

Community leadership programs are developed to enhance citizens’ commitment to their communities. Cities elicit the help of Chambers of Commerce and non-profit agencies to form programs that familiarize participants with different aspects of their city. These may include presentations on local government processes, information about public utilities, lectures and reports from local leaders, and up-to-date information on the quality and forms of local programs such as education or urban infrastructure systems. Community leadership programs purposely appeal to the altruistic nature of people, and as the participants learn more about their community, it is assumed that interests will develop and encourage positive contributions. Additionally, the main goals of community leadership programs are to develop civic leaders and foster authentic engagement. Employers who are members of the Chambers of Commerce receive solicitations for participation in leadership programs, and they encourage or nominate employees to apply. Programs may occur annually and the application process can be competitive and highly political, depending on the program’s quality, longevity, and reputation.

Leadership programs, courses, and workshops have become an increasingly desired component of an employee's skillset and background and can be preferred qualifications in human resource development and executive training management (Weissner & Sullivan, 2007).

While educating participants is a common thread in community leadership programs, effective programs integrate leadership development, involve the participants in the formation of the course direction, and incorporate reflective exercises focusing on their individual leadership growth. Selection of participants is varied, as are the requirements and appeal to certain demographic groups, but individuals with strong leadership or leadership potential are desirable candidates for leadership programs. Following the programs, attendance at social events and involvement in alumni clubs may be promoted.

Setting for this Study: Local Community Leadership

Community leadership programs are becoming increasingly prevalent in communities that seek to offer comprehensive overviews of their population and urban systems. The outcomes of the programs are not often addressed with the participants, who may be left with a sense of positive program completion, but little insight into their own leadership style, potential, applicable skills, or how to effectively contribute to their community in a meaningful way. Evaluation of community leadership programs and their impact on the participants is needed to provide a more structured and focused leadership program that is successful in meeting the goals of leaders (Wituk et al., 2003).

The Leadership Program

Background of the program. The Leadership Program (LP) discussed in this study is a program jointly offered by the Chamber of Commerce (formerly The Greater Chamber of Commerce) and the Hispanic Chamber of Commerce in a top-ten (by population) metropolitan city in the Southern United States with a metropolitan service area population of over 1.7 million people. The LP design has not significantly changed since the first class in 1975. In 2009, the Chambers gathered a task force to review the program, with one significant outcome: shifting the start date of the program. In 2010, LP XXXIV (34), the first class to follow a calendar year rather than an academic year, began in January, took a 3-month hiatus in the summer, and concluded in December (Chamber of Commerce and The Hispanic Chamber of Commerce, 2008). Other than the schedule shift, the program plan, curriculum, and outcome strategy has remained unchanged for the past 42 years.

The President and CEO of the Hispanic Chamber of Commerce, noted a few concerns to the researcher when describing the program. His concerns addressed two major areas of the program—the support of the program's mission and the need for a more educated, contemporary curriculum. He stated that, during the first 13 years of the program (with the involvement of only the city's Chamber) the program evolved as an opportunity to promote the city. The Hispanic Chamber was asked to participate in the continued development of the program in 1993. "The need for diversity and year-round recruiting for Chamber membership was a primary reason the Hispanic Chamber became involved… it was fueled by NAFTA (North American Free Trade Agreement) and the need for collaboration and international ties" according to Cavazos, R. and Robles, M. (personal communication, 2009).

Program marketing from both Chambers features an inconsistent message in regard to the purpose, mission, and goals of the LP, and has not changed significantly over 42 years of the program life.

The Chamber of Commerce (2016) website states:

> The LP was created to help identify community leaders…[and] provide a forum in which leaders with diverse backgrounds, values and points of view come together in a neutral

> setting, examine the nature and inner workings of the city, and discuss the issues, challenges and problems facing our community. (Chamber of Commerce, 2016).

Additionally, the Chamber's primary goal of the program has remained the same since the program's inception in 1975. It states the goal as "to help mold sensitive, responsible and committed leaders and thereby ensure a prosperous future for the city." The Chamber website also describes selection and eligibility criteria (Chamber of Commerce, 2016).

In contrast, the Hispanic Chamber (2010) states:

> The LP [provides] participants with a unique experience to expand their service to the city [and] identifies individuals who have demonstrated leadership … and are active in community organizations that support the city's growth and development.
>
> The program [connects] local leaders to public and community servants who share the common desire for the betterment of their community [and exposes] participants to diverse challenges affecting the community and the means to positively impact them. Thus, broadening their knowledge base and developing a unique perspective. (Hispanic Chamber of Commerce, 2010).

While the Chamber seeks to identify community leaders and grow community leaders who will assist in developing the community, the Hispanic Chamber wants to identify community leaders and expose them to challenges in order for the leaders to gain knowledge and perspective. While both of the Chambers seek out leadership for development, their expectations of participant experience in the LP are different, and neither focus contributes to a stated end product or goal for the participant. An analysis of the current program that brings focus to program outcomes and participant development may add value by addressing modern aspects of leadership, including self-reflection and diagnosis, areas of improvement, and introduction of successful leadership theory and practice.

Community role of LP. A major benefit for all those involved in LP is the contact information gained and networking experienced by the Chambers, their memberships, and the program participants. As electronic communication becomes commonplace, calling on colleagues becomes more efficient and the Chambers retain the contact information of participants but don't consciously maintain it. The Chambers regularly contact some past participants of the program to request further participation in Chamber functions and promotions. Likewise, the participants exchange emails and mobile phone numbers as they work and meet within the program. To date, participants of LP have not been asked about their expectations, experience, or outcomes of the program. The gathering and analysis of this information will add value by determining current leadership needs of the community, assessing the quality of the program, addressing participant concerns, and tracking participant success and leadership, and will provide a baseline metric for LP steering and planning committee.

The LP 2010-Class 34 Application described the program as "providing a learning experience for existing and emerging leaders in the local metropolitan area" (Hispanic Chamber of Commerce, 2010). Although the program is described solely as an "educational experience," LP states the program is not designed to promote an agenda, but rather to provide a collaborative incubator for leaders from diverse backgrounds. It is expected the program participants would use the knowledge gained in the class to thoughtfully engage with community issues (Hispanic Chamber of Commerce, 2010).

Participants of LP. Participants of LP are chosen by a selection committee. In 2014, there were over 500 applications for roughly 55 participant slots for the 2015 LP XL (40) class. While the nomination and application process may be subjective, politically-motivated, and generally perceived as biased, the purpose of this dissertation will not involve the criticism or examination of the selection process of the participants.

History of program, local significance. The local community was one of the first cities in the state to design a program specifically to help generate civic leaders. The Leadership

Program was developed through the Chamber of Commerce, with input from the city and its City Council. More than 1,500 graduates have completed the program since its first class in 1975. It is a highly competitive, annual program for which participants are chosen through application review (which includes a resume and recommendation letters) and a series of interviews. Past participants have included people eventually elected to local, state, and federal government office following the program, as well as people who serve on appointed boards and in C-suite positions of large and small businesses, in Fortune 500 companies, and with local non-profit groups.

The idea behind a local community leadership program came from the Mayor in 1974 who worked with his Council colleague to develop a program which would foster leadership in the community. Together with The Greater Chamber of Commerce, LP held its first class in 1975. One of its first participants, a Former Texas Secretary of State, says, “The original spirit of LP was to look for the next generation of leadership in the community.” He recalled that networking was a “motivating factor” for LP, but finding good, young leadership for the city was a primary goal according to J. Steen and N. Wolff (personal communication, April 18, 2011). In 1992, the Hispanic Chamber was invited to co-sponsor and collaborate on LP. Beginning with the 1993-1994 class, the two Chambers jointly supported and promoted LP.

In recent years, core leadership programs from the Hispanic Chamber have spun off more targeted programs centered on core values developed by their founders and driven by city demographics. In one program which began in 2004, the leadership philosophy was to practice with compassion and heart, which is described in the program materials using the Spanish phrase, “Gerencia Con Corazon,” or “Management with Heart.” Along with this philosophy, the program is based on 10 personal leadership principles of Judgment, Compassion, Courage, Integrity, Creativity, Passion, Vision, Competency, Diligence, and Accessibility. The program enhances this philosophy with a more focused approach: to provide the tools to its participants for self-promotion and authentic community engagement on local boards and commissions, while using the founder's 10 leadership principles as topics for discussion (Vuepoint Creative, 2015).

The program which began in 2015 had the goal of promoting, educating, and encouraging more Latina women to enter public office and to apply for boards, commissions, and White House Appointee positions. The mission was to increase the number and influence of Hispanic women in an environment independent of partisan issues. This program cites findings from the political party, Latinas Represent, to encourage application participation. The metrics of this population demonstrate a disproportionate level of Latina-held political offices in state and national seats, when compared to population statistics (Vuepoint Creative, 2015).

The North Chamber of Commerce's leadership program focuses on an "innovative approach to leadership development and workforce preparedness" (North Chamber, 2018). The monthly seminars take place over a nine-month period and focus on five developmental areas: professional performance, leadership, management, community service, and self-awareness. It is a highly competitive program and was named the Best New Program of the Year by the State's Chamber of Commerce Executives in 1999. It has been so successful that its alumni have advocated for a follow-up program, called Innovative Leadership, for high-level and high-performing executives to learn about strategic thinking, artificial intelligence, design, and how to build a culture of innovation in their industries. In addition to LP, these four programs also warrant review, evaluation, and comparison.

Statement of Problem

The Leadership Program has not been independently evaluated, and does not gather metrics based on participant experience. There have been no previous case studies or data collected other than demographic and contact information of the participants, which has not been consistently managed or maintained. “There is an overall lack of data on LP. Although we collect some demographic information from the industries and companies participating, we don’t really know if the class actually goes out and engages in the community after LP,” stated the President and CEO of the Chamber. He commented further, “With a few notable exceptions, it would be valuable to know how much of our LP alumni uses what they learn to work or volunteer for the community” according to Perez, R. (personal communication, October 1, 2013).

The 2010 application for LP described an expectation that participants would use the knowledge gained in the class to thoughtfully engage with community issues. However, there were no resources provided or list of goals for the participants. There was a lack of information and supporting experiences provided during the program to foster the program’s expectation of participants’ community engagement. In the 2009 Blue Ribbon Task Force summary, former participants and steering committee members discussed adding a “Non-Profit Fair” at the program’s ending retreat to further motivate LP participants to actively engage with non-profit agencies following the program conclusion. The fair was scrapped in favor of a more social event since some members worried it would be perceived as a “hard sell.”

Leadership Program marketing and solicitation of participants has featured an inconsistent message in regards to purpose and mission of LP, and has not changed significantly over 42 years of the program life. This study investigated participant experiences and perceptions in an effort to shape future leadership curricula and program elements, addressing gaps in community expectations and leadership. The Chamber of Commerce and the Hispanic Chamber agreed to allow the researcher's attendance during LP XXXV (35) in 2010 to develop an understanding of the program, and eventual solicitation of participant feedback in order to investigate the effectiveness to eventually improve the program.

Purpose of the Study

The purpose of this study was to investigate the experiences of recent alumni of LP as participants and to document the perceptions of their expectations, experience, and engagement. A mixed method design was used to investigate experiences of the program participants within the real-world context of the program. A descriptive survey along with basic qualitative inquiry was used. This study represents the view and perspectives of the participants within a real-world framework while considering the importance of multiple sources of evidence.

A descriptive survey was distributed electronically to LP alumni participants. The total population of alumni was in excess of 1,500 people. Considering non-deliverable and/or outdated email addresses, the actual population for this study was a little over 800. The researcher asked LP Alumni Groups (which often advertise social events through Constant Contact and social media channels), to assist in soliciting alumni for participation. Those wishing to participate (but who were not in the Chamber's original email group) were verified through the Chamber and sent an email with an online link to the survey. SurveyMonkey® was used to facilitate the survey, and respondents were limited to submitting from only one IP computer address. This eliminated multiple responses from the same person for validity. Both Chambers agreed to provide the distribution lists and send the survey request email from the Chamber email, but after discussion, the Chamber had a cleaner list than the Hispanic Chamber and it was more convenient and efficient for the Chamber to distribute.

This quantitative survey provided the researcher with general demographic information and participant perceptions of program expectations and outcomes, and documented the experiences of the participants. Qualitatively, participant responses were recorded during one-on-one interviews using an interview protocol, along with five open-ended questions from the survey and documentation from the program materials. Individuals who volunteered to be interviewed were asked a series of semi-structured questions and prompts (e.g., “Briefly describe your expectations before LP”) and demographic questions (e.g., Gender, Year in LP, Years of Work Experience) (Wolff, 2017). Follow-up questions about participant experiences and post-program engagement were part of a one-on-one, narrative-style interview. Interviews followed an interview protocol and were recorded on a digital recording device after the researcher received signed consent from participants.

This original research utilized the researcher’s own ideas, words, and unique data within a Social Learning Theory research approach. A mixed method study supported Bandura’s 1975 Social Learning Theory as a theoretical base, and identified results from the quantitative survey with qualitative interview findings to determine if the program fulfilled expectations, provided a satisfying experience, and motivated participant engagement after the program conclusion. Social Learning Theory also set the framework for future research by discovering how LP developed leadership. Creswell’s interpretive framework was used as a conceptual framework and illustrated the relationship between the goals of the program and its activity. The interpretive framework further described the impact of the program on the dependent and independent variables to incorporate Social Learning Theory.

Research Questions

The main research objective for this mixed method study was to investigate experiences of LP from the perspective of the participants, in relation to their expectations and post-program engagement. A quantitative survey was distributed using known alumni email addresses to find general and demographic information, as well as to document the participants' expectations and experience of the program and engagement after the program. Then, personal interviews were conducted and basic qualitative inquiry was used to investigate the experiences of the participants. Additional collateral from the program was used as additional documentation to triangulate findings. These three components—the quantitative survey, the qualitative interview, and program documentation—were the foundational instruments for this research. The data gathered from these three processes/instruments/etc. helped determine if the overall satisfaction of the participants was met, while focusing on their experience in the program. The list of the research questions along with how they were measured and their source is in Table 1.

The quantitative survey contained five open-ended questions that addressed particular program elements, topics, and suggestions for improvement. Although these questions did not directly relate to the research questions, they provided insight into specific elements that influenced the participant's level of program satisfaction and determined whether the program met expectations. Some of the questions were also included to gather information important to the Chambers. The responses to the open-ended survey questions revealed common phrases and patterns, which were evaluated within the context of the responses to construct themes. Differences between subgroups (such as women with less than five years of work experience) and word frequency sequences of participant experiences were found.

Table 1

Study Research Questions

Question	How Measured	Source
1. What is the relationship between the participants' program satisfaction and the program elements?	Quantitative/Qualitative	Survey
2. To what extent did the program meet expectations, based on participant experience?	Quantitative/Qualitative	Survey, Interview, and Documentation
3. Did the experience of participating in the program provide motivation for personal engagement in the participants' organizations, communities, or careers? If so, why and how?	Quantitative/Qualitative	Survey and Interview

Note. Developed from researcher, S. J. Wolff, 2015.

The quantitative survey contained five open-ended questions that addressed particular program elements, topics, and suggestions for improvement. Although these questions did not directly relate to the research questions, they provided insight into specific elements that influenced the participant's level of program satisfaction and determined whether the program met expectations. Some of the questions were also included to gather information important to the Chambers. The responses to the open-ended survey questions revealed common phrases and patterns, which were evaluated within the context of the responses to construct themes. Differences between subgroups (such as women with less than five years of work experience) and word frequency sequences of participant experiences were found.

Personal interviews followed the collection of the quantitative surveys. The narrative style of the interview identified strengths of participants and provided insights into their personal leadership, including stories of their experiences and specific suggestions for program improvement. The evaluation of findings determined the perceived efficacy of LP to meet its goals, which were described in collateral of both Chambers. The stated program goals of LP were to provide unique opportunities for local leaders to understand the promises and challenges of a diverse community, and to provide experiences for participants to gain insight from present and future decision makers to prepare for community leadership (Hispanic Chamber of Commerce, 2015).

The survey and interview were developed in tandem to address and emphasize the research questions. This intentional relationship was also defined by the dependent variable (DV), Satisfaction. The DV focused on the degree to which the program may or may not have met the expectations of the participants. The independent variables were Gender (IV_1), Years of Work Experience (IV_2), Expectations of Program to Meet Stated Mission (IV_3), Expectations of Program Elements (IV_4), Post-program Engagement (IV_5), and Post-program Follow Up (IV_6). All variables used in this study are listed in Table 2.

Documentation which provided additional details and insight about the program, also set the participant's expectations by describing the program elements. The documentation collected and used as additional support data included LP agendas, online news articles, information from the Chambers promoting and advocating for the program, and the program application.

Table 2

Variables of Study

Variable	Type	Label/Measure
DV	Dependent	Program Satisfaction
IV_1	Independent	Gender
IV_2	Independent	Years of Work Experience
IV_3	Independent	Expectations of Program to Meet Stated Mission
IV_4	Independent	Expectations of Program Elements
IV_5	Independent	Post-Program Engagement
IV_6	Independent	Post-Program Follow Up

Note. Gender is a categorical variable. Years of Work Experience, Expectations, and Post-Program variables are continuous.

Data Collection

Data were collected in three ways. Prior to the data collection, the documents were collected in person and from online sources. Then the data were collected from the survey, and following the interviews. Each data source were analyzed separately, then reviewed together to identify patterns.

Quantitative data collection. The study used a descriptive survey, which determined the relationship between participants' program satisfaction and the program elements and discovered to what extent LP met expectations and how LP motivated participants to engage post-program (see Appendix C). The survey was used to determine general and demographic information, as well as the participant's program expectations, experience, and engagement. Additional documentation from the program marketing and development was used, including articles, website information, promotional collateral, and program agendas.

The descriptive survey consisted of 31 questions divided into four sections: General (demographics about the participants), Program Expectations, Experience, and Outcomes (see Appendix C). The survey was distributed to the Chamber's LP email distribution list for all alumni of the program, which was estimated to be over 800 people. The email inviting LP alumni to participate was sent by the Chamber and included a brief acknowledgement of support from the Chambers and asked for volunteer participation, citing the necessary research language aligned with University policy. The email provided a link to the online survey. SurveyMonkey®, an online survey platform, was used to distribute and analyze data with SPSS® and NVivo® integration. The SurveyMonkey® platform provided a text analysis for open-ended questions, allowed for categorization of common phrases, formulated charts, and created reports of results.

The final survey question invited participants to further participate in a personal interview by adding their email, which was used by the researcher to contact them. The researcher emailed the participant a request to schedule a time that was convenient to the volunteer. The researcher scheduled interviews on a first-come, first-served basis to expedite efficient scheduling, which coincided with the time in which the survey link was still open. All participants were assured of confidentiality before and during the interview.

Qualitative data collection. Basic qualitative inquiry through semi-structured interviews was used to investigate the experiences of the participants, and to determine to what extent the experience in the program met expectations and provided motivation for personal engagement or encouraged participation following the program, which may have benefitted the participant's work or overall career. The interview consisted of nine questions. Part One inquired about the participant's expectations of the program and their experience. Part Two was structured to request feedback on LP's impact on the participant's personal community participation following the conclusion of the program. Part Three gathered additional demographics about the participant, including confirmation of the participation year and age at which he or she participated in the program. Documentation from program collateral was used for qualitative analysis, which included agendas, researcher notes, news articles, program marketing pieces from the Chamber, and website information about the program.

Data Analysis

The data analysis for this study was a side-by-side comparison of quantitative results with qualitative findings. First, the quantitative results from the survey were reported and examined, then the qualitative findings from the survey were analyzed. Themes were developed and a structured coding and pattern matrix was constructed. Additional qualitative elements from the documents were considered and added to the overall analysis of information.

To answer the research questions, the researcher addressed the level of program satisfaction when considering the expectations of the participants and how this might have varied by gender, industry, and years of professional work experience. Factorial analysis of variance (ANOVA) was used to generalize data and determine if there was a relationship between Satisfaction (DV) with Gender and Years of Work Experience. The dependent variable (Satisfaction) was derived from survey and interview questions about experience from LP. By using ANOVA, the researcher was able to demonstrate whether a relationship existed between Satisfaction and Gender and/or Years of Work Experience. Likewise, the researcher was interested to determine whether Gender and/or Years of Work Experience might have had an effect on Satisfaction when participants considered their experience in LP in regard to Expectations and Engagement.

Multiple Linear Regression was performed to determine if the four IVs predicted the DV. Significant predictors indicated by the Regression modeling required additional assumptive and post-hoc tests, such as multicollinearity, to determine the strength of the IVs' influence on the statistic. Some regression results required further correlation analysis to determine which IVs had a strong or weak relationship with the DV.

ANOVA measured several independent variables at the same time, which resulted in discovering relationships that make a program more effective (Tabachnick & Fidell, 2007). Additionally, this information was used to determine which participants had a higher rate of program satisfaction so that gaps within the program could be adjusted. For example, if the data indicated that females with less than five years of professional experience had low rates of overall program Satisfaction, additional research may determine which specific instances or elements of the program contributed to Satisfaction, so that improvements could be integrated. Further questions which addressed the professional experience or training might also be considered as a factor influencing Satisfaction. The Chambers that sponsor LP may desire to specifically market to this population (i.e. females new to the professional workforce), for example, which could increase the overall program efficacy. Conversely, if males with over 20 years of professional experience responded with low rates of the program meeting expectations, the program development team could allow for these differences by changing application qualifications or program elements to help increase the level of satisfaction within this population.

Qualitatively, three sources were analyzed: the open-ended questions from the survey, the interview findings, and the documentation elements. These were coded, categorized, and developed into broad themes by the researcher. The data were entered into the qualitative data software, NVivo®, and analyzed a second time to reinforce and align the initial manual coding. This is discussed in more detail in the methodology section.

Validity and Reliability

Validity was established based on both quantitative and qualitative strength. Unequal sample sizes (n = 117, n = 13) were used for each database, so additional documentation from multiple sources was used to check for accuracy of findings. The qualitative data developed from interviews were supported with additional qualitative information from researcher notes, documentation of the program, news articles, and Chamber collateral. This triangulation of evidence allowed for validity through additional explanation and a variety of sources (Tellis, 1997). The additional convergence of sources demonstrated and established themes with respect to the participants' perceptions and therefore added additional validity to the study (Creswell J. W., 2014).

SPSS® (Statistical Package for the Social Sciences) software was used to calculate all statistical models. Quantitative reliability was measured with Cronbach's alpha to determine the quality of the measurement instrument, the survey. This method measured the five-point scale of the survey, which asked respondents to provide scaled answers such as Exceeded My Expectations to Did Not Meet Expectations. Cronbach's alpha provided a good measure for internal consistency reliability since the survey had more than one item and measured a single construct – the research questions (Muijs, 2011). Cronbach's alpha also measured the correlations between the five-point scale responses, expecting that questions that measured the same concept would be highly correlated, such as Question 9 (“To what degree did your overall experience with the program meet your expectations?”) and Question 14 (“What is your overall level of satisfaction with the program?”) (Wolff, 2017). In order to increase the reliability of measurement and efficiency, all questions had a consistent five-point scale. Respondent data were also combined into a mean Satisfaction score. All questions that focused on qualifying the level of participant satisfaction were edited into nominal variables and combined as an average score for ease of modeling. Likewise, questions that inquired about the IVs of Expectation and Engagement were separated and condensed in some statistical models.

The comparison of evidence was important to validate findings by triangulation. The goal of using multiple sources is to provide complementary and relevant data while being cognizant of limitations and skills required by the researcher to evaluate findings (Tellis, 1997). Table 3 describes six sources of evidence along with their strengths and weaknesses.

Additional validation of the research findings was done with two strategies recommended by Creswell (2013), which assisted the researcher in providing an accurate account of the information. Member-checking by participants provided firsthand feedback to the researcher. As the interviewee reviewed the researcher documentation during the initial small-talk while preparing for the interview, the interviewee was able to use personal recall to determine whether the information was recorded and documented correctly.

Reliability of the data in the study was confirmed through the development of a consistent form of inquiry by the researcher. The quantitative survey provided valid results of the participants through an anonymous email list and online survey instrument. Survey data were confirmed during the qualitative interview with semi-structured questions. The population base of the participants eligible to provide both quantitative and qualitative data was the same. The findings of the interviews reinforced the statistical results of the survey. This is presented in the Qualitative Results and Discussion (Merriam & Tisdell, 2016). Additionally, the data gained from quantitative and qualitative sources were triangulated with additional documentation and program collateral.

Table 3

Six Sources of Evidence: Strengths and Weaknesses

Source of Evidence	Strengths	Weaknesses
Documentation	• Stable – can be reviewed repeatedly • Unobtrusive – not created as a result of the case study • Specific – can contain the exact names, references, and details of an event • Broad – can cover long span of time, many event, and many settings	• Retrievability – can be difficult to find • Biased selectivity, if collection is incomplete • Reporting bias – reflects (unknown) bias of any given document's author • Access – may be deliberately withheld
Archival Records	• (same as those for documentation) • Precise and usually quantitative	• (same as those for documentation) • Accessibility due to privacy reasons
Interviews	• Targeted – focuses directly on case study topics • Insightful – provides explanations as well as personal views (e.g., perceptions, attitudes, and meanings)	• Bias due to poorly articulated questions • Response bias • Inaccuracies due to poor recall • Reflexivity – interviewee gives what interviewer wants to hear
Physical Artifacts	• Insightful into cultural features • Insightful into technical operations	• Selectivity • Availability

Note. Adapted from Qualitative Research from Start to Finish (2nd ed.) by R. K. Yin, Copyright 2016 by The Guilford Press.

Importance of the Study

Rationale and significance. LP is a highly visible community program with a highly positive reputation. Many former participants enjoy expressing support for the program. It is not uncommon for alumni to qualify relationships by stating, “We were in LP together.” In the over 40-year history of the program, LP has not had a comprehensive review of its programmatic elements or an assessment to determine if the program meets the stated goals and outcomes desired. A volunteer steering committee is appointed to guide new participants each year, and the committee is often comprised of recent alumni who may casually lend their bias to adjust the program, based on their own LP experience.

In today’s culture of community educational programs, leadership-specific programs are frequently being developed. As programs begin to compete for participants, it is important that civic groups and sponsors are aware of new leadership theory, which may be beneficial to market the program and keep pace with current community trends. Feedback and assessment of programs is crucial to remain appropriate, relevant, and desirable to address professional and social climate changes.

Review and assessment of programs that have a high participation expectation, such as LP, require consideration of the environment, along with cultural issues, educational theory, and academic findings in the field of leadership. As the economic development of the city continues to grow, business leaders expect a highly educated and progressive city that not only addresses these issues, but also cultivates authentic work toward community goals.

This study addressed perceptions of a high-profile civic leadership program in the 7th largest city in the United States. The findings supported a theoretical base using Bandura’s Social Learning Theory, along with Creswell’s interpretive lens as a conceptual foundation which added to research and literature and contributed to practical application. As other leadership programs evolve, they positively impact the quality, quantity, and can improve the studied LP. Evaluation was necessary to provide authentic feedback, to determine whether program changes are required and, if so, how they may be efficiently integrated. Results and findings from participants of the study can improve local policy and procedures for other leadership programs, as well as engage individuals in their communities to work towards more specific program improvements.

Leadership programs rely on the positive feedback and experiences of its participants in an effort to continue the support of the community. The financial backing to sponsor participants in LP was provided by local businesses and Chamber members. Without community support and positive program results, businesses would not provide the necessary funding or time to sustain Chamber efforts, or offer participants. This study provided benefits to the Chambers and to their leadership, including improved understanding and insight into LP for the steering and selection committees so they might choose candidates who can exemplify expected skills. The results and findings of this study were provided to and contributed to the body of knowledge for both Chambers.

The Researcher

The researcher brought an applied interest to the study, as an academic scholar, former educator, and active member of the community and the Chambers of Commerce. The researcher recently worked for a public water utility, which was often the subject of one of the program's topic days familiarizing the LP class with urban systems and local infrastructure. The researcher worked for a locally based national law firm during this study, and was highly encouraged in her marketing role to engage in community relation efforts. The researcher's experience with systems analysis and process flow efficiency was valuable preparation for this project. As a person elected to a local school board, the researcher had a unique perspective on service and education.

The researcher attended the Opening Retreat, one Issue Day, and the Closing Retreat of LP XXXV (35) to develop an understanding of the program structure and the program's communication to the participants. The researcher was not a program participant and did not engage in the social activities of the program at any time. The interest in researching LP was initiated by a former Chairman of the Hispanic Chamber, who was appointed to Texas Secretary of State in 2016. The Secretary suggested a study would be beneficial to both Chambers while fulfilling the researcher's hope to use leadership theory and provide a valuable service towards an authentic education program. He expressed his desire that the research would provide substantive feedback to determine how to improve and manage expected growth of the program.

Definition of Key Terminology

The following terms and definitions are used to help clarify the scope of research and study.

ABLDP – The Alex Briseño Leadership Development Program, an annual civic leadership program designed for existing community leaders to gain institutional knowledge based on Briseño's 10 leadership principles and leadership philosophy, which began in 2004.

Action Learning – A leadership development process created when people work on a project together while learning from the dynamics of the group interaction.

Affective Processes – Processes regulating emotional states and elicitation of emotional reactions.

ANOVA – Analysis of Variance, used for mixed method data analysis.

Chambers – Non-profit local associations designed to promote the interests of local businesses, while providing resources and support to members, often in the form of topic-centered meetings or programs.

Chamber of Commerce – (Formerly The Greater Chamber of Commerce) A local, non-profit organization serving local business membership since 1894 through continuous improvement of the business climate and building opportunities for growth.

Cognitive Processes – Thinking processes involved in the acquisition, organization, and use of information.

Community Leadership Programs – Civic training and development sessions that are provided by special interest groups, such as local Chambers of Commerce or state agencies, to foster and identify leaders in a community.

Context – The purposes, assumptions, and expectations surrounding both leadership as defined by the project and the evaluation process.

Cronbach's alpha – A formula for estimating the internal consistency reliability of a measurement instrument. In this study, it will be used to measure the reliability of the survey.

Data – The raw material of statistics, which includes numbers and numerical values for any characteristic of a sample or population used in this study.

Dependent Variable – The principal focus of this research and interest, which is affected by one or more independent variables, which are gathered by the researcher and regarded as antecedent conditions. In this study, the dependent variable is Program Satisfaction (or how the program met participant expectations).

Domains – Social areas in which a leadership development program's results occur, and which are identified as individual, organizational, and societal/community.

Engagement – The level in which participants were motivated to participate differently in their personal life, business, or community following the Leadership Program conclusion.

Episodic – Relating to changes taking place over an extended time period and building upon one another.

Evidential – Providing or constituting observable or measurable information.

Experiential Learning – A primary means for adult learning to expand the knowledge base and skills. It is most evident when leaders reflect in two ways: during an experience and following the experience.

Forms of Inquiry – Methodology that can be employed in a complementary manner to gauge and illuminate results described as evidential and evocative.

Hispanic Chamber of Commerce – Originally chartered as the Mexican Chamber of Commerce in 1929, the first Hispanic Chamber in the United States is designated a 5-Star Accredited Chamber (from the US Chamber of Commerce), which provides resources to and advocates for Hispanic businesses.

Independent Variable – Conditions that affect the dependent variable, values of which can be related to those of the dependent variable. In this study, the six Independent Variables are Gender, Years of Work Experience, Expectations of Program Elements, Expectations of Program to Meet Stated Mission, Post Program Engagement, and Post Program Follow Up.

LP – An annual civic leadership program designed to develop collaborative relationships between its community leader participants while providing an educational opportunity for exposure to urban systems and issues involving this large, metropolitan city in the Southern US and its community.

Motivation – Activation to action. Level of motivation is reflected in choice of courses of action, and in the intensity and persistence of effort.

Open System – A complex theory or program with "open" influence introduced by human impact.

Organization – A group of persons organized for a particular purpose, or a structure through which individuals cooperate systematically for a purpose.

Perceived self-efficacy – People's beliefs about their capabilities to produce effects.

Reliability – A measurement of the consistency of an instrument to measure performance or behavior.

Results – The consequence of a particular action, operation, or process.

Results Type – Forms of change, which are characterized as episodic, developmental, or transformative.

Self-efficacy (Bandura et al., 1995) – Beliefs in one's capabilities to organize and execute the courses of action required to manage prospective situations.

Self-regulation – Exercise of influence over one's own motivation, through processes, emotional states, and patterns of behavior.

Social Learning Theory (Bandura, 1977) – A leadership model that supports the theory that learning occurs through observation of others.

Society – One or more communities that share a common ethos.

Transformative – Shifts in outlook, status, or consciousness that have profound influences on future behaviors.

Validity – The degree to which a measurement instrument measures what it is expected to measure. Validity in this study will be measured using Cronbach's alpha.

Word Cloud – A visual interpretation of word frequency used in qualitative data analysis, often used as a graphic organizer of ideas to identify understanding.

Limitations

Limitations for this study included the researcher's bias that leadership theory is a necessary part of leadership program curricula. Social relationships formed between the participants and the researcher during data gathering may have had unintentional effects on the study. The findings of this study were not generalized to a larger population since the selection of interviewed subjects was limited to timing of respondents, contact information provided by the Chambers, and participant availability. Additionally, influences on the researcher based on authentic human experiences and data collected from individuals was not generalized into other, similar populations. Divergence of the comparison of the quantitative and qualitative data may have occurred, which required the researcher to revisit analysis techniques, check with respondents for clarity, and to resolve any differences between data sources.

Delimitations

This study focused on the participants of LP, their perceptions of the program, and their personal experiences. The study did not criticize or evaluate the development of the program or the selection process of the participants. The development or contents of the program, while relatively unchanged since its inception, were not considered during the study. However, participant perception data indicated possible improvements to current program elements, which were noted. The selection process of candidates was discussed, due to its highly subjective nature and lack of minimum qualifications for participation. Information provided in this study was limited to defining the population of those participants who responded to the survey, and volunteered to be interviewed. This data was not used in any analysis of results or findings outside of this research. Additionally, there was no intent to seek out those participants of a certain demographic. Subjects were chosen based on voluntary response rate and their voluntary action to be interviewed by researcher on a first-come basis. Subjects who volunteered to participate in the quantitative survey and who also volunteered to be interviewed were contacted in response order to schedule interviews. Those who did not respond to an email request for an interview following the survey were not contacted again, and their email was not saved in the researcher's database.

Chapter 2: Review of Literature

Community Leadership Programs

Leadership development in the United States is often used to educate participants on the structure of the immediate community while providing a focused source of professional networking. Coordinators and program developers take on logistic management roles to introduce participants to one another, to book speakers, and to organize tours to local businesses and community sectors (Wituk et al., 2003). Like business models, educational leadership focuses on the development of technical skills but often fails to address modern issues of the complexity of education in the future (Jensen, 2011).

Leadership development can be overlooked in community leadership programs. Jensen (2011) researched the way that self-knowledge impacted leadership through three themes: (1) the capacity for perspective taking, (2) clarity regarding leadership style, and (3) awareness of the discrepancies between espoused values and actual behavior. Applying Jensen's work to this study, results demonstrated that participants gained a newfound self-awareness after considering others' perspectives, practicing personal reflection on their execution of leadership, and performing self-analysis about whether their behavior accurately reflected their values (Jensen, 2011).

The United States funds the Cooperative State Research Education Foundation, which partners with the Extension Committee on Organization and Policy (ECOP). The ECOP's mission is to provide nationwide programs and organizational leadership to make and communicate policy decisions through identification of issues that lead to local, state and national program and budget priorities (National Extension Task Force for Community

Leadership, 1987). One of the main functions of the ECOP is providing comprehensive program leadership for its members.

While the ECOP focuses its programs on a variety of national agriculture issues, the leadership model can be applied to community leadership programs that consider broader issues on a community level. The committee recognized that the first step in implementing new initiatives was to identify community leaders and use their expertise in the development of programs that would formulate a vision for the future. Once the leaders were identified, the leaders themselves identified the program goals. The stated goals were to consider the changing dynamics of community service in a highly complex and integrated society, understand the competition for jobs and income in a global economy, and make informed public decisions based on the latest technical skills (National Extension Task Force for Community Leadership, 1987).

The ECOP then formed the National Extension Task Force for Community Leadership, which evaluated current leadership programs and made recommendations for strengthening educational programming for community leadership. The ECOP organized a national conference of community leadership programs, during which they distributed a national survey that asked participants to evaluate their community leadership development in terms of their past, present, and future activities. The conference provided a tool to not only share the published reports and survey results, but to facilitate networking for its Extension program directors while contributing to trends and research in leadership.

Among the high priorities identified by the findings of the survey, the ECOP listed maintaining a national leadership networking system for its professionals and identifying and recommending areas for program development and evaluation. Specifically, the ECOP findings demonstrated a high preference for leadership programs that complement their own education, programs that support applied research, and programs that provide additional leadership for senior administrators.

The New Needs of Leadership

Leadership development programs need to address the issues that are important to next-generation leaders. The leadership skills required to be successful are different now than even a decade ago. This change is based on the increased use of technology in communication and the changing expectations of the job market and of executive roles.

The Millennial generation has experimented with traditional leadership models and has had trouble fitting the emerging expected skills of collaboration, cross-cultural dialogue, team leadership, and service leadership into an old model that is top-down and centered on crisis management (Baggott, 2009). Baggott states that this is not an exclusively Millennial mindset; many generations have developed a need for new models of leadership based on tolerance, inclusion and justness. One distinct difference for this generation is the desire for multigenerational dialogue—to learn from the past and to pass on to the future.

One method of leadership that helped to solve problems presented by clashing leadership styles is shared strategic leadership. Challenges of shared strategic leadership, however, can emerge when successful leaders of diverse backgrounds, various disciplines, and a variety of experiences come together. Often, those in traditional leadership roles are chosen based on the company hierarchy and lack relevant experience or education. Shared strategic leadership is an approach that helps clarify collaborative leadership while moving the subject through system change. This approach is traditionally used to help transition a varied group into a collaborative one by recognizing and reinforcing existing leadership and identifying untapped leadership potential and capacity (Nissen, Merrigan, & Kraft, 2005). Strategic collaborative leadership occurs in a sequential way, when all the elements are interrelated. Nissen et al. (2005) describe a multi-part approach for the framework (a) acknowledging community leadership precursors, (b) planning for collaboration, (c) emphasizing key leadership tasks and functions during collaboration, and (d) keeping a balanced eye on intermediate and long-term outcomes.

Leadership programs should respect the past leadership and previous participants. Much can be learned from studying the successes and failures of programs that have preceded others. Community leadership programs that plan for collaboration as an important part of the program will be more successful than those programs that merely expect it to appear naturally. Collaboration between diverse people needs to be monitored so that all program participants have an opportunity to understand and contribute their skills during a collaborative task. This strokes the ego, but also validates each participant's investment in the group. Goals are a quintessential part of any planned project. Leadership programs need to not only provide clear goals, but also monitor and evaluate the outcome for success. Conflict between collaborative groups is common, but can also bring to light individual concerns which need to be addressed.

Some concrete examples of how this can be effective is through a leadership initiative which was rooted in servant leadership. The Kansas Community Leadership Initiative (KCLI) was designed to consider how community leadership contributes to the health and well-being of a community through servant leadership. Servant leadership is rooted in a leader's desire and ability to bring about positive change while accepting the role of serving others. By meeting the needs of others first, leaders feel a true sense of fulfillment in their own leadership (Wituk et al., 2003). The focus of the KCLI was to use the concept of servant leadership to emphasize the importance of relationships and the skills to develop relationships.

The Growth of Transformational Leadership

Performance improvement is a common goal of leadership programs. At the University of Minnesota, leadership development programs were incorporated into the school degree plans and curricula to support the school's mission. The university created a separate leadership program in 2005 to address the goal of becoming a top public research university. The Transformational Leadership Program (TLP) is a tool for studying and observing the effects of campus strategies (Martens & Salewski, 2009). The TLP offers participants the opportunity to work on real university projects that are timely and offer substantial results to the university community.

The University of Minnesota states that the TLP "prepares skilled and qualified leaders to drive and implement the university's primary goals and objectives … [by teaching] participants how to clarify strategic objectives, identify opportunities for improvement, measure the effectiveness of current services and programs, analyze what can be done better, implement new solutions, and standardize improvements over the long term" (Martens & Salewski, 2009). Participants who demonstrate the desire to increase their knowledge, skills, and abilities are chosen for the program by the university's leaders. The main advantage of a cross-campus initiative can be to build strategic consensus with people that have different perspectives, responsibilities and job functions that support the university.

Setting Goals and Outcomes in Leadership Programs

The Transformational Leadership Program used a traditional business framework model to develop strategies for active learning projects at the University of Minnesota. Participants would Define, Measure, Analyze, Improve, and Control the project, so that a clear action was reached after goals and strategies were addressed (Martens & Salewski, 2009). Programs that not only set specific goals, but also communicate those goals to the participants may develop a more strategically based program to achieve those goals. As a result, working towards a common goal can keep participants motivated beyond the program. Community programs that encourage participation beyond the life of the program increase the intrinsic value of the program for the participants and the program itself.

Focusing on results is a classic leadership strategy. If the attention is placed mostly on the work to be done, the project can become discouraging quickly. Leaders know that the end result will justify the efforts, if the goals are clear and the results are of perceived value. Northouse (2004) defines leadership as a process that occurs between the leader and his or her followers, and is a wholly interactive event. Effective leadership is contingent on three items: influence, group interaction, and goals. Often, leadership programs do not communicate specific desired results, therefore creating leadership absent of any followers. While the education and information gained during the program is valuable, there needs to be follow-up to connect the knowledge with action.

Leadership programs are often developed by not-for-profit, membership-based organizations to support public services. In 2006, the Scottish Leadership Foundation worked with Scotland's public services to develop leadership capability and capacity to support effective implementation of government policy (Van Zwanenberg, 2009). The Scottish Leadership Foundation felt that by assisting public services to work across professional and organizational boundaries, the Scotland community as a whole would eventually benefit by working more collaboratively with its public services to achieve successful policy implementation.

This particular program design was developed to address critical considerations, including the wide range of participants' experience and skills, the desire to incorporate sustainability and support, and the desire to build change and leadership across the public service it was addressing. The Scottish Leadership Foundation divided its program into three phases: Connect, Commit, and Collect. This design outcome was developed to ensure the program's success at the beginning, middle, and end stages. Individual and group learning was incorporated to concentrate on those goals. Participants of the program were recruited only from current project teams. This helped to develop a sense of cross-project learning and integrated the various experience levels of the program.

Motivated leaders often have an innate desire to improve and change their surroundings. A community reading enhancement program for adults was developed through a nongovernment agency in Venezuela. The program was based on Paulo Freire's adult education theory and its goal was to foster a sense of leadership with the residents by helping others to become aware of their roles in the community. Participants were asked to recognize their own capacities as leaders, identify with their environment, and find their identification within their human group. The main idea of this program is that when members become self-aware, they can develop a social identity and begin to empower others to improve their community (Hernandez, 1998).

Hernandez demonstrates that there are three driving forces that empower a program's participants when it centers on social action. Organization, training, and production must all be present to make an effective impact, while still planning time for reflection and confrontation. The organization of the program is equally as important as the actual training. The production or outcome that results also has the same value in leadership development. Each participant in the program understands the organization of the program, the training required for participation, and the end product and goal. This model helped to develop a type of leadership that motivates communities to participate (Hernandez, 1998).

Community leadership can emerge from this collaborative process, but many social issues can rise to the surface, which must be considered. For example, in Venezuela, the dependent relationship people had with the government needed to be addressed before participants could begin to hone their leadership skills and take ownership of their status in the community.

Leadership Theories

How do people grow as leaders? Maxwell (2002) states that the ability to lead, although complicated, involves a collection of skills, nearly all of which can be learned and improved over time. Maxwell describes how the development of leaders occurs within four phases, regardless of the level or experience of the person. To fully learn through leadership, there must be a combined effort to (a) recognize, (b) understand, (c) develop, and (d) act on the knowledge of what a leader does and doesn't know. LP bases the majority of its program on the Trait Theory and Skill Theory leadership approaches. Both theories are leader-based, with little consideration of the followers or situation.

Trait Theory of leadership. The Trait Theory of leadership revolves around the idea that people who are leaders are born with specific traits that make them natural leaders. By default, the personality of the person is developed as a result of these traits. This concept was frequently researched during the mid-20th century to develop a list of leader traits. Often, researchers found that the traits differed according to the project, person, and situation (Northouse, 2004).

The Trait approach identifies traits most prevalent in successful leaders. This examination of traits and how they contribute to the overall personality of a leader is one of the theory's strengths. Understanding the relationship between identification of leadership traits and job performance is invaluable, as is the potential for using personality measures to hire employees

(Tett & Burnett, 2003). Tett and Burnett demonstrates that specific situations are not only considered in defining a person's traits, but that situations are also significant in the process of trait activation. Trait activation is an interactionist process—that is, it links job performance to personality traits through the determination of leaders to act in certain situations. When a leader is placed in a situation, he or she responds as a factor of their personality, which is influenced by job performance (2003).

Skill Theory of leadership. Skill Theory was developed with the awareness that some of the traits that make leaders successful can be learned and developed. The skills that can impact effective leadership include knowledge and ability, as well as the capability to use them in a constructive way. The Skill Theory of leadership centers on the leader—much like Trait Theory—but does not consider the abilities necessary to successfully lead others to be an inborn trait, which cannot be learned. Northouse (2004) refers to the research of Katz (1955), who described the Skill approach as a move toward reflecting what a leader can accomplish, rather than the personality of the leader. Contrary to a leader being dependent on a set of traits, the leader responds to decision making by using their technical knowledge, human experience, and conceptual strengths.

Skill Theory can also be applied to hiring decisions. When an employee is hired, one of the most important factors considered is the applicant's previous experience. Along with the knowledge gained from the experience, it is assumed that the applicant has developed a set of skills that align with the previous job description. Organizations do not specifically seek the knowledge development, rather the set of skills that were learned and can apply to their organization's needs (Dokko, Wilk, & Rothbard, 2009). In a study measuring the application of related experience and skill development across similar industries, Dokko et al. found a high correlation to the transfer of learning at the task level when job expectations were most similar.

A criticism of Skill Theory is its limited application. Organizations that select applicants based on experience, regardless of the actual skill set, assume the experience translates directly into the skills required for the job. While this may eventually prove to be accurate, a better measure of ability or talent may be to evaluate personality and traits. Experience does not necessarily translate directly into performance. Jobs do not require the same mix of tasks and performance requirements in different organizations, no matter how similar the job descriptions. Recommendations include training and socialization to help capitalize on knowledge and skill from experienced workers (Dokko et al., 2009).

Social Learning Theory. Bandura's Social Learning Theory was developed as a realization that learning occurs and human behavior is produced from an interaction of cognitive, behavioral, and environmental factors. These factors are processed in tandem through observation of the learner. This theory emphasizes the role in which elements of behavior, self-regulation, learning, and practice influence how we learn in groups.

Social Learning Theory was used as a basis for and an explanation of the results of this study and why they occurred, since this civic leadership program involved social learning as a key program component. Although Social Learning Theory was used to describe the program elements, this study also involved descriptive qualitative research, which provided detailed background information on and described how the program related to the experiences of the participants.

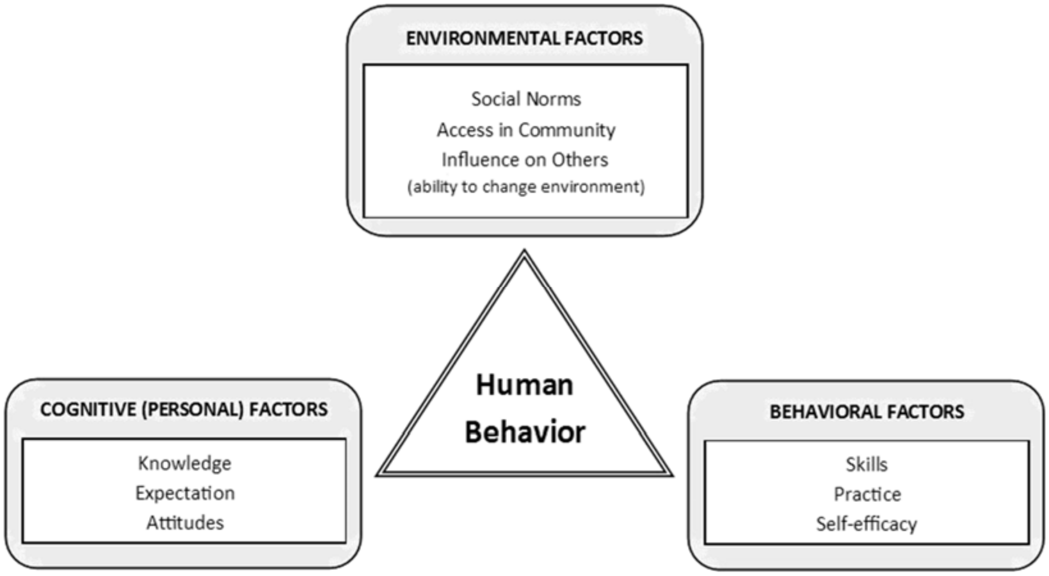

Figure 1. Bandura's Social Learning Theory. Demonstrates how research questions are influenced by the impact factors and development domains, while the activities provide overall impact of participants. Adapted from "Organizational Application of Social Cognitive Theory," by A. Bandura, 1988.

One of the determining factors of how people may learn in groups begins with the impulse, or how they may be motivated. In understanding the impulse first, it then becomes easier to understand the effects and why they occurred. Human subjects can often mask their impulses and even create their own motivation to blend into a situation. This is the first step to self-discovery, prior to understanding human behavior and interaction. One of the major forces in determining human impulses and social behavior lies with environmental factors.

A criticism of how environment may impact human behavior is rooted in the inevitability of changing environments and circumstances. Bandura explains how we naturally treat other people based on the conditions and expectations of response and goals, but are limited to the environment. Using the example of a police officer or a store clerk, Bandura surmises that a singular impulse of issuing an order brings a different result from each person based not only on expectations, but how the environment and circumstance impact how we may behave (Bandura, 1977).

In 1986, Bandura reevaluated his Social Learning Theory and transformed it into Social Cognitive Theory as a means to differentiate from other social theorists. When investigating any behavior theory, Bandura recommends consideration of how self-regulation evolves from behavior. Bandura purports that the environment is a consistent influencer, yet when humans reason within differing environments, consequences of behavior become more apparent. This is when people in a social setting become more self-aware, but also begin to recognize how their patterns of behavior are influenced not only by others, but can be modified to apply in different forms. To fully understand Social Learning Theory, behavior, learning, and self-reinforcement must be understood (Bandura, 1977).

Behavior begins with the understanding of cause and effect. Humans have cognition, which recognizes that an outcome is directly related to its stimulus. When outcomes are observed, hypotheses are formed not only in conjunction with how the results were created, but also within the appropriate application and circumstances. This results in a deep understanding of situational correctness, which can directly dictate future action. In any instance where the cause and effect of behavior is considered and analyzed, even quickly and simply, learning occurs to guide behavior towards successful outcomes. This learning by response is a key component as we develop our behavior personality.

Next, we learn behavior through the modeling of others. This can most easily be done through observation. Parents are our first models of behavior, not only demonstrating what is appropriate, but also the consequences of inappropriate behavior. Educators provide information on behavior within the constraints of an academic and school environment. This setting provides set rules and expectations from an early age. Raising a hand to speak is a common practice and expectation of behavior at school, as is being on-time, and speaking with appropriate words and respect to adults.

Over time, this modeling of behavior evolves from simple observation to processes of attentional, retentional, reproductive, and motivational behaviors (Bandura, 1977). When we consider a behavior for the first time, such as a student raising her hand to speak, adults easily recognize this as a common behavioral practice. But how did we truly learn this social behavior? Most likely, the student's first teacher – parents or an educator – informed the student of this practice and expectation. Next, she observed its occurrence within an environment. She then became attentive, recognizing the distinctiveness of the behavior, and observed others in practice. The action of raising her hand to speak was expected during a certain time, most likely when the teacher asked a question, and she registered this action within her cognition as having functional value. When she raised her hand and the teacher called on her, she began to perceive her action in a cognitive way because it was reinforced. She began to understand the process and could repeat it when conditions required. She understood that this action will provide results in some form and retained that understanding. This repetition is important so the student can develop a mechanism to respond to action and to shape her behavior based on learned expectations and motivation. As she continues to participate and reproduce this action, the simple act of raising her hand to speak becomes part of her behavioral performance.

Bandura's Theory of Self-Efficacy. Bandura writes that "the rapid pace of technological change and accelerated growth of knowledge are placing a premium on capability for self-directed learning" (Bandura et al., 1995). This statement is especially true today, when we consider the growth of social media, readily available and instant information from smartphones and computers, and the incredible technological advances of the past 20 years. There is concern, however, that this era of information requires more complex thought and practice, which needs to stay aligned with the speed of advancement.

Synonyms for the word “efficacy” include worth, value, ability, or even efficiency. When we consider Bandura’s collection of subjects and topics in *Self-Efficacy in Changing Societies* (Bandura et al., 1995), he and his contributing authors analyze self-efficacy from many viewpoints, which consider varying definitions. As Bandura investigates how people’s self-efficacy shifts when societal changes occur, he discovers the intense power people have to transform the environment to suit their needs. Being able to change the environment produces an understanding. We understand that we do - based on what we believe we need to change - is the ability to have a higher level of personal control. The Theory of Self-Efficacy explores the spectrum of how humans develop beliefs within their personal efficacy, how these beliefs are structured, and their function, the operational processes, and the varied effects beliefs cause. This is different from confidence. Confidence is having a strength in one’s beliefs and is ultimately rooted in that strength. There is no agentic perspective, that is, no consideration for the ability to achieve. Self-efficacy considers both the capability and ability to actually achieve, based on the belief system (Bandura, 1997).

People who have high self-efficacy are generally described as high performers. Their expectations of personal success are greater than others’. They are risk takers and set high personal goals, while knowing that they are likely to reach or exceed those goals. Conversely, when people do not take risks, and have low expectations of performance and personal success, they are likely to doubt their capabilities and have lower self-efficacy (Bandura, 1994). An understanding of negative effects—or the ability to accept failure—is a large part of how people develop high or low self-efficacy.

Humans develop efficacy by considering four sources of influence, according to Bandura (1994). First, when people are faced with failure, there are different ways to respond. Those who feel defeated will have a lower self-worth and less of an understanding of how the failure might have occurred. People who are accepting of failure and use it to motivate additional strategies will recover more easily. How we respond to the influence of failure contributes directly to how we feel about our capabilities. Second, observing the modeling behavior of others strengthens or weakens our self-efficacy. These social cues of how to act in public and group settings have a large influence on how we see ourselves "fitting in" and participating successfully. People also use social modeling as an aspiration for how they would like to act. It is a natural tendency for people who want to be successful, and are willing to take the necessary steps towards success, to gravitate to other successful people. Third, for increased self-efficacy, people need to hear their value from others. Social persuasion and discussion of personal success from others goes beyond flattery. People search for acceptance in social settings, and when others boast about them, they respond with a higher perceived value and self-efficacy. Lastly, a strong emotional state is necessary to build self-efficacy. The ability to develop a "thick skin" and handle criticism is similar to people's ability to handle failure. A strong emotional state also yields a deeper practice of self-evaluation and may contribute to how humans feel about themselves. That is, when people are proud and confident, it will translate into proud and confident behavior (Bandura, 1994).

Learning Theories and Leadership

Bandura's Social Learning Theory and ethical leadership. In a study investigating the impact of ethical leadership on employee creativity, Bandura's (1986) Social Learning Theory was used to evaluate the idea that "individuals learn from their behavior of role models they find attractive" (Cheng, Ma, Ribbens, & Zhou, 2013). Since one of the goals of the study was to determine how the mediating variable of knowledge sharing might influence the relationship, Social Learning Theory was used as a foundation for techniques to enhance self-efficacy. The influence of Social Learning Theory for the Cheng et al., (2013) study was described as a conduit to develop self-efficacy, which in turn, impacted the relationship between ethical leadership and creativity.

Cheng et al., (2013) made a connection between Social Learning Theory and the learning of individuals (verbal persuasion and direct modeling of behavior): ethical leadership supports learning through encouragement of employees which creates confidence in their own abilities and can eventually strengthen employees' motivation and positive behavior. Through a survey, employees evaluated their supervisors and themselves, and it was discovered that there was a significant positive relationship between ethical leadership, knowledge sharing, and self-efficacy. The regression analysis further demonstrated that self-efficacy "partially mediated the link between ethical leadership and employee creativity" (Cheng et al., 2013). This tells us that although a positive relationship existed between ethical leadership and knowledge sharing, the environment in which self-efficacy was encouraged (within a Social Learning Theory or group situation), was an important influence.

In this LP study, Bandura's Social Learning Theory served as a similar foundation for the program. Because the program relies on its participants to facilitate many of the program elements in a group setting, Bandura's Social Learning Theory contributes to the overall positive self-efficacy of the group and accurately describes the setting and conditions of LP.

Experiential learning and action learning. Recognizing changes in external environments has been a starting point of institutional development programs for community college presidents. In one study, the focus turned to Experiential Learning as a primary means for adult learning to expand the knowledge base and skills of college presidents. This experiential learning is evident when leaders reflect in two ways: during an experience and following the experience. Sullivan and Weissner (2010) differentiate these processes by describing them as thinking on one's feet, versus evaluation following the action.

Action Learning is a leadership development process created when people work on a project together while learning from the dynamics of the group interaction. While its benefits are usually demonstrated in mentoring applications, the overall value can be translated into program evaluation. Action Learning Conversation provides additional structure to Action Learning by having participants critically reflect on their group experience within smaller groups (Smith, 2008). Action Learning is similar to Service Learning in secondary and university education settings, where a student not only performs community service, but has time to reflect and present on his or her experience. Action Learning and Action Learning Conversation use the same idea as Service Learning, but their focus is on adult learners who work with a learning coach to help balance the discussion and manage the project while learning from it (Smith, 2008).

A main technique of Action Learning is to question. As opposed to giving advice, questioning can provide new solutions while offering free thought. Action Learning Conversation is a process that occurs in three stages: (1) Framing/Engaging, (2) Advancing, and

(3) Disengaging (O'Neil & Marsick, 2009). In the first phase, all participants write about a challenge from the project and frame it in the form of a question to begin the conversation. This helps to focus the attention on the project goals by creating an atmosphere in which to share and clarify. Learning coaches act as mediators, but more importantly, they move the conversation forward while engaging all small group members.

In the second phase, members continue to question in the Advancing step by proposing questions that are objective, reflective, interpretational, and decisional. Finally, summarization occurs in the third phase and allows Disengagement. This phase enables a feedback loop to engage the situation through action, while fully examining discoveries, challenges, and solutions (O'Neil & Marsick, 2009).

Community programs are most effective when they not only appeal to self-interest, but when they also complement a participant's education and the program goals. The appeal of participating in a civic program can be altruistic in nature, but programs must motivate the participants to action as an overall outcome. Simply receiving new information may not be enough to call participants to action. The most successful programs are those that educate, involve, and motivate individuals past the life of the program. Additionally, the program must be regularly evaluated to determine if the mission and goals are being met.

Communities and their economies can change. Community programs must also change to address those civic issues that are most important during a given time. Nissen et al. write that leadership models must expand to meet the needs of complex contemporary challenges. Leaders who weathered tough changes in a community are particularly helpful when educating younger generations. When considering young leadership, much growth can be accomplished through the development and education of a person's own leadership tendencies.

When students and adults critically reflect on experiences, participants can consider how they would change or react differently. Within an organized discussion group, such as Action Learning Conversation, adults have a forum to discuss decision making and personal views and values, and bring to specific experiential learning to the forefront. In addition, having an organized plan of discussion, although through contrived conversation, allows participants to learn outside of their experience and to effectively understand other's motives. One important consideration of Action Learning Conversations is that the group is made up of peers. When a controlled discussion occurs within a peer group, the participants are more likely to open up to different viewpoints since, they often share other similar experiences or situations (O'Neil & Marsick, 2009).

Evaluation and review of leadership programs can be overlooked as a means to assess the significance and value of a program. Important methods to examine programs are observation, interviews, and surveys based on goal attainment. Leadership programs that included self-examination of leadership strengths and weaknesses created higher satisfaction for their members. This knowledge, along with Leadership Theory education, is a powerful combination to motivate people to action past the life of the program.

Self-regulated Learning Theory. Successful leaders have an internal motivation that drives them to their goal. When leaders combine their emotional state, mental insight, and behavior into a learning process that drives them to achieve that goal, it is called self-regulated learning (Sitzmann & Ely, 2011). Most leaders who self-regulate do so unconsciously. They keep their emotions in check, may rely on their experience and mental intelligence, and call upon their integrity to guide their behavior and decisions. Sitzmann and Ely explore the changing nature of training programs and how employees are increasingly given control over the content, sequence, and pace of material. While it is argued that this is a modern, yet informal, progression, participants must also evolve to evaluate what they know and where they can find accurate information to contribute to the larger body of knowledge.

Sitzmann and Ely (2011) found that most self-regulation theories resulted when goal setting had taken place. Goals initiate action, but also indicate a standard for successfully accomplishing a task. When goals were set, people naturally measured the outcome against the goal and evaluated the performance. This seemingly simple activity increased the effort and persistence of subsequent projects and stimulated the discovery and use of task-relevant knowledge and strategies.

One such critical self-regulating measure is monitoring, which is defined as paying attention to one's performance and understanding the program. When people are aware of their knowledge level, they can accurately assess what they know and what they don't know. This helps focus the participants' learning and can help focus resources towards their deficits.

Ethical leadership. In a study investigating the impact of ethical leadership on employee creativity, Bandura's (1986) Social Learning Theory was used to evaluate the idea that "individuals learn from the behavior of role models they find attractive" (Cheng et al., 2013). Since one of the goals of the 2013 study was to determine how the mediating variable of knowledge sharing might influence the relationship between individuals and role models, Social Learning Theory was used as the foundation for techniques to enhance self-efficacy. For the Cheng et al., (2013) study, Social Learning Theory was described as a conduit to develop self-efficacy, which, in turn, impacted the relationship between ethical leadership and creativity.

Cheng et al. (2013) made a connection between Social Learning Theory and the learning of individuals (verbal persuasion and direct modeling of behavior), and how ethical leadership supports that learning through encouragement of employees which creates confidence in their abilities and eventually can strengthen their motivation and positive behavior. Through a survey, employees evaluated their supervisors and themselves and it was discovered that there was a significant positive relationship between ethical leadership with knowledge sharing and self-efficacy. The regression analysis further demonstrated that self-efficacy “partially mediated the link between ethical leadership and employee creativity.” This tells us that although a positive relationship existed between ethical leadership and knowledge sharing, the environment in which self-efficacy was encouraged (within a Social Learning Theory or group situation), was an important influence.

In this LP study, Bandura’s Social Learning Theory served as a similar foundation in which the program fits. Because the program relies on its participants in a group setting to facilitate much of the program elements, Bandura’s Social Learning Theory contributes to the overall positive self-efficacy of the group and accurately describes the setting and conditions of LP.

Social Cognitive Learning Theory (agentic perspective). People need to be able to make judgements about how to navigate challenges and hazards. People must not only know their capabilities, but also be able to anticipate the effects of their behavior and regulate them within the social environment. The formation of such self-knowledge serves to support a person’s aspiration to achieve desired outcomes, while avoiding unwanted outcomes. This personal process, which Bandura called agentic perspective, is the root of decision making, when considered within a social cognitive structure. Bandura’s agentic perspective is based on intentional, self-regulatory actions, within a personally influential belief system. People who practice Social Cognitive Theory from an agentic perspective are acutely aware how they affect their own development.

Bandura cites that people need a "functional consciousness" as a basis for a successful and meaningful life. This consciousness is a combination of self-awareness, which is purposeful and deliberate, and the deliberate use of information to consider, determine, and evaluate courses of action. This hyper self-awareness is the cornerstone of Bandura's Social Cognitive Theory (Bandura, 2001).

The relationship between a leader's self-confidence and his or her effectiveness can be difficult to compare, since self-confidence is based in the evaluation of one's own capability. It is an emotional expectation of self, created as a feeling without validation or reason. A leadership model to evaluate a person's confidence and success in leadership was created by McCormick (2001), using the ideas found in Bandura's Social Cognitive Theory (1997). Since leadership effectiveness is based on performance, it is fitting that McCormick's developed a model that addresses determinates, processes and effects. The model used Bandura's self-efficacy concept as a guide, then considered three major facets of Social Cognitive Theory: leader's cognitions, leader's behaviors, and the leadership environment. McCormick proposed that these three factors were equally important, but that each factor also had a collaborative effect on the others. In goal attainment (a central trait for which many leaders are evaluated), capability and understanding of the leader's behavior must work in tandem with the environment. Leaders cannot be leaders without followers, so the leadership environment will always contain people and a social aspect. The social environment is where the leader's cognitions (and the contributing resources such as confidence) collaborate with the leader's behavior and the environment to develop a Social Cognitive Model (McCormick, 2001).

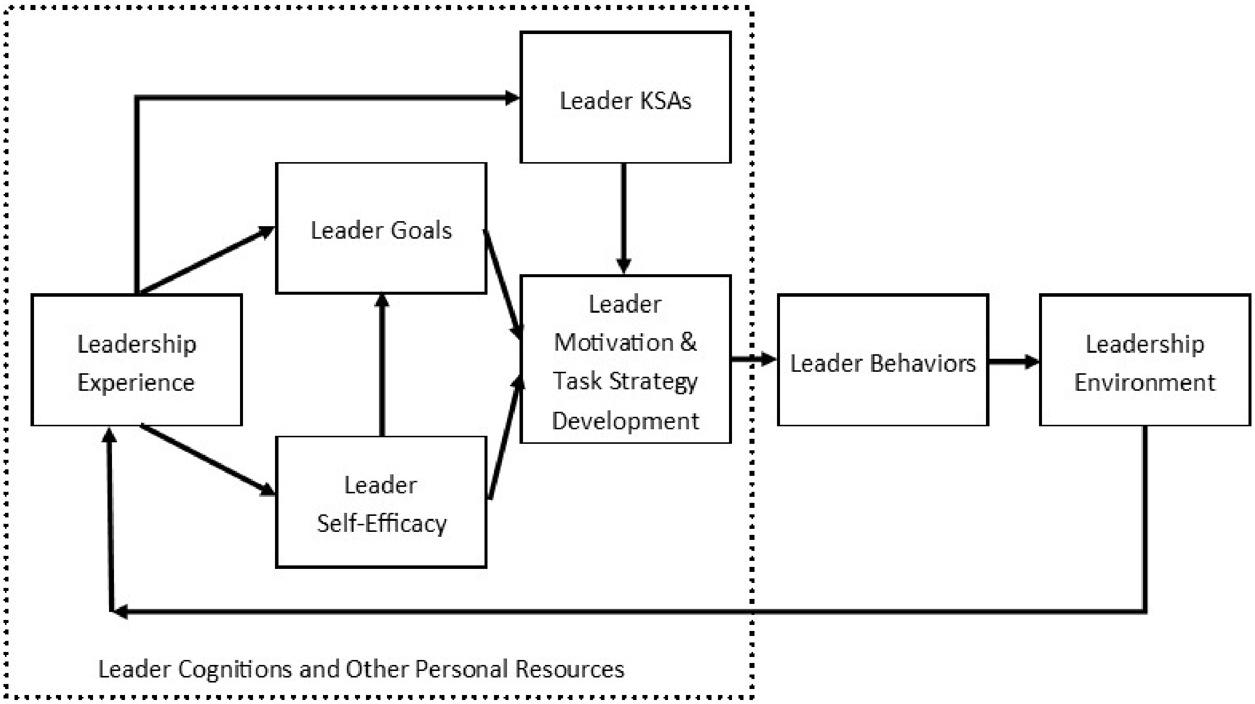

Figure 2. Social Cognitive Model of Leadership. The social cognitive perspective works when the leader can not only self-regulate, but also recognizes the larger social arena in which the work is situated. Adapted from "Self -Efficacy and Leadership Effectiveness: Applying Social Cognitive Theory to Leadership" by M. J. McCormick, 2001, *Journal of Leadership Studies*, p. 24.

Social Cognitive Theory can also be used to evaluate the effects of intrinsic motivation, as studied by Tu and Lu (2016). The study considered the relationship between ethical leadership and whether employees were motivated to take on extra tasks outside of their regular job duties. The researchers also considered the importance of the role of self-efficacy of the employees, and evaluated this factor equally. Bandura (1994) describes how self-efficacy is developed through four main sources of influence: mastery experiences, experiences through social modeling, social persuasion, and emotional states. Since self-efficacy is highly predicated upon social experiences and the influence from these experiences, Tu and Lu determined that using a Social Cognitive Theory model would be most effective to evaluate employees' intrinsic motivation. Intrinsic motivation can be a direct result of the positive perception of one's job significance, especially when the employee is under the influence of ethical leadership (Tu & Lu, 2016).

Leadership Programs

Leadership program development. The incentive for developing community leadership programs has historically ranged from the need to bring a community together during racially charged events to a simple demand for qualified leaders. Since leadership programs must address the unique issues in their respective communities, leadership programs vary greatly. One study found that when participants were exposed to issues that affected them and their community directly during their programs, they were more likely to stay engaged with the community, actively promote the program, and use their learning and knowledge beyond the program (Daugherty & Williams, 1997).

Leadership programs can offer a combination of educational experiences and classroom-style learning regarding leadership, while some provide less-formal community involvement and engagement as a learning tool. One of the discoveries facilitated by leadership programs is the need for social systems to be paired with formal and informal learning. The combination of learning about leadership theory and putting it into practice should be encouraged as part of practical leadership development (David, 2009).

In California, researchers interviewed leadership directors from 72 programs to understand their various missions, structures, and impacts. Questions addressed a variety of logistic information and participant data, including program history, number of participants and their professional backgrounds, curricula and schedule, and major issues and concerns with the program. While the interviews gathered feedback from the people directing the program, and not the participants, the analysis is valuable given the observation of the participants by the leaders and comparison from year to year. Overall, it was found that civic leadership programs have the unique ability to provide networking on a larger scale than special interest programs (Azzam & Riggio, 2003). This directly contributes to the participant's ability to stay engaged with the community and develop a sense of satisfaction when working beyond the constraints of an organized program. Although one of the most challenging issues Azzam and Riggio found in California civic leadership programs was the ability to find and keep sources of funding, this study will not explore that variable.

Leadership programs and civic engagement. Focusing more on civil engagement, or participation in one's community, the University of Oregon evaluated a capstone course in environmental studies to determine how their academic learning might serve their community (Lynch & Boulay, 2011). This program started in 2001 and has had success focusing on two areas: restoration and conservation efforts and developing educational programs for the non-profits with which they partner. While the main focus is within the environmental sciences field, this service-based learning uses leadership development factors such as collaborative problem solving, critical thinking skills, and responsible citizenship, while continuing the University of Oregon's academic expectations regarding project management skills and addressing the real needs of the community.

This civic-based leadership program relied heavily on the network of community non-profits with which the university had positive and historical relationships. This history of work facilitated a reciprocation from the non-profits—that is, the non-profit groups began to provide specific needs and project ideas to the environmental studies program. The university developed an application process so that the needs of the community could not only be met, but also so that the project would fulfill the requirements and mission of the leadership course. Throughout the development of the projects, the students were assessed on interval projects and given authentic feedback and guidance to enhance development of their skills. Educational progress was also tracked on a regular basis and a 360° evaluation was completed, not only by the student (self-evaluation), but also by the agency partner, teachers, and fellow students and teammates. One of the outcomes evaluating success and having a positive effect for students in the program was that detailed feedback was provided on an iterative schedule. One measure of the program's success was in the students' ability to grow following the program. Some students were so motivated and engaged, that they continued to work with the partners beyond their educational commitment. This satisfaction for both the partner and student is evident as multiple-year projects are now being developed to address this need, beyond the regular program requirements.

Integrative community leadership. Integrative leadership occurs when a cross-section of a community collaborates on a specific goal. One example of this might be how local non-profit agencies reach out to different facets of the community to fund programmatic elements from seemingly different industries. Society has come to expect a level of corporate responsibility from businesses; therefore, employees are often expected to participate in the community and contribute to solving complex social issues. It is ultimately those employees who volunteer in corporate-sponsored initiatives who provide the leadership to shape their communities. Bono, Shen, and Snyder (2010) write that a there is a true connection between individuals and their community, and they explore how this direct engagement provides a basis for how and why people volunteer outside of the non-profit business interests of an employee's company.

Volunteer rates can be a true measure of community engagement. SA2020 began in 2010 as a community initiative to develop a vision for city planning by the year 2020. One of the 11 cause areas of SA2020 focus is civic engagement, which was identified as a particularly significant impact on every other cause area. SA2020's civic engagement includes volunteerism and community leadership, which are two of the foundations of the SA2020 vision and are necessary to make it a reality. LP is listed as one of the important avenues of support on the non-profit group's website. Recognizing the importance of LP and the participants' exposure to community volunteerism, SA2020 (2016) writes that LP has the ability to "provide a forum for leaders across the community to come together and discuss issues…and then assume leadership roles to try and solve them."

A high volunteerism rate within a community is directly related to engagement, and, therefore, whether the members of a community believe individual actions can effect positive change. In 2014, the local rate at which people aged 16 and over volunteered in their community was 23.4%, compared to a national US average of 25.3% in 2014. In 2015, volunteer rates in the city were reported at 25.4% (Corporation for National and Community Service, 2016).

One of the ways the local businesses and people can become involved in community programs is by the exposure they may receive during their LP experience. The appetite for participation in a particular non-profit may increase as a community understands how the city, the county, and non-profit organizations work together to create positive changes. Community leadership programs exist for the purpose of developing active and informed citizen leaders who can collaborate with other individuals and groups to solve community-based problems (Bono et al., 2010). Bono et al. (2010) noted that, although participants of community leadership programs were often informally evaluated, the few published studies not only focused on participant satisfaction, but indicated that participants rated high levels of positive impact on their willingness to continue (or begin) community engagement activities.

When participants were interviewed in a 2003 community leadership program, most reported increasing civic involvement following the program. It was found that participants would likely broaden their volunteerism by seeking new types of engagement following the program. In the Bono et al. (2010) study, one of the research questions was, “Does the impact of a community leadership program on participant’s voluntary community behaviors vary according to program content?” Using a volunteer function inventory, findings indicated that, on average, participants engaged in at least two new activities after the program ended, and most participants responded they had participated in at least one new volunteer opportunity.

The Leadership Program

Background. The Leadership Program began in 1975 with 25 participants and was wholly sponsored by The Greater Chamber of Commerce. In 1993, LP became a jointly sponsored program, with the Hispanic Chamber of Commerce serving as co-sponsor. LP provides a forum for leaders with diverse backgrounds, values, and points of view to come together in a neutral setting to examine the nature and inner workings of the city, and to discuss its issues (San Antonio Express News, 2009).

The program documentation listed five main purposes:

1. Identify and bring together individuals who are active and have demonstrated leadership in responsible positions in their chosen profession and in community organizations to support the city’s growth and development.
2. Expose participants to our urban system, to broaden their base of knowledge with respect to the urban system, and develop

perspectives on alternative views about the diverse issues facing the city's metropolitan area.

3. Develop and improve communication among the participants who represent a broad base of our community.

4. Introduce participants to the key role of the business community, including organizations like The Chamber and the Economic Development Foundation, in the development of the city.

5. Encourage program participants to become involved with civic activities, including the Chamber of Commerce and Hispanic Chamber of Commerce (LP Task Force, 2009).

These purposes are introduced through LP's annual program, where participants attend a three-day Opening Retreat Weekend, meet for a full day each month for Issue Days, and culminate with a two-day Closing Retreat. The Issue Day topics are chosen by the participants, with help from the steering committee, and include a wide range of timely topics, such as Economic Development, Education, Quality of Life, and Military Services. The program for each Issue Day is designed and administered by the participants, who are divided into teams during the Opening Retreat Weekend.

The program evolved to provide an educational experience for existing and emerging leaders who live and work in the city's metropolitan area. Participants of the program were given an opportunity to develop an understanding of the promises and challenges facing the community (Hispanic Chamber of Commerce, 2009). LP's primary goal is to help others focus on a strong commitment to community service through a nine-month program with responsible, committed members.

Community participation and selection. Participants in LP were selected through an application process that included an extensive application and resume, recommendations, and a panel interview. Often, corporate businesses financially supported the participants and encouraged their application. City stakeholders see LP as a necessary part of their employee development and training and have had candidates participate each year.

Much of the application material encouraged applicants to list leadership roles and activities. “There was a huge emphasis on what I had done professionally…what made me a leader in my job. I was worried, since I am in my first professional job, but I think my job as Chief of Staff for a city councilperson really helped,” states Marks, T. from LP Class XXV (personal communication, March 3, 2010). A LP Class XXVII steering committee member and application interviewer for LP Class XXIX was surprised at the quality of some of the applicants who were accepted into Class XXIX. “A couple of them had really thin applications and gave surprisingly poor interviews. I can only guess that they made it because of their position in the business community or personal relationships” stated Webb, R. (personal communication, April 15, 2011). This application process further demonstrated how the LP participants are chosen for their leadership skills and traits (such as the ability to foster good relationships), as well as their leadership potential. LP was designed to address current leaders, while teaching and developing the leadership skills of all the participants.

During the LP Opening Retreat, one of the “ice breaking” activities was completely based on both the Trait and Skill approaches. Participants were invited by the Retreat Coordinator to anonymously tape an envelope to the wall and “write five things about yourself that will help you build a relationship with someone else” (Swindall, 2010). Participants wandered around the room and placed their business cards in the envelopes of people they wanted to get to know based on their shared interests. The envelopes listed hobbies, interests, and activities people liked or disliked, such as, “Like to cook, enjoy working on motorcycles, cannot dance, and smoke cigars.” The lists also contained personal characteristics. These included such descriptions as, “honesty, outgoing, fearless, workaholic.” This exercise was a good indicator of how LP began by setting up a foundation by asking participants to self-identify their traits and skills.

While both approaches are valuable for understanding leadership, Trait and Skill leadership theories focus only on the leader and his or her development. Trait and Skill Theories do not consider the followers as a substantial or influential part of leadership. The LP curriculum is rooted in finding participants with leadership traits, then using their skills to develop presentations to familiarize the rest of the group with civic issues. LP needs to expand beyond the participant traits that are considered within the application process for inclusion, and develop a comprehensive leadership program that goes beyond using the participants’ current leadership skills. This research study, along with community leadership programs, is based on the general idea that all people can learn to become effective leaders, given the proper knowledge, training, experience, and exposure.

Measuring Outcomes in Leadership Programs

Theoretical model of leadership. Recognizing that women may have a difficult path to leadership within the Johns Hopkins University School of Medicine, researchers evaluated a cohort of women faculty based on their experiences. Citing cultural influences as a main factor limiting women’s abilities to advance their careers, the study evaluated situations in which cultural influences might serve as this limiting factor, such as a lack of women role models, ineffective sponsor resources, and gender stereotypes. The Leadership Program for Women Faculty was developed in 2009 to “develop and enhance leadership skills and networking opportunities for women faculty" (Levine, Gonzalez-Fernandez, Bodurtha, Skarupski, & Fivush, 2015).

Similar to LP, the study of female leaders at Johns Hopkins provided a curriculum of leadership development topics (i.e., working in teams, public speaking, negotiation, decision making, etc.) presented at regular intervals, over 10 months. Participants filled out pre-program questionnaires as part of self-evaluation, and at the end of the program, participants were asked to additionally evaluate the topic days and the overall program. Qualitative comments were evaluated by grouping responses into themes to identify meaningful concepts. The findings indicated a reported increase in skills, especially for those who rated themselves low prior to the program. Overall, the program worked to provide effective training for specific skills for academic advancement and leadership in women (Levine et al, 2015). The comparison of pre- and post-program qualitative evaluation provided feedback for this particular group, and although it indicated areas for improvement, it could have provided additional measures with quantitative analysis for other populations and included satisfaction feedback.

Black and Earnest (2009) recognized the growth of leadership programs and the lack of evaluation methods used to provide substantive feedback to those who plan and administer the programs. Using a combination of tools for evaluation, Black and Earnest focused on the influence of theoretical models to develop leadership skills for the participants. Using a combination of Bandura's (1986) Social Learning Theory, Bandura's (1986) Adult Learning Theory, and Rost's (1993) Leadership Paradigm, Black and Earnest developed a Theoretical Model of Leadership.

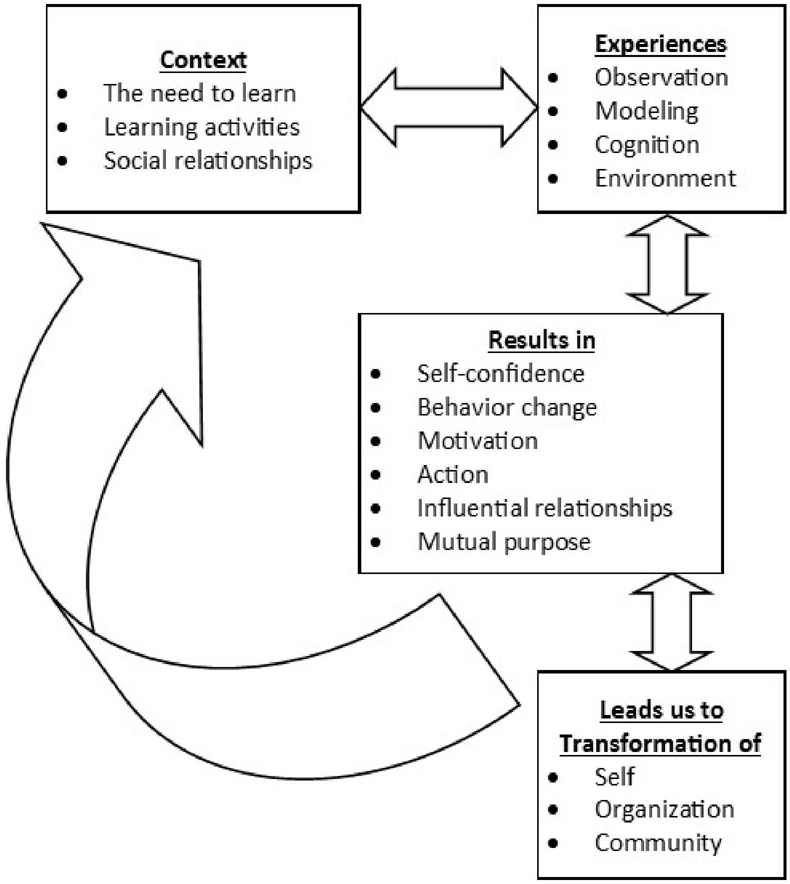

Figure 3. Black and Earnest's Theoretical Model of Leadership moves participants deliberately through the context of a leadership program while providing opportunities within a social environment to experience individual transformation, to process new ideas or tasks through a multi-level cyclical effect, depending on experience levels of participants. Adapted from "Measuring the outcomes of leadership development" by A. M. Black and G. W. Earnest, 2009, *Journal of Leadership & Organizational Studies, 16,* p. 184.

Evaluation of the study used qualitative and quantitative data and multiple methods to triangulate data. Since an instrument did not exist to measure leadership outcomes, the conceptual framework EvaluLEAD (Grove, Kibel, & Haas, 2005) was used to find main variables and themes in the study. The study was then divided into three levels for participant surveys—individual outcomes, organizational outcomes, and community level outcomes, along with demographic information of the participants. Likert scales were used to measure degrees of participant agreement and changes in attitudes and beliefs, based on the extent to which participants saw themselves change through the program. Researchers then used Confirmatory Factor Analysis (CFA) to analyze results of the observed variables. CFA is often used to test the existence of a relationship between observed variables; in this study, it demonstrated that the program had a positive effect, mostly on the individual and organizational outcomes, rather than at the community level (Grove et al., 2005).

A 2015 study of the leadership behavior in German principals served to demonstrate the relationship between whether a school principals' values affected their behavior, or if their behavior was contingent on the context of their environment. The relationship between a person's values was often influenced by professional values and contextual conditions, and in a school environment, was linked to the socio-cultural framing of the environment (Warwas, 2015). One reason for this study was the shift in German policy concerning the role of the school principal. Prior to 2000, schools were organized as administrative hierarchies, with the principal mainly responsible for fulfilling all federal regulations and mandates, regardless of the school variables. Due to poor results, schools are now required to work more autonomously and are wholly responsible for the development and execution of academic priorities to reach federal education targets and to fit the needs of their students.

Warwas (2015) examined the combined effects of value profiles (values) and organizational configurations (leadership behavior) and provided a written survey which consisted of open- and closed-ended questions. Value profiles of the principals were classified into four categories: school-level results, quality of school life, quality of pedagogical work, and personal qualities. Organizational configurations of leadership were evaluated on five criteria: structural (school business), human resources, symbolic (providing meaning and purpose to a teacher's work), political, and educational. Likert scales were used to determine the extent to which participants agreed with the behavior descriptions in each category. The value profiles were then compared with the leadership behaviors using a two-factor analysis, which, when considering behavior, found that principals fell into four clusters of orientation of likely behaviors. Those who were likely to be more affected by input from others had a strong correlation to school business and personnel, rather than school performance and metrics. Those principals who were more concerned with outcomes demonstrated a strong association with academic achievement, but lacked a connection with quality of life or personal qualities. The ability to use a multiple statistical analysis is important in this study, yet it also considered the ability to cluster results into themes for concise examination.

Creswell's interpretive framework. Creswell's interpretive framework was evident in a study involving interviews with elite swimming coaches to identify specific mental examples of their success. The interview findings were analyzed in two parts – deductive and inductive analysis. The goal was to determine the factors present in mentally tough swimmers, facilitated by their coaches. In part one of the data analysis, determination of mental toughness attributes was explored, and in part two, the development mental toughness was evaluated. Eighty-seven themes were developed from the individual quotes from the interviewees, and were condensed into three dimensions. Each of the dimensions were expanded to include specific sub-components and distilled further to include even more specific attributes (Driska, Kamphoff, & Armentrout, 2012).

This process of qualitative evaluation—identifying broad themes, creating wide dimensions, then adding back in specifics to further define the dimensions—is a good process for handling a single qualitative data set, such as interviews (Merriam & Tisdell, 2016). In the LP study, quotes from the open-ended questions and survey were evaluated individually and coded.

Broader themes were created from the codes, but re-introducing detailed sub-components and specific attributes became too labor-intensive, given the voluminous feedback from over 100 respondents. The advantage of a process that uses a wide-narrow-wide lens (i.e. broad themes>condensed dimensions>expanding sub-dimensions>specific attributes) is that the uncovered terms are used as a product to answer the research questions or to describe precise findings. In the LP investigation, these terms were abundant in the coding, categorization, and theme development.

The broad purpose of LP is to identify community leaders and familiarize participants with city issues. The broad program goals are to provide a unique experience and education to the participants and to encourage positive community involvement to address the city issues about which they have learned (San Antonio Chamber of Commerce, 2016; San Antonio Hispanic Chamber of Commerce, 2010).

Qualitative evaluation. In qualitative evaluations, validity of the framework has been brought into question. Lub (2015) explored the increasing prevalence of marrying social policy and the natural behavior of people within the social world, particularly as it pertains to health care. When including qualitative materials in a method that relies on quantitative data, Lub acknowledges that in the healthcare field—much like in social settings— evidence-based research is expected. In a study where Lub explored the importance of evaluative research, he first outlined three purposes for qualitative evaluation: First, the use of an evaluative framework must focus the actual research and assist in answering the research questions; second, the research must frame the meaning of the research; and third, the evaluation method must educate those involved in the research (Lub, 2015).

In the study researching differing opinions and validity studies for qualitative research, Lub supported Creswell's argument that the choice of qualitative analysis "is essentially governed by two perspectives: the researchers' paradigm assumptions, and the lens in which researchers use to validate their studies" (Lub, 2015). Creswell and Miller (2000) were noted in the research as increasing validity by not only using triangulation as a methodology, but considering three further qualitative elements: the perspectives of the researcher, the respondent, and the external reader. By taking this holistic approach to the research, the findings increase validity when considering the instrument effectiveness, the overall meaning of the study, and the empowerment of the subjects.

Measuring satisfaction. A 2010 study sought to examine the similarities and differences among the four generations currently in the workforce—Traditionalists, Baby Boomers, Generation X, and Generation Y—to understand the factors and influences on satisfaction in the workplace (Gladwell, Dorwart, Stone, & Hammond, 2010). Furthermore, the study investigated the level of importance of organizational benefits and the level of job satisfaction as related to those benefits, along with demographic information for use in descriptive statistical analysis. The population for the study consisted of the members of a professional state park and recreation association, who were provided an online survey. The results were important to the industry, since the park and recreation workforce is likely to have all four generations working in the same organizational setting. One goal of the study was to ensure that the benefits of working in the industry have some value to each of the generational groups.

The study analyzed benefits in two categories: finances and healthcare, and quality-of-life benefits, using a Likert scale on an online satisfaction survey through Survey Monkey. Multivariate Analysis of Variance was used to determine relationships between the age range

(22-63) and satisfaction of benefits. This was done twice—once using organizational benefit factors importance with age groups, and once with satisfaction of the benefits and age groups. The results indicated no significant differences. However, the study revealed that lower-paid and older employees gravitated towards placing importance on finances and healthcare, while the higher-paid and younger employees were more excited about those benefits that increased their satisfaction with their life (Gladwell et al., 2010).

Summary of Literature

The review of literature addresses civic leadership programs, leadership theories, learning theories, and the impact on participants in community leadership programs. Community leadership programs are defined and discussed, as these civic programs are becoming more commonplace in growing communities. The needs of leadership change, and as the growth in Transformational Leadership presents itself in leadership programs, the focus turns to performance improvement of the program.

Bandura’s Social Learning Theory is examined in a context of collective efficacy and the development of Social Cognitive Theory (Bandura, 2000). The program is a high-profile civic leadership program and is valued by its supporters, participants, and the community. Careful and thoughtful evaluation and feedback is paramount to the continued success and evolution of LP to accurately reflect the changing needs of the community.

Within LP, many participants act as agents in their own development, using the elements found in Bandura’s Social Cognitive Theory. They are aware of their position and ability to process information into actions that will benefit the group, support themselves, and avoid pitfalls (Tu & Lu, 2016) within a social environment. This active intention is used by many of the participants to achieve a high level of recognition during the program’s events. The level of influence participants may develop during the program is a direct result of their ability to collaborate within the group, while maintaining a level of self-awareness to self-regulate within the constraints of expected behavior.

Ethical leadership can directly affect an employee’s willingness to ‘go the extra mile’ and volunteer for tasks or additional responsibilities. Employees are more aware of the effect of their decisions on others, are more likely to discuss decision making with others and, therefore, are more influenced by social persuasion and develop a higher self-efficacy. Ethical leaders can create highly motivated employees who begin to challenge themselves with additional tasks. As these tasks are successful, the employee’s job standing and satisfaction grows. The quality of leadership has great influence not only on job performance, but on employee satisfaction.

Using a Social Cognitive model, LP is uniquely situated to consider evaluation of the program using a model which measures the deeper effects of successful leaders, absent of confidence. Leader cognition, leader behavior, and the environment in which the task or job occurs, are all significant to understanding leader efficacy.

Chapter 3: Research Design and Methodology

This research used a mixed method design and a sociological approach with Bandura's Social Learning Theory and Creswell's interpretive framework to determine the outcomes experienced after completing LP from the perspective of the participants. A quantitative survey, along with basic qualitative inquiry from one-on-one interviews, was analyzed using a convergent design. Evaluative methodology was used to analyze evidence, which included participant surveys, participant interviews, and documentation of the program. The quantitative data was analyzed using SPSS® and by performing Factorial ANOVA, along with regression and correlation modeling to measure several independent variables (Gender, Years of Work Experience, Expectations of Program to Meet Stated Mission, Expectations of Program Elements, Post-Program Engagement, and Post-Program Follow Up), to discover relationships between the independent variables and the dependent variable (Satisfaction). The qualitative data from the open-ended survey questions, interviews, and documentation were analyzed using NVivo® qualitative data analysis software to find patterns in word frequencies, which contributed to five broad themes.

Theory and Theoretical Framework

Bandura's Social Learning Theory was used as the theoretical foundation, or the "what" of the study, describing the setting and conditions of the program researched. Social Learning Theory is rooted in the idea that participative processes add value to human thought, behaviors, and function. As humans, we are positively influenced and educated not only when we actively engage in a process, but also by observing the process (Bandura, 1977). As an advocate for self-awareness, Bandura further explains how we represent events in an effort to analyze our experiences. In other words, people like to tell stories and share narrative experiences to evaluate their experience and create understanding. This effort is often used to engage others in a collaborative effort to improve processes. Self-regulation and self-awareness is important to Social Learning Theory because the theory explores the idea that cognition creates positive results when paired with collaborative and transactional communication. In a defined program, or a collaborative environment that has set goals such as LP, the outcome may be contingent on the influences of the participants. LP provided opportunities for the participants to not only become intrinsically engaged as they prepared plans and activities to support their assigned topic days, but also to observe other groups within LP in the presented group activities. The participants turned their ideas into actions to deliver on their goals within the program, and navigated levels of influence, support, and collaboration within their team and the entire class.

Individual human thought, personal behavior, and other self-regulated processes can affect how learning may occur in a group setting. It is this understanding of Social Learning Theory that made the investigation of LP uniquely suited for the application of this theoretical framework.

Conceptual Framework

The study's conceptual framework, or the "how" of the study, illustrated the related concepts of LP when the research problems were explored. Leadership Program was developed from an identified need in the community to perpetuate good leadership and community participation with the next generation.

Creswell suggests using an interpretive framework for studies that incorporate leadership theories (Creswell, 2015). The interpretive framework is deliberately assumptive and open, so the results and analysis can be considered without heavy bias. The researcher developed a conceptual framework for this study that uses the program goals and activity to describe their impacts on the dependent variable and independent variables, which aligned with Creswell's interpretive framework.

In this LP study, the researcher took a wide-lens approach to the qualitative findings. Confirming the survey effectiveness by completing a pilot study was important not only to the logistics and quality of the survey, but also to the overall disposition inferred by the respondents. The researcher also made sure to communicate the overall meaning of the study to the respondents on multiple occasions. The email requesting participation in the survey from the Chambers and the email requesting participation from the researcher (see Appendix B), as well as the Informed Consent to Participate in Research (see Appendix F), stated the meaning of the study to the participants numerous times. Finally, during the interview, the respondents were encouraged to engage fully by sharing their experience from LP, which positively encouraged them to recall experiences that were empowering.

Instruments and Population

This study used an online quantitative survey (see Appendix C) along with a qualitative, in-person interview using interview protocol (see Appendix D) and an Informed Consent to Participate in Research form (see Appendix F). The survey was distributed to the LP alumni over email and conducted online, and the interviews took place in various local locations chosen by the participants, such as offices, conference rooms, or quiet restaurants.

The unit of study was the entire alumni population of the 42-year-old LP program, since its first class in 1975. The number of program graduates was estimated by the Chamber to exceed 1,500 people. The actual known alumni email addresses were a little over 800. All alumni were eligible to participate in the survey and could volunteer to participate in the interview following the survey.

No compensation was provided to the subjects. It was expected that participation in the survey and interview was due to altruistic reasons.

Research Questions and Relationship of Variables

The first research question asked, “What is the relationship between the participants’ program satisfaction and the program elements?” Satisfaction was measured using the survey and the interview. The second and third questions, “To what extent did the program meet expectations, based on participant experience?” and “Did the experience of participating in LP provide motivation for personal engagement in the participants’ organizations, communities, or careers? If so, why, and how?” were also addressed in the survey and interview.

The survey and the interview were both designed to address the dependent variable and the independent variables. Program Satisfaction (DV) was measured from the viewpoint of how LP met expectations. The survey had 12 questions, which referred to the degree that LP may have met expectations or asked the respondents about the effectiveness of the program. The interview’s first question directly asked respondents about their expectations and how the program may have met those expectations.

The survey and the interview also measured the six independent variables. Gender was a categorical independent variable (IV_1), while Work Experience (IV_2), Expectations of Program to Meet States Mission (IV_3), Expectations of Program Elements (IV_4), Post-Program Engagement (IV_5), and Post Program Follow-Up (IV_6) were continuous. The survey had six corresponding questions for the IVs and the interview had seven questions that addressed the IVs.

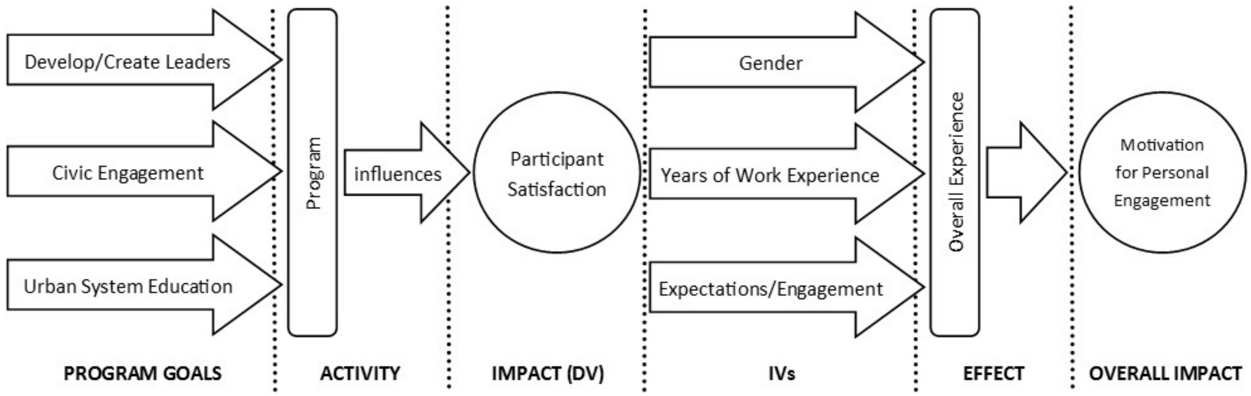

Figure 4. A Conceptual Framework for Leadership Program Participant Study. Researcher interpretation of Creswell's interpretive framework describing how program goals are influenced by the program activity, may have an impact on the dependent variable and independent variables, and the effect of the experience on the participant's motivation. Adapted from A Concise Introduction to Mixed Methods Research by J. W. Creswell, 2015 by SAGE Publications and "Connecting People for Development: Why public access to ICTs matter" by Sey et al., 2013, University of Washington, Information School Seattle: Technology and Social Change Group.

Therefore, the conceptual framework for this study began with the purpose and goals of the program (developing leaders, civic engagement, and urban system education), which were paramount in creating LP. Participant expectations were a result of the program goals and were also influenced by the program's 42-year reputation in the community. The overall experience of the participant related directly to program satisfaction, which was the dependent variable in the study. Participant experience was affected by the independent variables of Expectations and Engagement. This experience was demonstrated through the participant's motivation to exercise what was learned from the program and how they applied their program education in personal or professional ways.

The idea for the researcher's development of the conceptual framework was influenced by two sources: a research design model in a study addressing questions regarding appropriate and safe access to public information and communications technology, and a sequential explanatory design model for evaluating mixed methods research. The study that addressed appropriate and safe access to public information and communications technology (ICTs) used a conceptual framework that first addressed relationships (and their effect on activities), and their resulting overall impact (Sey et al., 2013). This model was particularly helpful since it outlined the research questions and listed impact factors, which were expected to impact both studies of the features of public access ICTs and surveys of the users and non-users.

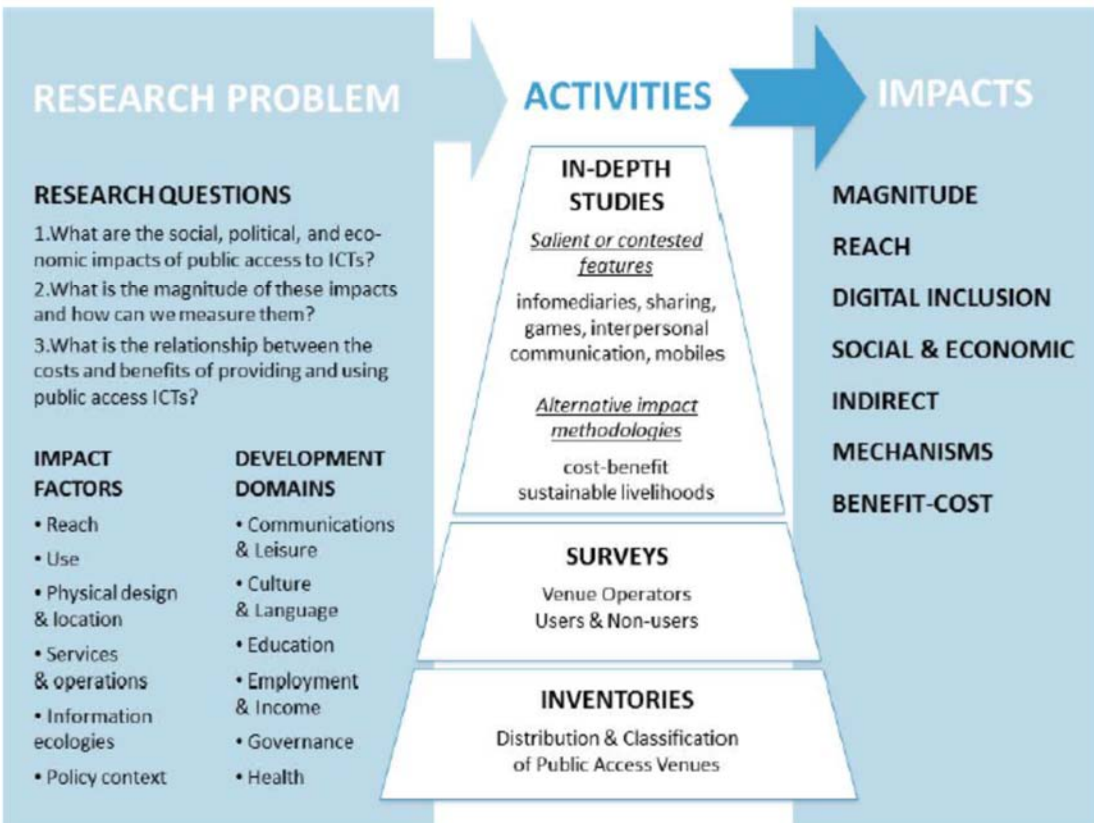

Figure 5. Research Design Overview. Demonstrates how research questions are influenced by the impact factors and development domains, while the activities provide overall impact of participants. Adapted from A Concise Introduction to Mixed Methods Research by J. W. Creswell, 2015 by SAGE Publications and “Connecting People for Development: Why public access to ICTs matter” by Sey et al., 2013, University of Washington, Information School Seattle: Technology and Social Change Group.

Additionally, a sequential, explanatory research design model for evaluating mixed methods research provided a framework and an example to analyze sets of quantitative and qualitative data. In this model, the research question addressed the factors that might predict student persistence in distance learning programs (Martens & Salewski, 2009). The separate analysis of quantitative and qualitative data were outlined, then a "mixing" of information was completed to provide an interpretation of both quantitative and qualitative results.

The survey was used as a scholarly tool to provide additional data from its open-ended questions for qualitative inquiry. The survey was comprehensive and addressed questions in four areas: General, Program Expectations, Experience, and Outcomes. All data gathered were anonymous and not retained by the researcher past the successful conclusion of the project.

Basic qualitative inquiry was demonstrated in the form of a one-on-one interview for those participants who voluntarily chose to continue to contribute to the study with additional data. The participants added their email to the last question on the survey to be contacted by the researcher and schedule an interview. Creswell describes an important component of qualitative research to be a "focus on participants, their narrative meaning, and perspective" (Creswell, 2013). This supported the goal of the study, which was to better understand the perceptions of the participants using multiple sources of evidence within the qualitative component to achieve a well-rounded analysis.

The Leadership Program. The unique population of the program allowed for a tightly controlled group who had understandings of similar experiences within the program. Bandura lists determinates that may predict participant responses when he explains how to determine emotional responsiveness in his Social Learning Theory. One of these determinates is brought on by the "influence of environmental stimuli when events occur closely in time (during) a highly predictable relationship" (Bandura, 1988). This describes how the interview supports Social Learning Theory by asking the respondents to recall their experiences in the program, beginning with their individual Expectations prior to the program, their Experience in the program, and their Engagement post-program. The research questions seek to understand these three main elements of the program.

Investigating expectations. Bandura argues that expectancy learning occurs through paired experiences, which can be processes where stimuli are connected to the responses. It can be argued that, in repeated paired experiences—where there is a similar expectation of an experience, and an expected result—people may not learn very much. At the foundation of this learning is awareness, which could be mistaken for anticipatory responses. In this study, expectations were measured as a classification of Satisfaction. If a person participated in the program, and had high expectations of a specific result such as a better career path, then they might be disappointed and it would be reflected when they ranked their level of Satisfaction. Many of the people interviewed had low expectations for what they might learn in the program, perhaps intentionally, keeping an open mind so as to not arrive at an expected result.

Investigating experience. Cognitively based motivation is described by Bandura as the "representation of future outcomes [when those outcomes] function as future motivators of behavior" (1977, p. 161). The behavior, or experience within the researched program can be a predictor of not only Satisfaction, but also of how participants might be motivated to be engaged following the program.

Investigating engagement. Motivation to participate following the program was measured in two ways – Post Program Engagement and Post Program Follow-Up. Again, according to Bandura (1977), people anticipate how they may participate in future events by recalling the causes of their behavior in a current event. The program being researched is an excellent example of how people reacted during one program session, and anticipated how they might behave in a following program session. Likewise, the experiences within the program as a whole caused participants to evaluate how they used the information learned, well past the program conclusion. It is this facet of the program—how participants engaged post program—which helped answer the last research question and supported independent variables IV_{5}, Post Program Engagement, and IV_{6}, Post Program Follow-Up.

While Social Learning Theory described the setting and conditions of the program, Creswell's (2015) conceptual framework was used to describe how the research questions were explored. The interpretive framework was useful in this research because it provided a model and baseline to derive answers to the research questions from the qualitative findings.

Research Design

Mixed method design. The researcher collected the quantitative (descriptive survey) and qualitative (open-ended survey questions, interview, and documents) data separately, analyzed the findings, then compared the results. The goal of this method of research was to collect two separate types of information which should result in similar findings (Creswell, 2014). A convergent design was incorporated into the analysis procedures to develop interpretation and inferences from the two main data sources. The order of methods, including expectations of results and time, were completed as outlined in Table 4.

The main research objective for this mixed method study was to investigate experiences of LP from the perspective of the participants. The quantitative questions determined whether the experience in LP met the stated expectations and measured their degree of Satisfaction. The survey was distributed using known alumni email addresses from The Chamber database.

Table 4

Researcher Methods by Types of Evidence and Time

Order	Method	What?	Who?	When?	Pre-Approval or Planning?
1	**Documentation:** Collect published information about LP (qualitative)	Agendas of program, stated goals, issue day agendas, support information, Chamber marketing info, news articles	LP website, Chamber resources, internet news sites	Most collected from observed classes and program	None. Public information, readily available or easy to request
2a	**Survey:** Distribute 31-question survey: General info, Program Expectations, and Outcomes (quantitative)	Chambers distribute email to alumni. Survey includes intro, survey, solicitation of volunteer for interview	LP Alumni (1,500+) using email from both Chambers, which will not be provided to researcher	Open survey for two weeks, additional email from Chamber with reminder on second week	IRB Expedited application required. Format survey online, provide link, Chamber approval and distribution, face-to-face meeting may be required
2b	**Survey:** Receive feedback from survey (quantitative/ qualitative)	Survey information data and requests for interviews, open-ended qualitative questions	1,500+ possible participants, expect 200 responses, 20 requests for interviews	At end of survey period	Evaluate quantitative research question (How effective is program to meet expectations?)
3a	**Interviews:** Schedule face-to-face interviews (qualitative)	Interview requests, back-up interviewees identified	Respond to emailed requests for volunteer interviewees within 24 hours	Scheduling begins after participants completed survey	Participants' agreement to participate in interview gained, mutually confidential location identified, meeting request sent
3b	**Interviews:** Conduct face-to-face interviews	30 minutes to 1 hour, depending on participant time and willingness, digital recorder, notes, release form	10 volunteers (from survey) with 10 backups, one from each 2005 to 2014 program	Interviews take place over four weeks	Interview protocol established, developed nine questions to support analysis of both quantitative and qualitative research questions

Note. Adapted from Research Design: Qualitative, Quantitative, and Mixed Method Approaches by J. W. Creswell, Copyright 2014 by Sage Publications.

Following the survey conclusion, personal interviews were conducted and basic qualitative inquiry was used to investigate the experiences and program satisfaction, to determine whether the experience in LP met expectations and encouraged work benefitting the participant's work or overall career. Developmental and follow-up questions during the qualitative interview addressed social learning and experience within the program boundaries in a narrative style.

Neighborhood leadership program study. In a study designed by Ayon and Lee to evaluate a community leadership program through a grassroots group, researchers recognized that a "group-centered approach to leadership is structured fundamentally around using one's skills, knowledge, and values to help the group decide what to do, carry out the group's goals and maintain cohesiveness" (Ayon & Lee, 2009, p. 976). Similar to this study of LP, the Neighborhood Leadership Program (NLP) took a group-centered approach to developing the program, which was a cornerstone to the success of the community program.

Alumni of the program and community members recruited participants for the free program, which was structured to "reinforce and develop the skills and strengths of neighborhood leaders" (Ayon & Lee, 2009, p. 977). Similar to LP, the program held sessions over many months and included a weekend retreat, class sessions, and team-building activities. The topics covered in the grassroots program were more focused on the participants, however, than in LP, involving personal skill topics such as conflict resolution, skill assessment, and public speaking. Alumni took an active role to recruit participants and to participate in panels and program activities. Five years prior to the study, alumni were interviewed by telephone to collect details about their experiences in the NLP and to evaluate current participation in their communities. All participants completed pre- and post-program questionnaires, and interviews were conducted by staff following the program's conclusion (Ayon & Lee, 2009).

While the assessment of the program focused on the participants' abilities rather than the program elements, central tendency for quantitative analysis was performed to provide demographic information, while the qualitative interviews were used for content analysis, using coding and categorizing by grouping concepts. Quantitative demographics were reported separately for the NLP, but the qualitative findings demonstrated common themes, which were then identified into specific engagement examples—enhanced participation in groups or organizations, increased involvement in a community project, and personal growth.

The NLP research further described how the program elements, such as the retreat and other specific activities, had the most impact on participants' learning and post-program engagement. Much like the NLP study, this study discovered five major themes describing participants' use of the learning they gained in the program following LP conclusion and recalled how the program elements influenced their overall satisfaction with the program.

Study using multiple data sources. In 2010, a management leadership program offered by a corporate university in Korea was studied to determine if program design factors may have influenced a blended (online and in person) learning method (Lee, 2010). The program, which took place over six weeks, studied "transfer distance," or the gap between a program and the application in the workplace. The goal of the study was to improve the transfer of learning across this space—that is, to ensure the learned program elements were useful and being applied in the workplace following the study. The study incorporated five different data collection methods, which included an online survey, a one-on-one interview, and document analysis.

The quantitative data were analyzed using multiple regression procedures, including additional regression models to identify any effect of independent variables (demonstration, activation, application). The qualitative data from the interview and documentation were analyzed by identifying emerging themes through coding. This was done by hand by a peer researcher trained with the coding scheme. Interviews were coded first by topic, then by learning nodes, emerging factors, and respondent attitudes (positive or negative). The data were sorted using a spreadsheet. The integrated results were presented as a table, where the instructional strategies were matrixed with the program elements, based on the feedback from the interviews. Lee (2010) determined that most of the modules of learning (the program elements) were closely connected and should remain in the program.

Much like Lee (2010), the quantitative and qualitative results from this study were combined to demonstrate how the independent variables influenced the dependent variable of Satisfaction. Quantitatively, it was found that although Satisfaction was not dependent on Gender or Years of Work Experience, Satisfaction was influenced by the Expectations of the participant. This was further explored in the qualitative analysis, where many respondents recalled not only their personal expectations and experience in the program, but how they may have applied the experiences in a positive way. Many of the narratives from the interviews recounted specific examples of their experiences and how they used them following the conclusion of the program.

Program elements. LP consisted of a loose curriculum that promised participants access to community leaders and the development of an understanding of the urban systems in the community (Chamber of Commerce, 2016). After the initial networking mixer/reception/happy hour that followed the announcement of the new class, the class engaged in an Opening Retreat, which occurred Friday morning to Sunday afternoon; participants were required to stay in organized housing for the weekend. The Opening Retreat was organized and facilitated by the program steering committee, and consisted of speakers, activities, ice-breakers, and some personal development.

The bulk of the program occurred over the following year, with Issue Days held each month. During the Opening Retreat, teams were formed that took responsibility for each of the

Issue Days; teams were either assigned or chose a topic for the day. Issue Days often started at breakfast, continued through lunch, and concluded with a happy hour or reception past the normal work day. Activities, speakers, and travel to outside sites were common elements of Issue Days, all which were planned by the team assigned to support that particular day.

The Closing Retreat occurred during the last month of the year-long program. The Closing Retreat had the same format as an Issue Day, but was run by the steering committee. Speakers and activities that reviewed and processed the experiences of the program were normal components, along with a "graduation" social event.

Quantitative Methodology

Participants and population. All alumni of LP were eligible participants for both the quantitative survey and the basic qualitative inquiry (interview). The researcher relied on Chamber email distribution lists for invitations to alumni to participate in the research. Participants self-selected for the interview by entering their email in the final question on the quantitative survey. The Chamber of Commerce and the Hispanic Chamber of Commerce provided letters of support to the researcher and agreed to assist in the distribution of a joint email (see Appendix B) to LP alumni describing the research and inviting participants to respond to the survey. The researcher tracked responses to the survey using tools in SurveyMonkey® and chose respondents for the interview based on the order of reply. Those participants who responded first in their designated class were contacted first to schedule for interviews.

Setting for descriptive survey. The survey was distributed to the Chamber's LP email distribution list for all alumni of the program. LP had an alumni list of over 1,500, but did not have current emails for all participants. The 817 emails that were sent invited LP alumni to participate and were distributed by the city's Chamber. The invitation email included a brief acknowledgement of support (see Appendix B) from the Chamber and asked for volunteer participation in the survey. The email provided a link to the online survey, along with the appropriate research language mandatory to meet University requirements from the researcher and professor. The survey link was open for two weeks and an additional reminder email was sent after the first week.

The survey instrument. The survey consisted of 31 questions divided into four sections: General, Program Expectations, Experience, and Outcomes (see Appendix C). All participants were assured of confidentiality and survey data were collected electronically through the online platform anonymously. A copy of the survey was provided to the Chambers, which approved the survey. A face-to-face meeting with Chamber staff helped to define project goals and logistics for emailing the notice with the survey link, prior to the initial email. SurveyMonkey® was used to distribute and analyze data from the survey, with SPSS® integration. The SurveyMonkey® platform was also used to complete a qualitative text analysis for the open-ended questions, to enter codes using labels, and to formulate charts.

Quantitative survey. The survey was developed wholly by the researcher to provide responses that addressed the research questions, and it provided insight to the qualitative interview. Some questions were intentionally similar within the survey to reinforce responses in different ways. Demographic questions were particularly important to demonstrate the independent variables that correlated with the interviews. The full demographic information was available to the Chambers to create an anonymous profile of respondents following the conclusion of the study.

The deliberate planning of the survey was intended to discover elements that directly related to the research questions and provided additional information to the Chambers about the participant perceptions of the program. The survey for this study was developed by the researcher with review and feedback from The Omega International Group (OIG), a locally-based company. OIG is a value-added and strategic marketing company that specializes in international businesses in China, the United States, and Mexico. The company website defines OIG as a "knowledge-based consulting firm providing comprehensive strategic industry solutions, consulting services, IT services, and logistical support" (Omega International Group, Inc., 2017). One of the five subsidiaries of OIG is the Omega Institute, LLC, which provides educational opportunities, executive training, and strategic management research (Omega International Group, Inc., 2017). Omega Institute frequently uses satisfaction surveys to discover client expectations and needs.

The survey was a function of the conceptual focus and research questions (Miles, Huberman, & Saldana, 2013). The survey addressed the spectrum of participation using a five-point scale, which reported expectations (exceeded, met many, met, slightly met, or did not meet); effectiveness (highly, very, effective, slightly, or not effective); satisfaction (very satisfied, somewhat satisfied, neutral, somewhat dissatisfied, or very dissatisfied); agreement (strongly agree, agree, neither, disagree, or strongly disagree); proficiency (highly, somewhat, neutral, less than, or not at all); and engagement (much more, slightly more, about the same, slightly less, not). Slider bars were also used on some questions, and respondents were asked to indicate their level of agreement from 0-100. Survey elements that may not have lent insight were edited following a pilot test with four "test pilots." Following the pilot test, the testers commented on the ease of taking the survey, as well as flow, logic, and comprehension of the questions. Pilot participants were asked if there were any questions or answers that should be included to add value, or eliminated to provide clarity and efficiency. Additionally, the survey was quantitatively measured by counts of completion and provided a percentage of the overall population and demographics of who participated in the survey.

A pilot study survey was offered to key participants of LP—those members who had not only participated in the class, but also volunteered to be on the steering committee in subsequent years. Those participants who have organized LP alumni groups were also asked to participate in the pilot study and to provide feedback for the survey. None of the pilot participants were eligible to participate in the actual study, and their pilot answers were not included in the data.

Following the pilot and edits to the survey for clarity, the survey was distributed. There was a broad spectrum of people participating in the survey and volunteering to be interviewed. There was a proportionate representation all variables (i.e. Gender, Years of Work Experience), so no re-evaluation was required to offset bias.

Quantitative data analysis. Pre-existing expectations of program elements, and any variation in program due to the addition of a new co-sponsor, participants, logistics, or timing were considered, but no significant changes to the program's stated goals were observed during the time of the study. The unit of analysis for the quantitative data was a sample from the entire population of participants since the program's inception. The quantitative data from the survey were analyzed with SPSS® integration to form an independent database.

First, quantitative results from the survey were reported and examined. Numerical data were collected, such as percentages of responses of the population and frequency measures. Factorial ANOVA was used to generalize and determine the strength of a relationship between Satisfaction with Gender and Years of Work Experience. The dependent variable (Satisfaction) was be derived from survey and interview questions about experiences of LP. By using ANOVA, the researcher was able to demonstrate the relationship between the DV and IVs.

Multiple Linear Regression was performed to determine if, and how significantly, the four IVs predicted the DV. Regression results required further correlation analysis to determine which IVs have the strongest relationship with the DV.

Qualitative Methodology

Qualitative introduction. This section defines the elements for the qualitative analysis, develops the method for analysis, and describes how the results were used to answer the following research questions:

1. What is the relationship between the participant's program satisfaction and the program elements?
2. To what extent did the program meet expectations, based on participant experience?
3. Did the experience of participating in LP provide motivation for personal engagement in the participant's organization, community or career? If so, how?

Qualitative Research Design

The mixed method design of this study was implemented with qualitative methods that strengthen credibility from (Yin, 2016) to triangulate three sources of data, along with Merriam and Tisdell's suggestions to intentionally evaluate findings during data collection to identify relevance and to remain mindful of the research questions in order to thoughtfully and consistently focus the purpose of the study (Merriam & Tisdell, 2016). Creswell's interpretive lens for evaluating qualitative findings using the narrative method to analyze the stories of participants was also used to support the research questions (Creswell, 2015). The program was examined using text data from the open-ended survey questions, the text and audio files of the interviews, and documentation.

Participant and population. The final question of the survey invited respondents to volunteer to be interviewed. It read, “If you would like to discuss your overall experience in more detail, please fill in your email address below to be contacted for an interview” (Wolff, 2017). The researcher generated an email to the participant to schedule an interview. Twenty-nine people volunteered to be interviewed, and respondents were selected on a first-response basis. A total of 13 people were interviewed. Creswell’s approach to interviewing begins with determining what research questions will be answered by the interview, then focusing the questions while concentrating on the central phenomenon. Creswell suggests using an adequate recording device along with an interview protocol to maintain consistency (Creswell, 2013). Interviewees were considered a sub-population of the survey.

Setting for qualitative interview. The main research objective was to investigate the program from the perspective of the participants, in relation to their expectations. Interviewees were asked a series of semi-structured questions. Interviews were recorded on a digital recording device after the researcher received signed consent from participants. Sub-questions were addressed as the researcher encouraged the participants to share personal narratives about program expectations, experiences, and engagement.

Due to the high volume of contact information provided by the Chambers, the assumed ability to email recent alumnae of LP, and the lack of any previous formal feedback for the program, the researcher prepared for a high response rate of individuals volunteering to be interviewed. In anticipation of this, the researcher chose to perform an interview pilot study to become familiar with the scope of engagement, and for assistance in focusing questions. The pilot interview, which was performed with two LP alumni, provided minimal feedback to the researcher, but helped the researcher to become comfortable with the logistic procedures of the interview.

The interviews were a targeted source of qualitative evidence. Personal insight from participants was valuable in determining perceptions of experience, and the researcher found opportunities for participants to expand on responses during the interviews. The tendency for unfocused questions was mitigated by asking all interviewees the same questions. Documentation of the interviews was recorded digitally and manually to avoid flaws in the recollection of the researcher.

The researcher used an Interview Protocol (see Appendix D). Digital audio recordings and transcripts were used as authentic data from semi-structured interviews. The digital audio recordings were transcribed into text using Dragon® NaturallySpeaking software. The researcher's recall from attending LP XXXV (35) Opening Retreat, an Issue Day, and Closing Retreat were used as prompts for interview respondent narratives to add depth and detail when necessary. Data were analyzed using a consistent software (NVivo®), which assisted in the triangulation of the digital audio recordings, open-ended survey responses, and the documents.

Interview methods. One of the stated goals of LP was to influence its participants to fully engage in community initiatives that "move the needle" in a positive direction for the city following the program activities. With this in mind, the researcher encouraged respondents to expand answers with additional prompts that supported those stated goals and vision of the program.

Class distribution. There was a high number of respondents volunteering for the interview. Twenty-nine people entered their email address on the final survey question, which requested an interview. The researcher responded within 24 hours to schedule an interview and was able to secure dates for 14 people. One scheduled interview was cancelled due to interviewee illness.

Of the 13 completed interviews, five respondents were between the ages of 31-40 (38.5%). The second highest age category of respondents was aged 41-50 (30.8%). Two respondents each were in the age categories of 51-60 and 61-70 (15.4% each). Sixty-two percent of the respondents were male and 38% were female.

Only one (7.7%) respondent had between 5 to 10 years of work experience, and seven (53.8%) respondents had over 20 years of work experience. Three (23.1%) respondents had 10-15 years of work experience, and two (15.4%) had 15-20 years of experience. There was also a good class distribution of the respondents. The earliest respondent was in Class 25 (1999-2000) and the most recent was in Class 40 (2015).

Table 5

Number of Interview Respondents From Each Class

Year	1999-2000	2000-2001	2002-2003	2009	2010	2012	2013	2014	2015
Class Name	25	26	28	34	35	37	38	39	40
Respondents	1	1	1	1	1	2	3	2	1

Note. Adapted from “LP Alumni Interview,” by S. J. Wolff, 2017.

Data collection. During the interviews, a laptop was used to take notes for each participant in real time. Interviews were recorded using a digital audio recorder. When the recorder was turned off, many participants kept speaking, which was noted in a memo at the end of the notes. Following the interview, the interview notes were saved individually and immediately edited for punctuation and clarification. The researcher added a final note which recalled the information after the recorder was turned off, along with a personal memo. The digital recordings of the interviews were transcribed into text using transcription software immediately following the interviews. The independent device used to record an audio file during the interviews is a Yemenren R3 model digital voice recorder with playback and operates as a removable USB data storage.

All respondent information was saved in a digital file, which contained their survey, signed consent form, interview notes, raw audio file of the interview, and the transcription of their interview. Two respondents did not have a raw audio file due to issues with the recording. In these two cases, the researcher's real-time notes, which were edited immediately after the interview, were used. Following each interview, the researcher saved the raw audio file and transferred a copy to a laptop. The raw audio file was then transcribed using Dragon® NaturallySpeaking software and saved to a Microsoft® Word file.

Interview importance. Interview participants were asked five questions about their experience in the program. Generally, the participants were asked to describe their expectations prior to the program, their experience within the program, and how they may have used their experience following the program.

Denzin and Lincoln (2018) propose that interviews, or "human talk," can be controversial when researchers expect a base result that will capture the "what" of the study. Interviews can be misconstrued in an attempt to gain a clear understanding of the content of the interview, rather than taking a holistic view to discover the "how" of the study. Denzin and Lincoln (2018) further elaborate that, "the distinction [of using interviews deliberately] should be taken as a pragmatist one, highlighting different emphases that researchers might choose: Sometimes it is useful to approach human talk as reports that people articulate, and at other times, we need to address it as accounts occasioned by the situation" (Denzin & Lincoln, 2018, p. 578).

When the researcher used the interviews for this study, the findings were treated as "accounts occasioned by the situation." That is, although the interview interactions were documented in a report and electronic formats, the words themselves were processed in a way that provided feedback about the experiences of the participants within a situation. The program served as the situation about which participants were recalling expectation, experiences, and engagement. The interviews were a direct result of an account during the program.

Interview responses. Once the date, time, and place of an interview were confirmed over email, the researcher sent a copy of the interview Informed Consent to Participate in Research form (see Appendix F) for perusal, along with a calendar meeting request, which contained a personal phone number in case of emergencies. Additional tracking of back-up respondents for interviews was kept in case of scheduling conflicts.

The interviews were scheduled beginning on December 14, 2017 and continued for three weeks, with the final interview concluding on December 27, 2017. Nine respondents did not reply to the original request from the researcher, which suggests respondents may have added their email to the last question by habit and unintentionally requested to participate in an interview. Six volunteers were not able to schedule within the three-week time frame and were confirmed as "back-up interviews" if unforeseen issues with scheduling or attendance occurred. The researcher scheduled a total of 14 interviews, and one was cancelled by the volunteer after two attempts to reschedule due to family illness. Thirteen interviews were completed as shown on Table 6.

Table 6

Frequency Responses of Research Population

Populations	Count	Percentage
Total Survey Population (794 +23)	817	100%
Total Survey Respondents	117	14.3% of total population
Volunteered for Interview	29	24.8% of total survey participants
Total People Interviewed	13	9.4% of total survey participants

Note. Adapted from researcher's survey and interview results, by S. J. Wolff, 2017.

On Friday, December 29, 2018, the researcher sent out an email to the 29 interview volunteers, acknowledging those who participated, thanking those who offered to be back-up interviews, and stating that the minimum expectation for interviews was exceeded.

Method of data collection. Each respondent was assigned a Respondent Number, which correlated to the number assigned in SurveyMonkey® based on the order of submitted responses. The Respondent Number, along with the respondent's first name and email, were used as cross-references to identify and track each respondent. Three interviewees were named "Tom," and the initial of their last name was also used in these cases. A matrix of interviews was created to quickly identify volunteers by their Respondent Number, along with confirmed interview locations and times for efficiency. A physical file was created for each respondent with their number, the time, date, and location of the interview, two consent forms (one to sign and one to leave behind), and a hard copy printout of their survey for reference. The hard copies of documentation were kept in a locked cabinet at the researcher's home.

Electronic management of data. The qualitative data were managed in the researcher's private laptop, which is biometrically and password-protected. Personal electronic back-up files were stored in a password-protected, online email account. Electronic documents included raw audio files of interviews, notes taken by the researcher during interviews (which were saved individually), transcribed and edited transcripts from the audio files, and the individual surveys from the interviewer. All email communication was deleted following the close of all interviews.

Interview as a qualitative method. Interviews were chosen as a qualitative support to the quantitative data results because “the interview is one of the most common ways of producing knowledge in the human and social sciences” (Merriam & Tisdell, 2016, p. 111). Not only is it a common practice in research, but the interview is a flexible and organic method for discovering information and gaining personal insight. The ability of the researcher to react to the interviewer can be helpful to keep the focus on the research questions and goals as mentioned in the previous Qualitative Design section.

To support the social constructivism approach to data analysis, the interview questions were intentionally broad and open-ended. The researcher developed contextual interpretations from respondent answers to shape and make sense of the interviewer’s meaning, and oftentimes used these interpretations to help refocus the question by asking it in another way.

Semi-structured interviews were chosen to “make better use of the knowledge-producing potentials of dialogues by allowing much more leeway for following up on whatever angles are deemed important” (Merriam & Tisdell, 2016, p. 110). For this study, it was imperative to be able to have a structure to the interview, yet allow for refocus. Interviewees would often jump into a narrative or story about their experience before answering the question. The researcher used the semi-structured nature of the interview to allow for free-flow of thought, sometimes asking the same question in a different way to elicit a response to the question. One of the interesting consequences of a respondent’s narrative is that the information shared was often appropriate to apply to another question which had yet to be asked. This information was contained in the audio file and notes, and was analyzed as part of the data findings.

The interview instrument. The interview questions were developed referencing a similar dissertation, which evaluated the experiences and outcomes of women in a statewide leadership program (Rolle, 2013). The interview questions (see Appendix D) were designed to provide responses that addressed the qualitative research considerations of Satisfaction, Expectations, and Engagement, while providing support to questions from the quantitative survey. Some questions were intentionally vague to derive responses in a narrative way. Participants often actively engaged in storytelling during the interview, which helped to address the dependent variables from the survey.

Interview questions were developed to address the “how” and “why” elements of the program as they apply to participant experiences in a qualitative fashion. This allowed the researcher to explore the central question of how the experience of participating in the program met their personal Expectations and may have contributed to their level of Satisfaction with the program. Nine questions comprised the interview and were divided into three parts. Part One gathered information about participant perceptions of how the program met expectations, Part Two determined what impact LP may have had on business and community participation, and Part Three confirmed information regarding demographics of age, work experience, and gender (see Appendix D).

Interviews. Successful interviews occurred in the following places: conference rooms or offices of the volunteers (3 occurrences), quiet restaurants (3 occurrences), local coffee shops (2 occurrences), and a hotel lobby bar (4 occurrences), which was open for meeting, but closed for business in the mornings. At the interview, the researcher made time for small talk to put the respondent at ease, and explained the process. The consent form was signed, and respondents were offered a copy, which was available from the researcher prior to beginning the interview.

All respondents rejected a copy. The researcher followed the approved interview protocol and restated that the interview would be recorded in addition to researcher taking real-time notes. Respondents were reassured of their anonymity. The researcher also reminded the respondents that LP itself was not being evaluated, but it was expected that program elements may be discussed as part of their expectations and experience. All respondents were engaging and friendly. Two were particularly interested in the results and asked to be part of the presentations to the Chambers, if appropriate.

One interview occurred over the phone. This was unexpected, as the respondent did not disclose that he lived in another state during the communication to schedule an interview. Since the respondent was engaged and communicative, the researcher determined his interview would add value to the qualitative population and findings. The respondent signed and returned the consent form over email prior to the interview, and the researcher was able to record, take notes, and communicate easily over the phone. This interview was as successful as the face-to-face interviews in obtaining information, researcher documentation procedures, and logistics.

The interviews lasted between 10 minutes, 45 seconds and 40 minutes, 18 seconds. The average in-person interview lasted 22 minutes, 20 seconds. Only one interview occurred in the evening, starting at 5:15 p.m. All others began between 8:00 a.m. and 9:00 a.m. or around the lunch hour, starting at 11:00 a.m. or 11:30 a.m. The single phone interview was the only afternoon interview, at 2:30 p.m.

Document data collection. The program documents collected for this study were used as additional supportive data, along with comparison between the survey and interview. The majority of the documentation was derived from the Chamber of Commerce and the Hispanic Chamber of Commerce. Some documentation was gathered from the participants who hosted the program’s Issue Days, such as an agenda. Online sources were used to find timely additional news articles about the program.

Documents are a necessary part of research because of the information they contain (Yin, 2016). They provide details about events and names of participants and they reference elements within a studied program. In this highly visible program, the quality of the program can be inferred through the documents it produces. The program’s goals were stated, and articles mentioning the program supported those goals, which were provided by the sponsoring entities. Most documents were obtained at the beginning of this study and provided a good foundation of the program for the researcher.

Each Chamber has a separate website promoting LP, but each website lists different information. The stated goals and mission of the program varied and were analyzed according to broad themes, or areas of focus. For example, one Chamber listed “networking” and “relationships” more often than the other. The other Chamber promoted “civic engagement” and understanding “urban systems” as major tenets of LP. The application differences were not compared, since the study did not engage with the application or selection process of the program participants, but offered an understanding of the themes which were developed in the course of data analysis.

An agenda from an Issue Day was used to evaluate consistencies, areas of focus, and priorities. The Issue Days are topic-based and focus on vastly different civic issues, yet the time constraints of an 8-hour day often affected the team’s ability to be creative when conveying information about the topic. Additional marketing material promoting the program and news articles were also included as additional collateral and provided insight into participants’ expectations. Chamber documents that contributed to the reputation, mission, and learning of LP were included.

News articles calling for applications and announcing class participants were used. The Blue Ribbon Task Force Report was used as additional qualitative support, which was derived from a committee of past steering committee members who were intent on reviewing and improving the program. This documentation was added to the researcher's interpretive framework as a part of the program goals which provided the foundation of the program, and the activity of the program influenced program satisfaction.

Qualitative data analysis. The main units of analysis for the qualitative data were the open-ended questions from the survey, the voluntary one-on-one interviews, and the documentation collateral. An interpretive framework was used, since Creswell suggests that using an interpretive framework can be useful for groups of participants that are often underrepresented or marginalized (Creswell, 2013).

By using an interpretive framework designed for a more sociological approach, social constructivism provides a foundation for how people develop understanding and meaning from their experiences. Priority focus was on the perceptual experiences of the participants in the program. Therefore, this subjective data is interpreted from interviews and documentation that supported the program (Denzin & Lincoln, 2018).

The interpretive framework, and the focus on the experiences and meanings derived from the program by the participants, lead the researcher to look for a "complexity of views rather than narrow the meanings into a few categories or ideas" (Creswell, 2013, p. 35). The impressions developed by the participants in this social learning setting allow the meaning of the situation to be formed through their interaction with others, along with preconceived ideas from personal background and social norms. Through the use of this convergent design, the extent to which the qualitative results confirm the quantitative results was demonstrated (Creswell, 2015).

Qualitative analysis process. The qualitative analysis process had three main phases. First, the researcher used a manual process to develop five broad themes. Second, Word Clouds were created from the three sources using the qualitative data software, NVivo®, to reinforce the themes. This electronic process created a visual representation of the most frequently used words and their synonyms. Finally, the findings from the manual process and the electronic process were compared, to support and/or defend the research questions. The five themes generated from the manual process and the top five most frequent words generated from the electronic process were used.

Data coding and theme development. The documentation collateral was reviewed first to discover word patterns and frequency of content. Three program goals were evident and noted by the researcher. Analysis of the open-ended survey questions was done concurrently with interviewing, as participants requested interviews prior to the closing of the survey. Miles et al. (2013) recommend this strategy to assist in generating new ideas and ensuring active participation during the process.

The three programmatic goals identified during manual coding of documentation collateral were: to develop and create leaders, to provide urban system education, and to encourage civic engagement. This foundation served as a knowledge base when looking at the individual responses from the open-ended survey questions. The researcher read 380 individual responses to the survey's five open-ended questions and identified common words, noting those ideas that were referred to frequently. The researcher created 28 individual codes in

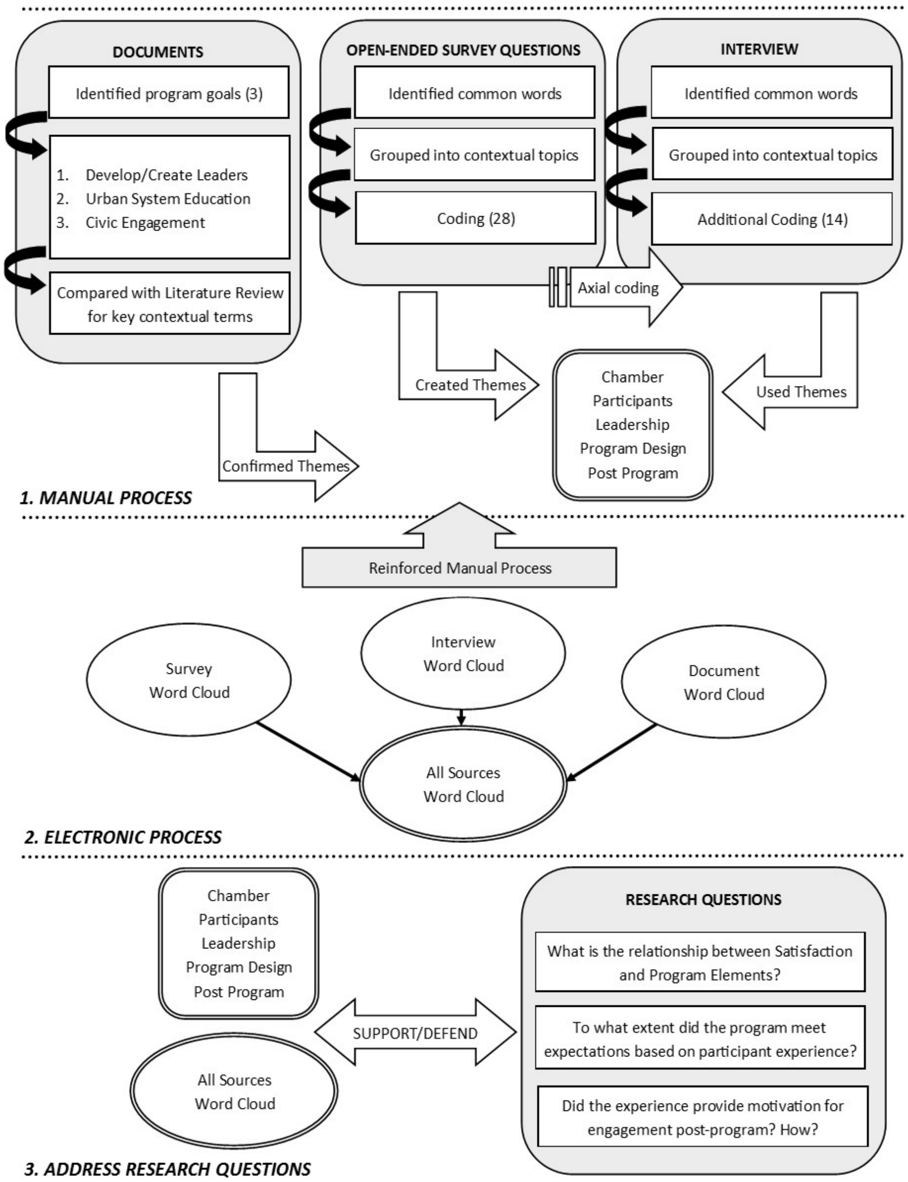

Figure 6. Qualitative Data Analysis Process Flow. The process flow indicates the progression of evaluation for the three data sources, while incorporating two additional investigative techniques to reinforce findings.

SurveyMonkey®, printed the findings along with the codes, and used a spreadsheet to categorize the codes and the response rates of each of the codes by question. These codes represented patterns of underlying ideas, such as the reasons why participants in LP had certain expectations. Codes included generalized ideas such as “program reputation” or “networking,” and more specific topics such as “class size” and “chamber support.” Using Miles et al. (2013) as a guide, the researcher followed this first cycle of analysis, used to determine codes, with a second cycle of evaluation to determine patterns and identify themes. After careful review of the codes, five broad themes were developed.

Similarly, the researcher analyzed and coded the interviewees' specific statements and responses to the questions using the context of the responses and word frequency patterns, and then compared them to the 28 codes from the survey. The interview analysis generated 14 additional codes. The new interview codes were slightly more specific than the survey questions, and included more participant-observable elements within LP, such as "attendance" and "business-to-business." The duplicated interview codes (which are also common to the survey) were the following:

1. Chamber Support
2. Chamber Staff
3. Diversity
4. Participant Behavior
5. Networking
6. Access
7. Leadership
8. Leadership Training
9. Board Opportunities
10. Alumni Events
11. Program Goals
12. Social
13. Civic Learning
14. Program Elements

The new interview codes naturally supported the 28 codes from the survey. The 42 combined codes were then condensed into five broad themes: Chamber, Participants, Leadership, Program Design, and Post Program.

The researcher made a copy of the raw interview data from the recording device to a laptop for record-keeping. Then, using the audio recording software Dragon® NaturallySpeaking, the audio files were saved and transcribed. A separate electronic file was kept for one year following the study as a back-up. Following the transcription, the researcher reviewed the text for accuracy and used the raw data to indicate inflection, word emphasis, prolonged pauses, or impatience from the participant. Researcher notes taken in real-time during the survey were reviewed for accuracy, compared to the transcripts, and edited for correctness. Final transcriptions were destroyed one year after the completion of the study.

The codes of responses directly reflected the participants' experience with the program, LP's direct effect on the participants, and the value they associated with the program in relation to how it affected them personally. Table 7 demonstrates areas of satisfaction and possible participant responses.

Table 7

Participant Perceptions of LP

SATISFACTION WITH:	SURVEY	INTERVIEW	BASIS/RESEARCH QUESTION
Program	"Liked meeting new people."	"I knew some things but didn't expect to learn about city infrastructure."	Delivery of stated program goals
Community	"Learned new things about the city."	"Was surprised that there are so many non-profit agencies that I could help with."	May be motivated to apply elements post-program
Leadership	"Did not enjoy the education day. I knew all the information already."	"It would be helpful if there was more leadership skill building." "I met some community leaders."	Satisfaction may be affected, prior knowledge

Note: A sample matrix of themes from survey and interview responses. Created from researcher's impressions from program materials, by S. J. Wolff, 2017.

The research questions were evaluated based on the findings of the five themes from the three qualitative sources, and reinforced by the top frequency of words from the Word Clouds. Each question was answered with specific support and statements from all sources, along with the researcher's consideration of the manual and electronic modeling that created the themes.

Next, the researcher conducted an electronic analysis of the three qualitative sources. Using NVivo®, the researcher performed four separate Word Cloud models using text word frequency, which was set to specific parameters for synonyms. Only the top 20 four-letter words were included in each data model. Each source was modeled separately and evaluated. Following the initial model, the researcher looked at the individual tables produced, eliminated synonyms that did not apply in the context of the program, and re-ran the models. Once the models were produced and reviewed for accuracy, the researcher ran a final Word Cloud using all three sources. In the All Sources Word Cloud, no editing for context was necessary by the researcher, since the three previous models had been edited (see Appendices G, H, I, J).

During the third stage of the qualitative data analysis, the researcher used the five Chamber Themes and the top five responses within the All Sources Word Cloud to answer the research questions for this study based on the meaning, purpose, and context of the findings. Using the Word Frequency table from All Sources (see Appendix G), the researcher noted that the top six most frequently used concepts centered on Leadership, Program, People, Participants, Development, and Chamber.

One hundred and seventeen people (14.3% of the total estimated population) responded to the survey, which exceeded the minimum 10% of the total estimated population expected. Of the survey responses, 29 people responded with the desire to be interviewed. The goal was to interview 10-15 people, and 13 people were interviewed. The researcher had planned to make additional requests to the Chambers and LP alumni groups in anticipation of low participation, but this step was unnecessary.

The semi-structured interviews provided interview consistency, while allowing for variance in how the concepts and topics were presented. Participants were able to add to the discussion in a conversational style, which allowed the researcher to ask appropriate follow-up questions to gain additional detail when necessary. Rolle, a member of the researcher's graduate cohort, investigated a women's state-wide leadership program that was similar to LP, and Rolle's interview protocol and questions served as a foundation for the development of the interview questions for this study (Rolle, 2013).

The documentation resulted in the development of a priori categories (those ideas that are formed or conceived beforehand) by the researcher. The categories developed from the program goals (develop and create leaders, provide urban system education, encourage civic engagement) were derived from the program documentation by the researcher. During the survey and interview, participants were asked about their expectations and how their experience in the program may have met (or not met) their expectations, and it is assumed they had ideas about the program prior to participating in the program, from either program reputation, other participants, or information from the program collateral.

Loosely using Immanuel Kant's (1724-1084) philosophy that knowledge is derived independently of all particular experiences, and the potential of what can be known through an understanding of how things work rather than simple observation, the researcher was motivated to identify codes within the context of the program. The experience of the program participants was defined and explained with specific examples from their own evaluation, as a result of their reasoning when reflecting on their experience and any preconceived expectations. The development of knowledge or justification of their satisfaction is a reflection of their overall experience with the program. These basic intellectual codes were developed from knowledge and reputation of the program along with the overall intent of the program to educate, rather than the observable facets of the program (Baehr, 1995). It is from these codes that the five major themes developed.

Protection of Human Subjects

This study proposal was reviewed by the University of the Incarnate Word's Institutional Review Board (IRB), which followed the standard and guidelines established for the protection of human subjects. The research tool was approved (IRB #17-11-015) in November 2017. The researcher fully complied with all protocol as prescribed in the UIW IRB Manual. The researcher agreed to ensure that risks to subjects were minimized, any risks were reasonable in relation to benefits expected, the selection of subjects was fair and equitable, participation was voluntary with informed consent obtained, and there was adequate provision to protect the privacy of the subjects (Boakari, 2006).

Researcher Positionality

The researcher was familiar with the program and past participants included friends, current and former coworkers, peers, business associates, and acquaintances of the researcher. In 2010, when the original idea for this project was being formed, the researcher was given special permission by the program sponsors to attend the Opening Retreat, one Issue Day, and the Closing Retreat to gain a basis of knowledge about how the program functioned and how the attendees participated within the structure of the program. Although an informal and undocumented participant, this foundation of learning allowed the researcher to fully frame the program with a social learning philosophy. The researcher was careful to not participate in any program elements or social gatherings. The researcher did not generate formal notes, or formulate opinions about the program, sponsors, or participants. This access allowed the researcher to navigate the logistics of creating and distributing the survey and interview, since there was familiarity and camaraderie with the Chamber staff, which eventually distributed the survey on behalf of the researcher.

Trustworthiness

To combat unintentional bias, none of the information gained by the researcher during the 2010 class was used, other than to provide an understanding of the program. An interview guide was used to understand the context of the participant answers. Yin (2016) recommends using an interview guide with topics and key works to assist in guiding the interview to those subjects relevant to the study. The researcher used the questions and answers from the interviewees' surveys to refocus and redirect answers during the interviews. With this prompting, the respondents were able to recall why they answered the way they did on the survey and expanded on the responses for the interview. This became additional documentation for the analysis. Recorded interviews were transcribed and all discussions used for this study were documented.

Linking Quantitative and Qualitative Data

The initial quantitative survey focused importance on the program and the participants' feedback and addressed the three research questions. The semi-structured interview followed as an additional qualitative measure to the survey's open-ended research questions, and also addressed the three research questions to develop a more in-depth and conceptual understanding of participant's expectations, experience, and engagement (Miles et al., 2013). These two data types are closely linked and a set of assertions, propositions, and generalizations was discovered to explain consistencies within both quantitative and qualitative data sets. The level of analysis for the interview was descriptive and enhanced the value of the quantitative results due to the wider population gained in the survey. Confirmation of survey responses was discovered during interviews.

During data collection, the qualitative nature of the interview assisted in validating and clarifying some of the quantitative survey results. For example, the main research question that the survey addressed was the effectiveness of the program to meet expectations (Satisfaction). Qualitatively, the interview uncovered the extent to which the program met expectations, which directly correlated to the perceived effectiveness of the program and the participant's overall satisfaction. Much of this was discovered in a subjective manner during the interview as respondents conveyed feelings of pleasure or dissatisfaction. Participants who ranked a high overall satisfaction of the program on the survey, translated this into a high level of satisfaction with the program during the interview. The interviews revealed a close correlation between program satisfaction and expectations.

The qualitative findings from the interview were compared to the qualitative results from the survey. Codes were developed from the open-ended questions on the survey that addressed Chamber elements, participant concerns, leadership suggestions, comments on program design, and feedback on post-program activity and engagement. These codes correlated to interview questions that further explored the "why" and "how" of expectations, experience, and engagement. The researcher was mindful of assumptions that did not reveal themselves during analysis, and often recalled the disposition of the participants during the interview to develop an understanding of their experience. For example, participants who indicated the program did not meet their expectations and ranked a high average satisfaction score on the survey, admitted during the interview that they had little or no expectations of the program. They continued to explain how they "kind of knew" what would happen and were often impressed with the activities, which resulted in a high level of satisfaction. A participant's overall program satisfaction was not necessarily dependent on their expectations. The researcher was careful to avoid causal relationship bias and was mindful of new elements that may have had different variable effects.

Chapter 4: Quantitative Research Results

The purpose of this study was to investigate the experiences of participants of LP, a civic learning and leadership program sponsored jointly by the Chamber of Commerce and the Hispanic Chamber of Commerce. A mixed method design was used to investigate those participant experiences in relation to their expectations of the program. The study represents the views of the participants, and there has never been an independent evaluation of the program. With over 1,500 alumni, this population was valuable to measure and understand the effectiveness of the program. The purpose of this chapter is to provide statistical analysis support so that conclusions can be drawn from the analyzed data.

The conceptual framework used by the researcher illustrated the concepts of LP using Creswell's interpretive framework, which described how the research problems were explored. This framework works well in studies that incorporate leadership theories (such as Social Learning Theory) by helping to focus the study within the theoretical lens. The program goals were the starting point to set the conceptual framework and LP activities impacted the variables. The effect of the variables was then analyzed to provide the overall discussion of findings for the research questions.

Quantitative Results

Response rate. Seven hundred and ninety-four emails were initially sent to the alumni list from the Chamber. An additional 23 emails were added when people reached out to the Chamber requesting to be included and were checked against the LP alumni list by the Chamber. The total number of confirmed emails sent to the population was 817. The Chamber of

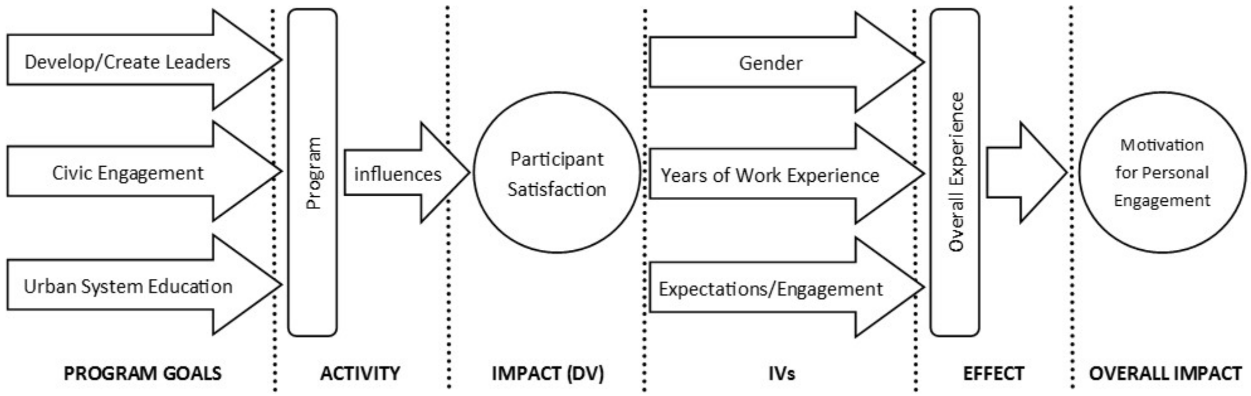

Figure 7. Conceptual Framework for Leadership Program Participant Study. This researcher interpretation of Creswell's interpretive framework describes how program goals influenced by the program activity may have an impact on the dependent variable, along with the independent variables, and the effect of the experience on the participant's motivation. Adapted from A Concise Introduction to Mixed Methods Research by J. W. Creswell, 2015 by SAGE Publications and "Connecting People for Development: Why public access to ICTs matter" by Sey et al., 2013, University of Washington, Information School Seattle: Technology and Social Change Group.

Commerce distributed the letters with the survey link to their list of 817 alumni on December 10, 2017. A reminder was sent on Monday, December 18, 2017 letting people know they could still participate. The survey was open for a total of 10 business days. One hundred and seventeen people (*n* = 117) responded and took the survey between 4:40 p.m. on December 10, 2017 and 5:00 p.m. on December 22, 2017.

Those who participated in the survey accounted for a 14.3% response rate of the total population. The survey participants who responded to the survey are hereafter referred to as "respondents" and reflect the total population of eligible participant alumni who successfully participated and whose results were documented. Percentages reflect the proportion of the 117 participants who took the survey, unless otherwise indicated.

Class distribution. There was a high survey response rate from the most recent 17 years of alumni. Beginning with the 1999-2000 (Class 25), an average of six people responded from each of the subsequent years. The 2014 and 2017 Classes had the highest number of respondents, with 12 respondents each, and within the last 17 years, the only class to have no response was 2001-2002 (Class 27). Overall, 88.04% of the survey respondents participated in the program within the last 17 years. Sixty-three percent of the respondents were from the last 10 years, and 43% participated in LP within the last five years.

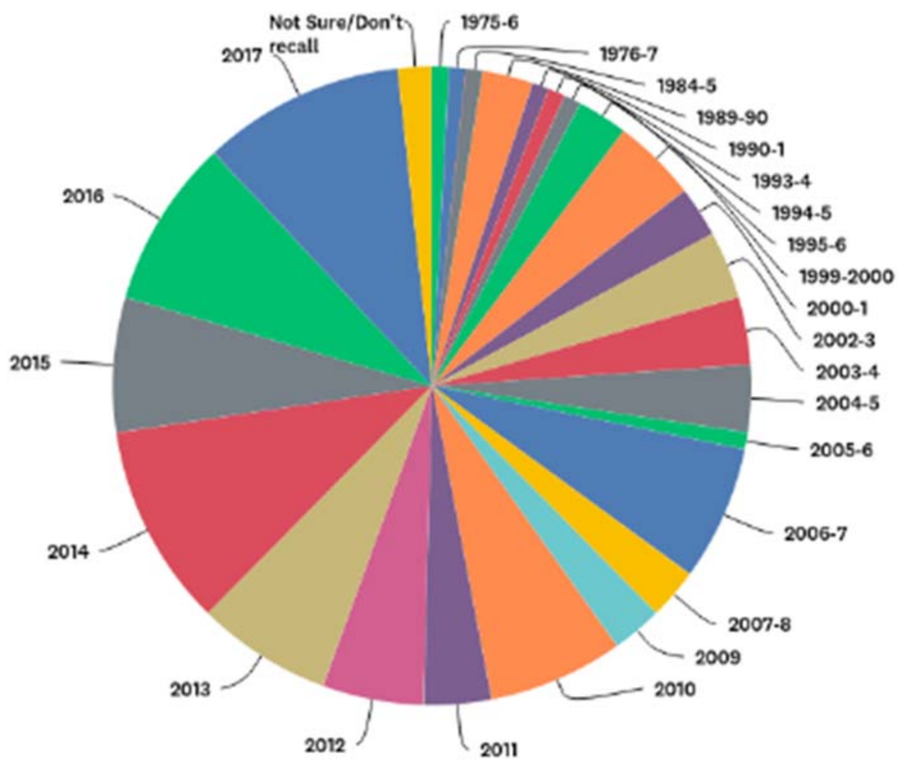

Figure 8. Survey Question 3: What Year Did You Participate in LP? Adapted from "LP Alumni Survey," by S.J. Wolff, 2017. Copyright SurveyMonkey® 1999-2018.

Of the 117 survey respondents, 35.9% of participants were between the ages of 41-50. The second highest age category was 31-40, in which 26.5% of the participants reported. The age distribution demonstrates over sixty percent of the participants were between the ages of 31 and 50. Fifty-six percent of the participants were male and 44% were female.

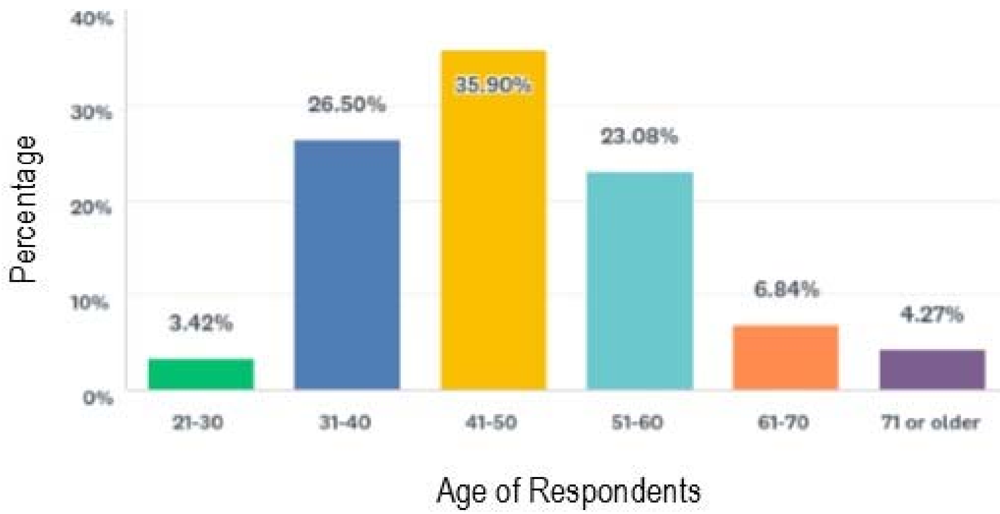

Figure 9. Survey Question 1: What Is Your Age? Adapted from "LP Alumni Survey," by S.J. Wolff, 2017. Copyright SurveyMonkey® 1999-2018.

Participant employment, work experience, and occupation. Most participants were introduced to LP either through a previous attendee of LP (49.6%) or recommended or referred by their employer (37.6%). Participants mostly worked for a Major Employer (18.0%) or classified themselves as Small Business Owner/Self-Employed (26.5%). The largest group of participants had more than 20 years of professional work experience (59.8%). The second largest group had between 15 and 20 years of professional work experience (17.1%). Overall, 93.2% of the participants had at least 10 years of work experience.

Figure 10. Survey Question 6: About How Many Years Do You Have of Professional Work Experience? Adapted from "LP Alumni Survey," by S.J. Wolff, 2017. Copyright SurveyMonkey® 1999-2018.

Most participants were currently the Chief Executive Officer, President, or the owner of their companies (32.5%), followed by Senior Vice President or Vice President (20.5%). In the Other category, 13 participants self-identified as Executive Directors, Specialists, Assistant Vice President, City Manager, Retired, Physician, Managing Director, General Counsel, Sales, Owner/Partner, and Partner in Private Surgical Practice (11.1%).

Scope of study. The scope of the study was an investigation of the participants of LP from 1975 to 2017. Before this study, participants of LP had not been asked about their expectations, experience, or outcomes of the 42-year program. The results of the survey determined whether the program met its stated goals, served as a starting point to track participant success and leadership post-program, and provided a baseline metric for The Chambers to continue to facilitate the program.

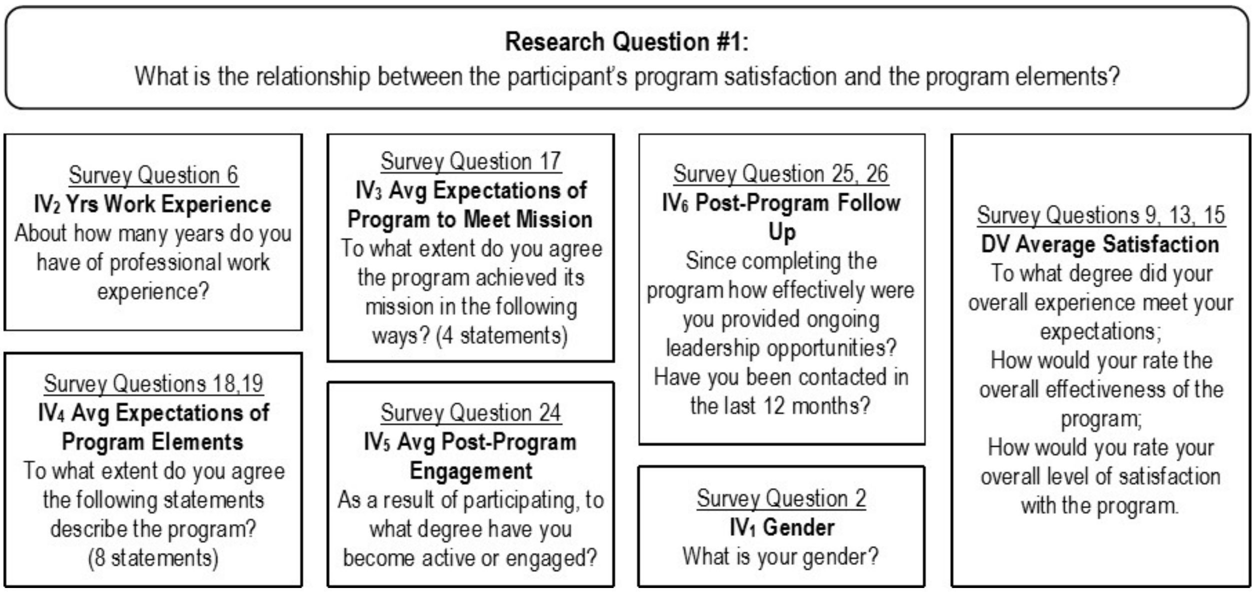

Figure 11. Survey Questions and Corresponding Variables. Adapted from "LP Alumni Survey," by S.J. Wolff, 2017. Copyright SurveyMonkey® 1999-2018.

Measuring satisfaction. Satisfaction with LP was a cornerstone for this research. The three questions that closely measured participant satisfaction were found in Question 9 ("To what degree did your overall experience with LP meet your expectations?"), Question 13 ("How would you rate the overall effectiveness of LP?"), and Question 15 ("How would you rate your overall level of satisfaction with LP?") (Wolff, 2017). These questions asked the respondent to use a slider bar to rank their percentage of satisfaction from 1 to 100. The three questions were edited to numeric values in the software Statistical Package for the Social Sciences (SPSS®) and averaged to produce a mean Satisfaction Score for each respondent.

Measuring expectation. Survey question 17 asked respondents about the Expectations of the Program to Meet the Stated Mission by asking, "To what extend to you agree LP achieved its mission in the following ways?" (Wolff, 2017). Responses to Question 17 asked respondents to choose from Strongly Agree, Agree, Neither Agree or Disagree, Disagree, and Strongly Disagree, to express their agreement or disagreement with four statements regarding the program: brought civic leaders together, exposed participants to urban systems, broadened the base of knowledge about urban systems, and encouraged participation in civic activities.

Question 18 addressed the participant's Expectations of Program Elements by asking respondents to identify their level of agreement with statements in the following categories, using the same scale as in Question 17, with the addition of Not Sure/Don't Recall: program entry, group diversity, challenging materials, leadership, practical skill development, and program structure. The option to answer Not Sure/Don't Recall was manually eliminated from the data set for this question to concentrate on concrete responses.

Question 19 also addressed Expectations of Program Elements by asking respondents to gauge their level of agreement with the statement, "As a result of participating in LP, my leadership skills have improved" and used the same scale as in Question 17 (Wolff, 2017). This question was selected to contribute to the overall expectation of leadership development, based on the marketing and promotion of the program, as well as having the word "Leadership" in the program title. The results of all three questions were transformed into an average score in SPSS®, and labeled as a new variable, Average Expectations.

Measuring engagement. Post-Program activity was measured with three questions that addressed Post-Program Engagement and Post-Program Follow Up. Question 24 asked participants to rate their degree of Post-Program Engagement, using the options Much More Active and Engaged, Slightly More Active and Engaged, About the Same, Slightly Less Active and Engaged, and Less Active and Engaged, in three activities after participating in the program: city or county events, local government, and leadership in their profession. Question 25 asked respondents to measure Post-Program Follow Up (IV_5) by asking respondents to use a slider bar to rank the percentage of effectiveness, from 1-100, of LP in providing on-going leadership opportunities. Question 25 was edited in SPSS to a numeric scale to allow calculation for this string variable. The Post-Program Follow Up variable was also measured on Question 26, where respondents were asked if they had been contacted in the past 12 months by either Chamber to participate in any events. Four answer options were offered: Yes, I have been contacted and participated; Yes, I have been contacted but not participated; No, I have not been contacted; and No, I have not been contacted, but I heard about it from another source.The results of these three questions were transformed into an average score in SPSS, creating a new IV, Average PP Engagement.

The averages of Satisfaction, Expectations, and Engagement variables are shown in Table 8.

Table 8

Means of Average Satisfaction, Engagement, and Expectation With Gender and Years of Work Experience

	DV_AverageSatisfaction		Average_Expectations		Average_Engagement	
	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation
Gender						
Female	196.24	38.83	12.36	3.71	31.6490	16.55664
Male	207.62	25.69	11.86	3.25	33.9590	15.43457
Total	202.56	32.55	12.08	3.46	32.93	15.91
Years of Work Experience						
5 to < 10 years	192.62	39.29	13.94	2.87	37.98	9.94
10 to < 15 years	200.84	30.34	12.32	3.61	35.07	16.68
15 to < 20 years	199.07	36.66	12.95	3.77	31.38	14.59
20 years or more	205.91	30.88	11.49	3.26	32.65	16.50
Total	202.56	32.55	12.08	3.46	32.93	15.91

Note. The following options: ($n = 0$) for <1 Year of Work Experience; ($n = 0$) 1 to < 3 Years of Work Experience; and ($n = 1$) 3 to < 5 Years of Work Experience, were eliminated from the model.

The differences across the categorical variables of Gender and Years of Work Experience were compared. Average Satisfaction, Average Expectations, and Average Engagement were calculated as average scores and compared. To demonstrate central tendency, means were used, along with standard deviation to indicate variability. The analysis showed that the Average Engagement mean was 32.93 (n = 117, SD = 15.91), which was higher than the Average Expectations mean of 12.08. This indicates that responses that included Average Engagement occurred more often than other variables in the survey and had a higher probability to cluster around Satisfaction.

To further investigate the variables of Expectations and Engagement, the variables were compared independently (uncondensed). The highest average mean was with IV_6, Post Program Follow Up with 55.77 (n = 117, SD = 32.84) as shown in Table 9.

Table 9

Means of Average Satisfaction With Individual Expectation and Engagement Variables

Statistics

		DV Average Satisfaction	IV3 Expectations Mission	IV4 Expectations ProgEle	IV5 Post Program Engagement	IV6 Post Program FollowUp
N	Valid	117	117	117	117	117
Mean		202.5613	4.9017	14.3547	5.0456	55.7735
Std. Deviation		32.54574	1.66737	4.20706	1.62471	32.84390

Note. DV Average Satisfaction, n = 117

Assumptions. Six assumptions were met before performing the Factorial ANOVA (Laerd Statistics, 2013a). First, the DV was measured continuously on a percentage scale of 0-100. Second, the two IVs contained two or more categorical and independent groups. Gender was categorical (male, female) and Years of Work Experience was defined by seven independent groups. Third, there was an independence of observations, and the IVs did not have a relationship between them. Gender was independent of Years of Work Experience and participants from either Gender may have a range of work experience. Fourth, there were no significant outliers in the model. There was one male with less than 3 Years of Work Experience, who was eliminated from the data set prior to the analysis. Fifth, the DV of Satisfaction was normally distributed between the IVs of Gender and Work Experience, as the normality figure represents. And Sixth, Levene's test of homogeneity of variance was performed to allow for variances between the IVs .

Table 10

Levene's Test of Equality for Satisfaction With Gender and Years of Work Experience

		Levene Statistic	df1	df2	Sig.
Average Satisfaction	Based on Mean	2.510	7	108	.020
	Based on Median	1.373	7	108	.224
	Based on Median and with adjusted df	1.373	7	85.685	.227
	Based on trimmed mean	2.198	7	108	.040

Note. Tests the null hypothesis that the error variance of the dependent variable is equal across groups.[a,b]
a. Dependent variable: AvgSatisfaction
b. Design: Intercept + Gender + YrsWorkExp + Gender * YrsWorkExp

Levene's test in Table 10 showed that the variances for Satisfaction were not equal for Gender and Years of Work Experience, (F (7,108) = 2.20, $p = 0.020$).

To test for Normality, the data were used in a Split File format to allow for the two IVs to determine if Satisfaction was normally distributed when categorized by Gender and grouped by Years of Work Experience. The Normal Q-Q plot demonstrates a good alignment between Satisfaction and the two IVs indicate a normal distribution and an effective data set for analysis.

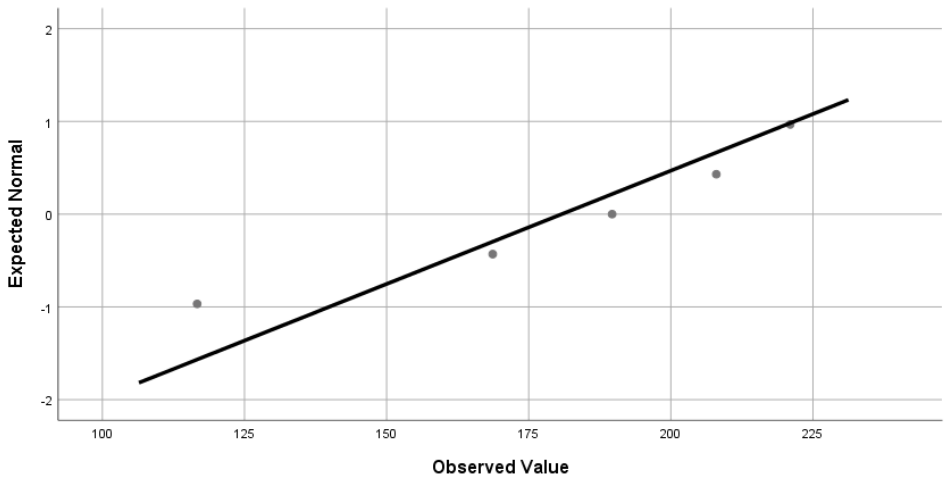

Figure 12. Normal Q-Q Plot of Satisfaction Between Gender and Years of Work Experience. DV=Satisfaction, IV_1=Gender, IV_2=Years of Work Experience.

Factorial Analysis of Variance

To discover if there was an interaction between Gender and Years of Work Experience when evaluating Satisfaction, the quantitative results of the survey were used. Satisfaction was investigated using Factorial ANOVA as the dependent variable, and the two independent variables of Gender and Work Experience to determine the relationship. This two-way ANOVA compared the means of the two IVs and analyzed any differences and interactions with Satisfaction.

Factorial analysis of variance results. The two-way ANOVA was performed to determine whether there was a relationship between Satisfaction and Gender and Years of Work Experience. There was no statistically significant interaction between the groups of Gender and Years of Work Experience, (F (3, 108) = 1.05, p = 0.38) on Satisfaction scores. There were non-significant main effects of both Gender (F (1, 108) = 2.29, p = 0.13) and Work Experience (F (4, 108) = 0.95, p = 0.44) on Satisfaction as shown in Table 11. This tells us that Satisfaction scores were not different depending on Gender or Years of Work Experience, and that respondents scored their level of Satisfaction with the program independent of whether they were male or female or had few or many years of professional work experience.

Table 11

Factorial ANOVA Satisfaction and Gender, Years of Work Experience

Tests of Between-Subjects Effects
Dependent Variable: DV_AverageSatisfaction

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	11849.073[a]	8	1481.134	1.441	.188
Intercept	998220.001	1	998220.001	971.057	.000
IV1Gender	2348.460	1	2348.460	2.285	.134
IV2YrsWorkExp	3922.721	4	980.680	.954	.436
IV1Gender * IV2YrsWorkExp	3226.277	3	1075.426	1.046	.375
Error	111021.072	108	1027.973		
Total	4923504.333	117			
Corrected Total	122870.144	116			

Note. DV=Satisfaction, IV_1=Gender, IV_2=Years of Work Experience
a. R Squared = .096 (Adjusted R Squared = .030)

Correlation

To address all three research questions, Pearson's Correlation was performed to determine the strength of a possible relationship between Satisfaction and the four IVs addressing Expectations and Engagement. Condensed scores for Expectations and Engagement were used.

Assumptions. Four assumptions were met before performing the correlation (Laerd Statistics, 2013b). First, the analysis was on two or more continuous variables and was measured at the interval level. Second, there was a linear relationship between the variables, as indicated by the scatterplot analysis. Third, an outlier was removed from the model so that no significant outliers existed. Fourth, there was normality between each pair of variables and the variables represented a normal distribution, as indicated by the scatterplot used to demonstrate linearity. The residual model showed the distance of the estimate from the measured value of Satisfaction.

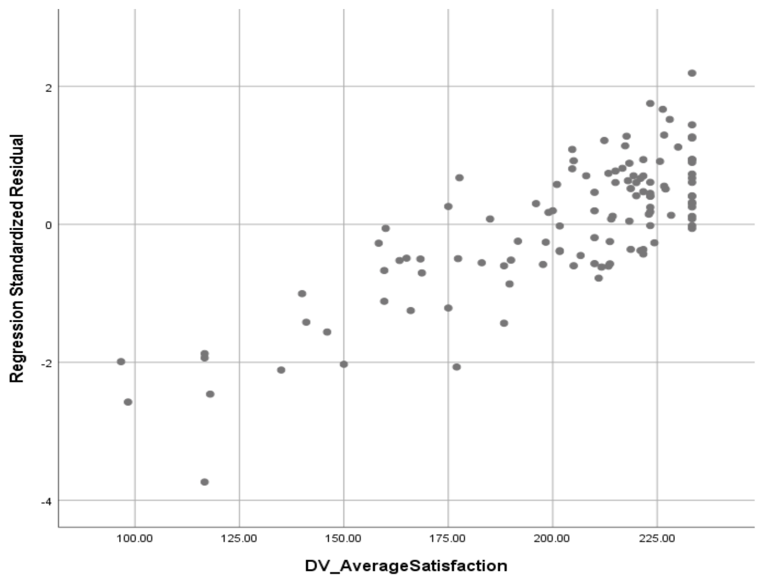

Figure 13. Residuals of Average Satisfaction. Average Satisfaction (DV) with condensed IVs Average Expectations and Average Engagement.

Pearson's correlation. A Pearson's product-moment correlation was run to determine the relationship between Satisfaction, Expectations, and Engagement. Table 12 shows the relationship between Satisfaction and Engagement was statistically significant and positive (r (n = 117) = 0.44, $p \leq 0.001$), but Expectation demonstrated a significant inverse negative relationship with Satisfaction (r = - 0.58, $p < 0.001$). Likewise, between Expectations and Engagement there was a significant inverse negative relationship ($r = -0.54$, $p < 0.001$).

Table 12

Pearson Correlations Between DV With Expectation and Engagement IVs

Correlations

		DV Average Satisfaction	Average Expectations	Average Engagement
DV_AverageSatisfaction	Pearson Correlation	1	-.584**	.436**
	Sig. (2-tailed)		.000	.000
	N	117	117	117
Average_Expectations	Pearson Correlation	-.584**	1	-.536**
	Sig. (2-tailed)	.000		.000
	N	117	117	117
Average_Engagement	Pearson Correlation	.436**	-.536**	1
	Sig. (2-tailed)	.000	.000	
	N	117	117	117

Note. **Correlation is significant at the 0.01 level (2-tailed)

To provide a deeper explanation of the strength of the relationship of the variables with Satisfaction, Table 13 shows uncondensed versions were used to perform additional correlations. The only positive correlation was between Satisfaction and Post-Program Follow Up (r (n = 117) = 0.46, $p < 0.001$). This is an indication that the participants who experienced events or communication following the program conclusion were more likely to be satisfied overall with the program.

Table 13

Pearson Correlations Between Average Satisfaction and 4 IVs

Correlations

		DV Average Satisfaction	IV3 Expectations Mission	IV4 Expectations ProgEle	IV5 Average PP Engagement	IV6 Average PP FollowUp
DV_Average Satisfaction	Pearson Correlation	1	-.442**	-.608**	-.357**	.458**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	117	117	117	117	117
IV3 Expectations Mission	Pearson Correlation	-.442**	1	.675**	.425**	-.453**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	117	117	117	117	117
IV4 Expectations ProgEle	Pearson Correlation	-.608**	.675**	1	.485**	-.576**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	117	117	117	117	117
IV5 Average PP Engagement	Pearson Correlation	-.357**	.425**	.485**	1	-.357**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	117	117	117	117	117
IV6 Average PP FollowUp	Pearson Correlation	.458**	-.453**	-.576**	-.357**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	117	117	117	117	117

Note. **Correlation is significant at the 0.01 level (2-tailed)

Multiple Linear Regression

Dependent and independent variables. The relationship of program Satisfaction (DV) with the four uncondensed IVs (Expectations to Meet Stated Mission, Expectations of Program, Post-Program Engagement, and Post-Program Follow Up) was also investigated. Multiple linear regression was used to determine the degree of relationship among the variables. The research questions addressed were, “To what extent did the program meet expectations based on participant experience?" and "Did the experience of participating in LP provide motivation for personal engagement in the participants' organizations, communities, or careers?" (Wolff, 2017).

Assumptions for Multiple Regression

Multicollinearity. Multicollinearity was reviewed to determine if the IVs were highly correlated. The tolerance of each of the IVs demonstrates how each IV may influence the variability of the other IVs. In this case, the tolerance levels are high (T=0.49, 0.41, 0.70, and 0.64), which indicates singularity, suggesting that any independent variable may be a combination of two or more other variables as shown in Table 14. Additionally, the variance inflation factor (VIF) was measured and indicated values below 10 for the IVs, further confirming singularity. To address this singularity, additional correlations were performed.

Table 14

Multicollinearity Between DV and Four IVs

Coefficients[a]

		Collinearity Statistics	
Model		Tolerance	VIF
1	(Constant)		
	Average Expectations to Meet Stated Mission (IV3)	.485	2.061
	Average Expectations of Program Elements (IV4)	.409	2.447
	Average Post-Program Engagement (IV5)	.697	1.435
	Average Post-Program Follow Up (IV6)	.636	1.572

Note. Dependent Variable: Average Satisfaction

Normality. To check for normality, a Normal P-P Plot Chart was generated to determine any differences between the regression analysis and what may have been predicted by the DV. The normal P-P Plot demonstrates a good diagonal line, suggesting a normal distribution along the DV.

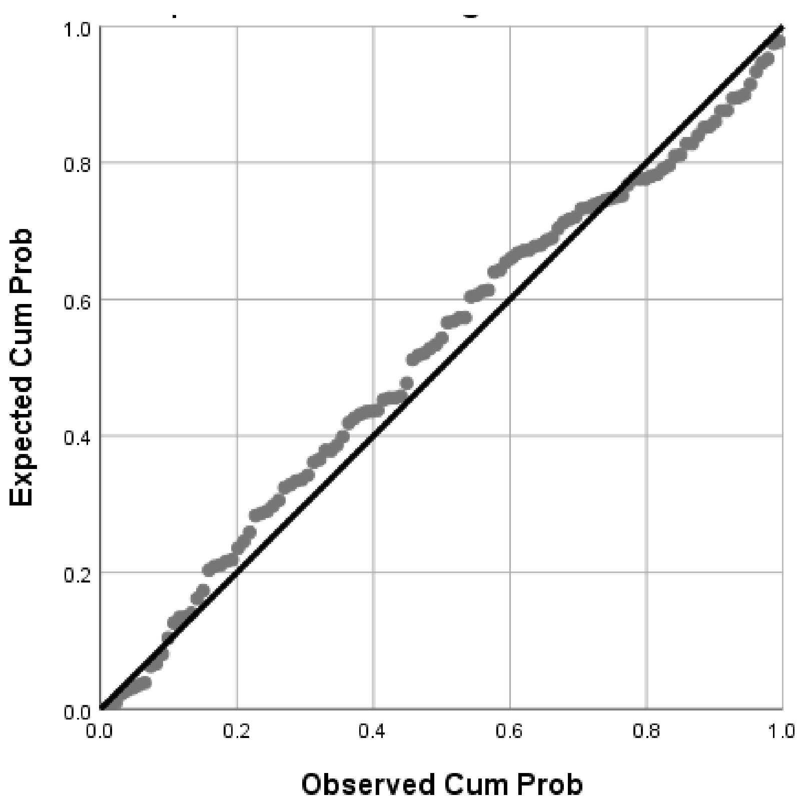

Figure 14. Normal P-P Plot of Regression Standardized Residual. Dependent Variable: Average Satisfaction.

The model summary demonstrates a moderate relationship between Satisfaction and the two IVs for Expectations and the two IVs for Engagement, since the adjusted R square is 0.405 as shown in Table 15. This tells us that there is a low amount of variance of Satisfaction for the participants as predicted by the four Expectation and Engagement variables. The adjusted R square tells us the amount of variance, or that 40.5% of the variance in Average Satisfaction can be explained by the four IVs.

Table 15

Satisfaction and Expectation/Engagement Regression Summary

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.653[a]	.426	.405	10.69612

Note. Predictors (Constant): Average Expectations to Meet Stated Mission (IV_3), Average Expectations of Program Elements (IV_4), Average Post-Program Engagement (IV_5), Average Post Program Follow Up (IV_6). Dependent Variable: Average Satisfaction

Regression results. The only significant predictor of Satisfaction was Expectations of the Program Elements; additionally, this variable had the most statistically significant relationship with Satisfaction ($\beta = -0.44$, $p = .000$). Table 16 shows the non-significant predictors were Expectations to Meet Stated Mission, Post-Program Engagement, and Post-Program Follow Up.

Table 16

Satisfaction and Expectations/Engagement Regression

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	112.634	6.290		17.907	.000
	Expectations to meet Stated Mission	-2.351	2.609	-.093	-.901	.369
	Expectations of Program Elements	-10.393	2.631	-.442	-3.950	.000
	Post-Program Engagement	-1.861	1.816	-.088	-1.025	.308
	Post-Program Follow Up	.056	.038	.135	1.500	.136

Note. Dependent Variable: Average Satisfaction

To further explore the interrelationship between Satisfaction and the four IVs addressing Expectations and Engagement, additional regressions were performed where the IVs were individually introduced to statistically control for their possible influence on Satisfaction. This allowed the researcher to explore the predictive ability of each of the four IVs. The correlation model in Table 17 demonstrated a strong negative inverse correlation with Satisfaction and 3 IVs (r = - 0.51, - 0.63, - 0.42). The only positive relationship was between Satisfaction and Post-Program Follow Up (r = 0.47).

Table 17

Satisfaction and Expectation and Engagement Correlation

Correlations		Average Satisfaction (DV)	Average Expectations to Meet Stated Mission (IV_3)	Average Expectations of Program Elements (IV_4)	Average Post-Program Engagement (IV_5)	Ongoing Leadership Opportunities (IV_6)
Pearson Correlation	Average Satisfaction (DV)	1.000	-.510	-.630	-.416	.471
	Average Expectations to Meet Stated Mission (IV_3)	-.510	1.000	.706	.443	-.491
	Average Expectations of Program Elements (IV_4)	-.630	.706	1.000	.517	-.571
	Average Post-Program Engagement (IV_5)	-.416	.443	.517	1.000	-.435
	Average Post-Program Follow Up (IV_6)	.471	-.491	-.571	-.435	1.000

Note. Dependent Variable: Average Satisfaction

A Step-Wise Linear Regression shown in Table 18 was performed to describe any explanatory power by removing the weakest correlated IV one at a time. To measure the quality of the prediction of Satisfaction, the model summary indicates a value of the R, or multiple correlation coefficient (R = 0.63), which indicates a good level of prediction of the model with the four IVs. The R square value was (R^2 = 0.391), which demonstrated that the IVs explained 39.1% of the overall variability of Satisfaction.

Table 18

Model Summary With Four IV Predictors

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.625[a]	.391	.369	25.85057

Note. Predictors: (Constant), IV6_AveragePPFollowUp, IV5_AveragePPEngagement, IV3_ExpectationsMission, IV4_ExpectationsProgEle

To determine the statistical significance of each of the IVs, the Beta values were reviewed. The *P*-value for three of the IVs was less than .000 and had little significance in predicting Satisfaction. Table 19 shows the *P*-value for IV_5 Expectations for Program Elements was significant at (β = -0.61, $p < 0.001$).

Table 19

Step-Wise Regression Coefficients and Excluded Variables

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	270.082	8.564		31.537	.000
	IV4_ExpectationsProgEle	-4.704	.573	-.608	-8.213	.000

Excluded Variables[a]

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics Tolerance
1	IV3_ExpectationsMission	-.058[b]	-.581	.562	-.054	.544
	IV5_AveragePPEngagement	-.081[b]	-.961	.339	-.090	.765
	IV6_AveragePPFollowUp	.162[b]	1.802	.074	.166	.669

Note. Dependent Variable: Satisfaction. Predictors in the Model (Constant), IV4 ExpectationsProgEle

When a Stepwise Regression was performed between the DV and four IVs, the model summary changed to include only the most significant predictor, which was Expectations of Program Elements. This means that most of the variability in Satisfaction was attributed to or predicted by respondents' Expectations of Program Elements.

Table 20

Model Summary With Expectations of Program Elements

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.608[a]	.370	.364	25.95057

Note. Predictors (Constant), IV4_ExpectationsProgEle

This demonstrated that when a participant had expectations of what they would experience from a curriculum standpoint of the program, whether those expectations were met or not, it was likely to affect their overall satisfaction with the program. A model summary of Expectations of Program Elements was performed separately and indicated that the R square value was ($R^2 = 0.370$) as shown in Table 20. This demonstrated the IVs overall explained 37.0% of the variability of Satisfaction.

Quantitative conclusions. The quantitative results from SurveyMonkey® and SPSS® were used to confirm frequencies of demographic information and to perform more sophisticated analysis. First, the dependent variable of Satisfaction was measured to provide a central tendency that summarized and compared differences between means. Satisfaction and the categorical variables of Gender and Years of Work Experience were used, and this statistic served as a baseline measure. The highest average mean was with Post-Program Follow Up, at (M = 55.77, *n*

= 117, SD = 32.84). This indicated that the highest statistical distribution to Satisfaction was Post-Program Follow Up.

The two-way factorial ANOVA was done to determine whether there was a relationship between Satisfaction and the categorical variables. The results demonstrated there was no statistically significant interaction between the groups of Gender and Years of Work Experience with Satisfaction. This means that respondents scored their level of Satisfaction independent of their gender or how many years they had been in the workforce.

Correlation was performed next to determine the strength of any relationships. Satisfaction was measured first with the average Expectations and Engagement variables, then with the four uncondensed independent variables. When Satisfaction was measured with the condensed variables of Expectation and Engagement, both were statistically significant. Expectations showed an inverse negative relationship and Engagement showed a strong positive relationship. So, when respondents considered expectations, they were in conflict with Satisfaction. This means that Satisfaction was higher when there were little or no expectations. Also, when respondents had specific expectations, they were less likely to have a high level of Satisfaction. When Engagement was considered, however, there was a positive correlation, which indicates that respondents who felt like there was a high level of Engagement following the program were more likely to have a high rate of Satisfaction. Engagement has a strong relationship to Satisfaction.

When the Engagement variables were uncondensed into Post-Program Engagement and Post-Program Follow Up, the only positive (and strongest) relationship was between Satisfaction and Post-Program Follow Up. This means that the participants who experienced events or communication following the program conclusion were more likely to be highly satisfied.

Finally, Multiple Linear Regression was performed to determine the degree of relationship. This was measured with the four uncondensed IVs, then reinforced with a Stepwise Regression to describe any explanatory power. The uncondensed model showed that the only significant predictor of Satisfaction was Expectations of Program Elements. The Stepwise Regression confirmed that most of the variability in Satisfaction was attributed to or predicted by how respondents scored their Expectations of Program Elements.

Overall, Satisfaction was high (88.7%) and Engagement was important to respondents. Engagement had the strongest relationship to Satisfaction, and Post-Program Follow Up had the highest statistical distribution to Satisfaction. The highest negative predictor of Satisfaction was Expectations of Program Elements. This meant that if a respondent had high expectations and they were not met, they were more likely to be dissatisfied with the program. And, if they had low or no expectations of what would happen in the program, they were more likely to be highly satisfied.

Chapter 5: Qualitative Research Findings

Qualitative Results

This section takes a closer look at the qualitative findings from the answers to the open-ended survey questions, interviews, and the documentation used to promote and advocate for the program. First, the documentation was reviewed to obtain a foundation of understanding for the researcher. The documentation yielded three main programmatic goals: to develop and create leaders, to provide urban system education, and to encourage civic engagement. Then, the survey responses from the open-ended questions were reviewed, during the process of which common words were identified and coded and broad themes were developed. The qualitative findings from the survey were analyzed through SurveyMonkey®, in which the codes were manually assigned. Finally, the interview transcripts were coded in a similar fashion as the survey. The total number of codes developed was 42, with 14 codes evident in both the survey and interview responses. The codes were grouped into five broad themes. The interviews and documentation were uploaded into qualitative analysis software NVivo® to discover commonly used words and frequency synonyms and to create Word Clouds. To further support and reinforce the response findings from all three qualitative sources, the five broad themes were compared to the five most frequently used words in the summative Word Cloud.

The interview and interview protocol were approved by the University of the Incarnate Word Institutional Review Board on November 29, 2017 (IRB#17-11-015). This enabled the researcher to use the five open-ended questions from the survey, the interviews, and the program documentation to analyze and triangulate findings that answered the research questions.

Document data analysis. Documents from the Chambers that described, promoted, and advocated the program were used as additional qualitative sources for investigation and analysis.

The documents used were the websites from both Chambers, which advertised the program; websites that called for applications; news articles promoting the program and announcing the most recent class participants; a brochure used for the Economic Development Issue Day in 2010; and an email from the program alumni association promoting an event. The documents were scanned and saved as Word® or PDF files, and saved from websites as PDF files. The documents were uploaded to NVivo®.

The initial basic qualitative analysis of the documents uncovered frequently used phrases that addressed three main areas: the goals to develop and create leaders, provide urban system education, and encourage civic engagement. These three program goals became the a priori categories used in the qualitative analysis that followed, using a word frequency analysis in NVivo®, and were identified as the broad program goals that helped to answer the research questions.

Survey response data analysis. Each of the 380 total responses to the five open-ended survey questions was coded within SurveyMonkey® by the researcher, then defined as a percentage of the total replies. This analysis provided trends for how participants broadly responded about each topic presented or question asked. The codes were counted and organized using a spreadsheet to track frequency of codes. Coding of all five questions yielded 28 codes and reflected the main subjects of the five open-ended questions from the survey. Each of the five survey questions were different, but one category, Program Elements, was significant and used as the code for three of the questions. One code, N/A, was used by the researcher and reflected responses that did not answer the question or were off-topic. Of the total responses, 6.1% were coded N/A and were considered outliers by the researcher and not added to the overall analysis. What follows is an initial qualitative analysis of the survey responses, including overall findings and coding.

Expectations. Question 11 asked respondents about their expectations of the program in a general way, which included reflection of their expectations of the program, the program itself, their experience, and any suggestions for improvement. Six codes were developed and labeled in SurveyMonkey® by the researcher by reading the individual responses and generating a context of understanding of what the respondents were trying to convey. Taking into account the negative tone of the question, most responses were generally negative, stating what did not happen or situations that had happened that the participants did not like.

Please provide more details about anything which did not meet expectations to help improve LP.
"Would like more hands on leadership activities; stronger connections to leadership opportunities within the community; post-LP placement requirement." (Leadership)
"Chambers need to do a better job of getting LP graduates into their committees. Specifically, business people (as opposed to public/government folks). I feel like many of the folks that graduate from LP and are never heard from again after graduation. It's a way to make sure we have new people continuously taking on active roles… and it gives more opportunity for actual business people to develop the chambers business policies." (Post Engagement and Program Elements)
"At the time I participated in LP, there were no ongoing Continuing Educational/Leadership opportunities offered. I believe this would have enhanced my LP experience, especially if tailored specifically for LP participants." (Post Engagement)
"Would have been nice to have more networking opportunities with some of the leaders/speakers from the days." (Program Elements)
"At times, it felt too focused on drinking and I felt that discourages those who don't drink. Several people left immediately following the program on a given day because they felt somewhat left out. FYI: I drank and participated." (Social Events)

Figure 15. Sample of Responses for Survey Question 11. Quotes adapted from "LP Survey," by S. J. Wolff. 2017 (see Appendix C).

Most responses were critical of the fact that LP did not present post-engagement opportunities (27.6%), or discussed the positive aspects of LP's Program Elements (27.6%), such as interaction with business leaders, civic learning, and access to the community. Common responses also included "alumni engagement impact after program," "more hands-on leadership activities," "smaller groups," "better quality participants."

Program elements. Question 27 addressed the participant's expectations of Program Elements, asking the respondent to recall any specific parts of the program that they found valuable. Five codes were developed, and most responses were positive, relating to codes of Networking (75.3%) and presenting specific examples of Civic Learning (37.1%). Many of the responses were coded into more than one category.

Please list or describe any aspects of the program which were most valuable to you, and why.
"I got to see some organizations and government systems normally secluded from the public." (Access)
"Programs dealing with city services like SAWS, CPS, SAHA, etc." (Civic Learning)
"Networking with public and private leadership, exposure to critical issues that affect the city and community; how the city works; how to get involved." (Civic Learning, Motivation for Involvement, Networking)
"#1 Building a network and meeting new people that I continue to collaborate with which has been very beneficial to leading a nonprofit. #2 Learning about the unique landscape of (the city). I learned so much about schools, stakeholders, history, etc. #3 On-going networking events through an alum association." (Civic Learning, Motivation for Involvement, Networking)
"The interaction with real business is great. The govt. stuff is a waste of time." (Program Elements)
"Being employed by a local government, I met leaders outside of my profession in other industries/professions who I may not have had the opportunity to network with." (Networking)

Figure 16. Sample of Responses for Survey Question 27. Quotes adapted from "LP Survey," by S. J. Wolff. 2017 (see Appendix C).

Networking was the highest category mentioned by the respondents, with references to their peers in the class, along with public and private business leaders. Frequently, respondents were pleasantly surprised by the quality and diversity of networking and this was expressed by statements like, "I would not have normally met these people or experienced these things."

Program experience. Question 28 asked respondents to recall any experiences that were not satisfying or valuable within the program. Four codes were developed by the researcher by generating a context of understanding of what the respondents were trying to convey. Although this question was not required, almost half of the respondents chose to write "N/A" or "everything was valuable." This code, Nothing Invaluable, had the highest response rate. This indicated that the respondents were authentically taking the survey by engaging in each question. This also indicated a thoughtful response, since the respondents took the time to respond without a negative connotation. Respondents commented equally about Participants (20.3%) and Program Elements (20.3%) being least valuable.

Please list or describe any aspects of the program which were LEAST valuable to you, and why.
"Specific panel discussions were very biased, resulting in no value. There were no opportunities for those to speak with opposing views." (Program Elements)
"While meeting new people is fantastic, there has been a shift to far too much partying and social aspect. More focus needs to be placed on the days and content, not the happy hour after." (Program Elements)
"Again, the size of the class and lack of structure. I understand since my class the chambers have altered the selection process and many local entities do not automatically get a participant selected. I believe LP suffered from automatically giving a slot to x company, so when x individual from x company was the only applicant, they automatically got the slot." (Participants and Program Design)
"Drinking and partying is great… but some of the drinking went overboard…" (Program Elements)

Figure 17. Sample of Responses for Survey Question 28. Quotes adapted from "LP Survey," by S. J. Wolff. 2017 (see Appendix C).

There was much criticism of the behavior of the participants, particularly in regards to drinking and social events. Overall, an equal amount of participants saw the value of the social networking and were critical of the excessive drinking that often accompanied the social events. Many responses listed "Happy Hours" as having too much focus or that there was "too much of a party atmosphere" (Wolff, 2017).

The common thread of the responses for the Program Design code was the lack of leadership development. While many of the participants admitted to not expecting leadership training, a few comments suggested it would be a valuable and welcomed addition. There was a wide range of what participants felt was not valuable, from long PowerPoint presentations and droning speakers, to negative experiences with people in the class. A few participants openly criticized the lack of buy-in from their classmates, along with egotistical and self-promoting attitudes. There were a few suggestions regarding non-profit participation and forming a true alumni association where after-program development would be supported.

Program experience barriers. Question 30 asked respondents to recall any limitations on their experience with the program, along with any effects of those barriers. Nine codes were developed by the researcher and labeled in SurveyMonkey®. Some responses were critical of specific elements, but most respondents took the time to type “no barriers.” Again, the researcher understood this action of typing “no barriers,” even though this was not a mandatory question, as a demonstration of the respondent’s commitment to authentically taking the survey. Taking into consideration that half of the respondents cited “no barriers,” this question had the lowest response rate of the entire survey with only 68 of the 117 respondents answering as shown in Table 21. There were more codes relating to this question than many others due to the specificity of the responses and the wide range of topics covered.

Table 21

Response Frequency for Survey Question 30

Please list or describe any barriers you experienced within the spectrum of LP and their personal or professional effects.					
Total Responses	Discrimination	Favoritism	Fundraising	Lack of Time	Low Participation
	7.4%	13.2%	4.4%	5.9%	2.9%
	5	9	3	4	2
	No Barriers	Other	Participant Behavior	Participant Egos	None or N/A
	50.0%	4.4%	5.9%	5.9%	2.9%
68	34	3	4	4	2

Note. Adapted from "LP Survey," by S. J. Wolff. 2017 (see Appendix C).

Even though respondents cited barriers, this did not conclusively indicate dissatisfaction with the program. This question was specifically asked to have respondents reflect on the program and to provide feedback to the Chambers about perceived limitations. The responses to this question were also used in axial coding for theme development.

Please list or describe any barriers you experienced within the spectrum of LP and their personal or professional effects.
"Classism – people not willing to network as freely with some people in the class as they have with others." (Discrimination)
"Some participants not doing enough work in the group." (Low Participation)
"…A lot of strong personalities… it can sometimes be a challenge to the quieter ones to get a word out. We need to train folks to listen more than they speak sometimes." (Participant Egos)
"The selection process was a major barrier. I was informed that because of my 'political resume' that I 'seemed transient professionally.'" (Favoritism)
"The expectation for participants to seek sponsorships." (Fundraising)
"I was disappointed by the level of unchecked drinking that occurred. It led to uncomfortable moments where I made sure to leave early to avoid any difficulties." (Participant Behavior)
"I thought the retreat facilitator talked more about himself than on developing others." (Program Elements)
"I could not contribute financially to the same extent as my classmates." (Fundraising)

Figure 18. Sample of Responses for Survey Question 30. Quotes adapted from "LP Survey," by S. J. Wolff. 2017 (see Appendix C).

Program elements. Question 31 asked respondents to make suggestions for the program. This question had a high level of responses and the highest number of codes, since the responses were highly varied. Again, even though the question was not mandatory, 20% of the respondents took the time to type "no suggestions," indicating an engaged population for the survey. The two highest codes suggested more Alumni Events (20.5%) and Leadership Training (15.1%). Suggestions of having more Current Topics, providing Board Opportunities, and adding more Varied Speakers created additional codes. This was also the first time the underlying theme concerning classism was realized by the researcher. The references to sponsorships, financial contributions, and fundraising were noted as sub-codes of Class, which related to the Participant theme.

Please provide more details about your expectations for LP which may not have been addressed to help make the program more effective.
"If the goal of LP is to develop the class participant to take the next steps of being leaders in the community, I wish there had been more opportunities to learn about organizations that are actively recruiting." (Board Opportunities)
"I expected there would have been more follow up once the class was over." (Follow Up/Goals)
"I thought we would be learning actual leadership skills." (More Leadership Training)
"Diverse panel speakers are needed. Don't have all political leaders from the same party." (Varied Speakers)
"Ongoing LP community dialogue about ongoing priorities, goals, projects across classes." (Alumni Events and Follow Up Goals)
"Should be a lifetime experience, not just one year." (Alumni Events)

Figure 19. Sample of Responses for Survey Question 31. Quotes adapted from "LP Survey," by S. J. Wolff. 2017 (see Appendix C).

Summation of survey question codes in themes. The question response codes were grouped into five major themes: Chamber, Participants, Leadership, Program Design, and Post

Program. These main qualitative themes were used to triangulate the findings of the interviews, open-ended survey questions, and the documentation.

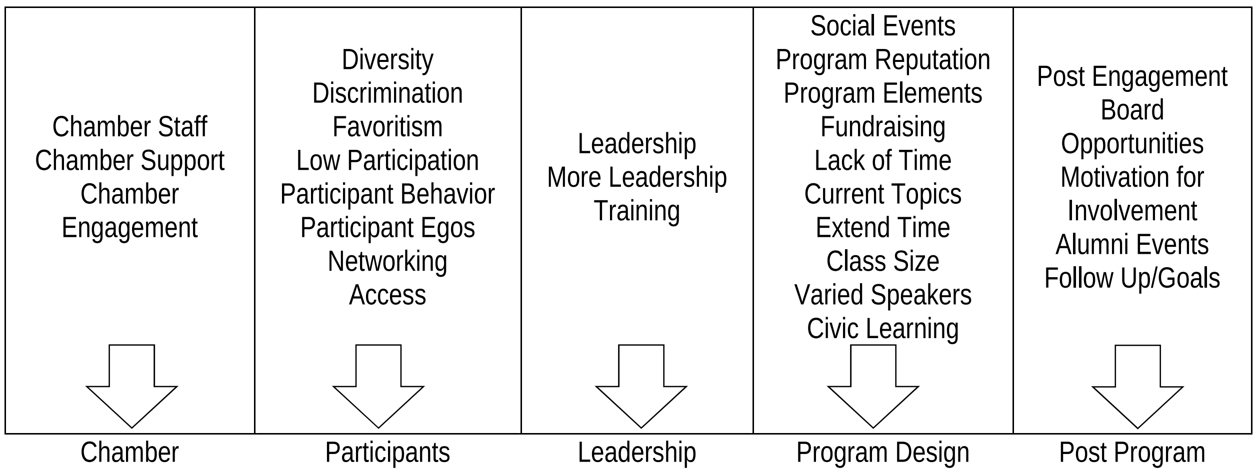

Figure 20. Identification of Codes to Themes From Survey Responses. Adapted from "LP Survey," by S. J. Wolff. 2017 (see Appendix C). Adapted from "LP Alumni Interview," by S. J. Wolff. 2017 (see Appendix D).

Interview data analysis. The first interview question asked participants to briefly describe their expectations before starting the program, and how these compared to their actual experience. This question was geared towards determining the participant's Satisfaction (DV), along with addressing the independent variables of Expectation and Engagement.

Almost all responses began with the interviewee recalling their actual experience, and how the program may have influenced it, along with their experiences following the program and connections made. The responses to question one were reviewed, along with its individual code, which were woven into broad themes. Creswell (2013) describes how to classify and interpret qualitative data by first forming categories to build more detailed descriptions, and then developing themes. The researcher followed this process by engaging in iterative coding across all data sources to develop themes.

For each interview statement response, a code was assigned that reflected the overall topic of the response, such as “Leadership Training,” “Networking,” “Program elements,” and “Access.” The researcher also included codes that described surprising topics, such as “Chamber Support” and “Discrimination.” Information that was conceptually interesting and important to the participants included topics such as “Participant Behavior” and “Social Events.” Specific words that identified people or specific actions that could be traced back to people or classes were used as sub-codes to ensure anonymity. Words that were vague, such as “program” and “participation,” were double-checked to understand the meaning of the underlying topic (i.e. considering “program” used as a noun or a verb and “participation” as a noun or as a description of behavior).

The researcher performed the coding by aggregating the text from all the transcribed interviews and then seeking additional evidence from the open-ended survey questions, looking for patterns of responses. The researcher identified repeated words within interviewee responses, such as “leadership,” “networking,” and “participants.” These words were compared to contextual clues within the survey responses to discover whether they appeared in other parts of the data. Codes that appeared multiple times, either directly or contextually repeated, and that were of the same pattern as the survey questions, were coded identically. New ideas that the researcher had not seen in the documentation or survey became new codes. These codes were further classified into broad themes, which could be conveyed as findings to eventually provide answers to the research questions. The themes were derived from chunking the codes into five main categories: Chamber, Participants, Leadership, Program Design, and Post Program as shown in Table 22.

Table 22

Identification of Codes to Themes From Survey and Interview Responses

	Chamber	Participants	Leadership	Program Design	Post Program
28 Codes from Open-ended Survey Questions	Chamber Staff Chamber Support Chamber Engagement	Diversity Discrimination Favoritism Low Participation Participant Behavior Participant Egos Networking Access	Leadership More Leadership Training	Social Events Program Reputation Program Elements Fundraising Lack of Time Current Topics Extend Time Class Size Varied Speakers Civic Learning	Post Engagement Board Opportunities Motivation for Involvement Alumni Events Follow Up/Goals
Duplicate Codes (occurred in both sources)	Chamber Support Chamber Staff	Diversity Participant Behavior Networking Access	Leadership Leadership Training	Social Civic Learning Program Elements	Board Opportunities Alumni Events Follow Up/Goals
14 Additional Codes from Interview Questions	Attendance Guidance Maintenance Database	Ethnicity Quality of Participants Political Attendees Lack of Experience	Leadership Theories Resume Builder	Roommates Service Component Business to Business	Community Service

Note. Forty-two codes represent the labels used to identify topics of responses for both open-ended survey and interview questions. Five themes were derived based on grouping of similar codes. Adapted from *Qualitative Inquiry and Research Design*, by J. W. Creswell 2013, p. 186-187. Copyright 2013 by Sage Publications.

These codes were assigned to the interview responses first, then further classified into themes. A word frequency analysis using NVivo® software was performed with the responses to the open-ended questions, the interview documents, and the documentation later in the study. The themes were evaluated as part of the software analysis to note similarities in the word frequencies and themes. Sample responses from each of the interview questions are provided, which are coded and summarized.

Interview protocol. The interview protocol consisted of five preparation procedures, a statement to the interviewee by the researcher, and three protocol steps before the researcher began to ask questions. The first preparation procedural step was to determine a mutually agreed time and place for the interview, which was a relatively confidential setting. This was done over email, and the researcher sent a meeting invite over email that contained a copy of the Consent to Participate in Research form. The meeting was scheduled and, after it was accepted, the researcher met the interviewee at the designated time and place. At the meeting, the researcher read a statement that described the purpose of the research and the goals for the interview and reminded the interviewee of the recording procedures (audio recording, transcription, and real-time note taking) and that their participation was voluntary and anonymous.

The researcher asked the interviewee to sign the provided Consent to Participate in Research and was offered a copy to keep. The researcher explained the structure of the questions, turned on the recorder, and began the interview. The final procedural step was to allow for small talk, to provide a comfortable setting for the participant.

Expectations and experience. The first interview question asked interviewees to recall their expectations prior to the program. Since all the people interviewed recalled their overall experience fondly, much of the feedback was positive for this question, and the answers focused on the program design and the Expectation Program Elements (IV_4). There were also comments that related to Expectation of Program to Meet Stated Mission (IV_3), such as, "I was looking forward to learning more about the city" and, "I wanted to learn how to become more involved in things that matter to my business and personal goals" (Wolff, 2017).

This question required the most prompting by the researcher to make sure expectations were included, as many participants wanted to immediately describe their positive or negative experiences. Many interview respondents had favorable memories and conveyed those positive experiences first; then recalled their expectations and made connections of how their expectations may have been met. Most had either a vague idea—"I knew I would meet new people"—or had based their expectations on the program reputation—"My coworker loved it and told me I would get a lot out of it" (Wolff, 2017).

Briefly describe your expectations of LP before starting the program. How did it compare with your experience?
"I went in expecting exactly what I got. I got the learning about the city and a deep dive in what issues were effecting the community – the good and bad of it." (Civic Learning)
"My first impression at the opening retreat was that everyone came to party. I didn't know anyone and had just had my first child, but (the sponsoring CEOs) were talking about how we were going to meet our best friend in this program." (Networking)
"I disagree that it supports continuing community service. What are the chambers doing to help us fill board seats? There is no continuity to connect with board service." (Post Engagement)
"I was starting to develop my passions and I was hoping that LP was going to guide me in the direction where I might go." (Motivation for Involvement)
"Leadership happened from the inside out. There was less leadership development, but more leaders." (Leadership)
"Connecting through the community and connecting my own work to the community is what I expected." (Networking)

Figure 21. Sample of Responses to Interview Question 1. Quotes adapted from "LP Alumni Interview," by S. J. Wolff. 2017 (see Appendix D).

Expectations and program elements. The second question asked more specifically about the Expectations of Program Elements (IV_4) and addressed the second research question, describing the extent to which the program may have met expectations. This question addressed not only the participant's expectations, but asked respondents to think about what may have surprised them. Responses included self-aware statements about fitting in, but also reflected the knowledge gained by listing positive new experiences, along with some unexpected negative elements regarding the program logistics or the participants. Interviewees listed only one or two things, but elaborated on why those elements surprised them. Frequent negative impressions from the interviewees included, "There was a lot of partying and social events," and "It was so competitive to get into the program." Positive feedback included, "I learned a lot," "The quality of the people I met and worked with was impressive," and comments that the reputation of the program in the community provided access (Wolff, 2017).

Was there an element of LP which surprised you? If so, how?
"I have never met so many engaged and smart people looking for the same things I am. That's the true value of LP." (Quality of Participants)
"At the closing retreat, I thought there would be a culmination – what did we learn? There should be something to leave for the chambers, track the course of the city. What were we leaving behind?" (Follow Up Goals)
"A very positive surprise is that when I was going to get donations, and when I told people I was in LP, we got more donations and a better response." (Fundraising)
"At the opening retreat we had roommates. That was weird since I was an adult, professional person. There were some that paid extra for a private room, but not everyone was told in advance." (Roommates)
"LP gave me the direction on where I needed to go to get things done, and what the departments actually do. It connected how the political faction of the city worked." (Civic Learning)
"I was surprised that there was a lot of drinking. Although it wasn't bad, there was a lot of it and the heart of LP is really connecting people, so it was okay." (Social Events)
"A pleasant surprise was the diversity of the group – school community, banking, real estate, new in their jobs, senior execs. I expected good diversity, but not as broad as it actually was." (Diversity)

Figure 22. Sample of Responses to Interview Question 2. Quotes adapted from "LP Alumni Interview," by S. J. Wolff. 2017 (see Appendix D).

Engagement post-program. The third interview question asked participants to name one way their business or organization was impacted after completing the program. This question addressed the third research question, which investigated how the experience of participating in the program may have provided motivation for Post-Program Engagement (IV_5) and Post-Program Follow Up (IV_6). Most responses were positive, describing business growth, personal growth, the advantages of a newly created network, and overall exposure to community.

As the respondents became more comfortable with the researcher, the answers became more detailed. Respondents began to recall details about their businesses that were impacted by their LP participation. A few people reacted with wonder, as if they had not realized the impact on their business or realized the influence of LP. "Oh, I was able to inform people about what our company did. A lot of people knew our name, but didn't know what we did," was a common thread. Participants in the program had the opportunity to promote their businesses, but were not expecting it as a foundational element of the program.

Name one way your business or organization was impacted after you completed LP. How?
"The program has helped my firm not only in business by definitely in name recognition and business growth." (Business to Business)
"I was definitely more plugged-in after LP." (Networking)
"It was sophisticated networking. This was… a select group of community leaders that shared something in common… an experience that would help us in our business." (Networking)
"Because of the people I met, I was able to talk with them later when I was starting my own business. It was helpful to call the banker from my class and candidly talk about exactly what I needed to do to get a loan." (Networking)
"I used my new LP network to start a dinner on a quarterly basis with local and honorary people… from my company to meet with executives in the community. I had always wanted to build this bridge to show people what we do." (Networking)
"The exposure showed me that I do have access to services and people. I didn't know I had this before." (Access)

Figure 23. Sample of Responses to Interview Question 3. Quotes adapted from "LP Alumni Interview," by S. J. Wolff. 2017 (see Appendix D).

Question four also addressed the third research question, exploring Post-Program Engagement (IV_5) by asking directly how respondents' community participation may have changed following the program. Responses were positive and participants described being motivated to participate in their community by serving on boards, volunteering, and actively searching for opportunities that met their personal passions. There were a few responses that questioned the goals of the program, where participants were self-reflective and suggested how the program might benefit from a more disciplined selection process. A common critical theme was questioning the results of the program and how best they could be used. Many respondents brought up their ability-- or inability—to serve on boards. Those critical of serving on boards responded with, "We have this population of people who want to serve. Why doesn't the Chamber help us to (get onto) boards?" While people were generally happy with the exposure to community activities—"It helped me focus on how I contribute to the community"—many of the responses had an underlying element of frustration—"The concept of LP is to shape City, but what are the goals?" A few respondents said they did not know how to move forward to take advantage of opportunities to serve or volunteer, but would have appreciated a seminar on the topic.

Explain one way your participation in the community has changed after participating in LP.
"LP makes you stop and go, 'Wait a minute. What is my legacy, my lasting impression that I will leave with the community?'" (Community Service)
"LP didn't make me run for office—which I eventually did successfully—but it showed me what I didn't know about the community." (Motivation for Involvement)
"It helped me focus on how I contribute to the community outside of my professional identification." (Community Service)
"I think the LP attendees are very young and don't know what it means to serve. LP might consider offering this as a program day." (Lack of Experience)

Figure 24. Sample of Responses to Interview Question 4. Quotes adapted from "LP Alumni Interview," by S. J. Wolff. 2017 (see Appendix D).

The final interview question expanded further on Post-Program Engagement (IV_5) and Post-Program Follow Up (IV_6) by asking more specifically about how the respondent may have been motivated to participate differently in their business or community. This question was intended to address instances of how participants may have applied knowledge gained in the program or how they may have seen their perspective of their business abilities shift. Responses to this question were longer, and included an assessment of how the Chambers might have reached out to participants following the program conclusion, about which some respondents were critical. “There needs to be a really good alumni group for those who want to stay in touch,” was a common response. Some participants were self-motivated to stay in touch with their former classmates, and explained how they still get together at regular intervals. Two of the interviewees said they have become so close with a few of their LP friends that they spend family vacations together or take annual “girl trips.”

This question also prompted reflection on the program as a whole. The respondents seemed to see this as the final opportunity to summarize their experience. Some answers were focused on topics which were current and timely events happening in the community during their time in the program, such as an early childhood Pre-K program that was advocating for public funding through an election during the program. Respondents mentioned that current events such as this provided new and important perspectives. One respondent started his own successful non-profit organization, and one ran successfully for public office.

Were you motivated to participate in a different way in your business or community?
"We ended up forming our own non-profit. We helped other non-profit organizations improve their business by sharing our LP contact list and helped one NPO raise $12,000 the first year, then $190,000 the following year. LP was a forced multiplier for NPOs." (Motivation for Involvement)
"I have always been disappointed there was no follow up with it came to service after the program. You should have success factors, like the Master's Leadership Program at the NPO fair. They advocate for committee participation after the program." (Follow Up/Goals)
"PreK4SA was being voted on for public funding in the community during the time I was in LP. I understood the business community support, but what was interesting was the public version of the message conflicted with on how people may vote personally." (Current Topics)
"It kind of regrouped (my) volunteerism. I thought to myself, 'What are you doing with your career that will make a difference in the community? What am I going to do now?'" (Motivation for Involvement)
"After LP, I became more aware of the importance of not only doing your own thing, but working with elected officials." (Civic Learning)

Figure 25. Sample of Responses to Interview Question 5. Quotes adapted from "LP Alumni Interview," by S. J. Wolff. 2017 (see Appendix D).

Interview final thoughts. Most of the participants continued to talk about the program after the formal interview concluded. Frequently, when the recording device was turned off and the researcher confirmed that the interview had recorded successfully, the respondents elaborated on the parts of the program that resonated with them the most. The researcher asked if these thoughts could be added to the notes, and when respondents agreed, the researcher added them to the Word® file manually following the interview conclusion. This additional response section was added to the end of each of the interview note files, titled "Final Thoughts," and provided additional insight and suggestions to a wide range of participant expectations, experiences, and engagement.

Final Thoughts of Interview Respondents
"You have to include NPOs in the class and as part of the program study. LP primed me but there are a lot of non-profits. Some are doing great, but there are many that need business help and access like LP." (Community Service)
"For a while, in the early 2000s, LP lost its 'oomph.' It was not seen as a premiere program, rather it was a program for the chambers and they basically wanted to promote chamber issues. Our class was really engaged and wanted to do things and a lot of time we'd want to do a fundraiser or develop a list and we were stifled by the chamber because they wanted to drive the bus." (Chamber Staff)
"The beauty of the program comes from the cross-section and diversity of participants." (Diversity)
"Access to sponsorships and resources was not fair. Large companies sponsored things and it was disparate for small companies. We had one guy whose company donated a bottle of water to every participant for every Issue Day. I had no resources to do that." (Fundraising)
"I was asked many times, 'How many times did you apply?' I began to feel bad that I got in on the first time and others took two or three times." (Participant Egos)
"I wish LP would do a speed dating like Master's Leadership." (Program Elements)
"I value the social aspect the most. That is the most valuable in every class because the rest is the same and can be replicated." (Social Events)
"When you are in school, it is really easy to develop long-term relationships. But LP brings a lot of diverse relationships to you—some of which I never would have met." (Networking)
"There was a missed opportunity that sits in front of the Chambers as they spend a year educating people, beyond the program." (Post Engagement)

Figure 26. Sample of Responses, Final Thoughts. Quotes adapted from "LP Alumni Interview," by S. J. Wolff. 2017 (see Appendix D).

Summation of interview codes to themes. Overall, the interview respondents were engaged, attentive, and responsive. The responses represented a wide range of topics, from civic learning and engagement, to the quality and behavior of fellow participants. The researcher reviewed every statement and compared it to the audio transcript. Each of the interview responses was organized as a statement within each of the interviewees' electronic interview note file by the researcher, and coded into contextual topics using common patterns of words and word frequency. When all the statements were coded, the researcher looked for codes similar to the responses to the open-ended survey questions. The duplicate codes from the survey responses were noted, and the researcher added the additional codes using a spreadsheet to track the codes.

Once the researcher organized the codes by topic, five broad themes were developed and added by the researcher: Chamber, Participants, Leadership, Program Design, and Post Program.

Triangulation of Qualitative Data Sources

The three data sources were used independently, then compared to find patterns in word use and themes. A qualitative software program was used to electronically condense the statements from the survey and interviews, and process the text found in the documents.

NVivo®. NVivo® is a qualitative software program "purpose-built for qualitative and mixed methods research" (QSR International Pty Ltd., 2017); it is a virtual container that provides analysis from multiple qualitative data sources and stores it, noting trends, themes, and patterns from the data. NVivo® was developed to manage the collection of data across different formats and provides a platform to organize qualitative data for efficiency. This study used NVivo® as a tool to assist with triangulation of sources, specifically the identification and categorization of themes for over 140 separate data sources used in this investigation. The researcher used NVivo® to store four different data formats for this study—text files, webpages, digital audio files, and PDFs—and to perform a text analysis on all three qualitative data sources—survey responses, interview recordings and notes, and documents. Additionally, the five themes from the survey—Chamber, Participants, Leadership, Program Design, and Post Program—were used with NVivo® to identify nodes within the qualitative data.

The first NVivo® product was released in 1999, but it has since been developed to include newer forms of data, such as PDFs and OneNote® files, and to work with updated operating systems. In 2013, NVivo® partnered with SurveyMonkey® to integrate qualitative data analysis into the survey platform. This connection was important to this study for immediate and flawless integration of data.

Though not new to the field of qualitative data analysis, NVivo® has been documented in recent qualitative and mixed method studies. In a 2016 study investigating alcohol marketing strategies to females, NVivo® was used to analyze transcribed audio recordings of interviews. Initial coding of themes was performed, then categorization into broad themes was manually completed. When the data was imported into NVivo®, nodes that formed the thematic coding were developed. These nodes identified patterns in the data sets, which was useful in a collaborative coding analysis between the three researchers for trustworthiness (Dumbili, 2015).

This qualitative data software is a helpful tool to ensure an unbiased qualitative review of the data. In the LP study, the coding labels were done beforehand by the researcher in SurveyMonkey® and for the responses from the interviews. This produced five major themes, which were compared with the Word Clouds to answer the research questions.

Word Clouds. Word Clouds "typically take the most frequently used words [from a source] and display them in an appealing visual representation that identifies key words in different sizes…based on the frequencies" (DePaolo & Wilkinson, 2014). They are often used to indicate theories or concepts which respondents find important, but they can also be used in the opposite way—to identify words or concepts that might be missing. In education fields, this is a common way for teachers to efficiently gauge student knowledge pre- and post-test. With a Word Cloud as a graphic organizer, teachers and students alike can effectively "step back" and see relationships between concepts when displayed in a visual format. This is an excellent starting point to introduce new topics through discussion. With a post-test Word Cloud, students may find their perspective shifting or narrowing, which is a good way for a teacher to subjectively assess overall student learning.

Kitchens (2014) used Word Cloud analysis for an informal gauge of student understanding in research papers. Students were first asked to free-write about the topic, with prompts asking about their current understanding of the concept they were researching. This was done as a pre-exercise before starting their research. After their papers were completed, another Word Cloud was created and the two Clouds were compared to evaluate their growth of understanding. Kitchens used a web-based tool, Wordle™ to generate simple Word Clouds by copying and pasting text from student notes and their final papers. The comparison of the "before" and "after" Word Clouds demonstrated a focus of their understanding in their final research (Kitchens, 2014).

Although Wordle™ was unable to be edited to either include or eliminate synonyms, word count, and number of letters in a word (like NVivo® software), the results can be considered as a distillation of the concepts. The Word Clouds supported the understanding of the writers in a general way, by using their exact words to conceptualize their understanding of the project. The Word Clouds produced post-project were more focused, used fewer words, and used words more applicable to the topic, which indicates a more educated and deeper understanding of the topic.

In the *Journal of the Association for Information Science and Technology*, researchers investigated the use of Word Clouds as they apply to social media, specifically Twitter and a user's personal posts or 'tweets.' Their idea was to prioritize user's tweets, to help users navigate and process their posts and the posts of users they follow for efficiency of understanding of the Twitter application and to minimize data overload (Leginus, Zhai, & Dolog, 2016). The article notes that Word Cloud development is a simple way to perform data mining and statistical weighting to market to users based on their word frequency. The research proposes that Word

Clouds could be developed that are more targeted and personalized to provide more useful information about the user, rather than just what they tweet. The article proposes specific strategies to discover this information based on posted tweets, ignored tweets, and retweets, along with a framework which combines all user information.

The researchers also propose a way to evaluate the produced Word Clouds to reflect user preferences and their interests. Though the main goal of the study in this article was to determine whether creating a highly-personalized Word Cloud assisted with the efficiency of the user, the development and application of understanding created by the Cloud is applicable to this study. A sophisticated algorithm was created within the Twitter application to assist in the development of the Word Clouds. Word nodes were identified, along with positive and negative terms, and categorized into a graph-based ranking. Due to the technical specifications used, and the large base of data used, a Boolean search for relevance was performed prior to the World Cloud generation.

In the Twitter study, findings from four Word Clouds were compared. They represented slightly different personalization mining techniques (i.e., past tweets, retweets). The research indicated that "that a combination of positive feedback and negative feedback is the most effective strategy for feedback" (Leginus, Zhai, & Dolog, 2016). The study used both positive and negative words, treating all words equally, which created a predictable method of comparison based solely on word use. Word Clouds do not discriminate between positive and negative words; rather, when used as a basic analysis, they demonstrate the frequency of words generated. The conclusion of the Twitter study found that the development of a strategy beginning with the user's own tweets was an effective way to improve personalized Word Clouds and improved the overall quality of the Clouds (Leginus, Zhai, & Dolog, 2016).

In this LP study, Word Clouds were generated from the user's own words, whether they were typed into the survey or spoken and recorded as digital audio. While there was not a variety of sophisticated strategies to analyze quotes and responses by user (as in the Twitter study), the respondents were analyzed as a group, and carefully edited using modern software.

While Word Clouds convey information that is learned or used, with large amounts of text data, such as in this study of LP, Word Clouds can be useful to filter data to describe salient topics. DePaolo (2014) used Word Clouds to assess student learning and provide hard feedback to improve her teaching while using large amounts of data in a meaningful and efficient way (DePaolo & Wilkinson, 2014). In a classroom setting, DePaolo analyzed a variety of student data in a Word Cloud. Key words in short-answers, pre- and post-test evaluations, course evaluations with student feedback, student reflection papers, programmatic assessment, and formative feedback to students were used in the analysis.

The two sources in DePaolo and Wilkinson's study that are particularly important to this study are the direct responses of the students—the short answer and the reflection papers. The short answers from the tests are much like the open-ended questions on the survey in this LP study, which were (in most cases) brief and to the point. The student reflection papers are similar to the interviews, where respondents were asked to describe their experience in LP. In the student study, the teacher was able to discern by the nature of the Word Cloud whether students were grasping large concepts by correctly using key words. When students wrote reflection papers at the end of the course, students emphasized what they had learned from their experience. DePaolo and Wilkinson state, "one way in which word clouds may be useful…is in helping to understand what students are learning or getting out of experiential learning"

(DePaolo & Wilkinson, 2014, p. 41). This is particularly applicable to LP, since the goal is to understand the perceptions of the participants based on their experience.

In qualitative research, the use of Word Clouds is useful in coding data to quickly identify the most-used words, as well as analyzing text data such as interviews or exit polling. Researchers should be careful when using Word Clouds as a single evaluative method, since all data is unique and Word Clouds may not replace a more manual and detailed approach.

Overall, Word Clouds represent themes and subjects for a particular topic of study, in an easy-to-read, visual format. In this study, Word Clouds were first used as a pre-assessment of the Expectations to Meet Stated Mission (IV_3) by using LP's marketing and promotional collateral. This analysis, combined with the Kitchens study, which used the comparison of Word Clouds to condense concepts learned, and the Twitter study, which used Word Clouds to isolate the frequency of user words for more resourceful future use and to convey the general idea of a base of data, supports the large amount of qualitative data that were combined to produce a summary of ideas from different sources.

NVivo® qualitative analysis and word clouds. A Word Frequency Query for the three qualitative data sources—the answers to the open-ended survey questions, the interview response statements, and the text from the program documents—was conducted using NVivo®.. Four queries were performed. First, they were run on each qualitative source separately, then all sources were run as a summative query. All four models generated Word Clouds, using the same limitations:

1. The 20 most frequently used words, using synonym groups
2. Words consisting of four or more letters

Synonym groups were viewed and edited by the researcher to account for program-specific language, such as “class,” which did not mean “ranking” or “classification;” rather its synonym would have been “program” or “group.” Since participants frequently referred to their participation by class number and year, this was edited by the researcher to reflect the contextual intent of the words. Words with four or more letters were specified in the query to avoid the frequent 3-letter acronym used to identify the program, which showed up as the top-used word in initial queries. The findings from the sources yielded Word Clouds containing the 20 most frequently used words.

Figure 27. Qualitative Word Cloud: All Sources. Adapted from open-ended survey questions, researcher interview notes, audio files, and program documentation from “LP Survey,” by S. J. Wolff, 2017 (see Appendix C) and “LP Alumni Interview,” by S. J. Wolff, 2017 (see Appendix D; see Appendix G for support documentation).

All sources. “Leadership” is the most frequently used word in all the qualitative data collected. Secondary words of “Program” and “Participants” were found with high frequency. Although “people” and “participants” could be construed as similar words, the participants were understood to be part of the program, whereas “people” had a broader context, which included the participants' exposure to new people, not necessarily within the participants' program class. The word "show" was edited within the software to convey the verb "demonstrate" and similar phrases, instead of referring to a noun. The word "dissimilar" is contained as a synonym of "diversity," which is one of the participant codes. "Helped" is a synonym for "influence" and "group" is understood as a noun, not a verb. The word "application" refers to the actual program element, or the physical application required to apply to the program, and is not a synonym for the verb "engagement."

Figure 28. Qualitative Word Cloud: Survey. Adapted from open-ended survey questions from "LP Survey," by S. J. Wolff, 2017 (see Appendix C; see Appendix H for support documentation).

Survey. "Leadership" was the most frequently used word in the participant responses to the open-ended questions of the survey. The word "program" included references not only to the noun "class," but also used the verb, "process" as a synonym. The word "Chambers" was eliminated as one of the top frequently-used words, due to its high use as a referral for context, and was not specific to either sponsor or codes. "Aspect" was used infrequently, but commonly used by the participants to refer to "perspective."

Figure 29. Qualitative Word Cloud: Interviews. Adapted from researcher interview notes and audio files from "LP Alumni Interview," by S. J. Wolff, 2017 (see Appendix D; see Appendix I for support documentation).

Interviews. The notes and transcribed audio files from the face-to-face interviews produced many text phrases. The word "people" was by far the most frequently used word, used 121 times by the interview respondents. Both the survey and interview illustrated the ideas to which participants related and that correlated to their experience.

Figure 30. Qualitative Word Cloud: Documentation. Adapted from program documentation of the Chamber of Commerce, 2016; SA2020, 2016; *SA Express News*, 2009; and the Hispanic Chamber of Commerce, 2009, 2010, and 2015 (see Appendix J for support documentation).

Documentation. The documentation for the program included text from websites that advertised and promoted the program, marketing flyers, information from chamber websites, articles announcing open applications and announcements of participant classes, and agendas for Issue Days, which demonstrated how the program is positioned in the community. The words "Leadership" and "Program" are the most frequent words used on the documentation, which describes the program and sets expectations for what participants may experience.

Figure 31. Qualitative Comparisons of Word Clouds: All Sources. Adapted from open-ended survey questions, researcher interview notes, audio files, and program documentation from "LP Survey," by S. J. Wolff, 2017 (see Appendix C) and "LP Alumni Interview," by S. J. Wolff, 2017 (see Appendix D).

Qualitative Summary

Reflecting on the natural progression in which people move through experiences, an assumption could be made that most people do not think about the process; rather, they focus on the goal and figure out how to get there. Bandura writes that "motivation is primarily concerned with how behavior is activated and maintained," noting that events can be stimuli, but most behavior is a result of the absence of these events. Bandura notes that this is the time—when we are not stimulated—in which we rely on mindful and cognitive memory to encourage us into action (Bandura, 1977).

Since LP is not inherently driven by goals—although they are noted in the documentation—there is no clear discussion of the outcomes or experiences for the participants, and most of the participants are self-motivated following the program conclusion. Coupled with anonymity, this vague expectation allowed respondents of the survey to provide authentic feedback when recalling their expectations and experience. During the survey and interview, many of the participants began to recall specific situations and tell stories of their expectations of the program, their experience, and their community or career engagement following the program.

When the Word Clouds were evaluated, the researcher found that, when comparing the three sources, there were patterns of expectations from the documentation and the experiences. The words and phrases common to each of the three sources are found within each Cloud, but the emphasis changed, as noted by the changing sizes of the words in the Cloud. This was expected, since each qualitative source had slightly different goals for uncovering information and answering the research questions.

The goal of the survey was to gain an understanding of participants' overall expectations, experiences, and engagement. The feedback provided from the qualitative part of the survey also provided findings to determine whether the program met expectations based on their experiences (Research Question #2), and if the experience gained while participating in the program provided motivation for engagement following the program conclusion (Research Question #3). Since the survey contained 31 questions and only five open-ended questions, a large amount of specificity in answers was not expected or gained. The goal of the interviews was to delve deeper into the understanding of participants' expectations as the interviewee expanded on their experience in more detail and spoke more specifically about their personal engagement and growth following the program. The documentation provided a foundation of understanding of the program, while narrowing the focus of the research to note participant feedback that may have reflected the program goals.

When reviewing the Word Cloud from All Sources, we discover that Leadership is the most frequently discussed topic as shown in Table 23. This makes sense since the program has the word 'leadership' in the title. The words "program," "people," "participants, "development," "chamber," "helped," and "issues" were the top words, which aligned with the codes from the survey and interviews.

Table 23

All Sources Word Frequency

Word	Count	Similar Words
leadership	237	leader, leaders, leadership
program	207	curriculum, plan, planned, planning, plans, program, programming, programs, schedule
people	194	mass, people
participants	191	active, actively, activities, activity, engagements, engaging, entered, involve, participant, participants, participants', participate, participated, participating, participation
development	223	acquired, develop, developed, developing, 'developing, development, educated, educating, education, educational, educators, grow, growing, growth, mature, modern, originally, preparation, prepared, train, trained, training
chamber	115	chamber, chambers
helped	118	assistance, assisted, available, facilitate, facilitator, help, helped, helpful, helping, helps, portions, service, services, supports
issues	149	effected, effects, emerging, event, events, issue, issues, number, public, released, result, resulted, resulting, return, subject, subjective, topic, topical, topics

Note. Adapted from "Word Cloud: All Sources," by S. J. Wolff. 2017 (see Appendix G).

Much of the feedback and personal responses referred to leadership in some way, either recalling the leaders in the class, the lack of leadership training, or the introduction to community leaders during the participants' experience. Elements of the program were frequently discussed, and were themes in many of the interviews and survey feedback. When recalling participant experiences, many recalled specific program elements, such as the civic learning, access, time spent, and environment in which they participated. Many participants also commented on the class make-up – the other participants—and made simple judgements about their backgrounds, experience, and participation levels. Since the program is facilitated by the members of the program, much of the feedback about the participants was expected, and is evident in the high frequency of the word "people."

Overall, from the perspective of the participants and the documentation provided about the program, and based on the findings from the qualitative elements, the participants perceived that the program focused on the main ideas of leadership, people and participants, elements of the program, and development and education of the issues. "Helped" was a frequent word, and the researcher noted this word was often used to express how the participants learned, such as, "The exposure to our city's leaders really helped me to understand the gravity of our government and my role in it" (Wolff, 2017).

The eight most frequent words found in the All Sources Word Cloud were then compared by the researcher to the spreadsheet that outlined the codes from the survey and interviews. The three stated goals of the program (from the program documentation) were also added to the spreadsheet. The researcher noted that, when the word frequency from the Summary Word Cloud and the stated goals from the documentation were added to the spreadsheet with the codes from the survey and interviews, they naturally fell into the five broad themes previously developed. This finding allowed the researcher to confirm the qualitative findings by visually understanding how the concepts uncovered during the investigation of this study supported the goals of the program.

When the researcher looked to the qualitative data for support to answer the research questions, the answers were rooted in the collection of responses and reflected by the five themes.

When the top five results from the Word Clouds were compared to the five broad themes, the words “Chamber,” “People/Participants,” “Leadership,” “Program Issues,” and “Development/Helped” categorized and aligned well within the five broad themes as shown in Table 24. This triangulation of sources to the themes gives good validity to the qualitative analysis.

Table 24

Identification of Codes to Themes: Survey, Interview, Documentation, and Word Cloud

	Chamber	Participants	Leadership	Program Design	Post Program
Open-ended Survey Questions	Chamber Staff Chamber Support Chamber Engagement	Diversity Discrimination Favoritism Low Participation Participant Behavior Participant Egos Networking Access	Leadership More Leadership Training	Social Events Program Reputation Program Elements Fundraising Lack of Time Current Topics Extend Time Class Size Varied Speakers Civic Learning	Post Engagement Board Opportunities Motivation for Involvement Alumni Events Follow Up/Goals
Interview Response Statements	Attendance Guidance Maintenance Database	Ethnicity Quality of Participants Political Attendees Lack of Experience	Leadership Theories Resume Builder	Roommates Service Component Business to Business	Community Service
Summary Word Cloud	Chamber	People Participants	Leadership	Program Issues	Development Helped
Documents (Stated Mission)			Develop Leaders Create Leaders	Urban System Education	Civic engagement

Note. Forty-two codes represent the labels used to identify topics of responses for both open-ended survey and interview questions. Five themes were derived based on grouping of similar codes. Eight topics were derived from the summary Word Cloud. Three goals were noted in the program documentation. Adapted from *Qualitative Inquiry and Research Design*, by J. W. Creswell, 2013, p. 186-187. Copyright 2013 by Sage Publications.

Chapter 6: Conclusions

Purpose of Study

The purpose of this study was to investigate the experiences of participants who participated in a civic leadership program and to document their expectations, experiences, and engagement related to their perceptions. The study used a mixed method design to answer the research questions below, using quantitative and qualitative measures and sources.

Question	How Measured	Source
1. What is the relationship between the participants' program satisfaction and the program elements?	Quantitative/Qualitative	Survey
2. To what extent did the program meet expectations, based on participant experience?	Quantitative/Qualitative	Survey, Interview, and Documentation
3. Did the experience of participating in the program provide motivation for personal engagement in the participants' organizations, communities, or careers? If so, why and how?	Quantitative/Qualitative	Survey and Interview

Figure 32. Study Research Questions. Developed from researcher, S. J. Wolff, 2015.

The research questions addressed a logical progression of participant experience, beginning with their expectations prior to the program. Then, research questions addressed the participant's experience within the program. The final research question inquired about the participant's engagement post-program. Using this before-during-after strategy allowed the research to develop holistic themes surrounding the program, within the real-world context of the community.

Summary of Theoretical Foundation and Conceptual Framework

The mixed method design incorporated a sociological approach from Bandura's Social Learning Theory, along with Creswell's interpretive framework to determine the results and findings of the study. Social Learning Theory was used as a basis for and explanation of the results and served as the theoretical foundation, or the "why" of the study. The program researched occurred in a social setting, where new ideas were presented and participants were exposed to civic projects and urban systems. The conceptual framework illustrated the concepts of the program and explained how the research questions were to be explored. Creswell's framework was particularly appropriate, since he suggests the application is most effective for studies that incorporate leadership theory such as Social Learning Theory.

When the theoretical foundation of Bandura's Social Learning Theory was compared to the research data, similarities were found that effect human behavior. Bandura shows that a person's observation and engagement in a process are critical factors in influencing and educating themselves. This participative process adds value to thought, behavior, and function.

When participants experienced the Leadership Program, they did so within the frame of cognition, which is an important part of Bandura's process. This self-regulation and self-awareness created a collaborative work environment when the participants had to work together to plan and execute Issue Days. In LP, outcomes and successes were contingent on the influences and input of the other participants. Environmental factors were considered, and the behavioral influences were the personal knowledge, expectations, and attitudes of all participants.

This study investigated the expectations, experiences, and engagement of the participants. These three main ideas relate to the environmental factors, cognitive factors, and behavioral factors conveyed in Bandura's Social Learning Theory model. All the factors influence human behavior, and in the case of LP, influenced participant satisfaction.

The cognitive factors in this study are those that related closely to participant expectations. The knowledge gained in the program was a factor in how participants reported their Satisfaction. There was an inverse relationship between Expectations and Satisfaction, but Bandura states that not all influences in Social Learning Theory are positive. Expectations to Meet Mission were not met, and both Expectation variables influenced overall Satisfaction. This contributed to participant's attitudes towards the program and their program Satisfaction.

The behavioral factors in the model correlated closely to the Experience of participants. The planning of Issue Days helped realize skills and brought about self-efficacy when experiencing or observing behavior. Participants listed "no barriers" when asked about their overall experience, which relates to how they self-regulated within the program.

The environmental factors connected with the Engagement aspect of the participants, since the factors were fixed in social norms, access in the community, and influence. This was evident since Gender and Years of Work Experience had no influence on the social norms or others. The words "access" and "influence" were used frequently in positive ways when participants recalled their experience and related it to how they were engaged in the community following the program. Post-Program Engagement was one of the most influential variables and had the strongest relationship to Satisfaction.

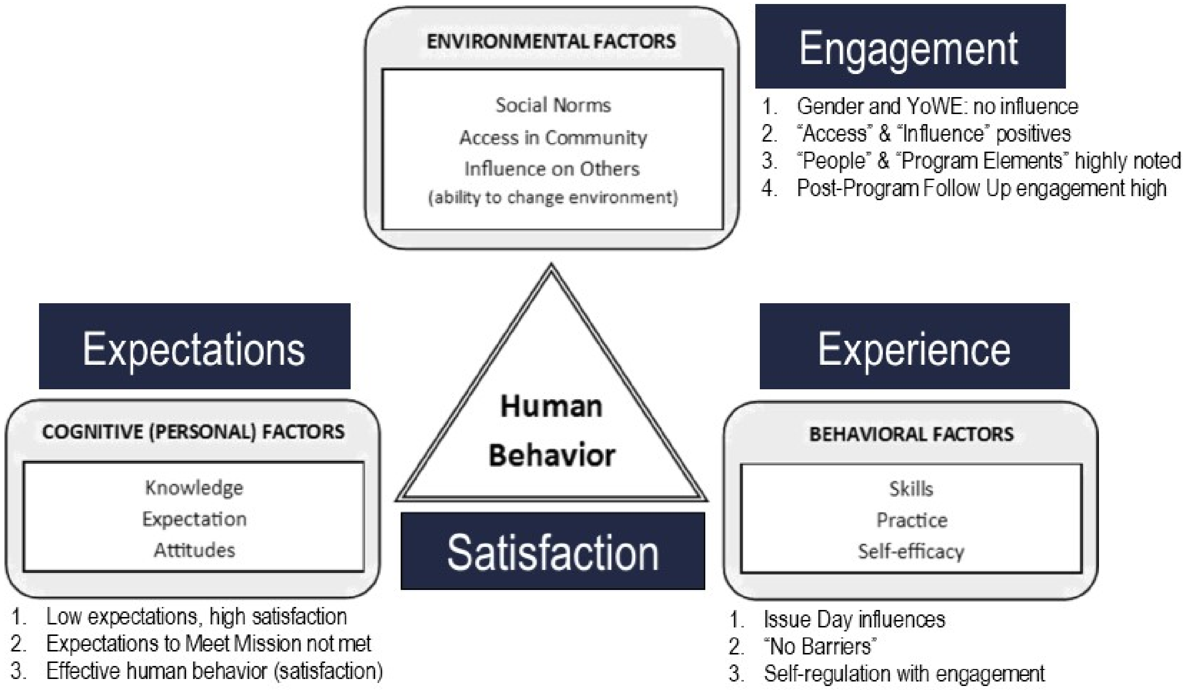

Figure 33. Relationship Between LP study and Social Learning Theory. Demonstrates how the investigative study's research question categories associate to the factors of Bandura's Social Learning Theory model and development domains to contribute to human behavior in LP. Adapted from *Social learning theory* (1977) by A. Bandura.

Summary of Literature Review

Civic leadership programs are becoming commonplace to promote leadership within communities. Communities regularly advocate for initiatives and require participation by their leaders. To cultivate this participation, leadership programs have become a primer to not only educate, but to find local leadership and to foster community engagement. By exposing a community to the background and workings of a city, motivated people will become naturally curious and engaged to find solutions to issues. How people navigate their community can be positively enhanced by the participation of a civic or community leadership program. Effective programs are mutually beneficial, as the participant develops into a community leader, and the community itself gains the benefit of his or her engagement.

Summary of Methodology

A mixed method design was used to investigate the experiences of the participants within the real-world context of the program. A descriptive survey provided quantitative and qualitative information, along with facilitating face-to-face interviews and qualitative inquiry for analysis. Statistical modeling was performed to draw conclusions from the results of predictive variables, define relationships, and explore variance among those relationships. Sources of documentation were used as evidence to triangulate findings.

Conclusions of Program Analysis

LP is a well-received program, which provides excellent access to civic issues and community leaders. The reputation of LP is held in high regard and the competitive process to attend is seen as a result of a highly desirable experience. Many participants expressed a high level of overall satisfaction with their experience in the program, with the Satisfaction mean of 88.7% (n = 117, SD = 14.40), regardless of their gender or years of work experience. Although there were specific criticisms of elements of the program, overall, the program has a positive effect and 85.8% found the program effective (n = 117, SD = 14.84). The program offers something for everyone to enjoy and learn throughout the course of the experience.

Positive outcomes in civic leadership programs can be independent of participant's gender and years of work experience: for LP, the researcher found no statistical significance when the two categorical variables of gender and years of work experience were compared with Satisfaction. In well-rounded programs, there are opportunities for diverse groups of people to experience new understanding of others, along with community issues, challenges, and successes.

Participants in civic leadership programs expect a moderate level of leadership access and training during the program, along with leadership opportunities post-program. Since the program is titled as a leadership program, there is not only an expectation of having leaders attend as participants, but an expectation of reasonable access to community leaders and elements of leadership development. Although Expectations and Engagement were statistically significant ($p = 0.000$), Expectations demonstrated an inverse negative relationship with Satisfaction ($r = -0.58$). Engagement was positively correlated to Satisfaction ($r = 0.44$). Although this indicated moderate correlation between Satisfaction, Expectations, and Engagement, the strongest positive correlation was between Satisfaction and Engagement ($r = 0.44$, $n = 117$, $p = 0.000$).

One key outcome is the motivation of the program participants to engage with the community by serving in a formal capacity, such as in an elected office or on a community board of trustees. Follow-up support is important to measure success, based on the stated mission of the program. The strongest variable for determining a participant's Satisfaction with the program was Post-Program Follow Up ($r = 0.46$, $n – 117$, $p = 0.000$).

Discussion

To address the research questions, the researcher evaluated each of the three questions separately. The quantitative results were compared to the qualitative findings and an answer was provided for each question, along with the results and findings. To answer the research questions, much of the study focused on the satisfaction of the participants.

Research question one: "What is the relationship between the participants' program satisfaction and the program elements?" To answer this question, the researcher used a Factorial ANOVA to determine whether there was a relationship between Satisfaction and Gender or

Years of Work Experience. Gender and Years of Work Experience had no influence on participant's level of Satisfaction. Participants responded about their level of Satisfaction independent of their Gender or Work Experience. For example, women who had over 20 years of experience in their field did not respond differently to questions regarding Satisfaction than men who had less than three years of Work Experience. The two factors of Gender and Work Experience did not have an impact on whether or not participants were satisfied. Since the Average Satisfaction rate was 86%, this indicates there was a high level of satisfaction, and positive elements of the program spoke to a wide range of people.

*Quantitatively***.** Using average scores for Satisfaction, Expectations, and Engagement, a correlation analysis demonstrated that the strongest positive relationship was between Satisfaction and Engagement. This indicates that Post-Program Engagement contributes directly to participants' Satisfaction levels. When the IVs were uncondensed (Post-Program Follow Up was removed), Post-Program Engagement had the strongest impact on Satisfaction.

To determine the degree of the relationship, Multiple Linear Regression was used and it was discovered there was a moderate influence on Satisfaction by the four IVs for Expectation and Engagement. The 37.5% variance in Satisfaction was explained by one or more variables, and the only significant predictor of Satisfaction was the Expectations of the Program Elements; this was, however, a negative value. Interestingly, Post-Program Follow Up, although not a significant predictor, was the only positive predictor of Satisfaction. Participant expectations had a negative correlation, which indicated that most participants were Satisfied, regardless of what they might have heard, or what they thought would happen in the program. This indicates that although a participant's Satisfaction was influenced by their Expectations, if their Expectations were not met fully, they would have a negative impact on Satisfaction.

*Qualitatively***.** Three qualitative sources were evaluated to determine whether there was a relationship between Satisfaction and Expectations. The five broad themes that were developed through triangulation of the sources provided evidence that the program focused on setting "appropriately vague" goals for the participants. The data findings indicated that when participants expressed a low understanding of the program goals—or had no expectations—they were more likely to be satisfied with the program. The researcher's theme of Program Design had the highest number of codes, indicating that there was a variety of topics that either helped or hindered participants' Satisfaction level. Additionally, in the word frequency analysis with the survey, "development" was the second most frequently used word, after "leadership," which indicated how participants might engage Post-Program—through further development of their civic education and community leadership.

Since the program had "something for everyone" (without regard for gender or length of time in the workforce), and a tight and positive relationship between Satisfaction and Engagement indicated that Satisfaction did not have a strong relationship with the Program Elements. Rather, there was a much stronger relationship between Satisfaction and participant Engagement. The relationship between participants' program satisfaction and the program elements was a strong one, with program elements being a significant factor when participants considered their overall satisfaction with the program.

Research question two: "To what extent did the program meet expectations, based on participant experience?" This question was answered with information from the survey, interview, and documentation.

Quantitatively. Expectation was measured as a mean statistic with the two IVs, Expectations to Meet Stated Mission ($\overline{x}$ = 4.9, n = 117) and Expectations of Program Elements

($\overline{x}$ = 14.35, n = 117). The Expectations to Meet Stated Mission was the lowest of all the IVs, meaning that few participants responded that their expectations were met when considering the stated goals of the program. Expectations of Program Elements was slightly higher, which indicated that participants found the program met their expectations within the Program Elements, not the program Mission.

*Qualitatively***.** This was confirmed qualitatively when the program documentation was compared to the survey and interview responses. Using the word frequency of the documentation to support the Expectations of the Mission, “Leadership” and “Program” were the most frequently used words. The word “Program” referred to the program components, which were attested in the collateral. Responses from the participants confirmed this, as, again, the highest number of codes was assigned to the Program Design theme, indicating that participants found value in the Program Elements since they were discussed often in the survey and interviews. The program was found to meet or exceed expectations when participants recalled and considered Program Elements.

Research question three: “Did the experience of participating in the program provide motivation for personal engagement in the participants’ organizations, communities, or careers? If so, how?” This question was posed to explore the post-program engagement levels of the participants.

*Quantitatively***.** Engagement was measured with the statistical analyses of correlation and regression to determine whether there was a relationship between Satisfaction and Engagement. The correlation model demonstrated that the strongest relationship was between Satisfaction and Engagement (not Satisfaction and Expectations). When the variables were compared uncondensed (separating Post-Program Engagement and Post-Program Follow Up), the strongest relationship was demonstrated between Satisfaction and Post-Program Follow up (r = 0.46). This indicated that, when participants were satisfied with the program, they were most influenced by the outreach from the Chambers or other participants following the program conclusion.

Qualitatively. This type of engagement was further demonstrated with the qualitative results from the survey and interview. The word frequencies from both sources indicated “participants” as the most common reference between the sources. The term “participants” also includes “active, engaging, and participation,” referring to the activities that accompany the noun “participants.” Responses were particularly high in this area. Participants started non-profit organizations, used their connections to promote their business or gain support to run for office, were motivated to serve on community boards, started LP alumni groups, and served on subsequent LP steering committees. Overall, following the program, participants were significantly motivated to use their learning within the program to increase their business and community engagement.

Conclusions

The high response rate of both the survey and the interview provided a robust database for analysis. Although some of the survey questions were geared towards providing additional knowledge to the sponsors, the level of participation by the eligible population was high and provided a good base of information, with a good overall distribution of respondents. Participants were forthcoming in their responses and had generally kind but deliberate feedback to provide.

The researcher was surprised to discover the influence of the program participants on the respondent’s overall impressions. While LP is comprised of many people who effect the direction of the program, there was much criticism of the lack of diversity, of participant egos, and of participant behavior. People who chose to participate in this research were executives, and although they did not generally have specific expectations for the outcomes of the program, they did expect a certain level of professionalism that was often lacking. The qualitative analysis was a key factor in uncovering the impressions and feelings of the participants. The responses from the open-ended questions from the survey and statements from the interviews were helpful in coding and counting the frequency of important participant feedback.

Even with overwhelmingly positive feedback, there are clear issues in the program design and influence of the Chambers. Another surprise was the consistently negative criticism of the sponsoring Chambers. The program evolution over more than 40 years contributed to inconsistencies from alumni, yet the respondents frequently expressed negativity toward Chamber staff, direction, and support.

The feedback from the participants reveals that LP is a good and successful program. Since the Average Satisfaction rate of those surveyed was 88.7%, this indicated a high level of satisfaction, and positive elements of the program spoke to a wide range of people. While the participants who chose to participate in this study revealed a deep understanding of the community and the program, they were all very active members of the city and all of them were in leadership roles in different industries. The study determined that the program still has gaps for potential improvement, where program elements, participants, and Chamber support could be addressed.

Contributions to Body of Knowledge

The findings of this study were similar to a state-wide qualitative leadership study by Rolle (2013). Rolle's study evaluated a women's leadership program that had run for over 30 years at the time of the study. The study explored the experiences and outcomes of the leadership development program and used Social Learning Theory as a framework. The study investigated the women's experiences through interviews in three areas: individual, organizational, and community. The findings of the study demonstrated increased self-confidence in the participants, and the development of personal and professional networks. This program, much like LP, catered to business and professional executive women with the goal of improving their community engagement and leadership skills.

Rolle's study supports the idea that engagement is increased greatly with a leadership program which is satisfying and empowering. The networking and community engagement that is presented in leadership programs has a direct positive effect on its participants, long after the program conclusion.

In an international study of management who participated in a leadership development and training program, participants were evaluated through surveys and face-to-face methods to gauge their learning (Lee, 2010). One of the goals of the program was to engage its participants in the transference of learning from "demonstration" to "application." While the conditions of this study did not include a competitive selection component, and the program was mandatory, the level of expected professionalism was the same. Similarities of this study can be drawn to the current study in terms of the outcomes desired. Both studies were measuring a form of personal engagement. While the management study measured employee training and the successful application of the training outside of normal job scope, the management study expected its employees to thoughtfully use the learning (experience) from the program in other aspects of their job duties. This study reported a successful application of learning at the end of the training, when its employees were trained in a variety of ways.

LP participants who used their experience in the program to engage following the program conclusion were more likely to report a high level of satisfaction with the program. This is an important connection, since one of the stated goals (and expectations) of the program is to thoughtfully encourage participants to consider engaging in the business or community. The sustainability of a community program relies not only on its positive reputation, but the skill development, community access, and continued engagement of its supporters. These supporters are often alumni who choose to continue developing their connections and business beyond the program conclusion. Alumni are a key factor in the success and longevity of the program. If an unbiased and holistic view supports and reflects community issues the program can grow in a positive way.

Future Research Recommendations

For the continued success and improvement of the program, considerations should be focused on the following strategies to gather additional information and expand this research:

1. Expand sample size to provide more data. This study had a good response rate from the last 17 years of the program, but more interesting data could be gained from respondents who attended the first 20 years of the program, especially in an investigation involving the first few classes to discover original goals and historical challenges. With a simple online investigation of current emails, many of the alumni would have received the request to participate in this study.
2. Narrow scope of study to include those who not only participated in the program but were additionally motivated to serve as steering committee members or chairs, post-program. The unique insights of engaged participants were discovered during the interviews, and the perspective of highly engaged and invested members of the

program could provide additional value when reevaluating the program. Four of the interviewed people in this study served on steering committees following their program year. This population would provide an interesting perspective since it would lend additional detail and insight on how the program specifically motivated them to become engaged.

3. Conduct a comparative study with Hispanic Chamber's Leadership Development Program (ABLDP), the Leadership Institute, and North Chamber's Leadership Lab program. The organization of program elements would create an interesting comparison, and consideration for a specific outline to drive the program towards a goal, such as the Steven Covey's *Seven Habits of Highly Effective People* (1989), used in the Leadership Lab program.
4. Evaluate program elements with the Collaborate Learning education lens and leadership development. The Collaborative Learning model incorporates experiential learning with community service. Since this model blends three key principals (mutual trust, mutual incentives, and lesson sharing) along with a closer line between lecturers, professionals, and participants, this model would provide a holistic method inclusive of the established program design (Brassard, 2010).

Leadership development without community education causes the participant to question the goal of leadership development. Currently, the community education and civic learning happens organically through the program and is still successful. Another facet which could help with implementation of community goals and engagement post-program is to enhance the program with an authentic leadership-based learning. Developing a self-evaluation along with education on leadership style, theories, and application would improve the program beyond a singular experience. The DiSC® personality test, the Myers-Briggs Type Indicator (MBTI), Personalysis, or other evaluative self-tests are needed to understand participants' leadership styles and how people work with each other, and to identify gaps in communication.

Recommendations for the Program

The program is well-received and continues to provide excellent access to urban systems, civic issues, and community leaders. The reputation of the program is held in high regard and the competitive process to attend is because of a highly desirable and educational experience. Although there were specific criticisms of elements of the program, overall, the program had a positive effect on the participants and the community. The program offers something for everyone to enjoy and learn throughout the course of the experience. It is recommended that the Chambers or steering committee review two main aspects of the overall program: the program design and curricula and the overall management of the program itself.

Although this study did not investigate the application or interview process of the applicants, there was a common thread of inconsistency and subjective competitiveness or preferential treatment when respondents recalled their experience of being accepted into the program. The application design should be reviewed carefully to eliminate the perception of bias. Educators and non-profits do not make up a significant part of the participants, mostly because of the $2,000 cost of the program. A scholarship program could be implemented to address this gap.

Additional program design improvements to consider include defining Chamber priorities and streams of support. The way the Chambers interact with the program is inconsistent. Though perhaps intentional, the hands-off approach regularly observed by the participants was a detriment. The Chambers should use their position as co-sponsors more deliberately to steer the course of the program and to motivate participants to remain engaged. One simple way to enhance engagement is to authentically maintain a list of the participants and manage the alumni group. With regular maintenance of contact information for participants, tracking post-program engagement activities of alumni would be helpful to track program success.

The program itself could benefit from a fresh perspective and research, such as this study, to formulate new ideas to incorporate into the program. A regular survey of expectations of the class prior to beginning, along with a post-program survey, would assist in focusing feedback in a timelier manner. Reproducing this study on a smaller scale for each class could help focus goals, provide more timely information, and evaluate outcomes more quickly.

Participants were asked about their pre-program expectations following the program. If participants were asked about their expectations prior to their actual experience, they may have provided different answers, without the unintentional influence of their participation in the program, which required them to recall any expectations. Board service training, leadership self-reflection exercises, and the introduction of leadership theories would help to form a base of knowledge for those who are starting out in the workforce.

A more robust and well-managed alumni participation group supported by the Chambers is needed. The list of over 1,500 participants is not well-maintained and needs help. Since the main predictor of program satisfaction was follow up, the support from an organized alumnus would be a natural evolution for participants to continue to support the Chambers and advocate for the program. One of the notable—and easily correctable—issues was the current list of alumni email addresses. While there may not have been a current email address for every alumnus on the list, many of the missing emails were easily found with simple website research, since alumni were in many leadership positions in the community, working for large businesses, were members of the Chambers, or held elected office.

Finally, a collaborative effort with local nonprofit agencies to align efforts towards solving specific community problems and acknowledging indicators such as resident health, quality education, and economic opportunity is needed. Nonprofit organizations that collaboratively motivate positive change on community-set indicators, while informing and activating the public in efforts towards those goals, are particularly well-suited allies. A formal partnership with a nonprofit agency would not only assist in focusing LP efforts, but help the participants connect more directly with community goals.

This study provided a baseline of feedback from a large possible population regarding their Satisfaction with LP. Many facets of the program were uncovered that influenced a participant's level of satisfaction. Every one of the influencing factors was measurable and was varied, depending on the participant's experience. A strong relationship existed between the participant experience and their desire to authentically use the knowledge gained in the program to cultivate professional and personal relationships, as well as thoughtfully engage with the community. Community leadership programs would not be as successful without follow-up engagement of their participants. This leadership program positions itself well in the community and its alumni continue to be engaged due to the skills, access, and connections found within the experience of the program.

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Appendices

Appendix A. Research Questions and Relationship of Variables

The three research questions for this investigation were:

Quantitative/Qualitative – Survey and Interview

1. What is the relationship between the participants' program satisfaction and the program elements?

Qualitative – Survey, Interview, and Documentation

2. To what extent did the program meet expectations, based on participant experience?
3. Did the experience of participating in LP provide motivation for personal engagement in the participants' organizations, communities, or careers? If so, why, and how?

The survey and interview were developed in tandem to address and emphasize the research questions. The association of the two data sources are supported by the following variables:

Dependent Variable (DV) – Program Satisfaction
Independent Variable (IV_1) – Gender
Independent Variable (IV_2) – Years of Work Experience
Independent Variable (IV_3) – Expectations of Program to Meet Stated Mission
Independent Variable (IV_4) – Expectations of Program Elements
Independent Variable (IV_5) – Post-Program Engagement
Independent Variable (IV_6) – Post-Program Follow Up

Appendix B. Email Solicitation of Survey From Chambers

From: [redacted]
Sent: Monday, December 10, 2017 4:40 PM
To: [redacted]
Subject: We want your feedback on LP!

[redacted] CHAMBER OF COMMERCE

Leadershipsa

As we enter our forty-third year of the Leadership Program (LP), we are proud of the more than 1,500 incredible alumni this program has helped grow into top-notch leaders in our community. Your commitment to the program continues to be important, especially as we look at new ways to expand our program and ensure that it remains the best leadership program in the state. To that end, we are thrilled to support an opportunity of one of our local leaders, [redacted] in her pursuit of her doctoral degree and help in studying the efficacy and benefits of the LP program.

Below you will see a detailed letter explaining the study and a link to a survey we encourage you to take. This survey will only take a few minutes of your time, and we are confident it will be helpful to not only [redacted] is conducting the survey, but also our program. **Please keep in mind that the survey closes on Friday, December 22.**
If you have any questions regarding this survey or its use, please do not hesitate to contact [redacted]

Thank you for your leadership and commitment to our community.
With thanks,

[redacted]

President and CEO
Chamber of Commerce

[redacted]

President and CEO
Hispanic Chamber of Commerce

Appendix C. Leadership Program (LP) Survey

* 1. What is your age?

- o 21-30
- o 31-40
- o 41-50
- o 51-60
- o 61-70
- o 71 or older

* 2. What is your gender?

- o Female
- o Male

* 3. In what year did you participate in the program? (choose from drop down menu)

* 4. How were you introduced to the program? (choose all that apply)

- o Recommended or referred by my employer
- o Recommended or referred by a business colleague
- o Recommended or referred by an associate in a community organization
- o By a previous attendee of the LP program
- o By a leader or organizer within the LP program
- o From a newspaper, internet, email, or other media
- o I don't recall
- o Other (please specify)

* 5. Which setting most closely describes your current place of employment?

- o Local Government
- o State Government
- o Federal Government
- o Small Business Owner/Self Employed
- o Small-size Business (<50 employees)
- o Medium-size Business (50-249 employees)
- o Large-size Business (250-1000 employees)
- o Major employer (1000+ employees)
- o Full-time Student
- o Unemployed
- o Retired
- o Other (please specify)

* 6. About how many years do you have of professional work experience?

- o Less than 1 year
- o At least 1 year but less than 3 years
- o At least 3 years but less than 5 years
- o At least 5 years but less than 10 years
- o At least 10 years but less than 15 years
- o At least 15 years but less than 20 years
- o 20 years or more

* 7. What is your current job role?

- o CEO/President/Owner
- o Executive/C-level (e.g. COO, CFO)
- o Senior Vice President/Vice President
- o Director
- o Manager
- o Staff Member
- o Consultant
- o Other (please specify)

* 8. What did you **expect to gain** from your participation in LP? (check all that apply)

- ☐ Build leadership skills for career
- ☐ Gain leadership skills for community activities
- ☐ Support personal growth and development
- ☐ Achieve greater understanding of issues and challenges facing the city
- ☐ Improve self-awareness of leadership traits and skills
- ☐ Enable networking/relationship building with other community leaders
- ☐ Not sure / Don't recall
- ☐ Other (please specify) ____________

* 9. To what degree did your **overall experience** with LP meet your expectations? (slider bar)

0% Completely Failed to Meet Expectations	50% Somewhat Met Expectations	100% Completely Met Expectations

* 10. To what degree did LP **meet your expectations** along the following dimensions?

	Exceeded expectations	Met all expectations	Met most or some expectations	Slightly met expectations	Did not meet expectations	Not sure / Don't recall
Program curriculum	O	O	O	O	O	O
Frequency of meetings and events	O	O	O	O	O	O
Program activities designed to build leadership skills	O	O	O	O	O	O
Quality of guest speakers	O	O	O	O	O	O
Size of class (number of participants)	O	O	O	O	O	O
Type of program participants	O	O	O	O	O	O

Applicability for real world	O	O	O	O	O	O
Networking opportunities	O	O	O	O	O	O
Continuing education/on-going leadership opportunities	O	O	O	O	O	O
Cost/value for money	O	O	O	O	O	O

11. Please provide more details about anything which **did not meet expectations** to help improve LP.

* 12. How would you rate the **effectiveness** to meet your expectations of the following LP events?

	Highly effective	Very effective	Effective	Slightly effective	Not effective	N/A
Opening Retreat	O	O	O	O	O	O
Issue Days	O	O	O	O	O	O
Closing Retreat	O	O	O	O	O	O

* 13. How would you rate the **overall effectiveness** of the LP program? (slider bar)

0% Completely ineffective 50% Somewhat effective 100% Completely effective

* 14. How likely are you to **recommend LP** to a colleague or friend?

	Definitely recommend	Might recommend	Neutral	Not likely to recommend	Definitely not recommend
How likely are you to recommend LP?	O	O	O	O	O

* 15. How would you rate your **overall level of satisfaction** with LP? (slider bar)

0% Completely unsatisfied 50% Somewhat satisfied 100% Completely satisfied

* 16. To what extent do you agree LP **met the following objectives**?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not sure / Don't recall
LP identified and brought together individuals who have demonstrated leadership in their profession.	O	O	O	O	O	O
LP identified and brought together individuals who are active in the community to support the city's growth and development.	O	O	O	O	O	O
LP exposed participants to San Antonio's urban systems and broadened their base of knowledge.	O	O	O	O	O	O
LP developed participant perspectives on alternative views about the diverse issues facing the community.	O	O	O	O	O	O
LP developed and improved communication among participants who may have not met otherwise.	O	O	O	O	O	O
My LP class represented a broad base of the local community.	O	O	O	O	O	O
LP encouraged participants to become involved with civic activities.	O	O	O	O	O	O

* 17. To what extent do you agree LP **achieved its mission** in the following ways?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
LP brought civic leaders together.	O	O	O	O	O
LP exposed participants to urban systems.	O	O	O	O	O
LP broadened the base of knowledge about urban systems.	O	O	O	O	O
LP encouraged participation in civic activities.	O	O	O	O	O

* 18. To what extent do you agree the following statements **describe LP**?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not sure / Don't recall
Entry into LP was highly competitive.	O	O	O	O	O	O
LP included a diverse group of participants.	O	O	O	O	O	O
LP provided challenging materials and exercises.	O	O	O	O	O	O
LP improved my leadership capabilities.	O	O	O	O	O	O
LP provided practical skills and tool which I use daily.	O	O	O	O	O	O
LP provided a forum for participants to share ideas, experiences, and skills.	O	O	O	O	O	O
LP provided appropriate structure and timing.	O	O	O	O	O	O

* 19. To what extent do you agree with the following statement?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
"As a result of participating in LP, my leadership skills improved."	O	O	O	O	O

* 20. Upon completion of LP, how would you rate your **leadership knowledge and leadership** * **abilities**?

	Much more proficient	More proficient	About the same	Less proficient	Much less proficient
"After LP, my leadership knowledge was ..."	O	O	O	O	O
"After LP, my leadership abilities were ..."	O	O	O	O	O

* 21. Which of the following **leadership skills did you gain or improve** most following LP? (check all that apply)

- ☐ Ability to coach and mentor an individual
- ☐ Ability to lead and develop a team
- ☐ Effective communication skills
- ☐ Ability to engage in cross-cultural dialogue
- ☐ Diplomacy/tact
- ☐ Cooperation and collaboration skills
- ☐ Ability to inspire others to common vision, strategy, or values
- ☐ Ability to motivate/persuade/influence others
- ☐ Decisiveness
- ☐ Assertiveness
- ☐ Knowledge of leadership theory and/or principles
- ☐ Adaptability to changing dynamics
- ☐ Self-confidence
- ☐ Integrity, ethics, trustworthiness
- ☐ Organization and administration abilities
- ☐ Creativity
- ☐ None of the above
- ☐ Other (please specify) ________

* 22. To what extent do you agree with the following statements as a **result of your experience in LP**?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
"I have an increased commitment and involvement in the local community."	O	O	O	O	O
"I am more informed about issues facing the city."	O	O	O	O	O
"I have increased my knowledge of urban systems."	O	O	O	O	O
"I have created new and meaningful relationships."	O	O	O	O	O
"I have increased my leadership skillset and abilities."	O	O	O	O	O
"I have increased my involvement in my job and/or community."	O	O	O	O	O

* 23. Please indicate the degree of agreement for the following statements:
"I have used the skills and/or knowledge gained in LP..."

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
"...in my job or elected office."	O	O	O	O	O	O
"... in my community or volunteerism."	O	O	O	O	O	O
"... in my personal life."	O	O	O	O	O	O
"... to pursue elected office, a board position, or appointment."	O	O	O	O	O	O

* 24. As a result of participating in LP, to what degree **have you become active or engaged** in the following activities?

	Much more active and engaged	Slightly more active and engaged	About the same	Slightly less active and engaged	Less active and engaged
City or County events	O	O	O	O	O
Local Government	O	O	O	O	O
Leadership activities in my profession	O	O	O	O	O

* 25. Since completing LP, how effectively has LP provided you with ongoing leadership opportunities? (slider bar)

0% Completely ineffectively 50% Somewhat effectively 100% Completely effectively

* 26. In the past 12 months, have you been contacted by either the Chamber or the Hispanic Chamber to participate in any LP alumni events or activities?

- o Yes. I have been contacted and participated.
- o Yes. I have been contacted but not participated.
- o No. I have not been contacted.
- o No. I have not been contacted, but I heard about it from another source and participated.

27. Please list or describe any aspects of the LP program which were most valuable to you, and why.

28. Please list or describe any aspects of the LP program which were least valuable to you, and why.

29. Please list or describe any leadership sessions or topics which were most and least relevant to you, and why.

30. Please list or describe any barriers you experienced within the spectrum of LP and their personal or professional effects.

31. Please provide more details about your expectations for LP which may not have been addressed to help make the program more effective.

32. If you would like to discuss your overall experience in more detail, please fill in your email address below to be contacted for an interview.

Appendix D. Interview Protocol and Questions for Self-Selected Participants

Project: Study Investigating the Effectiveness of a Community Leadership Program

PROCEDURES

1. In advance of interview, determine mutually agreed upon time and place in relative confidential setting
2. Explanation of the purpose of the research and goals for interview
3. Provide Informed Consent to Participate in Research, signed prior to interview
4. Inform participant of recording and transcription procedures, along with note taking
5. Allowance for small talk to provide comfortable setting for participant

INTERVIEW PROTOCOL

Interviewee: ______________________________

Date: ______________ Location: ______________

Start Time: ______________ End Time: ______________

"The purpose of this study is to learn about the perceptions and outcomes of participants who have completed the program. The LP program is not being evaluated. This interview will provide detailed information to determine experiences of participants. This interview will be recorded for accuracy and transcribed. Your participation in this study is voluntary and anonymous and you can stop the interview at any time. The interview will last approximately 30 minutes to one hour. Please read the consent form, and if you agree with it, please sign it."

1. Give the consent form to the interviewee. Allow time for reading and signature. Collect form.
2. Explain the structure of the questions.
3. Turn on the recorder and begin interview.

"This interview is divided in three parts: Part One seeks information about your perceptions of how the program met your expectations, Part Two asks questions about participation in your community following LP, and Part Three is basic demographic information."

<u>PART ONE: Experience and Expectations</u>
The following questions are to evaluate you experience with LP.
1. Briefly describe your expectations with LP. How did it compare with your experience?
2. Was there an element of LP which surprised you? If so, how?

<u>PART TWO: Community Participation</u>
The following question will discover how LP may have had an impact on a business/organizational level.
3. Name one way your business or organization was impacted after you completed LP? How?
4. Explain one way your participation in the community has changed after participating in LP?
5. Were you motivated to participate in a different way in your business or community?

<u>PART THREE: Demographics</u>

The following questions are confirmation of demographic questions and will be used to help determine patterns and trends in comparative research analysis.

6. Year in LP?
7. How old were you when you participated in LP?
8. Years of professional work experience?
9. Male/Female

"This concludes the interview. Thank you for your participation and assistance with my dissertation. You identity will remain anonymous. The results of the interviews will be published in my dissertation findings but your name and details will not. If necessary, may I contact you for follow up to ensure accuracy?"

Appendix E. Meeting Request Email From Researcher

Dear (Volunteer),

Thank you for agreeing to meet with me and discuss your feedback from participating in LP!

This research is an investigation on the effectiveness of LP. Prior to the interview you will be provided with an Informed Consent to Participate in Research (attached). The interview will be recorded with digital audio and my personal notes.

The purpose of this study is to investigate the experiences of participants who have participated in the LP, a civic leadership program, in relation to their expectations. The program has never had an independent evaluation of the 42-year program, which was one of the first leadership programs in Texas to specifically help generate civic leaders. This study is fully supported by the Chamber of Commerce and the Hispanic Chamber of Commerce (The Chambers), which facilitate the program.
The interview will be semi-structured with questions to evaluate your experience with LP and describe you perception of how LP may have had an impact on a business or personal level post-program, and should take no longer than 30 minutes.

Appendix F. Informed Consent to Participate in Research

The Effectiveness of a Leadership Program (LP)
Based on the Experiences and Perceptions of LP Alumni

Consent to Participate in a Research Study - Interview

You are being asked to participate in a research study conducted by Ph.D. candidate (researcher), under the supervision of ————, Ph.D. The purpose of this study is to understand the effectiveness of the program – in other words, we want to know if the program met its stated goals, and how the program may or may not have met your expectations. You will also be asked to expand on your overall experience and any personal or career or community impact you may have experienced following the program.

If you agree to take part in this study, you will participate in the following procedure:

1. 30-minute, private, audio-recorded conversation with the researcher

Your session will be reviewed by the researcher, transcribed independently, and compared with the survey, to analyze your overall experience with the LP program. Since your responses to interview questions and conversation with the researcher will be recorded, it is possible you could be identified. The researcher will make every reasonable effort to ensure confidentiality, and all data will be destroyed immediately following the conclusion of the research study, analysis, and presentations. The possible benefit of this research is adding to the knowledge of the program and its impact on its participants for consideration of program improvements. Aggregated information from this study will be shared with the Chamber of Commerce and the Hispanic Chamber of Commerce. Your identity will be protected and any publication that follows this study will only display data of groups and information that cannot be traced back to any individuals.

Participation is voluntary and you have the right to refuse participation without penalty of any kind. You have the right to stop participating at any time, including leaving during the interview, without penalty of any kind. You have the right, at the end of the study, to be informed of the findings of this study.

If you have questions, please ask them at any time. If you have additional questions later or you wish to report a problem that may be related to this study, contact:

To contact the committee that reviews and approves research with human subjects, the Institutional Review Board (IRB), and ask any questions about your rights as a research participant, call

If you completely understand the expectations and rights of participants in this study, all of your questions have been answered to your satisfaction, and you are willing to participate in this study please sign and date this consent form in the space provided. To sign this consent form, you must be 18-years-old or older by today's date.

________________________	________________________
Participant Signature	Date Signed

Appendix G. Word Frequency: All Sources

Word	Count	Similar Words
leadership	237	leader, leaders, leadership
program	207	curriculum, plan, planned, planning, plans, program, programming, programs, schedule
people	194	mass, people
participants	191	active, actively, activities, activity, engagements, engaging, entered, involve, participant, participants, participants', participate, participated, participating, participation
development	223	acquired, develop, developed, developing, 'developing, development, educated, educating, education, educational, educators, grow, growing, growth, mature, modern, originally, preparation, prepared, train, trained, training
chamber	115	chamber, chambers
helped	118	assistance, assisted, available, facilitate, facilitator, help, helped, helpful, helping, helps, portions, service, services, supports
issues	149	effected, effects, emerging, event, events, issue, issues, number, public, released, result, resulted, resulting, return, subject, subjective, topic, topical, topics
networking	81	network, networking
meet	103	contact, contacted, contacts, fill, filled, gathered, gatherings, meet, meeting, meetings, play, playing, receive, seeing, suffered, touch
personal	87	individual, individuals, person, personal, personalities, personality, personally, personified, persons, posing, someone
time	75	multiple, season, sentences, time, times
opportunities	64	opportunities, opportunity
different	64	conflict, conflicted, difference, different, differently, disagree, disagreed, otherwise, unlike
group	62	group, groups, radical
education	116	cultivated, educated, educating, education, educational, educators, enlightening, instructional, school, schools, teach, teaches, train, trained, training
organization	95	coordinate, coordination, direct, directed, direction, directly, engineers, establish, established, format, formation, forming, government, organization, organizations, organize, organized, organizing, preparation, prepared, system, systems, union
application	54	applicant, applicants, application, applications
show	101	demonstrate, demonstrated, designate, designated, designed, establish, established, evidence, indicator, point, points, present, presentation, presentations, presented, presenters, presenting, read, record, recorder, recording, show, showed, showing, view, viewed, views
committee	53	commission, commissions, committee, committees

Appendix H. Word Frequency: Open-ended Survey Questions

Word	Count	Similar Words
leadership	110	leader, leaders, leadership
program	74	curriculum, planning, plans, program, programming, programs
participants	69	active, actively, activities, activity, engagements, engaging, entered, participant, participants, participants', participate, participated, participating, participation
development	76	acquired, develop, developing, 'developing, development, educated, education, educational, grow, originally, preparation, train, training
networking	53	network, networking
issues	66	event, events, issue, issues, number, public, result, resulted, resulting, subject, subjective, topic, topical, topics
people	44	people
meeting	48	contact, contacts, filled, gatherings, meet, meeting, meetings, play, playing, receive, seeing, suffered, touch
opportunities	35	opportunities, opportunity
individuals	36	individual, individuals, person, personal, personalities, personality, personally, private, several, single, someone
helped	32	assistance, facilitate, facilitator, help, helped, helpful, helps, portions, service, services
time	28	multiple, time, times
chambers	26	chamber, chambers
group	24	group, groups
diverse	28	diverse, diversity, variety, various
education	42	cultivated, educated, education, educational, enlightening, school, schools, teach, teaches, train, training
relationships	21	relationship, relationships
continue	20	continue, continues, continuing
relevant	20	relevant
aspect	29	aspect, aspects, face, faced, faces, facets, facing, look, looking, view, views

Appendix I. Word Frequency: Interviews

Word	Count	Similar Words
people	121	mass, people
participate	73	active, activities, participant, participants, participate, participated, participating, participation
education	84	cultivated, develop, developed, development, educating, education, educational, educators, instructional, prepared, school, schools, trained, training
program	65	plan, planned, planning, plans, program, programs, schedule
helped	43	assisted, available, help, helped, helpful, helping, helps, service, services
leadership	42	leader, leaders, leadership
different	43	conflict, conflicted, difference, different, differently, disagree, disagreed, otherwise
interview	43	audience, interview, interviewed, interviewer, interviews, questions
chamber	35	chamber, chambers
time	34	season, sentences, time, times
issues	47	effected, effects, event, events, issue, issues, number, public, result, resulted, return, topics
completed	59	close, closed, closing, completed, completely, culmination, ended, entire, finished, finishing, realization, realize, realized, staring, total, totally, whole
organization	41	coordinate, direct, direction, establish, established, format, government, organization, organizations, organize, organized, prepared, system, systems, union
surprised	33	amazing, surprise, surprised, surprises, surprising
changed	29	change, changed, changes
meet	41	contact, contacted, contacts, fill, meet, meeting, play, seeing, touch
group	29	group, groups, radical
professional	29	master, masters, professional, professionally
someone	41	individual, person, personal, personality, personally, someone
profit	34	advantage, benefit, benefitted, earn, gain, position, positions, positive, positively, positives, profit, profits

Appendix J. Word Frequency: Documentation

Word	Count	Similar Words
leadership	85	leader, leaders, leadership
program	68	curriculum, plan, planning, program, programs
chamber	54	chamber, chambers
participants	49	active, actively, activities, involve, participants, participants', participate, participated, participating, participation
development	62	develop, development, educating, education, educational, educators, grow, growing, growth, prepared, training
application	41	applicant, applicants, application, applications
positions	51	advantage, confidence, perspective, perspectives, place, positions, positive, positively, positives, posted, profit, profits, setting, state, states, submit, submitted, view, viewed, views
people	29	people
service	41	available, help, helped, helpful, helping, helps, service, services
present	49	bestow, current, currently, delivering, demonstrate, demonstrated, gifts, introduce, present, presentation, represent, representative, represented, representing, represents, short, sponsor, sponsored, sponsoring, submit, submitted
future	25	future, next
challenges	21	challenge, challenges, challenging, competitive, competitiveness
show	38	demonstrate, demonstrated, designed, establish, evidence, points, present, presentation, show, showed, view, viewed, views
diverse	22	diverse, diversity, variety, various
apply	25	applied, apply, applying, holding, used, using, utilizing
commitment	26	charge, commitment, committed, confidence, dedicated, dedication, invest, investing, investment, place, pull, pulled, sending
first	20	begin, beginning, first, initiatives
opportunity	19	opportunities, opportunity
facing	29	aspect, aspects, facing, front, lines, look, looking, present, presentation
hispanic	18	hispanic, latino