The Impact of a Community Leadership Academy in a Midwestern County on Graduates' Attitudes and Behavior toward Community Trusteeship

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THE IMPACT OF A COMMUNITY LEADERSHIP ACADEMY IN A MIDWESTERN COUNTY ON GRADUATES’ ATTITUDES AND BEHAVIOR TOWARD COMMUNITY TRUSTEESHIP

by

Robert Harrison

A Dissertation
Submitted to the
Faculty of The Graduate College
in partial fulfillment of the
requirements for the
Degree of Doctor of Philosophy
Department of Educational Leadership, Research, and Technology
Advisor: Van Cooley, Ed.D.

Western Michigan University
Kalamazoo, Michigan
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THE IMPACT OF A COMMUNITY LEADERSHIP ACADEMY IN A MIDWESTERN COUNTY ON GRADUATES' ATTITUDES AND BEHAVIOR TOWARD COMMUNITY TRUSTEESHIP

Robert Harrison, Ph.D.
Western Michigan University, 2008

This qualitative case study was designed to investigate how graduates of a community leadership academy changed their attitudes and behaviors toward community trusteeship and changed their level of community involvement. The research was intended to determine whether participation in a community leadership academy builds in graduates an awareness of community issues, develops leadership skills and creates an understanding of the value of community trusteeship resulting in an increase in community involvement.

The findings of the study were based on a sample of graduates who did or did not perceive any change following participation. Data collection techniques included a participant information form to gather baseline information about the participants, a community involvement form to prompt personal reflection about the leadership academy and personal interviews of twelve individuals to determine whether they experienced any change in their attitude and behavior towards community trusteeship.
This research may be of interest to individuals and organizations that sponsor, plan and instruct for these leadership academies as well as for future participants and their employers or sponsors. Nationally, there are over 600 similar leadership academies with over 10,000 graduates per year. Tuition for these leadership academies varies from a nominal amount to over $2,000 per person.
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My family and friends have given up much to help me complete this dissertation and course of study. Members of my family offered assistance during those periods when there were too many things to juggle and not enough time and energy. My niece Tina supplied consistent support to my father and filled in as a parent pro-tem when needed. My greatest appreciation goes to my wife, Janine, who
Acknowledgments—Continued

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CHAPTER I

INTRODUCTION

There has been a national movement to develop the skills of future community leaders through the establishment of community leadership academies. According to David Mathews of the Kettering Foundation, effective communities are better at educating the whole community in the community’s business. Effective communities foster and develop public leaders. Leadership academies differ in sponsorship and format, but their goals are the same: to create an active network of informed, concerned citizens to guide the future and growth of their community into the 21st century (Community Leadership Association, 2001).

Community based organizations, such as the local United Way, Chamber of Commerce, community foundations, cooperative extension offices, economic development corporations, and institutions of higher education organize and conduct leadership academies. Business, industry, and local non-profit organizations typically sponsor individuals with leadership potential who then participate in skill development, information exchange, and teambuilding activities. Participants are also exposed to current and developing community issues during these leadership academies.

According to the Program Development Guide of the Community Leadership Association (2001), a common theme at the national and local level has been the
impact on graduates from the perspective of the alumni, sponsors, community leaders, funders, and other stakeholders. Various types of evaluations have been conducted by the sponsoring organizations to assess the performance of these academies for formative and summative purposes. The purpose of these evaluative studies is to determine whether the leadership academies are meeting the stated goals and objectives and are providing value to the graduates and the community. The type of evaluation varies with the sponsoring organizations and their experience in conducting evaluation studies. The Program Development Guide includes a separate chapter on evaluations; however, a recommended evaluation process is not provided. Several examples of different sessions and program evaluations used by different leadership academies are contained in the Program Development Guide.

These evaluations are usually completed at the conclusion of each session or at the end of the program. No suggested format or process for a retrospective study of participant’s attitudes and behaviors after completion is offered in the Program Development Guide. No models are identified for assessing the long-term impact on individuals after completion of the leadership academy. Numerous studies (Becker, 1991; Fredricks, 1998; Rossing, 1998; Adams, 1999; Cook, 2000; Spalding, 2003; Hurt, 2003; Tuttle, 2004; and Bono, 2006) have investigated the overall outcome of leadership academies and whether the individuals benefited personally from participating. These studies used a variety of methodologies to report the impact of leadership academies, such as the one in Central County, Michigan.
History of the Community Leadership Academy in Central County

The informational brochure for the Community Leadership Academy (Leadership Academy) located in Central County reflects that it is a multi-agency initiative designed to develop future leaders for the Southwest part of the State (Lake Michigan College, 2006). This Southwest region is geographically comprised of three counties. Central County has three primary population centers. Southern City is located in the lower eastern corner of Central County and the adjacent cities of River City and Lake City in the upper western corner of Central County. These centers are approximately 25 miles apart. There are a number of other smaller cities and villages scattered across Central County.

The River City and Lake City communities have been the subject of several national news stories, magazine articles, and at least one book. This is due to the significant differences between the two cities. According to the 2000 census of the United States, the population of the city of River City was 92.4% black while the population of the geographically adjacent city of Lake City was 90.3% white. In Central County, 15.9% of the population was black and in the State, 14.2% of the population was black. These statistics show a high concentration of black residents in Central County and within the city of River City.

The economic indicators for the two cities and Central County also show a significant difference. The 2000 census data showed that 42.6% of the population in River City and 6.6% of the population in Lake City had an income below the poverty
level. In Central County 12.5% of the population was below the poverty level and in the State, 10.5% of the population was below the poverty level. Similarly to the differences noted above for race, there is a wide disparity in economic indicators between the city of River City and the city of Lake City (United States Department of the Census, 2003).

In 2000, the National Center for Education Statistics (NCES) reported similar statistics for the River City and the Lake City school districts. According to the NCES, residents of the River City School District were primarily black (59.7%) and the residents of the adjacent Lake City School District were primarily white (92.8%). The River City School District includes the City of River City and portions of the adjacent townships. The economic differences noted by the NCES between the populations of the two school districts were similar. The per capita income in River City school district was $13,924 and in Lake City it was $26,651 (NCES, 2003).

A majority of the graduates from the Leadership Academy are from the River City/Lake City area and each year a number of the applicants identify the socio-economic issues of the region, and River City–Lake City in particular, as a reason for enrolling in the Leadership Academy. A number of applicants identify a willingness to work on projects that bring the two cities together or specific projects intended to improve the socio-economic conditions in River City.

The Community Leadership Academy in Central County was founded in 1990 and has operated since then, except for a four-year period between 1998 and 2001. The 2006 brochure for the Leadership Academy lists the following objectives:
1. Increase participants’ knowledge of social, cultural and economic drivers within southwest Michigan;

2. Provide participants with skills that enhance their ability to take leadership roles within their organizations and the community; and


Approximately 360 individuals graduated from fifteen different Leadership Academies between 1990 and 2008. These individuals represented a variety of different organizations. These include local business and industry, non-profit organizations, units of government, and interested citizens from the community. Each individual has been nominated by his or her employer, by a sponsoring organization, or has been self-nominated. Most applicants nominated by an organization or by an employer are usually individuals who have been identified as having leadership potential. Self-nominated applicants are typically individuals with an interest in becoming involved in the community or in a specific issue.

In a national research project, 50 leadership academies were evaluated by researchers from the University of Minnesota using different motives for individuals participating in a leadership academy. These motives were then used in a program evaluation project for the leadership academy in Kalamazoo, Michigan (Bono, 2006). These motives are listed below:

1. Values Motive,

2. Social Motive,
3. Protective Motive,
4. Enhancement Motive,
5. Understanding Motive,
6. Career Motive,
7. Networking Motive,
8. Leadership Motive (p. 10).

This project used the motives listed above to investigate the degree of importance to the participants and the impact each of these motives has on decisions to become involved in the community. The study found that individuals enrolling in a leadership academy and the organizations that sponsor them have a variety of motives for becoming involved in community leadership training.

Many leadership academies have an admission panel review each application. In Central County, the admission panel consists of representatives from the sponsors of the Leadership Academy, past graduates, and/or staff members of College. The panel reviews each application and determines whether an applicant will be admitted or not. No selection criteria are used, but the panel attempts to admit a class with a diverse range of backgrounds and experiences. The classes are offered once per year and the class size varies from 16 to 30 participants.

The primary sponsoring agencies of the Leadership Academy during the period being studied were the United Way, the Chamber of Commerce, a local community foundation, a foundation operated by a major employer and College, the local community college. Since the Leadership Academy started in 1990, there have
also been other sponsoring organizations, such as the economic development organization for Southern City, local service clubs, and River City.

Employers and the other community sponsors have expressed interest in the Leadership Academy for several reasons: (a) as a developmental step for individuals with leadership potential, (b) a method of creating awareness about community issues, (c) a way to create and/or establish a network of peers and associates in the community, and (d) an introduction into community decision making. The expectation of Regional Health System, the largest employer in Central County and an organization that has consistently enrolled employees in the Leadership Academy, is that the graduates obtain leadership skills, increase their understanding of Community Trusteeship, and start to volunteer for a community organization after graduation (Willits, 2005). Graduates of the Leadership Academy have seen varying levels of employer engagement and support before, during, and after completion.

The curriculum for the Leadership Academy follows the information and materials contained in the Program Development Guide. It has been relatively static through the years. The program schedules for the 2006 and the 2002 Leadership Academy are contained in Appendix E and Appendix F. A project team, made up of College staff, organizes and facilitates each session, using individuals with extensive and proven expertise in the subject matter for the sessions. There are approximately 25 guest speakers each year. Speakers organize and present their topic and material with the goal of developing knowledge, awareness, and the skills of the participants. The sessions include interactive exercises, such as case analysis, role-playing,
presentations by participants, and book reviews. Participants also complete research on their community and attend a meeting of a publicly elected body, such as a city commission, township or the board of supervisors for Central County. Graduates of prior leadership academies often serve as guest speakers.

An integral part of the Leadership Academy is a series of tours within the various communities and geographic areas of Central County. These tours are conducted with the participation of representatives from the two primary economic development organizations in Central County. The tours vary in length from a complete day to two half-day trips. The tours include a stop at a local historical museum for a presentation on the history of Central County and Southwest Michigan.

College staff observes that each class of the Leadership Academy develops its own personality and uniqueness. Each year the skills, abilities and personal attributes of the participants are different. During the program, leaders of the class emerge, a network of contacts is established, and friendships are made. The staff also observes that some classes appear to obtain greater results from the Leadership Academy than others (Zibbel, 2007). Some individuals continue to maintain contact after completion, including meeting for lunch or conducting informal professional development activities. Other individuals maintain little, if any, contact with their classmates. Formal continuing education events for the participants have not been organized by the sponsoring organizations.

A number of the community-based organizations in Central County identify the graduates of the Leadership Academy as a source of volunteers and potential
board members (Rossow, 2005). Each year applications for participation in the Leadership Academy identify a need for understanding the issues facing Central County and River City, the strategies being planned, and the programs already in place in the community to resolve a number of the long-standing issues. Involvement and membership by the graduates with community-based organizations can be a visible result of completion of the Leadership Academy.

Problem Statement

The purpose of this study is to investigate to what extent and in which ways completion of the Community Leadership Academy in Central County changed the graduates’ attitudes and behavior toward Community Trusteeship as demonstrated by a change in their level of community involvement. Community Trusteeship is defined for the purposes of this study as “a sense of stewardship of the community and its resources as a living trust to be preserved and enhanced for the future; an individual’s personal, conscious decision to seek and work for the common good, and to act as a trustee of the entire community” (Community Leadership Association, 1996, p. 31). The investigation is captured in the following problem statement: there is limited evidence in the literature that participation in a leadership academy changes the graduates’ attitudes and behaviors towards Community Trusteeship or results in an increase in the amount of time they are involved in the community.
Research Questions

This investigation focuses on the impact of the Leadership Academy on Community Trusteeship, networking, understanding community needs and the graduates’ attitudes and behaviors. This study examines the following six research questions:

1. In what ways have graduates’ attitudes toward Community Trusteeship changed upon completion of the Leadership Academy?

2. To what extent did graduates of the Leadership Academy increase their knowledge and understanding of community needs and available resources?

3. In what ways did the graduates’ level of community involvement change following completion of the Leadership Academy?

4. To what extent and in which ways have the graduates expanded their network of personal and professional contacts upon completion?

5. Have the graduates developed new skills and abilities at work and in the community after completion of the Leadership Academy?

6. If the graduates did not change their attitudes and behavior towards Community Trusteeship after completion, are there common reasons or indicators for the lack of results?
Rationale for the Study

In 2003, the Community Leadership Association reported a membership of over 375 leadership academies across the country, including the Community Leadership Academy in Central County. The organization also estimates that there are over 600 leadership academies nationally that are not members. Leadership academies annually graduate in excess of 10,000 individuals (Community Leadership Association, 2003). At a meeting of the directors for leadership academies in the State, it was noted that there were 30 leadership academies in the State, varying from large urban programs to small programs located in rural areas (Michigan Chamber of Commerce, 2007).

Annually, there are a significant amount of community resources devoted to the organization and operation of these leadership academies. Community resources, both on a direct and indirect basis, are obtained and committed to the operation of these academies. Contributions from organizations, such as local foundations or economic development agencies, are obtained and tuition and fees are charged to the participants or their sponsoring organization. Nationally, tuition for participants can vary from “a nominal amount to over $2,000 per individual” (Community Leadership Association, 2001, p. 125). The tuition for the Leadership Academy in Central County has varied from $250 to $750 per participant.

Time for developing and operating these leadership academies is also significant. Sponsoring organizations are required to solicit financial support, recruit
participants and obtain guest speakers and lecturers. Participants are also required to
devote time for participation in the leadership academy as well as time for outside
reading and meeting attendance. Guest speakers also commit time and energy to
preparing presentations, giving lectures and serving as mentors for graduates. To
assess the rate of return from these direct and indirect investments and the benefit and
impact, a rigorous review of the behavioral and attitudinal changes towards
Community Trusteeship and changes in community involvement by the graduates is
needed.

This investigation may also help community leaders determine whether a
leadership development program is appropriate for their community. The study can
help organizers decide the type of leadership academy to offer selection criteria for
participants, the operational model to use, and provide guidance in evaluating the
long-term impact on graduates. It can also assure the sponsors of leadership
academies that they are obtaining the desired behavioral impact on their graduates
under their sponsorship.

This study can also help the community sponsors adjust the curriculum to
maximize the intended results. Looking at the various components from a participant
perspective can help the organizers determine which activities or sessions build an
understanding of Community Trusteeship or are particularly valuable from a
participant perspective.
As the competition for resources increases in communities, evaluative studies such as this one can assist the sponsoring organizations in justifying and building support for their leadership academy.

Review of Methodology

A qualitative case study methodology was used to determine the impact the Central County Leadership Academy had on the graduates' attitudes toward Community Trusteeship and their level of community involvement after completion. Because of the difficulty in locating many of graduates between 1990 and 1998 and the length of time since graduation, the time period between 2002 and 2006 was selected for the recruitment of volunteers. There were 99 graduates during this time. Seven employees of College at the time of this study were excluded from participation. An external panel assisted in selecting 12 graduates with a goal of having the sample be generally representative of the 99 graduates.

The 12 graduates selected for the sample were sent an explanation of the study, a consent form, and a Participant Information form (PI) that is contained in Appendix A. The purpose of the Participant Information form was to gather demographic information from the 12 participants, such as their life experiences before, during and after they graduated from the Leadership Academy. After receipt of the completed PI forms, the 12 participants were then sent a Community Involvement (CI) form that asked about their level of community involvement before and after the Leadership Academy. The Community Involvement form was intended
to solicit personal reflection by the participants about the Leadership Academy prior to the personal interview and to obtain an indication about the types of activities they were involved in after graduation. A blank C1 form is contained in the Appendix B.

An informal, semi-structured approach was used to conduct in-depth personal interviews with the 12 selected participants. As the interviews were completed, the tapes were transcribed verbatim and returned to the participant for editing and clarification. Once this was completed, the transcripts were analyzed using The Ethnograph for core areas or themes. The Interview Guide used for these interviews is contained in Appendix C and the criteria used for identifying the Core Themes are contained in Appendix D.

Limitations

Four limitations have been identified. These are:

1. A number of the participants have experienced life events that have affected their understanding and involvement towards Community Trusteeship. Changes in employment or family circumstances have affected participants to the point that it will be difficult for them to relate their attitudinal and behavior changes to participation in the Leadership Academy.

2. For some participants, the length of time since they participated has been over five years and their recollection and memories of the Leadership Academy have faded.

3. The outcomes described by the participants are self-reported.
4. This study only examines the Leadership Academy for Central County and the findings and results are not generalizable to other communities and leadership academies. Because the area under study is the Southwest part of a midwestern state, there may be societal norms and behaviors affecting an individual’s willingness to become involved in their community that may be different in other parts of the country.

Definitions and Terms

The following definitions will be useful to the reader of this report:

**Community Trusteeship** – a sense of stewardship of the community and its resources as a living trust to be preserved and enhanced for the future; an individual’s personal, conscious decision to seek and work for the common good, and to act as a trustee of the entire community. (Community Leadership Association, 1996)

**Leadership Academy** – The Community Leadership Academy located in Central County.

**Community Leadership Association** – the Community Leadership Association and its predecessor organization, The National Association for Community Leadership. (Community Leadership Association, 2003)

**United Way** – United Way of County, located in River City, Michigan, serves most of Central County. (United Way, 2005)
**Chamber of Commerce** – Economic Development and Chamber of Commerce organization for the City of River City, City of Lake City, and the surrounding townships. (Alliance for World-Class Communities, 2005)

**Sponsoring Organizations** – These are the community-based entities that have supported the Leadership Academy through the years. They include: College, the United Way, a foundation sponsored by a major employer, a community foundation, and the Chamber of Commerce. (Lake Michigan College, 2006)

**Graduates** – Individuals who have completed the Leadership Academy during the five years being studied.

**Participants** – The 12 graduates of the Leadership Academy selected for this study.

**Organization of the Study**

This study is organized into five chapters. Chapter II is a review of the literature. This chapter includes other studies that address this or similar research problems and explores important studies from related fields of interest. Chapter III provides a comprehensive overview of the methodology for the study and Chapter IV contains the results of the study. Chapter V contains a summary of the study, the conclusions, recommendations for the Leadership Academy, limitations and recommendations for further research.
CHAPTER II

REVIEW OF LITERATURE AND RELATED RESEARCH

Introduction

The purpose of this study was to investigate to what extent and in which ways completion of the Community Leadership Academy in Central County changed the graduates’ attitudes and behaviors towards Community Trusteeship.

The review of relevant literature and research is organized into the following sections. These sections are based on the materials and information contained in the Program Development Guide (Community Leadership Association, 2001). Section I is a review of the various concepts and theories about the definition of a community and the development of social capital through leadership development. The literature explains the motives of the sponsoring organizations and the individuals involved in a leadership academy that is designed to build the numbers and the capabilities of future community leaders. Several studies have focused on community building efforts that require new approaches to community leadership and the information in the Program Development Guide reinforces that concept. Section II is a summation of the principles and concepts of leadership especially as they relate to community based leadership. A number of authors such as Burns (1978), Greenleaf (1977), Senge (1990), and Covey (1989), have included involvement and service to the community
in their theories of leadership. Others have developed new theories of leadership, such as those suggested by these four authors, and research has focused on their application in the community based setting. Section III reviews the literature and research on adult learning and offers some of the individual’s motives and expectations when they enroll in a community based leadership academy. Research focusing on the reasons individuals might or might not obtain the results they hope for when they enroll and graduate from a community leadership academy is also reviewed.

Section IV describes the concept of Community Trusteeship and identifies its characteristics. The focus of this section is to define Community Trusteeship and provide a context to explain the goals of the sponsoring organizations and the applicants. Several studies have investigated the reasons an individual will serve as a volunteer for a non-profit organization or community-based initiative. Information about the motives for individuals and organizations to promote volunteerism and participation in the community is also presented. Building a sense of trusteeship for communities is a consistent theme among the various types of leadership academies and is a key theme in the Program Development Guide.

Section V identifies research about community leadership training and describes some of the studies completed on various types of community-based leadership academies and leadership training programs designed for specific professions, such as school principals. Nationally, there are a number of organizations offering leadership development programs and academies for the community. These
can be educational institutions, chambers of commerce, economic development organizations and other non-profit community-based organizations. The purpose, curriculum, and operational model vary by type of sponsoring organization and the target audience. The research reviewed in Section V examines the results of various studies of these different types of leadership academies.

Community Development

There are numerous definitions of the concept of community. To some people community means the town, village or city they live in, while to others it describes a social organization, such as a church congregation, a school, or a professional organization. Today, community is not defined by geographic or ethnic backgrounds, but more by the commonality of interests and relationships (Morse, 2004).

Sergiovanni (1992) suggested that people who come together often share common commitments, ideas, and values that are the substance of communities. Barksdale in the Community of the Future (Hesselbein, 1998) defined a community as a “grouping of individuals aligned around a common purpose” (p. 93). Wheatley and Kellner-Rogers note that there is a tendency for humans to create communities to fulfill “two needs—the need for self-determination and the need for one another” (p. 12). Clarity about the purpose of the community changes its nature and the existence of relationships within the community. Each of these authors indicated that there are reasons and connections that give rise to the formation of communities and that oftentimes they cross over political boundaries (Hesselbein, 1998).
Morse (2004) summarized the nature of a community well in *Smart Communities*. She described a community as being composed of individuals with relationships, interests and places in common. With the advent of the worldwide web and the age of instant communication through cell phones and text messaging, the term virtual communities has broadened the historical definition of community (Bennis, 1989). Gardner (1990) suggested that groups of people who gather to form a community, regardless of the type, usually have a commonality of goals, desires, and needs. Communities exist in the minds of its members, keeping norms, ideas, and values. Rather than being static, communities change and adapt over time. As these communities react or anticipate changes in their environment, the demands and expectations of their leaders change.

Gardner noted that the diversity of the population, cultures and barriers to communication all impact the existence of a community and affect the type of leadership that is required. He observed that the collapse of many communities removed a sense of belonging, a framework of values, and a change in the belief systems of the community. Gardner further commented that communities have historically given the individual a sense of belonging. In *On Leadership* (1990), Gardner listed five critical skills for community leaders:

1. Agreement building,
2. Networking,
3. Exercising nonjurisdictional power,
4. Institutional building.
5. Flexibility (p.119).

According to the Program Development Guide, each of these critical skills is part of the profile for an effective community leader. The purpose of community leadership academies is to develop these skills in existing and future leaders.

Gardner stated that individuals have a duty to nurture and reconstruct their communities. Individuals do this through their efforts to support their family, their organization and their community. The role of leaders is to revitalize the shared being, assist in the development of values, and motivate and construct goals toward a higher end (Gardner, 1990).

A critical step for any community is the development of new leaders and a new leadership model for existing leaders. Morse (2004) noted a common issue faced by many communities: a small number of people are being called upon to work on issues, regardless of the type or nature, or to serve on community based boards. The same people are looked to in a period of stress or a perceived crisis to lead the change process. According to Morse, a major hurdle for many communities, and also for organizations, is the cultivation and development of leaders with fresh perspectives and ideas, so that there is a wider base of support for proposed change.

A major point identified by Morse is that “Strong broad-based leadership is essential to community success. This leadership will change periodically, and the names of the people will surely change. That is the key to bench strength” (p. 186). In using this analogy from sports, Morse suggested that community leaders often change as a result of retirement, job transfers, or get voted out of office through the
democratic process. Thus, a community needs to develop the capacity to have new and/or additional individuals prepared to assume a leadership role in the community, regardless of the issue. Consequently, a broad, diverse range of leaders and leadership skills and talent is necessary for a community’s success. Morse uses the tipping point concept promoted by Malcolm Gladwell in his book *The Tipping Point* (2002). The premise of his concept is that change builds over time until it suddenly becomes commonplace or a part of everyday life.

Gladwell (2002) examined the emergence of trends or changes that take place in everyday life as having similar characteristics. These are a degree of contagiousness much like an epidemic: little causes having big effects and he noted that change doesn’t happen gradually but dramatically. Morse (2004) suggested that much like the thresholds in fashion, ideas, and trends, there is a tipping point in leadership. Leaders become the catalyst for community change by bringing the community to the tipping point or threshold where change takes root and becomes possible. For most of the theories and principles in *Smart Communities* (2004), Morse gave examples from communities that have gone through significant change, such as the communities that make up the Research Triangle in North Carolina. This example demonstrated that a significant change in a community could come from sustained effort by a group of leaders over time, having a clear vision of the future and a collaborative style of leadership that brings inclusion and participation into decision-making.
A number of researchers have focused on the creation of social capital to build strong communities. The Saguaro Seminar is an ongoing project at the John F. Kennedy School of Government at Harvard University. The Seminar focuses on community engagement. Social capital is described by the Saguaro Seminar as the “collective value of all ‘social networks’ (who people know) and the inclination that arises from these networks to do things for each other (norms of reciprocity). The specific benefits that emerge from the trust, reciprocity, information and cooperation that flow from these networks describe the results of social capital” (Saguaro Seminar, 2007, p. x). In a Primer on Social Capital, the Saguaro Seminar observed “communities with high levels of social capital typically have higher levels of educational achievement, higher performance levels for governmental entities, improved economic growth and lower rates of crime” (p. 4).

The creation of social capital has been identified as an underlying theme for community leadership academies. Putnam (1995) described a theory of social capital based upon civic engagement and noted that there has been a decline in civic engagement in the United States over the last thirty years. This decline, according to Putnam, led to disengagement by citizens from their community and an increase in isolation for many. Putnam used the term “civic engagement” to describe an individual’s connection with life in their community. In his book Bowling Alone (2000), Putnam suggested several reasons for the decline in social capital in the United States. Among the reasons he mentioned were a change in communities to a more suburban nature, two career families, television, and generational trends.
(Saguaro Seminar, 2007). These changes led to less time for the population to volunteer and be involved in community activities. In an interview about civic engagement after September 11, 2001, Putnam observed an upturn in volunteerism and service among the younger generation. He questioned the motives for this increase and whether it could be sustained by the 9/11 generation. Putnam also indicated the income gap in the United States and the impact of immigration and diversity on society as factors to consider in assessing civic engagement (Anonymous, 2006).

As communities try to improve the level of social capital, one technique they can use is the leadership academy. Several authors have mentioned the amount of social capital in a community as an indicator of the community’s health and well-being. Balatti and Falk (2002) examined the process of adult learning as one method for creating social capital in a community. Falk and Kilpatrick (2000) created a model for building and using social capital. According to these authors, this model defines social capital as the knowledge and identify resources available to the community for a common purpose. Social capital as used in these articles is made up of both the networks and the resources generated by these networks within a community. Social capital can be developed as adult learning takes place through building upon the existing body of knowledge and resources available within a community.

Part of the learning process in a community relies on the existing networks of community-based organizations for input and involvement in the leadership development process. Using networks such as these helps strengthen them. A
common strategy used by a number of leadership academies and contained in the Program Development Guide is to involve community organizations and leaders in the planning and delivery of the leadership academy. Thus, a benefit of a community effort to establish programs of learning, such as a leadership academy, is the creation of social capital for both the participants and the organizations within the community. Increases in the knowledge and identity resources available within a community are indications that learning has taken place (Balatti & Falk, 2002).

The Program Development Guide contains information about methods to organize and provide structure for a typical day of a leadership academy. It focuses attention on the need to create opportunities for the participants to develop relationships with the other class members. “Individuals learn best when they are comfortable, trust the other class members and feel part of their group” (p. 63). Theories about learning communities contain some of the same principles and ideas. Wilson (2004) identified seven features that facilitate the creation of a learning community. These are:

1. Shared goals,
2. Safe and supporting conditions,
3. Collective identity,
4. Collaboration,
5. Respectful inclusion,
6. Progressive discourse toward knowledge building,
7. Mutual appropriation (p. 4).
Wilson’s paper suggests that any designer of classes or courses should use these seven features as a framework. One of the common goals for leadership academies is the creation of a network of contacts for the participants within the community. Wilson notes that learners “may establish a continuing community of practice that naturally focuses on their shared goals, work or values” (p. 14).

Bolton (2004) also found the creation of social capital during the development of local leadership in a community. Bolton surveyed leaders of two local and regional organizations to determine their perceptions of the other’s leadership skills. Bolton hypothesized that these perceptions could serve as an indication of social capital. The study found that the two groups, the Cooperative Extension Service (CES) and the Workforce Development Board (WDB), did not know whether the other possessed basic leadership abilities. Bolton viewed these results as an opportunity to build social capital through increased knowledge and interaction by leaders of these two organizations. Thus, the capability of leaders should be viewed as an asset to be actively managed by community based organizations. In Bolton’s study, the lack of relationships between the two groups limited the level of the community’s social capital.

Green and Haines (2002) also used leadership relations as an indicator of community’s social capital. These authors looked at the development of social capital as an important step in economic development. They suggested that networks across a community, as well as networks with external agencies and organizations could help identify and lead economic development efforts. The degree of contact between
citizens and public officials and the amount of organizational integrity of governmental agencies and their synergy with citizens are indicators of social capital. Local organizations that bring interactions and knowledge are critical in the development of social capital and for economic development.

McGuire (1994) researched efforts to build capacity in non-metropolitan communities. McGuire focused this study on efforts by various communities to build capacity with the intent that this would lead to economic growth. This study investigated strategic development programs in a number of midwestern communities. The premise of the researchers was that strategic planning could be an effective capacity building instrument. A question of a community's effectiveness was whether citizens had the ability to accept change and controversy, recognition of the community's strengths and weaknesses, and the presence of a mechanism for citizen involvement. The researchers also examined structural issues of the strategic planning process that could also affect a community's capacity. McGuire suggested in his conclusions that strategic development planning could build local capacity as well as building opportunities for political change and participation by citizens.

A number of the issues addressed in these studies are contained in the Program Development Guide (2001). This Guide identifies the steps a community should take in organizing a community leadership academy. Among these steps is the need to recognize what an effective community looks like, analyzing the community to see what it's leadership needs are and planning a program and the supporting
organization that will allow the community to develop the leadership it needs for the
21st Century.

The Program Development Guide includes topics such as adult learning styles, experiential learning, curriculum, selection of participants, and the concept of Community Trusteeship in great detail. These topics are presented so that organizations are prepared “for creating a leadership program that is new and different—one that is cutting edge” (p. 34). The intent of the Program Development Guide is to give communities a detailed planning and organizing document that brings together the key concepts that must be considered during the planning and implementation of a community leadership academy.

Community Based Leadership

This section addresses some of the basic principles of leadership and how they are infused into decision-making and development at the community level. The context, skill set, expectations, and model for leadership in the community is different than in the corporation or organization, but many of the principles are the same. In the Community of the Future (1998), Marshall Goldsmith compared “communities of requirement” and “communities of choice” (p. 109). He described communities of requirement as playing a large role in defining the individual. Rules and norms, both formal and informal, dictate the individual. In communities of choice, the individual has the option of being a member. Individuals become members, because they choose to, not because they have to. Goldsmith compared the characteristics needed by
leaders for these two types of communities as being very different. He identified five key qualities for leaders of communities of choice. These are:

1. Communicating a shared vision,
2. Achieving clear results,
3. Changing leadership style,
4. Ensuring that members feel valued,
5. Creating a personally enriching experience (p. 112).

Goldsmith states that “The traditional standards of leadership that may have been acceptable in the past will not lead to success in the future. The leaders of the community of the future will face much greater challenges in retaining members. The leader’s success in adapting to the new world of the community of choice will be a huge factor in determining the community’s success and long-term prosperity” (p. 114).

The Program Development Guide proposes that changes in society have resulted in subtle changes in the skill set for effective community leaders. “Therefore, new leaders must know how to create and work from a vision. The leaders in the 21st Century will especially need to encourage groups to look at new solutions to problems” (p. 4). The focus needs to be on developing consensus, building partnerships, and forming collaborative efforts. In Smart Communities Morse (2004) describes a new way of looking at leadership. Morse suggests that community issues can only be solved through the involvement and participation of leaders from all aspects of the community. A primary step in the development process for a
community is for established or formal leaders to recognize that a broad base of leadership is required. Three changes are identified in our country that have brought about the need for a different type of perspective on leadership. According to Morse, these include:

1. Demographic changes in the population,
2. Desire for local decision-making,
3. Multilateral decision making among organizations (p. 183).

The first change is the demographic change of the population occurring across the country. The change in the demographics of the population requires that there be a reorientation of formal leadership structures to consider cultural frameworks. The influx of residents in many communities and the diversity of their cultures indicate that the framework of decision making at the community level should adapt to assure inclusion and participation. As a result of this change in the diversity of the population comes a need to reconsider long accepted principles of authority, communication, and traditions for public participation. Barriers that prevent certain groups or members of a community from participating in the leadership process must be removed (Morse, 2004).

The second change is the desire for increased local decision-making. This shift affects a community's readiness to process issues and interact and work on broad based initiatives. The shift requires that new skills be developed, so the community can effectively work on partnerships, collaborations, and its deliberative processes.
The third change is that issues must be addressed on a multilateral basis. Solutions cannot be developed in a vacuum without consideration for other groups and their interests or other solutions that could be as effective or more effective. These three changes are brought together in a call for a stronger base of civic leadership (Morse, 2004).

In his discussion about values in leadership, Heifetz (1994) created several images. The first image is a distinction between styles of leadership. One style engages issues as they are defined by the leader versus a second image of a leader being an individual who mobilizes people to tackle tough problems that they define together. The second image is different than the most commonly described traditional model of community leadership, that of a leader and followers. The type and style of community leadership is different than that typically found in a corporation or business. Because of the nature of community decision-making, a number of authors, such as Morse and Heifetz, believe that the expectations and skill set of the community leader is different.

Several studies have examined the differences between traditional leadership roles and those based across or within a community. In Collaborative Leadership, Chrislip and Larsen (1994) defined the purpose of collaboration as creating a shared vision and joint strategy to address concerns that go beyond the purview of any particular party or organization. These researchers analyzed a number of communities and looked at their success or failure in resolving significant issues. The communities studied included Hartford, Connecticut; Cleveland, Ohio; Phoenix, Arizona;
Baltimore, Maryland; and Newark, New Jersey. Some of the issues the communities addressed were the same, but the method and manner they approached them was different, as were the results. The researchers found that the way each community engaged the issue varied as a result of the leadership skills within the community.

As a result of this study, Chrislip and Larsen (1994) identified a type of leadership they label as collaborative. They saw this style of leadership as a mutually beneficial relationship between two or more parties to achieve common goals by sharing responsibility, authority, and accountability for achieving results. In a later book, *The Collaborative Leadership Fieldbook* (2002), Chrislip expanded this type of leadership to include attention to facilitative leadership. Individuals serving in this role do not have a personal stake in the issue but are leaders dedicated to the process of collaboration and who are willing to promote and safeguard the process. Through their personal and organizational credibility, these individuals bring others to the process and broaden the level of participation to include others not usually included. This type of individual links together the collaborative process and the formal decision making structure in a community and help move the plans and programs into the implementation phase. Chrislip defines a facilitative leader as one who is concerned about the community and the resolution of issues, but not a stakeholder nor someone who is invested in any particular strategy or program. Chrislip believes that in community development it is important to find strong facilitative leaders who can influence various stakeholder groups and will use their personal creditability to support the collaborative process.
Not only are the skills of community leadership different but also the type of person who can function effectively is different. Chrislip (2002) identifies community leaders who commonly fit this profile as being retired church, government, and business leaders or leaders from higher education. During the collaborative process, new leaders will emerge and time and energy should be invested in their development.

An organization with a long history of providing community leadership training is the national network of cooperative extension offices. This system targets rural economic development and uses a strategy of building leadership capacity within those communities. In their investigation of a new direction for the cooperative extension leadership-training program in Michigan, Sandmann and Vandenberg (1995) identified three common themes for a new philosophy of leadership. These are shared leadership, leadership as relationship, and leadership in community. Their focus was the development of a new conceptual framework called Community Action Leadership Development (CALD) as a function of the cooperative extension system. This project looked at building a new framework for the various types of leadership development programs offered through the cooperative extension system in Michigan.

The conceptual framework for CALD as described by Sandmann and Vandenberg is the intersection of community development, organizational development and leadership development. The framework has six principles:

1. Facilitation,
2. Learner focus,
3. Leadership focus,
4. Issue/Action focus,
5. Non-prescriptive,
6. Process as content (p. 6).

Sandmann and Vandenberg state that successful implementation within the cooperative extension system can bring a “new era in leadership development, one characterized by community, learning, vision and action” (p. 8).

Adult Learning

The Program Development Guide has a section devoted entirely to the concept of adult learners. The Guide describes four types of learners. They are:

1. **Abstract Conceptualization** – The learner learns by reading and theorizing. They analyze, evaluate.

2. **Reflective Observation** – The learner learns by sitting back and watching, meditating on what he or she watches and then responds. They ask the questions next week.

3. **Active Experimentation** – The learner learns by trial and error. They are practical and pragmatic.

4. **Concrete Experience** – The learner wants to be about doing. They are present oriented (p. 39).
The Program Development Guide explains that the structure and operation of a leadership academy needs to focus on the needs of the adult learner and that many of the techniques used in the education of youth are neither relevant nor effective.

Chrislip and Larsen (1994) suggested in *Collaborative Leadership* that the capacity for leadership exists at all levels of society. They note that it can be acquired through experience as well as formal, structured development programs. Experiences are also powerful learning tools for the developing leader, according to these authors. They also explain that there should be thoughtful self-discovery and reflection, as well as formal education and skill development. Community-based programs that meld the self-discovery process with practical experiences bring about the most change in developing leaders. The information and materials from the Program Development Guide reflect a number of principles, such as these drawn from adult learning theory.

Authors, such as Knowles, Gardner, and Argyris, have offered theories about adult learning that can help explain some of the reasons for participating in a community leadership academy, as identified by the applicants. Bono (2006) investigated motives for the degree of importance to participants in a leadership academy. Merriam and Caffarella (1999) contend that no single theory of adult learning exists. There are a number of models, but no single model explains all of adult learning.

Knowles (2005) proposed an androgogical model based upon six assumptions. These were:
1. Learners need to know,

2. Self-concept of the learner,

3. Prior experiences of the learner,

4. Readiness to learn,

5. Orientation to learning,

6. Motivation to learn (p. 64).

These core adult learning principles were later integrated with goals and purposes for learning and recognizing individual and situational differences to form a model able to be applied in program development. Much of adult learning theory incorporates part of Knowles' assumptions.

Lieb (1991) elaborated on five characteristics identified by Knowles in his theory of adult learning. Lieb's characteristics were:

1. Adults are autonomous and self-directed.

2. Adults have accumulated a foundation of life experiences and knowledge.

3. Adults are goal-oriented.

4. Adults are relevancy-oriented.

5. Adults are practical.

6. As do all learners, adults need to be shown respect (p. 1).

While Knowles' work has been considered by many to be less of a theory and more of assumptions about adult learners, it offers some basic principles to develop learning processes (Merriam and Caffarella, 1999). Organizers and developers
seeking to improve the learning process in leadership academies can use Knowles' assumptions in their planning and development processes.

A second model of adult education is self-directed learning. This model describes efforts made by adults to learn outside of formal institutions. A number of applicants to the Leadership Academy have noted a scarcity of opportunities and organizations that provide local developmental programs for future leaders or concerned citizens. According to the Program Summary for the Leadership Academy completed by College in 2005, there were three primary reasons given by the applicants on their applications for the Leadership Academy. These were:

1. Learn more about the community and its issues,
2. Establish a network of contacts and resources,
3. Develop leadership skills that can be used in the community (2005).

The application for admission to the Leadership Academy asks each applicant to list their educational background, including professional development or community development programs they have completed. In 2006, none of the applicants identified prior community leadership training on their application (Lake Michigan College, 2006).

The third model is transformational or transformative learning. Mezirow's (1990) definition of transformational learning is:

The process of learning through critical self reflection, which results in the reformulation of a meaningful perspective to allow a more inclusive, discriminating, and integrative understanding of one's life experiences. Learning includes acting on these insights. (p. xvi)
Brookfield (1986) proposes critical reflection as a step in having adult learners adjust the way they “redefine and reinterpret their personal, social and occupational world” (p. 106). Argyris and Schon (1996) describe the resistance to learning that conflicts with prior experiences. Single loop learning is described as learning consistent with prior experiences, while double loop learning requires changes in the learner’s schema. Senge (1990) offers mental models that “are the cognitive structures that arise from an individual’s experiences” (p. 171). Prior life experiences can also “impede change because many people resist changes that do not fit their mental model, particularly if change involves restructuring long or deeply held schema” (p. 191).

Spalding (2003) surveyed the graduates of a community leadership academy in New York to determine whether they had opportunities for critical reflection during the program. This study found that the graduates perceived that the leadership academy allowed time for critical reflection about the subject matter and material.

According to Mezirow (1990), transformational learning is centered on bringing the individual’s life experiences together with a need for understanding. Adults have the benefit of connecting new material and information to their previous knowledge and personal experiences (Merriam and Caffarella, 1999). These authors revealed seven phases, as proposed by Mezirow, when individuals experience transformation. These are:

1. Experiencing a disorienting dilemma,
2. Self examination,
3. Critical assessment of assumptions,
4. Recognizing that others have gone through a similar process,
5. Exploring options,
6. Formulating a plan of action,

A significant premise of Mezirow’s theories is a life experience that sets in motion a series of steps or processes that bring about a change in understanding and an alteration of life. Through the process of critical reflection, the adult learner reconsiders their prior assumptions, critically examines the premise and definition of the problem, and transforms their individual perspectives into a new level of learning (Mezirow, 1990). Spalding (2003) found that the graduates of a leadership academy in New York, through critical reflection, perceived that their lives changed after participation, thus demonstrating a type of transformative learning as described by Mezirow.

Kroth and Boverie (2000) connected life mission and adult learning. They suggested that connecting life mission to adult learning is important, especially if it makes adult learning meaningful, increases self-direction, and connects the individual, learning, and the role of the learner. This study used grounded theory as its methodology, since there was little theory connecting life mission to adult learning. The researchers found that the stronger the individual’s life mission, the more focused was the learner’s self-direction and there was a greater sense of meaning to learning activities. Kroth and Boverie defined mission as the set of
assumptions that each person holds about his/her life, the reasons for his/her existence and the nature of his/her being. Individuals who enroll in the Leadership Academy often identify a need to engage their community and its issues and to obtain a greater sense of personal fulfillment through participation.

Mezirow (1990) explored questions of mission as a step in the process of adult learning. Kroth and Boverie (2000) found that the learning process could result in adults revising their sense of purpose and their life mission. These researchers observed that new experiences or new information could lead to a reconsideration of the person’s life mission. The study by Kroth and Boverie suggests that transformation theory might be expanded to include life mission.

Mezirow observed that for transformative learning to take place, a safe environment is required. In this non-threatening environment, participants are able to engage in the critical reflection necessary for transformative learning to take place. One of these non-formal settings can be a community setting, such as a leadership academy. Merriam and Caffarella (1999) noted that community based learning is focused on addressing social action and the betterment of the community. Franz (2002) found in a study of the relationships between campus researchers and county extension staff that transformative learning was possible if it included five key factors conducive to learning:

1. Strong partner facilitation,
2. Critical reflection,
3. The presence of critical events,
4. A difference between the partners that is bridged by their common purpose,

5. A climate of independence with interdependence (p. 1).

In this study, six of ten partnerships between researcher and extension staff experienced transformative learning that resulted in a major change in thinking or perspective by the partners. Franz found that a key element of the partnerships experiencing transformative learning was a high level of fundamental differences between the partners. This element of diversity went beyond physical diversity to a diversity of perspectives.

In a model for understanding the outcomes for adult learners in college, Donaldson and Graham (1999) observed six components to account for learning. They are:

1. Prior experience and personal biographies,

2. Psychological and value orientations,

3. Adult cognition,

4. The classroom as the central avenue for social engagement…,

5. Life-world environment,

6. Learning new content, applying and using it (p. 28).

This model identifies the interrelationships between the history of the adult learner, the environment, and processes that affect learning.

In an undated manuscript entitled “Instructional Guide for Helping Adults Learn,” Graham shared that adults have differences in motivation and personality.
These affect their willingness to try new things; require that the learning process include hands-on instruction; indicate that topics should deal with present day issues; and because of the participants' life experiences, race, gender, socio-economic status and physiological preparedness to learn can each affect the results obtained.

Community Trusteeship

The purpose of leadership training at the community level is to build leadership capacity and social capital (Morse, 2004). Community Trusteeship can be defined as “a sense of stewardship of the community and its resources as a living trust to be preserved and enhanced for the future; an individual’s personal, conscious decision to seek and work for the common good, and to act as a trustee of the entire community” (Community Leadership Association, 1996, p. 31). Stewardship in this context can be viewed as holding something in trust, in this case the community and its resources, for someone else or for future generations (Block, 1996). The Community Leadership Association identifies in its Program Development Guide for 2001 that “trusteeship is an essential attribute for leaders of today and tomorrow” (p. 6). Seven aspects are included in their definition of trusteeship. They are:

1. Building trust,
2. Developing integrity,
3. Accepting all people,
4. Serving,
5. Viewing the world (community) holistically,
6. Promoting a sense of community,

7. Creating a shared vision (p. 6).

The Program Development Guide also states the “Leadership programs can intentionally develop this sense of trusteeship” (p. 6).

Block (1996) describes one of the intents of trusteeship or stewardship as being able to replace self-interest with service as the basis for holding and using power. Stewardship in an institutional setting means focusing on the service to customers, employees, suppliers, and the community. “Stewardship asks us to serve an organization and be accountable to them without care taking and without taking control” (p. 22). Greenleaf (1998) describes in his theory of servant leadership a similar role in which institutions and their trustees exist to serve the good of society. Institutions and trustees both have a commitment to serve the needs of others. “Trusteeship is the holding of a charter of public trust for an institution…. Trustees are members and representatives of the general public, whose trust they hold” (p. 107). The Community Trusteeship Manual of the Community Leadership Association (1996) draws upon leadership theory from Bennis (1989), Covey (1989), DePree (1989), Gardner (1990), Greenleaf (1977), Senge (1990), and Kouzes and Posner (2002).

DePree (1989) describes leadership as a concept of owing to the institution or organization rather than the traditional perspective of owning the institution. He considers this type of owing to be a form of stewardship rather than ownership. DePree indicates that the role of a leader is to leave assets and a legacy. “Leaders are
also responsible for future leadership. They need to identify, develop and nurture future leaders” (p. 14). He defines various values and obligations that leaders owe to the organization or institution rather than the organization owing to the leader. DePree believes that “…to be a leader means, especially, having the opportunity to make a meaningful difference in the lives of those who permit leaders to lead” (p. 22).

Kouzes and Posner (2002) stated that volunteering for leadership roles in the community, for a professional organization, or for a nonprofit board serves an important need not only for the community but also for the individual. Cohen in an article about assembling a board for a nonprofit noted the importance of selecting a board of directors because the board “can mean success or failure in developing an organization’s operations, programs, culture and growth” (Cohen, 2006, p. 1). Kouzes and Posner observe: “Leadership development is self-development” (p. 390). In their section on Moral Leadership, the authors describe Gardner’s four moral goals of leadership:

1. Releasing human potential,
2. Balancing the needs of the individual and the community,
3. Defending the fundamental values of the community,
4. Instilling in individuals a sense of initiative and responsibility (p. 393).

Business literature also contains several themes about the corporation or organization’s duty to benefit the community. Gunther (2004) presents several examples of successful businesses that make a regular habit of using their resources
to improve the work life of their employees and allowing them to invest their time and energy in their community. Most of these efforts are completed without a clear demonstration of the benefit or return the organization can expect. Several of the companies that Gunther profiles, such as Herman Miller, Southwest Airlines, and United Parcel Service (UPS), rely on initiatives consistent with the principles of Greenleaf and his concept of servant leadership. Gunther also references Jim Collins and his two books, *Built to Last* (1994) and *Good to Great* (2001). In *Built to Last*, Collins focuses his attention on successful companies that have a powerful vision that goes beyond the making of money or maximizing shareholder value to that of serving the community or society. Collins researched companies with a history of successful results and analyzed them for common characteristics. He found a consistent theme among these companies of focus on service to the employees and the betterment of the community as strong indicators of success.

Gunther profiled Timberland, one publicly traded company “that sets the standard for community service” (p. 17). This company, which generates $1.2 billion in sales per year, is in the casual clothing and footwear business. It actively promotes community service events such as Earth Day, gives employees paid time off to do community service, and encourages its business partners to participate in its events and programs. The Timberland annual report to shareholders includes information on social as well as financial results. Gunther uses Timberland as an example of a corporation that has a strong commitment to community service. In each case there is
an expectation of value, either for the individual, the employer, or the community at large.

Peloza and Hassay (2006) studied the motives for pro-social behavior of employees. They concluded that there are incremental benefits from volunteering for the employer, the employee, and the community-based organization or charity. When employers actively encourage and manage the volunteer activities of their employees, benefits result for the corporation's philanthropic mission. Cone, Feldman, and DaSilva (2003) indicated that companies seeking to obtain the largest benefit from corporate philanthropy should identify a pressing social need and then focus the company's resources, both human and financial, on addressing this cause. The next step is to promote the company's efforts. By using this approach, the corporation obtains the maximum benefit for efficient use of resources, improvement in morale, and the highest rate of return for their employees' efforts.

Green and Brock (2005) noted that there are multiple ways of participation. Their study looked at participation in formal organizations as well as informal interactions as two ways to build social capital. They reflected “...that organizational participation is more tightly linked to social capital and civic competence, while informal participation is more strongly able to build feelings of connectedness and social support. Informal participation also appeared to give participants exposure to other opinions and greater opportunity to express their own views” (p. 20). They found a higher degree of commitment for formal organizational participation over
informal participation even though informal participation provides immediate rewards and long-term satisfaction.

Banyan (2003) argued that organizations play an important part in developing a community. Her research examined how organizations use volunteers to build organizational civic capacity. A main implication was that students enrolled in community based learning courses are a source for developing civic capacity, but their environment and preparation for placement are critical to their success.

Institutions of higher learning have used service-learning activities in the community for educating students and fulfilling their mission of community service. Her study also found that organizations could be assessed for their level of organizational citizenship and contributions in the public interest. Kirlin (2002) proposed that many service and volunteer programs fail to address the development of fundamental civic skills necessary for participants' later civic engagement. The development of these skills is necessary to demonstrate civic engagement and the value of these programs.

Clary, Snyder, Ridge, Copeland, Stukas, Haugen, and Miene (1998) investigated the motivations of volunteers from a functional approach. Six investigations focused on the role of the individual in activities that reflected self and identity through personal motivations. The research suggested that organizations dependent on volunteers should structure their promotional efforts to match closely the motivations of the volunteers they intend to recruit.

Perry (1996) developed a system to assess the motivation for public service, Public Service Motivation (PSM), for individuals employed in public service. The
field of public administration has asserted that individuals who choose public service careers have different motivations than other members of society. The system developed by Perry focused on four dimensions:

1. Attraction to public policy making,
2. Commitment to the public interest/civic duty,
3. Compassion, and
4. Self-sacrifice (p. 15).

For each of these dimensions, Perry established between five and eight indicators totaling a 24-item scale and completed a confirmatory factor analysis (CFA). In a later study, Coursey and Pandey (2007) used Perry’s research to further test his model and to refine the PSM. They reduced the dimensions to three by eliminating the self-sacrifice dimension and consolidated several of the items within each dimension to reduce the total indicators to ten. They also completed a CFA. Their research supported the three-dimension solution with a ten-item scale. Each of these studies confirmed that motivation for public service could be confirmed through investigation.

Clarke (2004) studied whether individuals who have a personal stake or vested interest in a cause are evaluated more favorably than individuals who lack a clear personal stake in the organization or issue. The research showed that the degree of “vestedness” influenced the assumption of tasks and roles within an organization. Individuals who do not have a direct personal stake in a cause may be discouraged from getting involved as a result of organizational or societal norms. Clary and
Snyder (2002) reviewed strategies to create in adults a habit of community participation. A series of articles in a 2002 issue of the *Journal of Social Issues* focused on ways that individuals take action to address social issues in their community. The focus was on creating continued involvement by individuals extending over a long period of time. The authors note that a majority of adults have a positive attitude towards community service, but fail to put that attitude into action.

Each of these authors in this section makes a case for volunteerism, stewardship and trusteeship for the community. Some organizations have a culture of encouraging employees to be active in the community as a demonstration of public service, while others see it as a way of developing individuals and promoting goodwill towards the employer. A common example of Community Trusteeship used by business is for an employee to serve on a board for a community-based organization. “A primary example of trusteeship of organizations is board membership...Board members hold the organization in trust. Board members are trustees” (Community Leadership Association, 1996, p. 6). According to the National Center for Nonprofit Boards (2003), “Boards are far more than the sum of the individual values and viewpoints of their members; they are arenas in which individual members work actively toward mutually acceptable decisions and outcomes” (p. 1). The research reviewed in this section identifies a strong basis for developing community leadership through education.
Community Leadership Training

The original focus of community leadership academies was to acquaint participants with the community and its people. The participants usually expressed an interest in assuming a leadership role in the community. Traditional sponsors included the local chamber of commerce, the United Way, economic development organizations and in many rural areas, an agriculture extension office. Over time, the communities operating these leadership academies determined that the skill set of existing and future leaders was different and that the leadership academies should start to focus on skill development activities. The leadership academies incorporated management and leadership theory and introduced personal and leadership assessments, such as the DiSC, Myers-Briggs, and the Leadership Practices Inventory. More recently, the focus of many leadership academies has been the development of a sense of ownership and trusteeship of the community within the participants. The ultimate goal was an increase in the amount of community involvement and the assumption of leadership roles within the community. During the development of these leadership academies, there was not a significant focus on the cost-benefit results nor on the long-term benefit for the graduates and the communities they serve (Community Leadership Association, 2001).

Fredricks (1998) found that programs such as these are under researched and that there is a limited amount of literature that specifically focuses on leadership training for the community. Fredricks focused her study on statewide leadership
training programs and the literature associated with these programs. One conclusion of this study was that evaluative research on these programs is limited. Williams and Wade (2002) investigated the sponsorship of these types of programs and also found that there was little research about the organizations that sponsor these types of programs.

Chrislip (2002) states that "Just as primary and secondary education need to develop the capacities for citizenship in a democracy, colleges and universities must build upon this foundation" (p. 32). He believes that the number of leadership development programs in colleges and universities that focus on citizenship has increased. Programs like these are targeted towards improving the students' civic leadership skills through activities such as service learning, community involvement, and self-assessment and reflection. These programs go beyond the development of leadership skills for the workplace by broadening the horizon of the participants to apply their skills and abilities within the community. A noteworthy program mentioned by Chrislip is the Student Leadership Institute (SLI) at the University of Colorado. It has a strong history in the application of leadership skills and principles to address community based programs and initiatives. In a paper about the Eisenhower Leadership Development Program at Texas A&M, Welch (2000) noted that many of the characteristics that business and potential leaders look for in their employees are the same as those that are displayed by effective leaders in a community.
The National Clearinghouse for Leadership Programs completed a study of leadership programs at selected colleges and universities in 2007. The Multi-Institutional Study of Leadership (MSL) involved a study of over 50,000 students engaged in leadership training at 52 different campuses. This study published ten recommendations intended to enrich campus leadership programs and help diminish what has been identified “as a lack of leadership capacity and emerging leadership crisis in American society” (Dugan and Komives, 2007, p. 8).

Becker (1991) investigated a leadership academy organized by Widener University. The Widener Leadership Academy was developed to expand and improve the skills of volunteers and non-profit leaders in Chester, Pennsylvania. This qualitative study surveyed graduates between 1989 and 1990 and examined whether the leadership academy addressed the needs of the participants, assessed whether participants were able to use their learning on measurable projects, determined whether they could facilitate change and whether the type of sponsoring organization affected the participants in making the transition from training into practice. Unlike a number of other leadership academies, this leadership academy had a post-graduation support service available to the graduates. Becker found that the Widener Leadership Academy met each of its goals and proved valuable in helping the graduates in their leadership roles as well as their personal lives.

In 2002, the University of Minnesota Extension replicated a study of the graduates from leadership academies. The original study, completed by Pigg (2001), found that the indicators of program type and design were not well related to program
outcomes. The research question investigated by the University of Minnesota
Extension in 2002 was the impact program duration had on participant outcomes.
Eight leadership programs were studied for participant changes in five factors. These
were:

1. Civic engagement,
2. Community commitment,
3. Community knowledge,
4. Personal growth and self-efficacy,
5. Shared future and purpose (p. 178).

The study showed that the longer programs had the highest number of changes in the
five factors. The study also found that the participants increased the number of
leadership positions they held from 10% to 45%. There was not a relationship to
program duration and commitment to leadership positions (Scheffert, 2007).

Pigg (2002) suggested that community leadership development programs are
an appropriate place for the development of empowerment efforts on a community-
wide basis. Several dimensions of empowerment and various steps that can be applied
on a community basis were offered by Pigg, as well as three types of empowerment.
These are self-empowerment, mutual empowerment and social empowerment. Pigg
explored the extent to which community developers incorporate these types of
empowerment into leadership education for the community. In the review of the
literature for this study, it was found that empowerment had not been addressed in a
comprehensive way. Pigg determined that successful leadership education and
community development should include learning activities for all three types of empowerment.

Mattessich and Monsey (1997) shared that many community development projects start as the idea of a community leader. This individual typically has the idea or belief that circumstances in the community can be improved, that problems can be solved and solutions found. The authors also found that the existence of a training program to give participants the skills they need to be successful is also important. These types of training programs help participants understand their problems and give them the skills to make changes, so they are less reliant on government or outside organizations for solutions. The authors cited the Blandin Community Leadership Program that has trained nearly 2,000 individuals to work collaboratively, anticipate change, manage conflict, build consensus, and envision the future.

Mattessich and Monsey noted that community-building efforts are more likely to be successful when the process produces leaders over time. These individuals replace people who are leaving or fill new roles within the community. The authors believe that systems to produce leaders are stronger when the community-building project or initiative has been the brainchild of or is led by one individual. The final section of their book, *Community Building: What Makes It Work* (1997) focuses on the attributes of successful community building organizers. The authors found that the more likely these characteristics were present, the more likely the project would be successful. These characteristics were:

1. Understanding the community,
2. Sincerity of commitment,
3. A relationship of trust,
4. Level of organizing experience,
5. Able to be flexible and adaptable (p. 16).

A number of different organizations serve as the lead agency in sponsoring leadership academies. Williams and Wade (2002) observed that common sponsoring agencies are chambers of commerce, community colleges, universities, major employers, private non-profit organizations, and local government. Their study surveyed 106 randomly selected programs from the membership list of the Community Leadership Association. Of the 67 responses, 87% were chambers of commerce. Of the respondents, 58.2% indicated that they collaborate with other organizations in the planning and delivery of their leadership academy. Williams and Wade reviewed the list of common sponsoring agencies and then asked the participants to identify their ideal partners. The participants overwhelmingly identified colleges and universities as the ideal partner, even though they were not always the dominant current partner. This investigation explored the types of organizations, but did not address the motivations of the sponsors in developing a leadership academy.

The literature about leadership academies identifies a number of different studies with varying conclusions. Langone (1992) surveyed graduates of the Community Leadership Program in Georgia offered through the Georgia Cooperative Extension Service. This research found the participants improved their networking
skills and had a better understanding of resources in the community, different perspectives about the community, and a new appreciation for community values and suggested actions. A “unified spirit” and an increased level of involvement among the respondents were also noted by the research. Schaubers and Kirk (2001) also discovered the graduates of the Family Community Leadership (FCL) Program in Oregon increased community participation, additional leadership roles in the community, and expanded skills, such as facilitation and presentation skills. In looking at a program in New Jersey and focusing on long term benefits for participants, Diem and Nikola (2005) revealed that participants believed they had improved speaking skills, had advanced their career or changed jobs, had become more active legislatively, and acquired a network of contacts. Each of these studies noted the value provided to participants of leadership academies offered by cooperative extension services.

Hurt (2003) studied the effectiveness and impact of the leadership-training program in Eau Claire, Wisconsin. The Eau Claire Area Chamber of Commerce has sponsored this leadership academy for over 20 years. The goal of the Chamber in sponsoring this leadership academy was to benefit the community through an improvement in the leadership skills of the participants. The goals for this leadership academy are similar to those found for other leadership academies. These include developing an understanding of the community and its issues, exploring Community Trusteeship, and working on community-based projects that address real-life community issues. Hurt investigated the participants’ self-assessment of their
leadership roles before and after participation. Also revealed was the effectiveness of the leadership academy on nine traits used to describe effective leaders. These traits were:

1. Conflict resolution,
2. Creative thinking,
3. Problem solving,
4. Critical thinking,
5. Team building,
6. Self-assessment,
7. Resource availability,
8. Time management,
9. Strategic planning (p. 20).

Hurt concluded that there was a transfer of learning from the program to the daily activities of the participant. For the nine leadership traits, there was only a moderate impact on eight of the nine. Resource Availability had the highest identified increase. The graduates also reported an increase in their level of leadership from prior to the leadership academy to after participating. Hurt found that the degree of impact experienced by the graduates varied by the type of volunteer organization with which the graduate was associated.

Adams (1999) completed a study of leadership academies in Missouri to assess whether communities can improve the skills of leaders through training. Also evaluated was the effectiveness of two different types of leadership academies and
whether participation had any influence on the participants. One of the academies studied was based on a chamber of commerce model and the other was based on a cooperative extension model. The Leadership Practices Inventory (LPI) developed by Kouzes and Posner (1985) was administered to graduates of the two programs as well as a control group that had expressed interest in leadership development. The LPI examines five leadership practices contained in *The Leadership Challenge* (2002):

1. Model the way,
2. Inspire a shared vision,
3. Challenge the process,
4. Enable others to act,
5. Encourage the heart (p. 13).

A statistically significant difference was found for several of the LPI subscales with the chamber model resulting in slightly higher scores than the cooperative extension model. The participants from both programs scored above the control group, thus demonstrating that the leadership academies had an impact on the participants.

Earnest (1996) also used the LPI to assess the impact of the community leadership programs supported by the Ohio State University Extension Office and Project EXCEL during the 1992–1993 program years. The purpose of this study was to identify the impact of the community leadership programs on the participants' leadership skills. Sixty-seven program participants, thirty-six program alumni and seven program directors were surveyed for this study. Fifty-seven participants
responded to the survey. Six focus groups were conducted with alumni and in-depth interviews were conducted with the seven program directors. The pre- and post-assessments of the participants indicated that there was a statistically significant improvement in all five of the leadership practices, as measured by the LPI. The focus groups and the personal interviews also resulted in positive information about the various leadership academies and their impact on the participants’ leadership skills. Earnest revealed that the fifty-seven participants who responded suggested they improved their leadership skills and practices as a result of participating in the respective community leadership programs.

Tuttle (2004) researched the self-perceived impact of participation in the Advanced Leadership Academy (ALA) for school leaders in Missouri. The participants were school leaders who were involved in school improvement programs. The ALA was designed to create leadership capacity at the school building level within the state. This study examined behaviors in shared decision-making, community building, and databased decision-making. This leadership academy was targeted towards principals in school systems and was based on standards promulgated by the Interstate School Leaders Licensure Consortium (ISLLC). The study surveyed 23 participants in the ALA between March of 2000 and November of 2001. This leadership academy “provided a forum for the exchange of ideas and networking that created professional relationships” (p. 117). The ALA also intended that the participants develop skills in educational leadership. The results of the study
showed that there was a self-perceived change by the participants in the topics covered by the ALA.

Cook (2000) investigated leadership academies targeted towards building capacity in the community college system in Kentucky. The University of Kentucky Community College System (UKCCS) operated a community college leadership academy that was established in 1990. The UKCCS leadership academy was intended to develop future leaders for community colleges in the state. It was designed to provide personal and professional development activities for community college employees, so that they could consider and progress into leadership roles within the community college system in Kentucky. The study surveyed 95 participants and 14 community college presidents from the first five years to assess whether the leadership academy was meeting its stated goals. Cook found that the majority of the participants were positive about the personal impact of the leadership academy. Women and minorities particularly believed that leadership roles and additional skills resulted from their participation. Weaknesses identified by this study were the Intern Leadership project and the mentoring portions of the program.

Spalding (2003) investigated how participants in a community leadership program perceived that the program influenced their level of civic involvement. This study also reviewed program activities of the leadership academy and whether they allowed the participants to engage in critical reflection. This leadership program was designed to allow the participants to gain an understanding of community issues, develop leadership skills, and training on Community Trusteeship. For this
investigation, Spalding used a definition of "ethical leadership...leadership for the common good or, in other words, leadership for the good of the stakeholders of the community" (p. 20). Critical reflection was not specifically built into the curriculum for the program. Spalding hypothesized that there were opportunities during the program that allowed participants to engage in critical reflection. A sample of 20 participants from two cohort groups from one community leadership program was surveyed; documents and pre-interview questionnaires were reviewed; and in-depth personnel interviews were conducted. This research suggested that participants improved their awareness of community issues, developed skills and an understanding of and commitment to Community Trusteeship. It was also found that participants had expanded their network of contacts and changed their leadership styles as a result of their participation.

Rossing (1998) examined three different types of leadership programs. One was an internship program through the National Extension Leadership Development Program. The second was a Rural Leadership Program based in Wisconsin and the third was a graduate course for students interested in community development or planning. Rossing found that each of the three programs had common characteristics. Each had activities devoted to community building, collaboration, and shared leadership. The study determined that each type of program resulted in some aspect of community building. The researcher's assessment of each program showed that the transfer of learning was less clear and that only two programs actually had an impact on shared leadership and that was on a limited basis. Rossing concluded that the long...
term future for community development hinges on short term efforts to build learning organizations and over the long term creating environments where participants may fully develop their skills for shared forms of leadership. This study suggested that the structure of the various leadership programs had an impact on the results they obtained.

An evaluation of community leadership programs nationally was completed by the Center for the Study of Individual and Society (CSIS) and the Leadership Lab at the University of Minnesota. The goal of this project was to document the impact of community leadership programs, allow for comparison of the 50 programs enrolled in the evaluation project, and identify the characteristics of successful programs and individuals. This project studied the 2003–2004 graduates of the 50 enrolled community leadership programs. The participants in the leadership programs received a survey that was completed during their orientation. The participants then received a second survey during their final session, a third survey 90 days after completion, and a fourth survey one year after graduation. The program directors for the 50 programs participating in the evaluation project completed two surveys: one at the orientation and one at the final session of the leadership program.

The researchers investigated the motives of the participants, their current and future intentions for community involvement, and the type of focus of the leadership program as described by the program director. The researchers found that there were several key areas of impact that these programs had on the participants. One was that their knowledge of the community increased; a second was an increase in their
leadership skills. A third was that their intentions for community involvement remained strong one year after graduation, as did their satisfaction with the program. The researchers also found that there was a slight decrease in the graduates' attachment to the community and in their motivation to lead. The researchers also investigated the type of focus for each of the leadership academies and the type of success for the program. They found that the type of focus as described by the program director affected the outcome, such as an increase in leadership skills or in community involvement (Bono, 2006).

Summary of Chapter II

Chapter II reviews in detail the definition of a community, the creation of social capital for the community through leadership development, principles of leadership as they apply to community-based leadership, adult learning as it affects the structure and results of leadership academies, Community Trusteeship as a result of community-based leadership development, and research on the various types of community leadership training programs or academies. Below is a summary of the key findings on each of these topics.

In defining and describing a community, the authors in the section on Community Development identified a number of issues and considerations. A common theme among the authors was that an effort to create an effective community and a group of leaders requires time and investment in the development of leadership capacity and talent much like a corporation. The formation of leadership development
programs and the creation of a sense of community in the participants is a significant step in this development process and leads to the creation of social capital. The creation of additional social capital in a community provides a foundation to bring about development and change over the long term and better positions the community to deal with issues and problems.

The authors in the section on Community Leadership present a skill set for a community leader that differs from that of leaders within a corporation or organization. The need for strong skills in facilitation, collaboration and consensus building with other organizations are critical to the success of community leaders. The Program Development Guide (2001) emphasized these critical skills. The Guide also stressed that the expectations of a community leader have changed and the leaders must be able to establish consensus, build partnerships, and form collaborative efforts among organizations.

Each of the authors and researchers in the section on Adult Learning mentioned a connection between the adult learner and the structure, process, and environment for learning. Adult learners made up the five classes of the Community Leadership Academy in Central County between 2002 and 2006. Of the 99 participants, 75% of the participants were white, 63% were female, and the average age was approximately 40 years old. During the application process, each person specifies the reasons they wished to participate in the Leadership Academy. Every year, several participants identify a life-changing event or personal experience that motivated them to become educated about and involved in their community, while
other participants identify various other goals, purposes, or intents. The research on adult learning shows that the composition of the class, the curriculum that is used, and the way the leadership academy is organized and conducted each affect the level of learning that takes place.

The section on Community Trusteeship explored the origination and application of the concept for this study, principles of stewardship, and the motivations and principles of volunteerism. "Community Trusteeship is a philosophy used to tie the pieces together. Local communities recognize that community leaders need to have a strong sense of ownership, trustworthiness, responsibility and a commitment to the common good" (Program Development Guide, 2001, p. 10). The literature supports the development of community-based programs to prepare future leaders. These leadership training programs have proven successful in creating an awareness of service and trusteeship to the community. Businesses have found that the investment of time and energy by their employees in community service has provided benefit to the individual as well as the corporation.

The various studies regarding Community Leadership training in this section suggested a number of conclusions. The research mentioned that a transfer of learning usually takes place regardless of the type of leadership academy or the sponsoring organization. The studies completed by Becker (1991), Pigg (2001), Langone (1992), Hurt (2003), Adams (1999), Rossing (1998), and Spalding (2003) found that there were varying levels of impact for each of the different types of leadership academy and that this impact could result from the goals, focus, mission, and curriculum of the
leadership academy. The type of sponsoring organization did not seem to directly influence the results reported by these studies. None of the studies specifically focused on the selection criteria for participation or the curriculum used for the different types of programs. The approach for most of these studies was a self-assessment by the participants of improvements in their leadership skills and knowledge of the community. Given the different types of leadership programs and the varying results for each, additional investigation is suggested.
CHAPTER III

METHODOLOGY AND PROCEDURES

Introduction

The purpose of this study was to investigate to what extent and in which way completion of the Leadership Academy located in Central County changed the graduates' attitudes and behaviors towards Community Trusteeship. Chapter III contains an explanation of the methodology and procedures used in this study and includes the steps taken to identify the sample, the selection and development of the data collection instruments, the procedures used to gather the data, and the methods used to analyze and report the data. The following research questions guided this study:

1. In what ways have graduates' attitudes toward Community Trusteeship changed upon completion of the Leadership Academy?

2. To what extent did graduates of the Leadership Academy increase their knowledge and understanding of community needs and available resources?

3. In what ways did the graduates' level of community involvement change following completion of the Leadership Academy?

4. To what extent and in which ways have the graduates expanded their network of personal and professional contacts upon completion?
5. Have the graduates developed new skills and abilities at work and in the community after completion of the Leadership Academy?

6. If the graduates did not change their attitudes and behavior towards Community Trusteeship after completion, are there common reasons or indicators for the lack of results?

The aforementioned research questions were used to guide the development of the data collection instruments and the procedures to analyze and report the data.

Rationale for a Qualitative Case Study

The study attempted to gather information from the participants' past experiences to use in assessing whether their completion of the Leadership Academy affected their involvement in, and trusteeship to the community. In this study, data were gathered that demonstrated the participants' level of activity and attitudes towards Community Trusteeship before the Leadership Academy and after completion. Data were obtained from several sources, such as the participants' application for admission to the Leadership Academy, a Participant Information form (PI), a Community Involvement form (CI), and personal interviews. The data was then analyzed to determine the presence and degree of change or the absence of change. A qualitative case study allowed for a greater degree of investigation and analysis by the researcher into the data.

The areas of inquiry, selected by the researcher, focused on the participants' prior life experiences and history, the transfer of learning during the Leadership
Academy and the participants’ perceptions of the impact of the Leadership Academy on their post graduate personal and professional lives. These areas correspond with three of four of Kirkpatrick’s methodology for assessing the impact of training (Kirkpatrick, 2004). Each area of inquiry was critical to understanding the impact the Leadership Academy had on the participants’ attitudes and behaviors towards Community Trusteeship. These areas of inquiry led the researcher to select a qualitative case study.

A qualitative methodology using personal interviews was developed for several reasons. First, the impact of leadership academies has been studied by a number of researchers with one study that focused on Community Trusteeship and others that looked at community involvement after graduation. Most of the studies only investigated the participants’ self reported personal or professional impact as a result of participation in a leadership academy. A qualitative case study gave this researcher an opportunity to look at the participants’ application forms, self-reported perceptions, their pre-and post-leadership academy involvement in the community, and generally assisted in developing an understanding of the meanings and implications from their past and allowed the results to be connected to the present and the future (Berg, 2004). Secondly, Creswell (2003) described a qualitative study such as this one as being appropriate for investigating experiences and personal thoughts. Creswell also revealed four basic types of collection procedures for qualitative research. These are:

1. Observations,
2. Interviews.

3. Documents, and

4. Audiovisual materials (p. 186).

For this study three of the four types of collection procedures were chosen—observation, interview and review of documents.

A semi-structured approach with open-ended questions allowed the participants to describe their unique experiences in a personal and private setting that was conducive for candor and personal responses (Merriam, 1998). Open-ended responses were chosen as the approach for interview questions. This allowed the researcher to understand and capture different points of view without predetermining those points of view (Patton, 2002).

Patton (2002) notes that “qualitative inquiry is especially powerful as a source of grounded theory, theory that is inductively generated from fieldwork, that is theory that emerges from the researcher’s observations and interviews out in the real world rather than in the laboratory or academy” (p. 11). An inductive analysis of the results of the data collection was chosen. According to Patton, this type of analysis “begins with specific observations and builds toward general patterns. Categories or dimensions of analysis emerge from open ended questions” (p. 56). A conceptual model and an illustration of the research methodology are presented in Figures 1 and 2 below.
Figure 1. Community Leadership Academy Conceptual Model Illustration.

Figure 2. Community Leadership Academy Research Methodology Illustration.
Identification of the Population and Selection of the Sample

Since 1990, there have been 15 different Leadership Academies with over 360 graduates. The years of 2002 to 2006 were selected for a number of reasons. Because of the length of time since graduation for many of the participants, a number of the academy graduates could not be located. According to the files of College, 45 of the 223 participants or 20% of the graduates between 1990 and 1997 could not be located. Of the graduates of the Leadership Academy between 2002 and 2006, only four of the 99 graduates could not be located.

The period of 1990 to 1997 was also excluded because of the length of time since graduation for many of the individuals. Their memories and recollections of the Leadership Academy have likely faded over time, as has their ability to relate the information and knowledge they received about their understanding of Community Trusteeship and involvement in the community. The 2007 and 2008 Leadership Academies were excluded because the graduates would not have had sufficient time to apply the information and knowledge in the community.

The population for this study consisted of the 99 graduates of the five leadership academies held between 2002 and 2006. A list of graduates was compiled from the records for the Leadership Academy on file at College. The Community and Business Services division of the College maintained these records and periodically updated the graduates’ contact information. Of the 99 graduates, 11 were employees of College when they completed the Leadership Academy. Of the 11, seven were still
employed by College at the time of this study and were excluded from participation in this research. Of the remaining graduates, 88 of 92 had sufficient information that allowed them to be contacted, if they were selected to participate in this study.

To assist in the selection of the participants for the sample, a panel was formed of individuals familiar with the Leadership Academy. This panel consisted of two representatives of the sponsoring organizations for the Leadership Academy, an employee of College who helped organize and conduct the Leadership Academy for three years, and the researcher. One of the two representatives was a graduate of the Leadership Academy prior to 2002 and the other was involved in the planning and operation of the Leadership Academy since its inception in 1990. Each panel member was active in the community and at least one member had personal knowledge of each of the 99 graduates. The use of the panel was also intended to reduce the possibility of researcher bias in the selection of participants for the study. No other role for the selection panel was established.

The researcher prepared an orientation packet for the selection panel that included the purpose of the study, the research questions, and the research design. The selection panel reviewed this orientation packet and asked questions about the research design, methodology, and research questions. The selection panel also reviewed graduate worksheets for possible participants.

Patton (2002) describes purposeful sampling as “selecting information-rich cases whose study will illuminate the questions under study” (p. 230). The researcher prepared an initial list of participants for consideration by the selection panel and
developed graduate worksheets for each individual on this list. The selection panel then reviewed the graduate worksheets for each proposed participant, the Graduate Directories for each of the five years being studied, and a demographic analysis of the 99 graduates between 2002 and 2006. The selection panel identified individuals that would be generally representative of the 99 graduates from the five leadership academies and whose stories would, in its opinion, provide a wide variety of life experiences and results. The selection panel used the following criteria for its decisions:

1. Graduate still present in the Midwest,
2. Contact information still accurate,
3. Gender,
4. Race,
5. Year of graduation,
6. Approximate age,
7. Assessment of community involvement before and after participation.

The selection of individuals for inclusion in the study was made to assure a variety of life experiences and community involvement. The panel also selected individuals according to when they completed the Leadership Academy to balance the results from those individuals who have had a number of years to become involved in the community against those people who recently graduated from the Leadership Academy. Eight additional graduates were identified by the selection panel to serve as alternates in the event one of the primary participants was unable or
unwilling to complete the study. Based upon its knowledge of the graduates, the selection panel replaced three of the researcher's original recommendations with participants who would, in its opinion, provide richer information and a wider variety of life experiences. The panel selected the 12 potential participants for this study.

Selection and Development of the Data Collection Instruments

Several research studies were located and reviewed which examined the community leadership academies offered by cooperative extension offices, chambers of commerce, higher education institutions, and economic development corporations. None of these studies focused on both the individuals who did and those who did not perceive a change in their attitudes and behavior towards Community Trusteeship after completion of a community leadership academy. However, the design of these studies allowed for several different data collection approaches to be considered. Four methods for obtaining information from the graduates of the Leadership Academy were selected and developed for this study. Figure 3 illustrates the data collection procedures.

The first step of data collection was the review of the completed applications for admission to the Leadership Academy. These forms were obtained from the files of the Community and Business Services division at College. Application forms for 10 of the 12 participants were located and used for this study. The application form for the 2006 Leadership Academy is contained in the Appendices. This form is the same one used for the Leadership Academy since 2002.
Community Leadership Academy
Data Collection Procedures Illustration

Sample selected

Phone call – recruit participation; Letter requesting participation; Consent form completed and returned; Personal information form completed and returned; Personal information worksheet completed

Application forms obtained; Application worksheet completed

Community involvement forms sent; Community involvement forms completed and returned; Community involvement worksheet completed

Comparison worksheet completed

Personal interviews completed; Contact summary form completed; Transcripts prepared; Transcripts analyzed; Themes and core topic areas identified

Source of Data
Personal Information Form; CPI

Source of Data
Application Form

Source of Data
Community Involvement Form

Source of Data
Personal Information Form; Community Involvement Form

Source of Data
Personal Interview

Figure 3. Community Leadership Academy Data Collection Procedures Illustration.
The second was a Participant Information form (PI) that confirmed the participant's completion of the Leadership Academy, an initial assessment of their prior activities that demonstrated their level of Community Trusteeship, their reasons for participation, what they hoped to gain from the experience, their perception of the experience and confirmation that they would be willing to participate in a personal interview. A blank PI form is contained in Appendix A.

To develop the topics for the PI, the completed application forms for the Leadership Academies held between 2002 and 2006 were reviewed in detail by the researcher. Over the five years studied, the application form and the questions concerning personal goals, motives, and objectives for participation have not changed. This review helped the researcher to focus on the five following topics or areas of inquiry:

1. Demographic information,
2. Pre-participation level of community involvement,
3. Reasons for enrolling,
4. Post-participation level of community involvement,
5. Changes in personal and professional lives.

The five topics discovered in this step were then developed further. The areas of inquiry were expanded upon and the purpose for addressing each area and the type of information to be obtained was explored and established. Objectives for each of the five areas were then prepared. Following this step, specific questions for each of the five areas were developed. The type of response was determined and the format
of the question and type of response to be obtained were selected. There were ten
questions prepared for the PI. Most questions were structured to give the participants
several different possible answers. The question about life changes was developed
from work completed by Miller and Rahe (1997) regarding life changes and the
Social Readjustment Rating Scale. The examples of life changes used in this question
were adapted from the life change events used in their research. The PI was designed
to be completed in less than ten minutes.

The PI form went through several review and editing steps. Two employees
of College who had completed the Leadership Academy between 2002 and 2006 were
asked to review the draft PI and they offered suggestions and comments that were
incorporated into the form. The PI was then pilot tested with two other employees of
College who also completed the Leadership Academy between 2002 and 2006.
Changes were made to the PI after receiving their input and suggestions. All four of
these individuals were excluded from this study because of their continued
employment at College.

The third method for obtaining data consisted of a Community Involvement
(CI) form that would be sent to each of the 12 participants prior to their personal
interviews. Researchers at the University of Minnesota developed a Community
Involvement Index (CII) that was used in a national study of community leadership
programs (Bono, 2006). The CII Index is based upon the different ways an individual
might become involved in his/her community. The questions and format for the CII
were adapted, with permission, for use in this study. Changes were made in the instructions and format of the questions.

For this study, the 12 participants were asked to assess their community involvement before and after participation in the Leadership Academy. The purpose of using the CI form was to prompt the participants to reflect on the Leadership Academy and to be able to give greater detail about their level of involvement in the community before and after participation. The Community Involvement form is contained in the Appendices.

The fourth method for obtaining information was an informal, semi-structured personal interview that consisted of nineteen questions. The Interview Guide and questions are contained in Appendix C. According to Berg (2004), “Interviewing may be defined simply as a conversation with a purpose” (p. 75). Seidman (2006) notes “Interviewing provides access to the context of people’s behavior and thereby provides a way for researchers to understand the meaning of that behavior” (p. 10). There are several different types of interview techniques. These are commonly described as standardized, unstandardized, and semi-standardized interviews. For this study, the researcher selected a semi-standardized interview technique.

The semi-standardized format means that there were predetermined questions that were organized in a systematic and consistent fashion. The semi-standardized interview format allows the interviewer to ask additional questions that probe and seek other information from the interviewee to receive clarification about the response (Berg, 2004). This is important because each Leadership Academy thus far
has encountered different experiences, group activities, and dynamics. The Leadership Academy itself is semi-structured in that it seeks to meet the needs of the students while also meeting its own goals and objectives. Unstandardized or standardized interviews yield either too much or too little rigor while a semi-structured survey allows flexibility. Reviewing the completed application forms for the 2002 through 2006 leadership academies assisted in the development of the personal interview questions. The application form asks each person to indicate his/her reasons for wanting to participate in the Leadership Academy, what he/she hoped to gain from this experience, his/her current level of volunteer service and what he/she felt are the priority issues facing the community. These responses guided the development of the personal interview questions. An Interview Guide (contained in Appendix C) was developed, so that each personal interview would be conducted using the same methodology and approach.

Two of the employees from College who had pilot tested the PI were asked to review the draft questions for the personal interview. Once this review was complete, changes were made in the questions based upon their suggestions. A pilot test of the personal interview questions was then conducted with the other two employees of College who had provided input into the questions for the PI. The purpose of the pilot tests of the PI and the personal interview questions was to help identify errors in the survey, identify areas where redesign was needed, and predict problems in survey administration (Fink, 2003). The graduates for both of the pilot tests should be considered a convenience sample, as defined in Maxwell (1996) and Fink (2003).
Because the Community Involvement form was used previously in other studies with success, there did not appear to be a need for a pilot test of the survey questions. Changes were made to the instructions and format of the survey form to reflect its use in this study.

Each of the four employees who participated in the development of the PI, the personal interview questions, and the two pilot tests were initially contacted by phone and told the purpose of the study, the two types of methods for obtaining data, reasons for the pilot tests, and asked for their consent to participate. The four individuals agreed in writing to participate in the design of the PI, the personal interview questions and one of the two pilot tests. Following the pilot tests, each graduate was asked to critique the final draft of the survey instruments and make suggestions for changes. These suggestions were then incorporated into the PI and the personal interview questions.

The research proposal for this study was submitted to the Human Participants Investigational Review Board (HSIRB) at Western Michigan University. Changes were made as a result of input from the HSIRB prior to the distribution of the PI form, the CI form, and completion of the personal interviews with the participants. As directed by the HSIRB, individual responses from each participant were coded so that the identity of each person was kept confidential and all documents used in this study have been stored at Western Michigan University.
Instrument Validity and Reliability

Janesick in Denzin and Lincoln (2000) notes, “Validity in qualitative research has to do with description and explanation and whether or not the explanation fits the description. In other words is the explanation credible?” (p. 393). Graziano and Raulin (2004) describe the validity of a measure as how accurately it measures what it is intended to measure. The purpose of establishing validity for a survey is to determine whether meaningful inferences can be developed from the results of the survey (Creswell, 2003). An assessment of validity refers to the appropriateness of the interpretation of the survey results, not the survey itself. The literature identifies several types of evidence used by researchers when assessing validity. Items used for this study are:

1. Face related,
2. Content related,
3. Criterion related, and

Face validity is considered to be an assessment by a panel of untrained experts. For the purposes of this study, face validity was obtained by receiving comments and suggestions from the four graduates in the two pilot tests. Content-related validity, however, is defined as an assessment by an expert that the measure is appropriate. This was obtained by asking a graduate of another leadership academy in Southwest Michigan to review in detail and to critique the methodology for this
study, the PI form, and the personal interview questions. This individual completed an Ed.D. in Educational Leadership and was previously employed by the Evaluation Center at Western Michigan University. Several suggested changes were made in the PI and the interview questions as a result of this input.

Criterion-related validity is usually considered in the context of two approaches: predictive evidence and concurrent evidence. Criterion-related validity was obtained by comparing the design of the various survey instruments with those completed by other researchers investigating the results of similar leadership academies. An assessment of construct validity was obtained by investigating the original intents revealed in the applications for admission for the 12 individuals selected for inclusion in this study. Triangulation of the data was accomplished by comparing the responses from 10 of the 12 participants on their application for admission to the Leadership Academy, their responses on the PI, and their responses to the same questions during the personal interview. The two questions that were included in each of these instruments were:

1. Please indicate your reasons for participating in the Community Leadership Academy.

2. What do you hope to gain from this leadership experience?

Data from the worksheets developed for deconstructing the responses on the application forms, the PI forms, and the personal interviews were combined to form a table. This allowed the responses from the three sources of data to be compared and to assist in the analysis of the core themes from each source.
Given the structure of the PI and the personal interview questions, and the methodology for selection of the participants, there were not any obvious threats to their internal or external validity. Generalizing the results of these surveys to graduates beyond the population of graduates from the Leadership Academy should be made cautiously (Graziano and Raulin, 2004).

Graziano and Raulin (2004) define an important step for a researcher as determining the quality of measures used in a research project. This means that measures can be determined to be reliable if they give consistent results over time, regardless of who does the measuring. Where the consistency over time is high, the measure can be considered reliable. If the graduates change their views over time or different graduates make different judgments based on static information, it can be determined that there are measurement issues.

There are three types of reliability measures: (1) inter rater reliability, (2) test-retest, and (3) internal consistency reliability. The reliability for this instrument was assessed using the test-retest method, which shows if the items are stable in their findings. Comparing the responses for the two questions from the application for admission to the Leadership Academy against the same questions in the PI of the 12 participants and in the personal interviews allowed the survey instruments to be retested. By comparing the responses from 10 of the 12 participants to the same questions at three different points in time, the stability of the responses could be determined.
The two general areas of inquiry for the questions were:

1. Please indicate your reasons for participating in the Community Leadership Academy.

2. What do you hope to gain from this leadership experience?

The time period for test-retest reliability ranged from 12 to 60 months, depending on when the participant completed the Leadership Academy. Responses to the two questions, from 10 of the 12 participants, were consistent over time. Applications forms for two of the participants, both from 2002, could not be located and were not used in this step of the analysis.

Member checks of each transcription were also accomplished by having each participant review their completed transcript and make corrections or edits to assure clarity and accuracy. Four participants made minor changes to the transcripts of their personal interview.

While familiarity with the participants may have discouraged total honesty with the researcher for some of the questions, the Leadership Academy has been seen as a positive life experience, and therefore, having the researcher conduct these interviews was not problematic as it related to validity of this research study and the introduction of researcher bias. To reduce any researcher effect on the participants, the intentions of the study were explained in the letter soliciting participation, in the consent form, and again at the start of the personal interview. The reasons for the research study, how the information was being collected, and the manner in which it would be presented were described in great detail for the participants and they were
each given an opportunity to ask questions. The participants were also allowed to select the location of the interview to reduce the threat quotient and exoticism (Miles and Huberman, 1994).

Procedures to Gather the Data

The first step to gather the data needed for this study was to contact each of the 12 participants by phone and inquire whether they would be interested in volunteering for this research study. Each participant indicated his or her willingness to be a volunteer. Their contact information was verified and a letter with an explanation of the study, a consent form for participation, the Personal Information form, and a self-addressed, stamped envelope for return of the completed consent form and the PI were sent to them. The 12 participants were asked to return the PI and the consent form within two weeks. Reminder phone calls were made after two weeks with a request for completion and return of the completed PI and consent form. Each of the 12 individuals agreed to participate in the study and returned their completed consent form and PI within four weeks. The responses were then deconstructed and compiled into various categories for analysis. Because each respondent was asked to identify his or herself by name, little aggregation of the data was required.

The second step was the collection of the completed applications for admission to the Leadership Academy. These application forms were obtained from the files of the Community and Business Services division of College. Ten of the 12
completed applications forms were located. Applications from the 2002 class could not be found. Information for the 10 participants was transferred to a worksheet that displayed the reasons for attending and what each subject hoped to gain from the experience prior to admission to the Leadership Academy. On the application forms, the participants also provided demographic information, identified prior volunteer experience and stated what they believed were issues facing the community.

The third step in the data collection process was to send the Community Involvement (CI) form to each of the 12 participants prior to scheduling the personal interviews. Along with the CI form was a self-addressed, stamped envelope for its return. Reminder phone calls were made at one and two-week intervals. None of the 12 selected individuals failed to respond or declined to participate in this part of the study and 11 of the 12 returned their completed CI form within three weeks of the initial mailing. The final completed CI form was returned within five weeks of mailing. Appointments for the personal interviews were made by telephone after receiving the completed CI forms. Information obtained from the CI forms was placed into a worksheet designed to identify the level of activity in the community before and after the Leadership Academy.

The fourth step in the data collection process was to conduct personal interviews with the 12 participants. The personal interviews were done to gather data about the individual's experiences before, during, and after the Leadership Academy. Based upon the pilot tests, it was expected that the personal interviews would each take less than one hour. The average interview lasted 45 minutes with the shortest
being 35 minutes and the longest being 65 minutes. All of the interviews were completed within a 40-day period.

The participants selected the setting for the personal interview at a mutually agreeable day and time. The locations varied from the individual’s personal office, a meeting room at College, or a meeting room at their place of employment. At the beginning of each personal interview, the researcher presented a detailed overview of the study consistent with the information contained in the letter requesting participation and the consent form. The participants were then given an opportunity to ask questions and were asked to reaffirm their consent to participate. The Interview Guide contained in Appendix C was followed for each of the 12 personal interviews. During each interview, field notes were made directly on the participant’s Interview Guide. These notes included notations about the responses and any indications of significance, such as change in the subject’s mood, body language, and verbal or facial expressions.

Interviews were audiotaped and transcribed after completion. The transcribed interviews were then sent electronically to each individual for review, corrections and/or additions. Within 72 hours of each interview, the researcher completed a contact summary form. The purpose of the contact summary form was to identify the main concepts, themes, and issues revealed during each personal interview (Miles and Huberman, 1994).
Data Analysis

There were seven phases of the data analysis process. The first phase was the review and analysis of 10 of the 12 applications for admission to the Leadership Academy. The application form has not changed during the five years and asks each applicant to indicate their reasons for wanting to participate in the Leadership Academy, what they hoped to gain from this experience, their level of volunteer service prior to attending, and what they felt were the priority issues facing the community. There were also various demographic and personal history questions on the application forms. Of the 12 completed application forms, 10 were available for review. Data from these four categories was transferred to an application worksheet, so that it could be compared against the participant’s responses to the same two questions on the PI form and asked during the personal interviews. An initial set of themes and criteria were developed during this analysis.

The second phase was the analysis of the Participant Information forms. The Participant Information form was designed to obtain information from the 12 participants about their prior level of community involvement, their reasons and goals for enrolling in the Leadership Academy, and their level of community involvement and participation after graduating from the Leadership Academy. As each PI form was returned, the data was transferred to a PI worksheet for each individual. The PI worksheet was designed to collect key pieces of information about each person and included:
1. Name,
2. Year of completion,
3. Demographic information,
4. Community involvement prior to participation,
5. Motives and goals for participation,
6. Understanding of community trusteeship,
7. Level of community involvement and participation after completion,
8. Life changes since completion.

The preliminary set of codes developed during the analysis of the application forms was expanded during the analysis of the PI forms. Each theme needed to be revealed by at least two participants to be considered as a theme during the coding of the PI forms. There were seven initial themes developed as a result of this analysis:

1. Personal growth,
2. Professional development,
3. Skills/tools–leadership,
4. Involvement,
5. Knowledge/understanding/learning,
6. Network,
7. Sponsorship/reputation.

Criteria defining these core themes were developed to support coding of the transcripts of the personal interviews. These criteria are contained in Appendix D.
The information contained on this worksheet was analyzed and used to identify the participants' self-reported level of community involvement prior to participation, reasons and outcomes for participation, an assessment of the participants' understanding of Community Trusteeship and whether the individual did or did not experience any change in their level of community involvement and participation. Life changes experienced by the participants since completion of the Leadership Academy were also obtained from the completed Participant Information forms. Based upon this analysis, each person was placed into one of three groups:

1. Less involvement than before participation in the Leadership Academy,
2. Same level of involvement as before participation in the Leadership Academy,
3. More involvement than before participation in the Leadership Academy.

Once the responses were grouped, they were re-grouped according to year of graduation to determine whether the passage of time resulted in any variation in the level of community involvement.

The third phase was the review and analysis of the Community Involvement forms completed by the 12 participants. The Community Involvement form was intended to gather additional information and determine whether the participants self-reported level of community involvement as indicated on this form increased, decreased or stayed the same. The Community Involvement form was also intended to prompt personal reflection by the participants about the Leadership Academy prior to their personal interview.
As each Community Involvement form was returned, the information from it was placed into a CI worksheet designed to display the level of activity in the community before and after the Leadership Academy. The CI worksheet also displayed the assessment of change in the individual’s level of community involvement as identified on the Community Involvement form. The CI worksheet was analyzed and a numerical score for each person was established that indicated the level of activity and involvement before and after the Leadership Academy and the degree of change for each individual, according to his or her responses. Higher scores reflected a higher level of involvement after participation in the Leadership Academy. Negative scores showed that the level of participation went down after completion of the Leadership Academy. The participants were grouped into high, medium, and low categories, based upon their response.

The fourth phase was the analysis of the transcripts from the personal interviews of the 12 participants. The interviews were conducted using an Interview Guide and field notes were made during each of the interviews by the researcher. During the personal interview the participants were prompted to further explain their responses. Personal examples were solicited and clarifying points and comments were requested. This was done to obtain additional detail and information that would result in a “rich thick description” (Merriam, 1998, p. 211). The goal, as identified by Merriam, is to “provide sufficient description of the results so that the reader may be able to determine how closely their situation corresponds to the research situation and the results may be transferred” (p. 211). Prior to coding of the transcripts, a
provisional set of codes was developed, using the conceptual framework, the research
questions for this study, the applications for admission and the results of the PI forms.
Miles and Huberman (1994) recommend this approach as a way of organizing the
coding process at the outset.

Each of the interviews was audiotaped, transcribed, returned electronically to
the subject for review and editing, and then coded into categories that were
descriptive and interpretative. As the edited transcripts were returned from the
participants, they were initially coded. Miles and Huberman note that coding “is a
form of early (and continuing) analysis. It typically leads to a reshaping of your
perspective and of your instrumentation” (Miles & Huberman, 1994, p. 65).

Coding was accomplished both manually and electronically using The
Ethnograph. A methodology of grounded theory and a general inductive approach
were employed during the coding process (Patton, 2002). The original areas of
interest and themes revealed in the analysis of the applications for admissions and the
PI forms were further refined. Questions asked during the personal interviews were
refined and new areas added as needed. Field notes made on each subject’s Interview
Guide were also used in the coding process. A set of criteria was established to assure
consistency of coding. These criteria are contained in Appendix D. Following this
step, the themes and core topic areas were established for each transcript.

The core areas or themes for each transcript were then compared against each
other. This cross-analysis allowed for new areas or themes to be discovered. Another
table was created that contains the themes and core areas developed during the analysis of the personal interviews.

To determine inter rater reliability, after two transcripts were coded, three individuals were oriented to the use of the coding process for this study and asked to code the same two transcripts. Two of the individuals were Ph.D. candidates in Educational Leadership at Western Michigan University. Both are completing qualitative studies for their dissertation and have completed a class in qualitative research methods. The other individual was an employee of College who completed the Leadership Academy and participated in the pilot test of the survey instruments. The codebook developed by the researcher was provided to these three individuals, along with a summary of the methodology, research questions, and criteria for core themes. After each person coded these two transcripts, a meeting was held to compare the coding completed by the researcher and the three individuals. Following a discussion about the results of coding, the coding process used by the researcher was modified to clarify the results of coding and to improve inter rater reliability.

The fifth phase was the comparison of two questions contained on the application forms, the Pl forms, and asked during the personal interview. These questions focused on the reasons for participating in the Leadership Academy and what the applicant hoped to gain from the experience. The purpose of this analysis was to identify if the 12 participants were consistent over time in their expectations of the Leadership Academy. The responses to these questions were obtained from the
Application worksheet, the Pl worksheet, and the transcripts of the personal interviews.

The sixth phase was the comparison of the responses to questions about the participant's level of community involvement asked on the Pl form and the CI form. Data for this phase of the analysis were obtained from the Pl worksheet and the CI worksheet. The purpose of this analysis was to identify whether the 12 participants were consistent over time in their assessment of their level of community involvement. The CI form was intended to prompt personal reflection about their experience in the Leadership Academy and their level of community involvement.

The seventh phase of the analysis was the comparison of data from the Pl worksheet, the CI worksheet, the personal interviews, and the barriers to community involvement identified by the participants in the personal interviews. The data obtained from the Pl and CI forms focused on the level of involvement revealed by the 12 participants, their assessment of their understanding of Community Trusteeship, and the barriers to community involvement they suggested.

Chapter III establishes a foundation for the analysis and explains in detail the methodology of this study and the data collection procedures. The results of the study are contained in Chapter IV. The conclusions and recommendations are contained in Chapter V.
CHAPTER IV

RESULTS

Introduction

The purpose of this study was to investigate to what extent and in which ways completion of the Leadership Academy located in Central County changed the graduates' attitudes and behavior towards Community Trusteeship and their level of community involvement. Analyzing the self-reported changes revealed by the 12 participants in this study assessed this impact. The goal of the Leadership Academy is to bring about change in the graduates' attitudes and behavior as a result of exposure to new information, a broader range of contacts, and the completion of skill building activities. This study examined a five-year period of 2002–2006.

A selection panel identified 12 graduates with a goal of identifying a sample that was generally representative of the 99 graduates between 2002 and 2006. Pseudonyms were established for each of the 12 participants in this study. Table I contains the demographic information for the sample.

Four sources of qualitative information were selected and developed for this study. The first source was the completed applications for admission to the Leadership Academy for the 12 participants. The second source was a Participant Information (PI) form which was designed to obtain demographic information from
Table 1
Community Leadership Academy Demographic Profile of the Sample

<table>
<thead>
<tr>
<th>Participant</th>
<th>Age</th>
<th>Gender</th>
<th>Occupation</th>
<th>Year of Graduation</th>
<th>Time in the Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leo</td>
<td>41–50</td>
<td>Male</td>
<td>Banking</td>
<td>2002</td>
<td>&lt; 15 Years</td>
</tr>
<tr>
<td>Cathy</td>
<td>31–40</td>
<td>Female</td>
<td>Health Care</td>
<td>2002</td>
<td>&gt; 15 Years</td>
</tr>
<tr>
<td>Robin</td>
<td>41–50</td>
<td>Female</td>
<td>Government</td>
<td>2003</td>
<td>&lt; 15 Years</td>
</tr>
<tr>
<td>Nancy</td>
<td>51–60</td>
<td>Female</td>
<td>Non-Profit</td>
<td>2003</td>
<td>&gt; 15 Years</td>
</tr>
<tr>
<td>Alice</td>
<td>41–50</td>
<td>Female</td>
<td>Non-Profit</td>
<td>2003</td>
<td>&gt; 15 Years</td>
</tr>
<tr>
<td>Jerry</td>
<td>41–50</td>
<td>Male</td>
<td>Education</td>
<td>2004</td>
<td>&lt; 10 Years</td>
</tr>
<tr>
<td>Eileen</td>
<td>51–60</td>
<td>Female</td>
<td>Education</td>
<td>2004</td>
<td>&lt; 5 Years</td>
</tr>
<tr>
<td>Joe</td>
<td>41–50</td>
<td>Male</td>
<td>Consultant</td>
<td>2004</td>
<td>&gt; 15 Years</td>
</tr>
<tr>
<td>Dennis</td>
<td>31–40</td>
<td>Male</td>
<td>Education</td>
<td>2005</td>
<td>&gt; 15 Years</td>
</tr>
<tr>
<td>Judy</td>
<td>51–60</td>
<td>Female</td>
<td>Non-Profit</td>
<td>2005</td>
<td>&gt; 15 Years</td>
</tr>
<tr>
<td>Kerrie</td>
<td>41–50</td>
<td>Female</td>
<td>Health Care</td>
<td>2006</td>
<td>&gt; 15 Years</td>
</tr>
<tr>
<td>Laurie</td>
<td>31–40</td>
<td>Female</td>
<td>Government</td>
<td>2006</td>
<td>&gt; 10 Years</td>
</tr>
</tbody>
</table>

Source: Application forms; Personal Information forms; Transcripts of the Personal Interviews, 2007.

The 12 participants, information about their prior level of community involvement, their reasons for participating, what they hoped to gain, their understanding of Community Trusteeship, their level of community involvement after graduating from the Leadership Academy and an indication of life changes they had experienced since graduating. The third source was a Community Involvement (CI) form that collected additional information and determined whether their level of community involvement increased, decreased or stayed the same after attending the Leadership Academy. The fourth source was the completion of a personal interview with each of the 12 participants.

The data analysis process was composed of seven phases. The first phase was coding and analyzing each participant’s application for admission. The second phase
was coding and analysis of the Participant Information forms, followed by the analysis of the Community Involvement forms, and then the coding and analysis of the 12 personal interviews. The fifth phase was the comparison of the responses to the same two questions contained on the application form, the PI form, and asked during the personal interview. The sixth phase was a comparison of each participant's responses about their level of community involvement on the PI and CI forms. The final phase was a comparison of the participants' self-reported level of community involvement on the PI and CI forms, their knowledge and understanding of Community Trusteeship, the level of community involvement identified by the participants, and the barriers to increased community involvement suggested by the participants during the personal interviews.

Presentation of the results is organized according to the source of the data. First is the result of the analysis of the application forms. Second is a presentation of the results from the analysis of the PI forms; third is the analysis of the CI forms; and then the results of the personal interviews are presented. The analysis of the personal interviews is organized by the six research questions with personal examples from the participants. This was completed to present rich detail and information that would provide sufficient description of the results, so that a reader of this study would be able to determine how closely their situation corresponds to the research situation and the whether the results could be transferred to another setting or circumstance (Merriam, 1998, p. 211). The final part of Chapter IV consists of the results from the comparison of standard questions asked of the participants over time.
The first phase of the analysis process focused on the applications for admission to the Leadership Academy. Of the 12 application forms, 10 were available for review and analysis. Two applications from 2002 could not be located. There were four areas of interest on the application forms. On the admission form, each applicant was asked to indicate their reasons for participating in the Leadership Academy, what they hoped to gain from this experience, their current level of volunteer service, and what they believed were the priority issues facing the community. Responses to these four questions were transferred from the completed application forms to an application worksheet for each participant, so that it could be manually coded and analyzed for themes and patterns and compared with the applications completed by the other participants. This review and deconstruction of the application forms allowed the researcher to become familiar with each participant’s personal, professional, and community involvement background and history. This step also allowed for the development of initial categories and themes for later use in coding the Participant Information (Pl) forms and the transcripts of the personal interviews. Table 2 contains the responses to the four questions for the ten available applications for admission to the Leadership Academy.
<table>
<thead>
<tr>
<th>Participant</th>
<th>Year</th>
<th>Reasons for Participating</th>
<th>Hoped to Gain</th>
<th>Prior Volunteer Service</th>
<th>Priority Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leo</td>
<td>2002</td>
<td>Form Not Available</td>
<td>Form Not Available</td>
<td>Form not available</td>
<td>Form not available</td>
</tr>
<tr>
<td>Cathy</td>
<td>2002</td>
<td>Form Not Available</td>
<td>Form Not Available</td>
<td>Form not available</td>
<td>Form not available</td>
</tr>
<tr>
<td>Robin</td>
<td>2003</td>
<td>1</td>
<td>2</td>
<td>3 organizations identified</td>
<td>Communications among organizations; Tourism/economic growth; Diversity</td>
</tr>
<tr>
<td>Nancy</td>
<td>2003</td>
<td>2</td>
<td>3, 6</td>
<td>3 organizations identified</td>
<td>Drop in state funding; Family incomes; Health care costs; Transportation</td>
</tr>
<tr>
<td>Alice</td>
<td>2003</td>
<td>3</td>
<td>4, 5</td>
<td>3 organizations identified</td>
<td>Bring community together through arts; Quality education for children; Diversity</td>
</tr>
<tr>
<td>Jerry</td>
<td>2004</td>
<td>1, 5</td>
<td>5, 6</td>
<td>3 organizations identified</td>
<td>Education for children; Economic development; Safe and diverse community</td>
</tr>
<tr>
<td>Eileen</td>
<td>2004</td>
<td>5</td>
<td>5, 6</td>
<td>3 organizations identified</td>
<td>Decline in employment; Recruiting new businesses; Education partnerships</td>
</tr>
<tr>
<td>Joe</td>
<td>2004</td>
<td>3, 4</td>
<td>5</td>
<td>3 organizations identified</td>
<td>Economic development; Affordable housing; Focused vision for future</td>
</tr>
<tr>
<td>Dennis</td>
<td>2005</td>
<td>3</td>
<td>5</td>
<td>2 organizations identified</td>
<td>Economic development; Public transportation; Quality of education</td>
</tr>
<tr>
<td>Judy</td>
<td>2005</td>
<td>5, 6</td>
<td>5, 6</td>
<td>2 organizations identified</td>
<td>Families; Education</td>
</tr>
<tr>
<td>Kerrie</td>
<td>2006</td>
<td>2, 3</td>
<td>1, 3, 5</td>
<td>1 organization identified</td>
<td>Economic issues</td>
</tr>
<tr>
<td>Laurie</td>
<td>2006</td>
<td>3, 5</td>
<td>5</td>
<td>2 organizations identified</td>
<td>Lack of job skills; Lack of education (literacy)</td>
</tr>
</tbody>
</table>

**KEY: Reasons/Gain**
1 – Personal Growth; 2 – Professional Development; 3 – Skills/Tools – Leadership; 4 – Involvement; 5 – Knowledge/Understanding; Learn; 6 – Network

**Source:** Application forms 2002 to 2006.
Results of the Application Forms

Participants shared a number of reasons for enrolling in the Leadership Academy. Of the ten responses to this question, five participants revealed the development of skills and tools for leadership was a primary reason, while four participants indicated that the acquisition of knowledge and understanding was a primary reason. These reasons are two of the objectives publicized for the Leadership Academy by its sponsors and organizers.

Participants noted fewer outcomes they hoped to gain from participation. The acquisition of knowledge and information was still a priority outcome for eight of the ten participants, while four applications also suggested networking opportunities were an expectation. The remaining responses were spread among the other four preliminary themes established during the analysis of the application forms.

Table 2 also contains the participant’s responses about their volunteer experiences before attending the Leadership Academy and their assessment of the priority issues facing the community. Participants had a variety of volunteer experiences prior to attending the Leadership Academy. On the ten applications that were analyzed, six participants revealed that they had prior volunteer service with three different organizations and three participants listed two organizations. The remaining participant listed one organization for which she was a volunteer. The applications for admission offered a wide variety of priority issues for the community as revealed by the ten participants. Economic growth/development and workforce
issues were cited nine times with educational issues and the diversity of the community each being shared by five of the participants as priority issues. The other areas revealed by the participants were very narrow in focus and reflected a current issue for the participant’s sponsoring organization or employer. An example included a reduction in state funding for governmental agencies as identified by a participant employed by a local unit of government.

As the reasons for participating and what each participant hoped to gain from the Leadership Academy were manually coded, an initial set of six preliminary themes was established. Responses to the questions about reasons for enrolling and what participants hoped to gain were placed on a comparison worksheet, so that there could be a cross comparison to the same two questions asked on the PI form and during the personal interviews.

Participant Information Form

The second phase of the analysis focused on the Participant Information (PI) forms. As each PI form was returned, the data was transferred onto a PI worksheet for each participant. The PI worksheet was designed to collect key pieces of information about each participant and included:

1. Code name,

2. Year of completion,

3. Gender,

4. Ethnicity.
5. Age,

6. Community involvement prior to participation,

7. Reasons for participating,

8. What they hoped to gain from participation,

9. Understanding and practice of Community Trusteeship,

10. Level of community involvement and participation after completion,

11. Life changes since completion of the Leadership Academy.

The responses to Questions 6 and 7 on the PI form were manually coded, using the initial set of six preliminary themes developed during the analysis of the applications for admission to the Leadership Academy. One new core theme was established during the coding of the PI forms, Scholarship/Reputation. The information contained on this PI worksheet was then analyzed and used to identify the participants' self-reported level of community involvement prior to participation in the Leadership Academy, reasons and expected outcomes for participation, an assessment of the participants' understanding of Community Trusteeship, and whether the participant either did or did not experience any change in their level of community involvement and participation after graduation. Life changes experienced by the participants since completion of the Leadership Academy were also obtained from the completed Participant Information forms. Table 3 summarizes the analysis of the PI forms.
### Table 3
Community Leadership Academy Participant Information Form

<table>
<thead>
<tr>
<th>Participant</th>
<th>Year</th>
<th>Gender</th>
<th>Age</th>
<th>Areas of Involvement Prior to Leadership Academy</th>
<th>Reasons for Participating</th>
<th>Hoped to Gain</th>
<th>Community Trusteeship</th>
<th>Level of Community Involvement After Leadership Academy</th>
<th>Number of Life Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leo</td>
<td>2002</td>
<td>M</td>
<td>41-50</td>
<td>2</td>
<td>3,5,6</td>
<td>3,5</td>
<td>Yes</td>
<td>Yes</td>
<td>More</td>
</tr>
<tr>
<td>Cathy</td>
<td>2002</td>
<td>F</td>
<td>31-40</td>
<td>5</td>
<td>1,6,7</td>
<td>3,5</td>
<td>Yes</td>
<td>Yes</td>
<td>More</td>
</tr>
<tr>
<td>Robin</td>
<td>2003</td>
<td>F</td>
<td>41-50</td>
<td>5</td>
<td>1,3,5</td>
<td>3,5,6</td>
<td>Yes</td>
<td>Yes</td>
<td>More</td>
</tr>
<tr>
<td>Nancy</td>
<td>2003</td>
<td>F</td>
<td>51-60</td>
<td>2,3,5</td>
<td>4,7</td>
<td>2,5,6</td>
<td>No</td>
<td>No</td>
<td>More</td>
</tr>
<tr>
<td>Alice</td>
<td>2003</td>
<td>F</td>
<td>41-50</td>
<td>1.5</td>
<td>7</td>
<td>5</td>
<td>Yes</td>
<td>Yes</td>
<td>More</td>
</tr>
<tr>
<td>Jerry</td>
<td>2004</td>
<td>M</td>
<td>41-50</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>Yes</td>
<td>Yes</td>
<td>Same</td>
</tr>
<tr>
<td>Eileen</td>
<td>2004</td>
<td>F</td>
<td>51-60</td>
<td>1.5</td>
<td>3,5,6</td>
<td>5,6</td>
<td>Yes</td>
<td>Yes</td>
<td>More</td>
</tr>
<tr>
<td>Joe</td>
<td>2004</td>
<td>M</td>
<td>41-50</td>
<td>1.2</td>
<td>5,6</td>
<td>3,5,6</td>
<td>Yes</td>
<td>Yes</td>
<td>Less</td>
</tr>
<tr>
<td>Dennis</td>
<td>2005</td>
<td>M</td>
<td>31-40</td>
<td>2</td>
<td>4,5</td>
<td>5</td>
<td>Yes</td>
<td>Yes</td>
<td>More</td>
</tr>
<tr>
<td>Judy</td>
<td>2005</td>
<td>F</td>
<td>51-60</td>
<td>1,2,5</td>
<td>6,7</td>
<td>3,5,6</td>
<td>Yes</td>
<td>Yes</td>
<td>Same</td>
</tr>
<tr>
<td>Kerrie</td>
<td>2006</td>
<td>F</td>
<td>41-50</td>
<td>2</td>
<td>2,5</td>
<td>5</td>
<td>Yes</td>
<td>Yes</td>
<td>Same</td>
</tr>
<tr>
<td>Laurie</td>
<td>2006</td>
<td>F</td>
<td>31-40</td>
<td>None</td>
<td>2,3</td>
<td>5</td>
<td>Yes</td>
<td>Yes</td>
<td>Same</td>
</tr>
</tbody>
</table>

**KEY: Areas of Involvement**
1 - Board
2 - Active Volunteer
3 - Public Office
4 - Appointed to Serve
5 - Employee of Non-Profit

**KEY: Reasons/Gain**
1 - Personal Growth
2 - Professional Development
3 - Skills/Tools - Leadership
4 - Involvement
5 - Knowledge/Understanding
6 - Network
7 - Scholarship/Reputation

**Results of the PI Forms**

Of the 12 participants, 11 indicated on their PI form some type of activity and involvement in the community prior to attending the Leadership Academy. Seven participants revealed that a non-profit agency, college, or governmental unit...
employed them. Eight participants noted service as a board member or an active volunteer for a non-profit organization. Two participants reported a level of involvement that included being an active volunteer, a board member, and an employee of a non-profit organization.

The two primary reasons for attending the Leadership Academy mentioned by the participants on the PI form were to network with others with eight responses (67%) and to obtain an understanding of community issues with 12 responses (100%) of the participants. These two themes were identified as the primary reasons and expected outcomes. The other primary reason given by the participants (7 responses) was to develop their skills and tools for leadership. Four participants listed reasons for enrolling in the Leadership Academy as being the availability of scholarships and its reputation.

The self-reported assessment of the participants' understanding of Community Trusteeship indicated that 11 participants responded that they had a better understanding of the concept after graduation and the information they received helped them put this concept into practice. One participant answered no to both of these questions. Life changes identified by the participants averaged 1.6 events. Two participants offered four life changes and three participants revealed zero. The three participants who suggested zero life changes after graduation completed the Leadership Academy in 2005 and 2006.

Participants were asked to share their level of involvement in the community after graduation. Seven offered a higher level of involvement, four reported the same
level of involvement, and one revealed a lower level of involvement. This participant offered four life changes since graduation. Based on the participants’ self-reported assessment, the participants were then placed into one of three groups:

1. Less involvement than before participation in the Leadership Academy,
2. Same level of involvement as before participation in the Leadership Academy, or
3. More involvement than before participation in the Leadership Academy.

Once the responses were grouped as outlined above, they were reviewed according to year of graduation to determine whether the passage of time affected their level of community involvement. Two participants from the 2006 class and one from the 2005 class observed their level of involvement stayed the same. Each of these three participants also revealed they did not have any of the four types of life changes contained on the PI form. Five participants from the 2002 and 2003 classes mentioned a higher level of involvement since completion and an average of 1.8 life changes per person. The three participants from the 2004 class were evenly divided as to their assessment of impact on their level of community involvement, and they indicated eight life changes collectively or a 2.6 average per person.

At the completion of this phase of the analysis, there were seven core themes established as reasons for participation in the Leadership Academy or expectations of the results the participants hoped to gain. These seven core themes were:

1. Personal growth,
2. Professional development,
3. Skills/tools—leadership,
4. Involvement,
5. Knowledge/understanding/learn,
6. Network,
7. Sponsorship/reputation.

Criteria for these seven core themes were developed to support the coding process for the personal interviews.

Community Involvement Forms

The third phase of the analysis process focused on the Community Involvement (CI) forms of the 12 participants. As each of the completed CI forms was returned, information was placed on the participant’s CI worksheet. This CI worksheet was designed to display the participant’s level of activity in the community before and after the Leadership Academy and to allow for comparison.

The CI worksheets were analyzed and a CI Index for each participant was established that revealed the level of activity and involvement before and after the Leadership Academy and also the degree of change for each participant, according to his or her responses. A higher CI Index suggested the participant’s self-reported level of involvement after participation in the Leadership Academy was greater than before participation. Negative scores indicated the level of involvement, as revealed by the participant, went down after completion of the Leadership Academy. The participants were then grouped into high, medium and low categories, based upon their responses.
For this study, the high category was defined for this study as 11–15 activities; medium was defined as 6–10 activities and low as 0–5 activities. Table 4 contains demographic information for each participant, the reported self-assessment of community involvement, and the CI Index established for each participant.

![Table 4](image)

**Table 4**

<table>
<thead>
<tr>
<th>Participant</th>
<th>Age</th>
<th>Year of Graduation</th>
<th>Gender</th>
<th>Community Involvement Before</th>
<th>Community Involvement After</th>
<th>CI Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leo</td>
<td>41–50</td>
<td>2002</td>
<td>Male</td>
<td>Low</td>
<td>High</td>
<td>10</td>
</tr>
<tr>
<td>Cathy</td>
<td>31–40</td>
<td>2002</td>
<td>Female</td>
<td>Medium</td>
<td>High</td>
<td>8</td>
</tr>
<tr>
<td>Robin</td>
<td>41–50</td>
<td>2003</td>
<td>Female</td>
<td>Medium</td>
<td>High</td>
<td>6</td>
</tr>
<tr>
<td>Nancy</td>
<td>51–60</td>
<td>2003</td>
<td>Female</td>
<td>Medium</td>
<td>Medium</td>
<td>-2</td>
</tr>
<tr>
<td>Alice</td>
<td>41–50</td>
<td>2003</td>
<td>Female</td>
<td>Low</td>
<td>Low</td>
<td>-1</td>
</tr>
<tr>
<td>Jerry</td>
<td>41–50</td>
<td>2004</td>
<td>Male</td>
<td>Medium</td>
<td>Medium</td>
<td>2</td>
</tr>
<tr>
<td>Eileen</td>
<td>51–60</td>
<td>2004</td>
<td>Female</td>
<td>High</td>
<td>High</td>
<td>0</td>
</tr>
<tr>
<td>Joe</td>
<td>41–50</td>
<td>2004</td>
<td>Male</td>
<td>High</td>
<td>High</td>
<td>-2</td>
</tr>
<tr>
<td>Dennis</td>
<td>31–40</td>
<td>2005</td>
<td>Male</td>
<td>High</td>
<td>High</td>
<td>0</td>
</tr>
<tr>
<td>Judy</td>
<td>51–60</td>
<td>2005</td>
<td>Female</td>
<td>High</td>
<td>Medium</td>
<td>-5</td>
</tr>
<tr>
<td>Kerrie</td>
<td>41–50</td>
<td>2006</td>
<td>Female</td>
<td>Low</td>
<td>Low</td>
<td>-3</td>
</tr>
<tr>
<td>Laurie</td>
<td>31–40</td>
<td>2006</td>
<td>Female</td>
<td>Medium</td>
<td>Low</td>
<td>-3</td>
</tr>
</tbody>
</table>

**KEY: Community Involvement**
- High – 11 to 15 activities
- Medium – 6 to 10 activities
- Low – 0 to 5 activities

**Total** 9

**Average CI Index** .75

**Note:**
The higher the CI Index, the greater the increase in activities after completion of the Leadership Academy. A negative CI Index indicates a reduction in the number of activities after completion of the Leadership Academy.

**Source:** Community Involvement Form, 2007.
Results of the CI Forms

Four participants indicated they had a higher level of involvement in the community after completing the Leadership Academy. Two participants revealed their level of involvement remained the same and six participants shared that their level of involvement in the community declined after completing the Leadership Academy. Of the four participants who noted a high level of involvement before the Leadership Academy (11–15 activities) all four either stayed the same or decreased. Three of the five participants who identified a medium level of activity (6–11 activities) before the Leadership Academy, reported an increase on their CI form. Of the three participants who suggested a low level of activity before participation (0–5 activities) only one increased. Interestingly, this individual had the highest CI index, showing the greatest degree of change, of all the 12 participants.

Totaling the CI Indexes for the 12 participants resulted in a net impact of 9 new activities after completion of the Leadership Academy. The average for the 12 participants is 0.75 new activities, which does not appear to be a significant result. Because of the wide variation in the CI Indexes (high of 10 and low of –6) and the small number of participants, further analysis is not indicated. Five of the eight females in the study had negative CI Indexes.
Personal Interviews

The fourth phase was the analysis of the transcripts for the 12 personal interviews. Prior to coding, a provisional set of codes and criteria for each of the preliminary themes was developed, using the conceptual framework, the research questions for this study and the results of the coding and analysis of the applications for admission and the PI forms. Miles and Huberman (1994) recommend this approach as a way of organizing the coding process at the outset. The Interview Guide used during the personal interviews and the criteria for the core themes are contained in the Appendix C. As the edited transcripts were returned from the participants, they were coded. Miles and Huberman stated that coding "is a form of early (and continuing) analysis. Coding typically leads to a reshaping of your perspective and of your instrumentation" (Miles & Huberman, 1994, p. 65). The edited transcripts were finally coded into descriptive and interpretative themes.

Coding was accomplished both manually and electronically, using The Ethnograph. A methodology of grounded theory and a general inductive approach were employed during the coding process (Patton, 2002). The original areas of interest revealed in the questions asked during the personal interviews were refined and new areas added as needed. The core themes for each transcript were compared against the other transcripts. This cross-analysis allowed for the discovery of any new themes. The results of the analysis of the transcripts are displayed by the six research
questions that guided this study. Table 5 summarizes the core themes identified during the personal interviews and the frequency of response.

<table>
<thead>
<tr>
<th>Participant</th>
<th>Year</th>
<th>Gender</th>
<th>Age</th>
<th>Core Themes for Reasons and Hoped to Gain</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Personal Growth</td>
</tr>
<tr>
<td>Leo</td>
<td>2002</td>
<td>Male</td>
<td>41-50</td>
<td>✓</td>
</tr>
<tr>
<td>Cathy</td>
<td>2002</td>
<td>Female</td>
<td>31-40</td>
<td>✓</td>
</tr>
<tr>
<td>Robin</td>
<td>2003</td>
<td>Female</td>
<td>41-50</td>
<td>✓</td>
</tr>
<tr>
<td>Nancy</td>
<td>2003</td>
<td>Female</td>
<td>51-60</td>
<td>✓</td>
</tr>
<tr>
<td>Alice</td>
<td>2003</td>
<td>Female</td>
<td>41-50</td>
<td>✓</td>
</tr>
<tr>
<td>Jerry</td>
<td>2004</td>
<td>Male</td>
<td>41-50</td>
<td>✓</td>
</tr>
<tr>
<td>Eileen</td>
<td>2004</td>
<td>Female</td>
<td>51-60</td>
<td>✓</td>
</tr>
<tr>
<td>Joe</td>
<td>2004</td>
<td>Male</td>
<td>41-50</td>
<td>✓</td>
</tr>
<tr>
<td>Dennis</td>
<td>2005</td>
<td>Male</td>
<td>31-40</td>
<td>✓</td>
</tr>
<tr>
<td>Judy</td>
<td>2005</td>
<td>Female</td>
<td>51-60</td>
<td>✓</td>
</tr>
<tr>
<td>Kerrie</td>
<td>2006</td>
<td>Female</td>
<td>41-50</td>
<td>✓</td>
</tr>
<tr>
<td>Laurie</td>
<td>2006</td>
<td>Female</td>
<td>31-40</td>
<td>✓</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td></td>
<td></td>
<td></td>
<td>7</td>
</tr>
</tbody>
</table>

Results of the Personal Interviews

Research Question 1: In what ways have graduates’ attitudes toward Community Trusteeship changed upon completion of the Leadership Academy?

A wide variety of responses addressed this research question during the personal interviews. As each participant answered the questions, they integrated their prior life experiences, their experiences during the Leadership Academy and the results they experienced after completion. Some participants noted that attending the Leadership Academy developed the concept of Community Trusteeship and changed their attitudes through the exchange of information.

Laurie said, “I believe it opened my eyes more with it as far as teaching us to be more involved with our community and even surrounding communities. I feel that it… also helped me to know that volunteerism, talking more about the positive of your community is really needed so I believe I learned a lot from that.”

Eileen indicated, “It absolutely did introduce me to the community stewardship. It impressed upon me the need for community leaders to make sure there are cultural opportunities within the community and we really did have to help frame the things that go on within our community, the directions that our communities go down, because when you do it makes a tremendous difference in the economic development within the community, with the ability for the community to have diverse people reside there because they need that cultural side.”
Cathy reported, “I definitely do. In fact, probably one of the greatest things I took from that experience, as I said I have served on my first board and recognize the importance of that since that experience.”

Other participants emphatically stated the Leadership Academy did change their attitudes towards Community Trusteeship, primarily through examples and exposure to other individuals in the Leadership Academy and the guest speakers.

Dennis answered, “Absolutely. I think one of the things that I remember, I can’t remember what speaker it was, but they talked about what it takes to make a positive impact in your community and I think he talked about you have to be selfless, you have to put others before yourself, you have to be willing to commit yourself to the mission and the vision of whatever that community outreach initiative is all about.”

Leo responded, “I would say the Leadership Academy did accomplish this and the best way to elaborate on this would be is the importance of the Board of Directors in the nonprofit or profit sectors. This is what drove me to increase my involvement in the community and volunteer my time to become a Board member on various boards. I feel these opportunities allow me to state my position on specific issues for the betterment of the organization and our community.”

One participant noted a personal change in his level of involvement after graduation, but was not able to clearly state that the change came as a result of participation in the Leadership Academy and a better understanding of Community Trusteeship.
Dennis indicated, “I don’t know that it was more the Leadership Academy versus something personally within that has triggered me to be more active and involved. So, I can’t say it was anything from the Leadership Academy but I think what the Leadership Academy did do for me was to help me recognize the importance of becoming involved within your community and becoming active especially if you want to become a positive change agent.”

Two participants offered the topic of Community Trusteeship was not clearly listed as a primary theme or focus of attention during the Leadership Academy and could not identify any changes in their behavior resulting from a better understanding of the concept.

Alice shared, “I don’t think there was a lot, at least in my mind, of emphasis being placed on that and the importance of it.”

Dennis stated, “I don’t know if it introduced me to that or made me feel like that was relevant because I don’t remember that any of the speakers, that we had really talked that much about that in my recollection. So, I would have to say no.”

Three participants mentioned that their life experiences and level of volunteer and community involvement prior to attending the Leadership Academy resulted in little change in their attitude towards Community Trusteeship.

Judy responded, “I would say no but the reason is I was already doing it. I spent the last 20 years doing that. When my job became that of a community consultant to the River City area, approximately 20 years ago, and from that point on
I have been doing things, involved in various things and volunteering. So, no in the sense that I have been doing that most of my professional life.”

Joe said, “I think I was pretty much there already. One of the things that drew me to this community is the fact that it is where you can really invest in your community here and make a difference and that has always been important to me is to take skills or gifts from God and bring them out to give to others for the greater good.”

Participants in this study had a variety of responses as to whether completion of the Leadership Academy changed their attitudes towards Community Trusteeship. For some participants who were already active volunteers, it appears that they had a high level of understanding of Community Trusteeship prior to participation; thus, the Leadership Academy did not change their attitudes or their level of community involvement after graduation. Others suggested a change in attitude or behavior as a result of new information, skill development activities, or exposure to the other members of their class and the guest speakers. One participant noted that he/she had experienced a change in his/her level of community involvement but could not attribute this change to a better understanding of the concept of Community Trusteeship.
Research Question 2: To what extent did graduates of the Leadership Academy increase their knowledge and understanding of community needs and available resources?

The 12 participants consistently responded that the Leadership Academy increased their knowledge of needs and resources in Central County and the Southwest part of the State. These answers were the clearest and most emphatic of the responses to any of the interview questions. The major population areas of Central County are 25 miles apart and are located in two different media markets. As a result, there are limited opportunities for interaction and sharing of information among the residents of Central County. Participants in the sample were primarily from one population center, River City/Lake City, which is located in the northern part of Central County. The importance of the community tours and the presentations by the guest speakers were identified by the participants as important sources of information about needs and resources in the community.

Leo revealed, "It did. One thing that comes to mind is the separation of Central County. I live in northern Central County and was unfamiliar with the businesses and recreational opportunities within southern Central County. One thing that really benefited me was having the opportunity to travel to southern Central County and tour Southern City and Southwestern City."

Cathy shared, "I remember doing a tour with Sharon Witt at the time in Southern City and just learning some really interesting things about the challenges in the community related to developing land or inviting businesses in."
Dennis reported, “I think it did. I think going on the tour to south Central County and we live north Central County (here) and having an opportunity to listen to representatives from both north and south Central County who are in economic development I think those individuals really had a hand in explaining the dynamics of...why or why not in regards to a company deciding to relocate there.”

Judy responded, “The only thing is it broadened my horizons of south Central County. It wasn’t that I was thinking anything negative or anything I just wasn’t thinking. I was more aware of some of the things that are going on in south Central County, more connected to south Central County.”

Kerrie mentioned, “I had no idea all of the things that when we toured down into the Southern City area. I had no clue how much was out there.”

While 11 of the 12 participants were residents of the River City/Lake City area, the participants revealed that they obtained new information about their local community needs and resources from the Leadership Academy.

Eileen indicated, “I got a better understanding of River City as a community, where it had been and where it had a quest to go and that was something that I had no knowledge of before. I learned about the art district in River City, which I believe I wasn’t that aware of before. I learned about the communities that I was not aware of before.”

Jerry noted, “I think some of the more fascinating presentations were from the River City governmental folks because I really didn’t understand that community
although I live in it and I found them to be very enlightening and very committed to making the community a better place and I’ve actually seen that happen.”

Kerrie said, “I was very interested in the Arts District and the development of the River City area. I think that is very interesting. That I would really like to be involved in some fashion down the road. I think that’s a good thing. It opened my eyes as to everything that was going on within the community.”

Participants also revealed an increase in their knowledge and understanding of community issues. This change in their knowledge and understanding involved the economic status and issues of the region as mentioned by representatives of the economic development organizations and included subjects such as transportation, housing, the tax base for local governments and education.

Joe said, “Panelists who came in...They were important to me either because they opened my eyes to an area I hadn’t thought about before or in areas that I already had a passion or an interest in they added new information or added value to that exploration.”

Dennis said, “Why would a company decide to relocate in your community and they talked about some of the reasoning behind that, you know, the education or tax breaks having a qualified work force if you will and I think I mentioned that just the education system. Those were all social economic drivers of whether or not a company would decide to locate in your area and how they were initiating ways to draw those companies into the community but it also really shed a light on, for me, is education. I’m an educator. I’ve been in education for the last 8 years and I think
what it did it made me really realize how much of a driving force your education
system can be in your community and that can be good or bad. So, that was probably
one of the biggest things I got from listening to those two people talk.”

Alice said, “I think the one that sticks out for me is transportation. We had a
topic of transportation and I guess because it’s not an issue for me I didn’t think much
of it but obviously it is an issue in this community.”

Judy said, “I think it basically sanctioned some of the things that I already
knew in regards to some of the issues we are facing with the changes with the Harbor
Shores and the Hope VI and all of those kind of things coming and the necessities in
regards to the people in River City and the need to move forward and help the actual,
I call them the under table people, the people that are lacking in the skills, the people
that were involved in the disturbance in 2003, to be able to prepare these people and
move them from under the table to the top of the table so they will be able to be a part
of the new possibilities that are coming.”

Leo indicated, “The Leadership Academy definitely uncovered several needs
with our community.”

One participant noted that there was information about the resources available
in the community to help address issues.

Laurie reported, “I would say one would come to mind off hand is the
Whirlpool Foundation was there at the very beginning I believe and came back
another day and that kind of opened my eyes to the different things that they do here
in the community that I really did not know happened.”
The 12 participants suggested their level of knowledge and understanding increased as a result of attending the Leadership Academy. Components of the Leadership Academy considered to be important to the participants were the community tours, exposure to the other members of their class, and the information provided by the guest speakers. Each participant was able to identify a higher level of understanding of the communities’ needs and resources as a result of graduation from the Leadership Academy.

Research Question 3: In what way did the graduates’ level of community involvement change following completion of the Leadership Academy?

There were a variety of responses to questions about changes in the participant’s behavior after completing the Leadership Academy. Some participants suggested changes in their behavior, which they attributed to completion of the Leadership Academy.

Eileen revealed, “The fact that I participated in the Leadership Academy caused me to be more aware of the fact I needed to be out in the community. I became more involved in the community and certainly all of that has changed my perspective and by changing my perspective I grew as an individual and I’m now a President of a college. I make it a point of being more involved. I make it a point of serving on Boards and contributing.”

Laurie shared, “I’ll say through the sorority that I’m in I have, dealing more with the youth and also with my church dealing more with youth.”
Jerry noted, “Yes it did. There is one activity that I did participate in since the Academy and that’s Habitat. I did that through the college when we built the house for John.”

Several participants described a change in their level of self-confidence they attributed to the Leadership Academy. They identified ways that their behavior changed as a result of this increase in self-confidence.

Cathy mentioned, “…I’ve had a major job change and I actually attribute the Leadership Academy as one of the major experiences that has led me to the position I’m in right now. You went through Leadership Academy for a reason. You have been prepared. You can do this and even instilling that level of confidence so that is the thought that went through my head and the reason that I did apply for and get the Executive Director position…”

Leo responded, “This is what prompted me to volunteer more within the community and led to my involvement on various boards. I continually am solicited for money from various nonprofits. My former response was that I am already giving to several organizations and I can only spread it out so far. While that still is the case, I am more open to giving back to the community, through organizations I believe are making a lasting impact.”

Judy stated, “Maybe I’m more willing to ask for help. I’m more willing to say, will you or can you or barter, you know, I’ll do this if you do that kind of a thing.”
Other participants noted a change in the way they use their time in the community. Two participants identified a higher level of selectivity about the organizations and issues they become involved with after graduation.

Dennis indicated, “I’ve been more apt to volunteer for different things and maybe they haven’t all been for non-profit. I would say I have become more involved and not just with not-for-profit agencies but just involved with the groups and organizations that I found to be of interest to me.”

Robin reported, “I want to. I love doing it and I notice that when I can see change happening where I feel like I’m really making an impact and that’s the reason I think I quit Women’s Service League as it was just too fluffy and it didn’t seem efficient to me.”

Some participants noted they observed changes in the behavior of other participants in the Leadership Academy as a result of the information they received or presentations by the guest speakers.

Laurie said, “I think I experienced the views of other participants that were in the Leadership Academy. They really didn’t know and see what was going on here in the city of River City. We took a tour of the Harbor Shores project and I really do think that going through that it really opened my eyes to see that a lot of people don’t know of the progress and the forward moving that River City is really taking place right now so I believe that was really good by the Leadership Academy, pulling different people, different race, different cultures from different areas of Central County where we go to see (I missed out on the Southern City tour)...but I really was
pleased by people coming from different areas to see what is going on here in River City.”

Dennis shared, “She was a very humble woman considering that in my estimation she is very well-to-do, her husband is very successful, but just listening to her talk I had several side conversations with her and she always talked about how she tried to instill in her kids the value of hard work and getting what you want and not becoming content with handouts. That was really inspiring to hear that coming from her knowing you stereotype people based on certain things whether right or wrong and I think part of that is just our human element, but just having an opportunity to sit down and talk with her which is a very good point in itself, you know, you sit back and stereotype people based on x, y, z but you don’t really know that person if you don’t sit down and have an opportunity to speak with that person to really get to know them for who they are.”

Nancy responded, “I recall one exercise we did. Scenarios were presented about a number of situations that a leader/manager may find him or herself in, such as a Board member who did something unethical or something questionable, and in small groups, we role-played how to best handle it. That was thought provoking not just necessarily my response to the exercise, but the way the other groups presented their responses.”

Several participants stated there was an impact on their family and their family interactions as a result of the information they received, the presentations made, and the people they met during the Leadership Academy.
Robin responded, “What I would like to share is one thing that I think Leadership Academy, I don’t know that it’s just about Leadership Academy but I think hopefully it would continue on. It’s just not that person but my family, my husband and my daughter, they are really involved in the community and just think how much more my nine-year-old knows about our community like some of the problems, the good, than most nine-years-olds and much more than I ever knew as a nine-year-old. She is very aware. We have discussions about it and I love that part of it because I think if it can spill over to other family members, that’s even better.”

Joe mentioned, “I’m basically a single father now raising two kids and they are the priority but I think as they get older and already like we’re all going to walk in Relay for Life later this month, I’m going to draw the kids more in so I think it’s a temporary thing.”

Participants stated their level of involvement increased as a result of participation. Several also revealed they are now more willing to make financial contributions and also now more selective about the use of their time or the type of organization for which they will volunteer. Participants articulated behavior changes on the part of other members of their class. Several participants talked about changes in their family’s level of involvement in the community after participation in the Leadership Academy.
Research Question 4: To what extent and in which ways have the graduates expanded their network of personal and professional contacts upon completion?

All 12 participants identified new contacts as a result of participation. There were personal friendships formed, informal peer networks created, and relationships established with community leaders who spoke during the Leadership Academy. Each participant was able to name guest speakers or other graduates with whom they have maintained contact after completing the Leadership Academy. Some guest speakers were already known to the participants as a result of their prior life experiences or as a result of media accounts of community projects prior to attending the Leadership Academy. All 12 participants indicated completion of the Leadership Academy increased their knowledge of and understanding of several community leaders, guest speakers, and the other members of their class.

Judy noted, “The networking. The feeling of connected when I go places and I see the people that were in my group, the speakers that came and spoke to the class. Being a part of the group that are the movers and the shakers. Having more contact with them. Them knowing my name and knowing what I do and being able to interact on a professional level and a personal level.”

Nancy mentioned, “Just meeting and networking with the participants, gaining a sense of who I could go to with a question about an organization, event or business in the community.”
Leo said, “There are a couple of people, two or three, that I met initially at the Leadership Academy who I have maintained an ongoing dialogue and relationship with. They all have prominent roles here within the community. We bounce ideas off of each other and so it’s good that we formed that network.”

Cathy observed, “I absolutely know it did. I found also that it was a great network after the fact. This wasn’t something that I had anticipated but the folks that I went through the Academy with, not that we have still maintained great contact, but when we see each other we really connect in a different way because of that experience we had together.”

Judy responded, “She and I were connected a couple of times after that through another program and so a lot of that had to do with the Leadership Academy and my respecting her work and as we got to know...her respecting mine so now we are doing some work together.”

Eileen stated, “Mark Mitchell, his speech about geese is one that I use frequently. It was just outstanding and I just enjoy getting to know him in a different aspect. I have got a better understanding of the group that he led in River City. There were several people within the leadership group that I did have contact with afterwards.”

Each participant clearly identified a new set of community contacts as a result of participation. These contacts were the other graduates, the speakers, and representatives of the sponsoring agencies. While several participants suggested that they had prior contact with several speakers, participation in the Leadership Academy
gave them a new appreciation for the individuals and their area of expertise. Informal networks with other graduates were formed and maintained after graduation by the 12 participants in this study.

Research Question 5: Have the graduates developed new skills and abilities at work and in the community after completion of the Leadership Academy?

There was a wide range of new skills and abilities revealed by the participants. Some of these were linked to various activities, exercises or guest speakers during the Leadership Academy.

Eileen noted, “There were a couple of exercises that we did that absolutely made it more apparent to me the biases that people come to a problem with and that you can really identify fairly quickly by watching people what their personality types are and how they are going to react to change. There were some very, very enlightening pieces within the Leadership Academy.”

Joe indicated, “Yeah, I guess the term flexing my muscles comes to mind a little bit. Actually just seeing other people and their styles and then my styles as well. One thing I’ve learned whether it was directly related to that or not is just to not push quite so hard. Sometimes it takes a lot of patience particularly on some large community issues and it was nice to hear other people kind of sharing that same discovery.”

Judy mentioned, “The DiSC program that we took was very helpful in looking at my leadership style and it also caused me to get some more of Maxwell’s books
and start reading some of those. It really helped me to pull together some of the things I was doing…”

The impact of guest speakers on the participants was mentioned frequently. Participants spoke of the guest speakers as role models, displaying presentation skills and leadership behaviors that they personally felt they should seek to develop.

Dennis shared, “Well, I think that it did force probably the majority of the participants to evaluate or reevaluate their leadership skills because listening to all of the speakers they all came from different areas, they had different professional backgrounds, different personal backgrounds and I think they all had different leadership styles yet they were all successful.”

Leo responded, “It definitely did. I guess hearing some of the speakers; I don’t know if you want to call them role models or someone to aspire to get to that level. I do recall from being there and hearing various speakers I really picked up on their presentation skills, that was very helpful, but, yeah, I guess in a nutshell, it was beneficial to help me. It kind of helped me focus more on what I needed to do to advance. I was not involved in a leadership role with a non-profit organization prior to attending the Leadership Academy. The Leadership Academy has led me to become more involved in leadership roles with non-profit organizations.”

Cathy revealed, “It was more looking at role models and in some ways that was very beneficial. It was leadership people coming in and making a presentation and just kind of through their presentation and their abilities and whatever their career was that was kind of the leadership training for me I think.”
Laurie said, “I feel on a work level that it has changed me to become a better person as far as in a leadership role with my job and taking on that leadership role not only here within my department but outside of my department and I think that was one thing that has helped to inspire another person from my job to take on the course the last semester that you had it and not only that it inspired another person to come to me and talk to me about it and see how could she get involved with it so I think even the people surrounding me other co-workers saw a change in me as far as going the academy.”

Robin noted, “I think it was the strongest leadership experience. We did that test (DiSC), I can’t remember what the name of that was, it was Deb somebody put it on. That, to me, was such a powerful tool that I still use today. In seeing how, I guess, looking at other qualities and how everybody works as a team. Even some of the negative things that drive you crazy with people that you work with; how it all really works together as part of the puzzle and if we didn’t have each one of those skills it wouldn’t be as effective. So, I always remember that. That has really stuck with me. I think that has helped leading boards that I have to lead now and just always remembering that.”

Other participants were not as clear or could not identify any changes in their skills or abilities as a result of completion of the Leadership Academy.

Jerry observed, “I’d have to say probably not and the reason being I remember there was an assessment that was done, the DISC assessment, and I had already gone
through that when I was in business and industry and I guess I am who I am and I haven’t changed a whole lot.

Alice reported, “I don’t recall that it made much of an impact on my personal leadership skills. I think we talked about the different types of leadership skills and how everyone is not the same but not necessarily personal leadership skills.”

Participants suggested a number of the exercises or activities caused them to re-evaluate their leadership style and made them more aware of the different styles and approaches to leadership exhibited by the guest speakers and the other participants. Several participants said that the DiSC used by one of the speakers in the session on Communication Skills was revealing and helpful. The importance of the guest speakers as role models was a consistent theme verbalized by the participants. One participant noted that her colleagues at work identified behavior changes in her that they attributed to participation in the Leadership Academy. These observations caused these individuals to enroll in the Leadership Academy at a later date.

**Research Question 6**: If the graduates did not change their attitudes and behaviors towards Community Trusteeship after completion, are there common reasons or indicators for the lack of results?

Three participants observed they were already familiar with the concept of Community Trusteeship and were actively demonstrating behaviors that exhibited it prior to attending the Leadership Academy.

Judy stated, “I would say ‘no,’ but the reason is I was already doing it. I spent the last 20 years doing that. When my job became that of a community consultant to
the River City area, approximately 20 years ago, and from that point on I have been doing things, involved in various things and volunteering. So, no in the sense that I have been doing that most of my professional life.”

Joe observed, “I think I was pretty much there already. One of the things that drew me to this community is the fact that it is where you can really invest in your community here and make a difference and that has always been important to me is to take skills or gifts from God and bring them out to give to others for the greater good.”

Nancy mentioned, “No, it didn’t introduce me to the concept. I was aware of that beforehand.”

Another participant revealed a change in her knowledge and understanding of Community Trusteeship but did not report a change in her behavior and involvement in the community that she identified as a result of the Leadership Academy.

Eileen reported, “The fact that I participated in the Leadership Academy caused me to be more aware of the fact I needed to be out in the community. I became more involved in the community and certainly all of that has changed my perspective and by changing my perspective I grew as an individual and I’m now a President of a college. Was that a direct result? I don’t know if I can say that specifically but it showed me the importance and I would say that I have had a successful first year at the college and part of that has been the fact that I have been involved in the community also and that that was what this community was really looking for.”
Two participants mentioned work responsibilities as a barrier to demonstrating Community Trusteeship. One participant suggested workload increases at her place of employment. She did not identify any change in organizational responsibility or a new position but attributed her work related barrier as being an increase in the volume of duties. The other participant indicated a job change that created a barrier for her and a reduction in her involvement for a non-profit organization. These two participants completed the Leadership Academy in 2003 and 2006.

Laurie responded, “I would say the only barrier is the workload that I have here on my job and it’s preventing me from being able to volunteer and do other things and with being a single parent at home so that kind of is a barrier I feel right now for me.”

Nancy shared, “I don’t think I’ve changed except for the fact that since moving into this position, I’ve cut back on some volunteer hours especially for Twin City Players.”

Two participants offered family responsibilities as a barrier to increasing their level of community involvement and demonstrating Community Trusteeship. One participant was single without family obligations within her household while the other was a single parent with school-aged children in high school and college.

Cathy mentioned, “So, that’s been the challenge I think. Especially as a single person with no kids that can really easily suck up your life and personal and professional really get interwoven together and then you try to do with school it
gets...and then there's the guilt of not being able to volunteer and be as involved as you would like to be so it can be challenging.”

Kerrie stated, “Since the Leadership Academy, again, my kids are just facing adulthood so that's quite a big transition for me. As a single mother just them moving out, making their own decisions. I've got a son who is already out on his own and sometimes making the right ones and sometimes making the wrong ones. I have a daughter just entering senior in high school. So, I'm so focused in that area getting them into adulthood so that's probably my primary focus right now.”

The other participants revealed work, family, time, and financial resources as barriers to their level of community involvement and demonstrating Community Trusteeship.

Leo noted, “My workload has played into the amount of time I am able to commit. Another important factor is my family and being able to balance children's activities with my volunteer work.”

Alice shared, “No. Just time constraints.”

Judy said, “Yes, money. I am a visionary. I have visions of making things happen, of moving and shaking. I just haven't figured out how to get the funding to make it all happen.”

Barriers to increasing their level of community involvement identified by the participants were different. Some participants already perceived themselves to be actively demonstrating Community Trusteeship, so there were minimal behavioral changes that could be related to their graduation from the Leadership Academy.
Others observed work obligations as the primary reason and the remaining participants responded that family obligations and responsibilities was the primary barrier. One participant was very succinct in identifying a general lack of time for her was the biggest barrier to demonstrating Community Trusteeship through increased involvement in the community.

Comparison of Application Forms, PI Forms and Personal Interviews

The fifth phase of the analysis process was the comparison of the two questions that were contained on the application for admission, the PI form, and asked during the personal interview. The purpose of placing these two questions from the application form on the PI form and to be asked during the Personal Interviews was to look for changes in the goals and outcomes of the participants over time. The two questions were:

1. Please indicate your reasons for participating in the Community Leadership Academy.
2. What do you hope to gain from this leadership experience?

Table 6 displays the results for these two questions from the 12 participants at three different points in time.
### Table 6

Community Leadership Academy
Comparison of Application Forms, PI Forms, and Personal Interviews
Core Themes for “Reasons for Participation and Hoped to Gain”

<table>
<thead>
<tr>
<th>Participant</th>
<th>Year</th>
<th>Gender</th>
<th>Age</th>
<th>Application Form</th>
<th>Participant Information Form</th>
<th>Personal Interview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leo</td>
<td>2002</td>
<td>M</td>
<td>41–50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cathy</td>
<td>2002</td>
<td>F</td>
<td>31–40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Robin</td>
<td>2003</td>
<td>F</td>
<td>41–50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nancy</td>
<td>2003</td>
<td>F</td>
<td>51–60</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alice</td>
<td>2003</td>
<td>F</td>
<td>41–50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jerry</td>
<td>2004</td>
<td>M</td>
<td>41–50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eileen</td>
<td>2004</td>
<td>F</td>
<td>51–60</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Joe</td>
<td>2004</td>
<td>M</td>
<td>41–50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dennis</td>
<td>2005</td>
<td>M</td>
<td>31–40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Judy</td>
<td>2005</td>
<td>F</td>
<td>51–60</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kerrie</td>
<td>2006</td>
<td>F</td>
<td>41–50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laurie</td>
<td>2006</td>
<td>F</td>
<td>31–40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTALS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**KEY: Core Themes**
1 – Personal Growth
2 – Professional Development
3 – Skills/Tolls – Leadership
4 – Involvement
5 – Knowledge/Understanding/Learning
6 – Network
7 – Scholarship/Reputation

**Source:** Application Forms, Participant Information Forms, and Personal Interviews, 2007.

Results of the Comparison of Application Forms, PI Forms, and Personal Interviews

For two of the 12 participants, the applications for admission were not available. The comparison of the available responses found that each of the 10 participants gave similar answers on their application for admission, their PI form,
and during their personal interview. The number of reasons and outcomes and the level of detail provided by the participants increased from their responses on the application forms, to the PI forms, and again in the personal interviews.

During the personal interview the participants increased their number of responses regarding an expectation of personal growth as a result of enrolling in the Leadership Academy. At the same time, the expectation of learning skills and tools for leadership went down. There was an expectation of acquiring knowledge and understanding about the community. Networking continued to be an expectation of participation.

Comparison of Involvement, PI Forms and CI Forms

The sixth phase of the analysis was to compare the responses on the participants’ PI forms with the responses on their CI forms. The purpose of this analysis was to examine how the participants’ assessment of their level of involvement in the community changed over time. Table 7 contains the results of their responses.

Results of the Comparison of the PI and CI Forms

Seven participants reported on their PI form that their level of community involvement increased after completing the Leadership Academy, while only three of the seven confirmed that on their CI form. These three participants completed the Leadership Academy in 2002 and 2003. One participant, from 2004, shared on his PI
<table>
<thead>
<tr>
<th>Participant</th>
<th>Year</th>
<th>Gender</th>
<th>Age</th>
<th>Participant’s Self Reported Level of Involvement</th>
<th>Comparison of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leo</td>
<td>2002</td>
<td>M</td>
<td>41–50</td>
<td>More</td>
<td>Same Level of Involvement</td>
</tr>
<tr>
<td>Cathy</td>
<td>2002</td>
<td>F</td>
<td>31–40</td>
<td>More</td>
<td>Same Level of Involvement</td>
</tr>
<tr>
<td>Robin</td>
<td>2003</td>
<td>F</td>
<td>41–50</td>
<td>More</td>
<td>Same Level of Involvement</td>
</tr>
<tr>
<td>Nancy</td>
<td>2003</td>
<td>F</td>
<td>51–60</td>
<td>More</td>
<td>Different – Declining Level of Involvement</td>
</tr>
<tr>
<td>Alice</td>
<td>2003</td>
<td>F</td>
<td>41–50</td>
<td>More</td>
<td>Different – Declining Level of Involvement</td>
</tr>
<tr>
<td>Jerry</td>
<td>2004</td>
<td>M</td>
<td>41–50</td>
<td>Same</td>
<td>Different – Increasing Level of Involvement</td>
</tr>
<tr>
<td>Eileen</td>
<td>2004</td>
<td>F</td>
<td>51–60</td>
<td>More</td>
<td>Different – Declining Level of Involvement</td>
</tr>
<tr>
<td>Joe</td>
<td>2004</td>
<td>M</td>
<td>41–50</td>
<td>Less</td>
<td>Same Level of Involvement</td>
</tr>
<tr>
<td>Dennis</td>
<td>2005</td>
<td>M</td>
<td>31–40</td>
<td>More</td>
<td>Different – Declining Level of Involvement</td>
</tr>
<tr>
<td>Judy</td>
<td>2005</td>
<td>F</td>
<td>51–60</td>
<td>Same</td>
<td>Different – Increasing Level of Involvement</td>
</tr>
<tr>
<td>Kerrie</td>
<td>2006</td>
<td>F</td>
<td>41–50</td>
<td>Same</td>
<td>Different – Declining Level of Involvement</td>
</tr>
<tr>
<td>Laurie</td>
<td>2006</td>
<td>F</td>
<td>31–40</td>
<td>Same</td>
<td>Different – Declining Level of Involvement</td>
</tr>
</tbody>
</table>

**On the PI Form:**
7 rated his/her level of involvement as higher after than before
4 rated his/her level of involvement as about the same
1 rated his level of involvement as less

**On the CI Form:**
5 indicated his/her level of involvement as higher after than before
2 indicated his/her level of involvement as about the same
5 indicated his/her level of involvement as less
form that his level of involvement went down and confirmed that assessment on his CI form. The remaining four participants gave a different assessment of their level of involvement on their PI form than on their CI form. Of these four, two revealed on their PI form that their level of involvement stayed the same and then later identified that it went up on their CI form and two reflected that their level of involvement went down on their CI forms.

Six participants cited a higher level of involvement on their PI form than they revealed on their CI form. Two participants noted the same level of involvement before and after the Leadership Academy, but then indicated a higher level on their CI form.

Comparison of Involvement, Understanding, Practice, and Barriers

The seventh phase of the analysis was to compare the responses to the questions on the PI and CI forms about the participants’ level of community involvement and whether it increased, decreased, or stayed the same. This analysis also included the participants’ self-assessment about their level of Understanding and Practice of Community Trusteeship and the barriers they revealed towards increasing their level of community involvement, as listed during the personal interviews. The purpose of this analysis was to review the participants reported level of involvement, understanding of Community Trusteeship, and their perceptions of the barriers. Table 8 contains the results of the responses as contained on the PI and CI forms and from the personal interviews.
Table 8

Community Leadership Academy
Community Involvement and Trusteeship — Barriers

<table>
<thead>
<tr>
<th>Participant</th>
<th>Level of Community Involvement after the Leadership Academy as reported on the:</th>
<th>Community Trusteeship Reported in Personal Interviews</th>
<th>Barriers to Increased Community Involvement Identified in the Personal Interviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leo</td>
<td>More</td>
<td>X</td>
<td>1,3,6</td>
</tr>
<tr>
<td>Cathy</td>
<td>More</td>
<td>X</td>
<td>2,4</td>
</tr>
<tr>
<td>Robin</td>
<td>More</td>
<td>X</td>
<td>2,3</td>
</tr>
<tr>
<td>Nancy</td>
<td>More</td>
<td>X</td>
<td>2</td>
</tr>
<tr>
<td>Alice</td>
<td>More</td>
<td>X</td>
<td>5</td>
</tr>
<tr>
<td>Jerry</td>
<td>Same</td>
<td>X</td>
<td>3,6</td>
</tr>
<tr>
<td>Eileen</td>
<td>More</td>
<td>X</td>
<td>2</td>
</tr>
<tr>
<td>Joe</td>
<td>Less</td>
<td>X</td>
<td>1,2,3,6,8</td>
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<tr>
<td>Dennis</td>
<td>More</td>
<td>X</td>
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</tr>
<tr>
<td>Judy</td>
<td>Same</td>
<td>X</td>
<td>7</td>
</tr>
<tr>
<td>Kerrie</td>
<td>Same</td>
<td>X</td>
<td>3</td>
</tr>
<tr>
<td>Laurie</td>
<td>Same</td>
<td>X</td>
<td>6</td>
</tr>
</tbody>
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KEY: Barriers Identified
1 – New Home; 2 – Job/Career Change; 3 – Family Obligations; 4 – School; 5 – Time, Non Specified; 6 – Work Obligations; 7 – Resources; 8 – Marital Status


Results of the Comparison of Involvement, Understanding, Practice, and Barriers

Three of the participants offered that they were knowledgeable about Community Trusteeship before the Leadership Academy and were actively practicing its principles prior to enrolling. Two of these three participants also revealed their
level of community involvement went down after the Leadership Academy and also reported that they had experienced a career change after graduation. One of these participants indicated five life changes, which was the highest number offered by any of the 12 participants. The third participant suggested a lack of resources was the primary barrier for increasing her level of community involvement.

Four participants noted they had obtained new knowledge and understanding of Community Trusteeship, but had not increased their level of community involvement after graduation. The barriers listed by these participants included career changes, family obligations, and an absence of time for increased community involvement.

Five participants stated that they had acquired new knowledge and understanding of Community Trusteeship and had increased their level of community involvement after graduation. One of these individuals revealed three life changes, the second highest indicated by the 12 participants.

Chapter V contains a summary of the study, conclusions and discussion of the findings and recommendations for the Leadership Academy. This chapter also identifies the limitations of the study and recommendations for further research into the success of leadership academies.
Summary

Across the country and in Michigan, there has been a movement to develop the skills of future community leaders through the creation of community leadership academies. The purpose of these academies is to develop community leaders and to establish a network of informed, concerned citizens to guide the future and growth of their community into the 21st Century (Community Leadership Association, 2001).

An area of discussion among the sponsors and organizers of these leadership academies has been the impact on the graduates and on their community. Some studies of leadership academies (Becker, 1991; Rossing, 1998; Fredricks, 1998; Adams, 1999; Cook, 2000; Hurt, 2003; Spalding, 2003; Tuttle, 2004; and Bono, 2006) have investigated the impact of these leadership academies and whether the individuals and their communities benefited. The goal of these leadership academies is that the graduates take the information they receive, the skills they develop, the network of contacts they establish to become involved in efforts to improve their community. The measure of success for these leadership academies is the amount and quality of community involvement demonstrated by the graduates and the outcomes each graduate achieves.
Since there are significant amounts of community resources devoted to the organization and operation of these leadership academies, an assessment of the results and impact in the community is appropriate. This study uses the graduates’ involvement in the community, both before and after, as a measure of change in their understanding and demonstration of the principles of Community Trusteeship.

The results detailed in Chapter IV suggest that a majority of the participants in this study experienced some change as a result of completion of the Leadership Academy. Participants identified an increase in knowledge and understanding of the communities’ issues and problems. They also indicated an increase in information about the initiatives, projects, and people addressing the community’s issues. The participants offered that they were able to establish a new network of contacts in the community. These networks included the other participants, guest speakers, sponsors and the facilitators of the Leadership Academy. The participants also suggested that they developed new skills and talents as a result of completion of the Leadership Academy. The participants revealed their knowledge and understanding of the issues and problems in the community and region increased.

Each participant mentioned a new set of community contacts as a result of participation, including the establishment of a personal network with other graduates. Participants also said they had developed new skills or abilities as a result of completion of the Leadership Academy. Several sessions focused on developing communication skills, understanding the principles of diversity and exploring their personal leadership styles and approaches. The responses from the participants
demonstrate the Leadership Academy increased their knowledge and understanding and helped them improve their personal skills for use at home, at work, and in the community.

Some of the participants were able to identify changes in their behavior attributable to participation in the Leadership Academy. Changes in the way several participants used their time in the community and an increased selectivity about the organizations and issues they became involved with after graduation were also offered.

Participants related they had reassessed their personal leadership style as a result of the information they obtained or the role models they encountered during the Leadership Academy. Participants also specified a change in their level of self-confidence and were able to identify ways that their behavior changed as a result of this change in self-confidence. Behavior changes in the work place were also observed and three participants mentioned a change in their families' involvement in the community after graduation.

Barriers to using the information or contacts obtained during the Leadership Academy varied. Reasons identified by the participants as the primary barriers towards increasing their level of community involvement were work and family obligations. A general lack of time or competing obligations were perceived by many as the biggest barrier to increasing their level of community involvement. None of the participants suggested that a lack of employer support, either during or after the Leadership Academy, negatively affected their level of community involvement. The
The number of life changes offered by the 12 participants was significant and most related to a change in their employment status or their work duties and responsibilities. Leo, who revealed the largest number of life changes, also had the largest increase in his level of community involvement from before the Leadership Academy to after graduation.

One of the goals for the Leadership Academy is to bring about changes in the graduates' personal and professional lives. From the data collected during this study, this goal is being accomplished. The number of life changes, the number of graduates who have a basic understanding of Community Trusteeship and the foundation of community involvement for each graduate all play a part in determining whether the graduate increased his/her level of community involvement. Even for the three participants in this study who previously had an understanding of Community Trusteeship and a high level of involvement, completion of the Leadership Academy was a meaningful event.

Conclusions and Discussion

The conclusions and discussion are presented using the six research questions that guided this study. Following presentation of the research questions, are listed specific recommendations for the sponsors and organizers of this Leadership Academy and other similar leadership academies.
Research Question 1: In what ways have graduates’ attitudes toward Community Trusteeship changed upon completion of the Leadership Academy?

Conclusions

The results of this study show three participants revealed an understanding of the concept of Community Trusteeship and were actively demonstrating its principles prior to the Leadership Academy. Two of these three participants suggested that the concept of Community Trusteeship was not clearly identified and discussed during the Leadership Academy and therefore they were unable to report a change in their attitude towards this concept. However, these individuals both offered that participation served to refresh their attitude and commitment to Community Trusteeship. The level of community involvement for these three individuals, as detailed in their personal interview did not change.

Nine of the 12 participants reported a change in their attitude toward Community Trusteeship as a result of participation. Four of these participants commented they obtained a new understanding of Community Trusteeship, but had not changed their level of community involvement as a result of this new information or understanding. Five other participants stated that they had obtained a new understanding of Community Trusteeship and could identify a change in their behavior towards it as well as an increase in their level of community involvement.
Discussion

The results for this research question are not surprising. The broad range of responses and the life experiences of the participants confirm that the Leadership Academy impacts the participants in different ways. Knowles (2005) observed that adult learners bring different experiences and events into the learning environment and these alter the results they obtain. Three of the participants were involved in the community either through their employer or as a volunteer for a non-profit organization before they completed the Leadership Academy. For these people little change in their attitude towards Community Trusteeship could be expected. While they might not have been familiar with the technical term for what they were doing, Community Trusteeship, they were already doing it. The three participants suggested the information they received reinforced the concept for them and affirmed their past and current behavior towards community service. While the amount of information they received was not necessarily new or significant, these participants suggested that their commitment to the community was validated and reinforced.

For the other nine participants, Community Trusteeship was a new concept. The variation of responses from this group can be explained by reviewing their motives for enrolling in the Leadership Academy. Individuals with an interest in community service as a result of a personal event or desire to become involved would be expected to undergo a greater attitudinal shift than someone who was assigned by their employer to attend. Employers often vary in their reasons for enrolling their
employees in the Leadership Academy. Some employers enroll their employees as a perceived community service while other employers view employee participation as an organizational or personal development initiative that should bring measurable returns to the organization and community over the long term. Bono (2006) used eight motives for assessing why individuals enroll in leadership academies. These motives included ones such as increased understanding, networking as well as career or leadership development motives. The motives identified by Bono were suggested by the participants as reasons for attending the Leadership Academy and their desired outcomes for participation.

The acquisition of knowledge and understanding were core themes observed during the analysis of the data, but these core themes did not specifically focus on the concept of Community Trusteeship. The concept of Community Trusteeship did not surface as a discrete core theme during the analysis of the data collected during the study. When asked about Community Trusteeship during the personal interviews, the participants were able describe the concept and identify whether there was a change in their level of understanding or level of community involvement. However, the participants did not mention the concept without prompting from the researcher. This result is most likely due to the structure and operation of the Leadership Academy and the fact that the Community Trusteeship concept was not clearly outlined and reinforced in the curriculum and course materials for the Leadership Academy.

The curriculum used, the facilitators' skills, the environment for learning and the composition of each class can also explain some of the variation in attitudinal
changes among the participants towards Community Trusteeship. Knowles (2005) related in his assumptions that each of these can affect learning. While the facilitator for the Leadership Academy has remained constant for the five years during the duration of the study, each year the program is refined to improve participant learning and outcomes. New and more effective speakers are recruited and topics are altered or substituted to reflect topical issues in the community. The factors listed above help explain some of the variation in results for the participants’ understanding of Community Trusteeship and their level of community involvement.

Research Question 2: To what extent did graduates of the Leadership Academy increase their knowledge and understanding of community needs and available resources?

Conclusions

Each of the 12 participants noted a transfer of information during the Leadership Academy. During the personal interviews, the participants were able to describe in significant detail the different sessions of the Leadership Academy. For some participants, their description became animated and enthusiastic as recorded on the researcher’s field notes. They were able to go into great detail about the presentations, the information they received, and the changes in their knowledge and understanding of the subject matter. For community issues where the guest speaker talked about resource constraints, the participants could identify the issue as a continuing problem for the community with no recognized solution. The two areas
most frequently cited by the participants were the low level of literacy among adults in River City and the lack of an affordable public transportation system in Central County and the Southwest part of the State.

According to the participants, the presentations were a source of new information and led to a greater understanding of community needs and resources. The participants were able to define some of the barriers to resolution of issues discussed during the Leadership Academy. The sessions on community issues provided information that was new to many of the participants and, as described by the participants during the personal interviews, was evidence of a transfer of information.

The 12 participants also listed the community tours as an important source of information and understanding. The impact of visiting a new industrial park, a blighted neighborhood, or recently constructed public housing increased their knowledge and understanding beyond a lecture or presentation. The community tours served to expose the participants to different parts of Central County and increased their knowledge of geographic areas and communities they had not visited or about which they had limited information and knowledge. This study also demonstrated that the community tours added significant value for networking among the participants.

Discussion

That there was a transfer of information leading to increased knowledge and understanding of community needs and resources is not surprising. What is surprising
is the amount of detail the participants provided about a presentation, speaker or issue. For several participants, these sessions were up to five years earlier, but the participants were able to describe who spoke, the core issue and efforts underway at that time to address the issue and the major barriers to successful resolution. The participants mentioned changes and new developments for several issues in the years since they completed the Leadership Academy. This could demonstrate that the particular session or issue resonated with them and resulted in continued attention by the participant to the topic in the following years.

The participants each revealed different sessions that made an impact on them. This variation could have resulted from the guest speaker, the topic, or the participant’s interest in the subject matter prior to attending the Leadership Academy. It may also be explained by a participant’s emotional tie to a specific community, a personal relationship with the guest speaker, or a personal experience with the topic or issue, such a serving as a volunteer tutor for a literacy program. There were a wide variety of sessions identified by the 12 participants as impacting them.

Organizers need to be sensitive to the community’s needs to achieve a balance of topics and perspectives that are critical to the community’s success and are also of interest to the participants. Some topics clearly have more emotional appeal and topical interest to the participants than others. Having a series of presentations about the infrastructure needed for economic development is important, but is likely not as interesting as a series of presentations about literacy, the success of the local school systems, or teenage pregnancy. The latter topics have more emotional appeal than the
first set, but addressing both are critical to the success of the Leadership Academy and the community.

The participants also related the community tour as a significant event for them during the Leadership Academy. The majority of the participants in this study were from the River City/Lake City area, but the tours exposed them to geographical areas and community initiatives that were not familiar to them. It was expected by the researcher, and confirmed by the participants, that the tour of southern Central County exposed them to an area they had not previously visited. What was surprising was that the participants suggested a similar impact for parts of their immediate community that they had not visited. An explanation for this result could be that many individuals establish normal travel patterns that do not vary except for special occasions or events. Initiatives to expose the residents of a community to areas they don’t usually visit could help increase awareness of issues and resources. The other research studies on leadership academies also observed that increased knowledge and understanding of community issues and problems was a common outcome (Langone, 1992; Pigg, 2001; Spalding, 2003; Scheffert, 2007).

Research Question 3: In what ways did the graduates’ level of community involvement change following completion of the Leadership Academy?

Conclusions

There were a variety of responses to the questions on the applications, Participant Information, and Community Involvement forms, and the personal
interviews. On the available applications forms, each one revealed that the participant was involved with one to three different community based organizations. Eleven of the 12 participants also indicated on the PI form that they were involved in the community prior to enrolling in the Leadership Academy. Their prior level of involvement included serving on boards and committees, employment for a non-profit organization, or being an active volunteer. When asked on the PI form about their level of community involvement after the Leadership Academy, 7 of the 12 participants suggested an increase while four maintained the same level, and one detailed a lower level than before graduation.

The CI form solicited greater detail from the participants about their level of involvement in the community. Because it presented specific examples of community involvement, it was expected to prompt personal reflection and greater thought about his/her level of community involvement as well as more accurate reporting. On the CI form, three participants ranked their level of community involvement before the Leadership Academy as being low and only one of the three changed to a high level after graduation. The other two participants still rated themselves low in their level of community involvement after graduation.

Five participants had a medium ranking of community involvement before the Leadership Academy. Of these, two participants increased to a high level, two stayed in the medium ranking and one went down to a low level of community involvement. Of the four who were ranked high on the CI form, three stayed at the high level and one declined to a medium level.
Four of the 12 participants had a positive CI index (degree of change), while two reported no change and the remaining six participants had a negative CI index identifying a decline in their level of community involvement after graduation.

In the personal interviews, the 12 participants indicated their awareness of community organizations went up; they experienced an increase in their level of self-confidence; and the Leadership Academy changed their attitude about the types of organizations with which they became involved. The increase in self-confidence motivated them to serve on boards and committees for community-based organizations or to apply for a more significant role or position with non-profit corporations. They became more selective about the mission and purpose of the organizations for which they would volunteer or support financially. Five participants listed a generally higher level of involvement in the community as a result of participation; while four others commented they had more knowledge and understanding about Community Trusteeship, but had not increased their level of community involvement. Three participants indicated they were familiar with the concept and were actively demonstrating its principles before attending the Leadership Academy and could not relate any change in their level of community involvement to graduation from the Leadership Academy.

The level of community involvement changed over time as initially reported on the PI form and then on the CI form. Eight of the participants identified a different level of involvement on the PI form than they shared on the CI form. Of these eight, six suggested a lower level on the CI form than they initially revealed on the PI form.
Two noted a higher level of involvement in the community. Four participants were consistent in recording their level of involvement after graduating from the Leadership Academy on the PI and CI forms. Of these four, three mentioned more involvement and one suggested less involvement after graduation.

The two participants who revealed a high level of involvement before attending the Leadership Academy had a negative CI Index, indicating their level of involvement went down. During their personal interviews, these two participants offered that the Leadership Academy affirmed their service to the community and generated a greater selectivity about the type of organization with which they affiliated. One participant shared that she had ended her relationship with an organization because she was more critical about the return to the community for her investment of time and energy. The change by the participants regarding the type of organizations to be involved with could be a factor in the number of negative CI Indexes for the participants.

Four participants noted during their personal interviews that their level of information and knowledge about community issues and resources, community organizations, and Community Trusteeship had increased, but they had not put the information or understanding into practice in the community. Several participants suggested that they had been in the community for a short period of time and had limited knowledge about various volunteer opportunities, but only one participant indicated on his/her PI form that he/she had been in the community for less than five years. The lack of information about community-based organizations and the ways to
volunteer rather than newness to the community could be a determining factor in the level of community involvement. Some participants revealed they lacked information and others apparently lacked a motivational event to prompt them to change their level of involvement in the community.

Discussion

Participating in the Leadership Academy resulted in behavior changes by the participants in this study. As expected, the type or degree of change varied by individual. This was anticipated since the participants were selected with a variety of life experiences and motives for attending. Of the 10 available applications for admission, all 10 participants listed a past history of volunteering in the community. The other two participants indicated later in the study a history of volunteerism before the Leadership Academy. Six participants related they had served on a board, been employed by, or volunteered for, a community-based organization. One other research study found that approximately 40% of the participants in other leadership academies were also involved in the community prior to enrolling in a leadership academy (Scheffert, 2007).

Behavior changes cited by the participants included an increase in their level of self-confidence. This may have resulted from being admitted to the Leadership Academy or in successfully completing the program. Two participants, Leo and Robin, shared that the reputation of the Leadership Academy or the availability of a scholarship motivated them to enroll. These two participants both had a high CI
index, showing they significantly increased their level of community involvement after graduation.

As participants learned new information or knowledge, they became a source of information for their families and friends about some of the community issues or initiatives. Obtaining new information that is not immediately available to the general public or obtaining a new perspective of the community’s issues or problems could result in a change in their self-assessment of their roles as community leaders. These two changes, increased self-confidence and new information, were described by several participants as reasons for changing jobs, serving on new boards or committees, volunteering for new organizations or, in one instance, ending a relationship with a community-based organization. This higher degree of selectivity by the participants could have resulted from information received during the Leadership Academy, contact with one of the other community-based organizations, or a change in self-confidence that resulted from participation.

Participants also revealed an increase in the number of their volunteer activities. Five participants indicated they had acted on the information they had obtained or the role models they encountered and had become more involved in the community. Examples offered by the participants included serving on boards or committees for community-based organizations, non-leadership activities, such as volunteering for the United Way Day of Caring, the Habitat for Humanity or with church-based youth groups. One subject also observed an increase in his personal contributions to non-profit organizations.
Participants experienced a number of life changes after graduation. Of the 12 participants, five shared changes in their employment or level of community involvement as a direct result of new information, skill development, increases in their self-confidence, or a new network of community contacts. Determining whether an applicant will experience a change in his/her level of community involvement upon enrollment is difficult. It does seem, however, that each applicant for admission to a leadership academy should have some history of community service prior to enrolling. The goal of these leadership academies is to create a group of leaders who will shape the future of the community. Demonstration of volunteer efforts or participation in community activities can be a foundation to give an individual some basis upon which to build a behavior of community involvement at the leadership level.

Research Question 4: To what extent and in which ways have the graduates expanded their network of personal and professional contacts upon completion?

Conclusions

The 12 participants each revealed an expanded network of contacts in their personal and professional lives. Each year, over 25 guest speakers give a presentation or participate in one of the sessions during the Leadership Academy. These speakers are elected officials, corporate executives, directors of non-profit organizations, or activists working on a community issue or problem, such as literacy or homelessness. The participants recognized that the information they received from the speakers was
significant and that these individuals also served as role models for Community Trusteeship and different leadership and presentation styles.

The participants also shared that the other people in their Leadership Academy were important contacts after graduation. Several friendships were mentioned in the personal interviews, as was collaboration on different programs and volunteer opportunities at a non-profit organization where one of the other graduates either worked or volunteered. At some of the sessions, the other members of the Leadership Academy offered thoughts and information about the topic under study, because of their employment or prior community involvement.

In the personal interviews, several participants noted they had maintained contact with the other members in their class or with the guest speakers. The activities described by the participants included working on projects, starting to volunteer for one of the agencies represented by a guest speaker, or maintaining an informal network of their classmates that meets periodically. Other participants indicated they had established contact with graduates from the Leadership Academy from different years. Participants explained the basis for these contacts was a desire to become more fully engaged in the community and the realization during the Leadership Academy that personal networks were important for personal and professional growth. Participants also suggested that their graduation from the Leadership Academy served as good point of reference for initiating contact with a graduate from other years. They described this reference point as having a common life experience that served as a basis for contact and discussion with other graduates.
Participants mentioned both of these reasons as outcomes of the Leadership Academy.

Participants also stated their knowledge of community leaders had increased. Participants were able to establish contact with the guest speakers after graduation. This contact took the form of a request for more information, soliciting support for funding, or volunteering for the project or organization of the speaker. There were a variety of experiences and reasons cited by the participants for continuing contact with other graduates or the guest speakers.

Discussion

During the Leadership Academy there are over 25 speakers who give presentations, facilitate a discussion or serve on a reactor panel of community experts. The average size of the Leadership Academy during the period under study was 19 students. Together with the facilitators and the sponsors, the students are exposed to over 50 people from various organizations and agencies. Each year, the organizers of the Leadership Academy publish a directory, which lists the participants, sponsors, speakers, and their contact information. The participants offered during their personal interviews that this information assisted in following up with the speakers and other participants for additional information after the conclusion of the Leadership Academy. Opportunities to establish a network of associates, both personal and professional, are given throughout the Leadership Academy.
Five participants acknowledged they were given the information and contacts with which to increase their level of community involvement, but indicated during their personal interviews either no change or a reduction. Their reported number of life changes did not appear to be a factor. What was missing for these five was the right motive for attending in the first place, or a motivating event that led them to increase their level of community involvement through a network of contacts.

Resources and a network of contacts were provided during the Leadership Academy.

The guest speakers filled a role that was not expected at the start of this study. For some of the participants, besides serving as a source of new information, the guest speakers also served as role models for Community Trusteeship. The participants were able to identify qualities they observed in the guest speakers such as presentation style, use of technology, or being conversant with issues and controversies outside of their topic or issue.

The comments made by the participants during the personal interviews indicated they each related to one or more speakers in some way. The participants revealed they had prior interest in the topic or subject matter for the session and the speaker provided information reinforcing their interest. Others noted the personal delivery style or personal characteristics of the speaker were ones they identified with and made an impression on them. The speakers often conveyed a strong personal interest in community growth, which reinforced the decision of the participant to enroll in the Leadership Academy.
The 12 participants reported in the personal interviews that the guest speakers served two purposes: a source of new information and as role models or concrete examples for different leadership styles. According to the 12 participants, the guest speakers provided new information about issues or community needs and the mission of their employers or organizations in addressing those needs. Interaction with these guest speakers and the other participants in the Leadership Academy resulted in an increased knowledge or understanding of the resources available in the community. The participants were able to describe in the personal interviews a new appreciation for community based projects and initiatives, addressing some of the community’s needs. The variety of guest speakers and their presentations was an important part of the Leadership Academy.

The varying level of skills for the guest speakers may also explain part of the differences indicated by the participants. Some of the speakers were very polished and their topics were ones with a strong emotional appeal such as teenage pregnancy or homelessness. Other speakers were not as skilled and their topics did not have a strong emotional message for the participants. Some speakers and topics resulted in or resonated with emotion for the participants while others did not.

The participants also described in the personal interview a feeling of “connectedness” with community leaders after graduation. According to the participants, this feeling resulted from knowing about issues and the people and agencies in the community, which were working on them. In a small region like Central County, there are limited media outlets and the newspapers; the television
stations and the local radio stations routinely interview community leaders as part of their coverage of local news. Participants talked at length about the opportunity to meet the people they had read about, listened to, watched or heard about in private conversations. This opportunity created a feeling in the participants about having the most current information and being “in the know” concerning topical issues in the community.

During the Leadership Academy, some speakers are approached by the participants about volunteer opportunities or roles within various organizations. Other speakers bring their organizational materials to the sessions and see the presentation as an opportunity to recruit new volunteers to their cause or organization. Participants also approach each other about volunteer opportunities and compare notes about their volunteer experiences with various non-profit organizations. There is a significant amount of informal communication at each of the sessions of the Leadership Academy. Expanding the network of personal and professional contacts is probably the easiest outcome for a leadership academy, such as the one in Central County, to obtain. Based upon the results of this study, the objective was met.

Research Question 5: Have the graduates developed new skills and abilities at work and in the community after completion of the Leadership Academy?

Conclusions

Participants were able to identify new skills for use at work and in the community after the completion of the Leadership Academy. During the personal
interviews, they shared activities or sessions that increased their self-awareness or helped them develop new understanding or skills that they use in their daily lives. Activities most frequently mentioned by the 12 participants were the DiSC, Diversity exercises, and the sessions on Personal Leadership and Community Leadership.

An unexpected finding of this study was that the guest speakers served as role models for the participants. Observing the presentation style and communication skills of the guest speakers led several participants to reassess their leadership style and obtain further professional development. Participants noted they had started a personal development plan including the completion of an advanced degree, additional studies about leadership or attended professional development programs related to their employment. According to the participants, these types of developmental efforts were stimulated by the completion of the Leadership Academy.

Another unexpected finding was the impact that participation in the Leadership Academy had on the subjects’ families. Three participants observed they were using the information and skills they acquired in the Leadership Academy in their home life. According to these participants, the level of community involvement for the family had also increased as a result of their participation. Several participants also noted an impact on their place of employment. One participant stated two of her co-workers had witnessed a change in her behavior and work performance after her completion of the Leadership Academy. As a result, they enrolled in subsequent programs of the Leadership Academy.
Participants expressed a willingness to seek new leadership roles with their current employer or to search out new professional opportunities. Some of this willingness, as described by the participants, was due to an increased level of self-confidence after completion of the Leadership Academy. The number of life changes revealed by the participants clearly indicated that there had been changes in their position at their current employer or changes in employer. The number of employment-related changes by the 12 participants was the greatest of any of the four life changes asked on the PI form. Participants mentioned new skills, such as public speaking, and facilitation, obtained during the Leadership Academy that they used in their personal and professional lives.

Skill development sessions, such as Diversity or Communication Skills, and personal assessment activities, like the DiSC, assisted several of the participants to understand their personal leadership style and the behavior of others. Participants suggested that this helped them reassess their leadership styles and seek new professional development opportunities.

Discussion

The various skill development sessions of the Leadership Academy were noted by the 12 participants as valuable. The session involving the DiSC was mentioned as being particularly valuable in promoting personal understanding and developing sensitivity to the reasons for the behavior of others. Participants commented that the sessions involving Personal and Community Leadership provided
information and an opportunity for personal reflection about their personal leadership styles. These sessions also offered strategies for personal growth and change. Guest speakers served as valuable role models by demonstrating the variety of personal skills, talents and behaviors consistent with effective Community Trusteeship.

Several participants indicated the skills of the speakers influenced them to initiate a personal development program to become better public speakers, facilitators of change, or to cultivate their professional skills.

Participants described changes they experienced as a result of the Leadership Academy and related them to changes in their personal or professional lives. Nine of the 12 had experienced significant changes, both personally and professionally. These changes were reflected in the number of participants who had changed employers or positions with their current employer. The type of individual who enrolls in a leadership academy such as the one in Central County may be at a point in their life where changes in employment, the homes they live in or the composition of their family is very typical.

Efforts to update the database of alumni from the Leadership Academy by College staff have been significant over the last several years. Approximately 30% of the alumni from the inception of the Leadership Academy to the present time are not able to be located because they have left the community as a result of changes in employment or in their personal life (Zibbel, 2007). Other research studies about leadership academies have not focused on the dislocation or migration of graduates.
outside of the community and it is not possible to determine whether this migration out of Central County is unique.

The participants talked in their personal interviews about achieving a better understanding of their leadership styles and observing a variety of styles displayed by the guest speakers. These observations have led some participants to complete professional development activities, to read more about leadership, or to connect with the other graduates and guest speakers. Participants also talked about their co-workers or families observing a change in their behaviors after completion of the Leadership Academy. Based upon these results, it seems that the graduates are motivated to participate in developmental efforts targeted towards community leadership and involvement.

Research Question 6: If the graduates did not change their attitudes and behavior toward Community Trusteeship after completion, are there common reasons or indicators for the lack of results?

Conclusions

The 12 participants in this study consistently acknowledged that the Leadership Academy either added to their knowledge and understanding of Community Trusteeship or refreshed their perception of this concept. Three participants suggested they already understood the concept and were actively demonstrating it in their daily lives. These three individuals revealed they had become more selective about the type of organization they volunteer for or support
financially. Four participants suggested they increased their knowledge and understanding of Community Trusteeship, but had not used what they had learned to increase their level of involvement in the community. The remaining five participants indicated that they had received new information and knowledge about Community Trusteeship and had increased their level of involvement in the community as a result.

The primary barriers identified by the participants for preventing an increased level of community involvement were work and family obligations. Table 8 compares the responses from the Participant Information (PI) forms, the Community Involvement (CI) forms, and the Personal Interviews. Seven participants revealed on their PI form that their level of involvement had changed; four offered that their level had not changed, and one detailed a lower level of involvement. The one participant who noted that his level had gone down gave a variety of reasons. This individual had the highest number of life changes, five, of any participant in this study but was also one of the three participants who observed that they understood the concept of Community Trusteeship and was putting it into action in their daily lives prior to enrolling in the Leadership Academy. Of the two primary barriers identified by the 12 participants, work related or family responsibilities or a sense of obligation to put these ahead of community involvement was the most common response.
Discussion

The variation of responses on the PI form, CI form and during the Personal Interviews can be explained, in part, by the variety of life experiences of the participants. At least three of the participants were already, in their minds, familiar with Community Trusteeship and were fully engaged in the community before the Leadership Academy. They were actively involved in the community through board membership for a non-profit organization or were volunteering for other causes and initiatives. For these participants, the Leadership Academy served to refresh and renew their understanding and commitment.

Four participants reported that they had obtained new information and knowledge about Community Trusteeship but they had not changed their level of community involvement. Their understanding of Community Trusteeship had gone up but not to the point where they changed their level of involvement in the community. On the CI form, two of these participants mentioned a higher level of involvement while two revealed a lower level of involvement. The other five participants had mixed reports on the CI form. Two indicated their level of involvement went up; two shared that it stayed the same and one observed that it went down. For these five participants, 50% of the barriers suggested by them were work related. Either a job or career change took place or there was an increase in their workload, which interfered with a higher level of community involvement.
The variation of responses over time leads to a conclusion that self-reported levels of community involvement are not reliable. The most detailed listing of the types of community activities was contained on the CI form. The form provided the participants with 22 specific examples of community involvement, which may have stimulated a greater amount of personal reflection and improved the quality of the responses about their level of involvement. The results indicated that the level of involvement for five participants went up, five went down, and two stayed the same. The identified barriers did not seem to identify a natural pattern of responses, however, when considering the factor of time there was some variability. For the 12 participants, it appears that those who completed the Leadership Academy earlier in the period being studied were more likely to have reflected a higher degree of involvement than those who recently finished. The small number of participants in this study prevents any further interpretation of these results.

Two of the participant’s stories are of interest. Leo had the highest CI Index (degree of change) of any of the 12 participants. He also had the second highest number of barriers, including a new home, new family obligations, and an increase in work obligations. Participant Joe revealed the largest number of barriers, five, and implied a lower level of community involvement after the Leadership Academy on the PI form. His low level of involvement was still ranked high on the CI form, even though his CI Index was a negative two. In his case the largest barrier or life change was his martial status whereby he became the primary custodian for his two children. He went from a high level of community involvement and was still in the high
category, even though his level of community involvement went down. These two participants were able to become active or stay active in the community even though they detailed a number of barriers, which exceeded those reported by other participants.

These two participants both demonstrated a high level of community involvement even with a large number of life changes. Understanding their motives and motivation is beyond the purpose of this study but could prove valuable in making changes in the Leadership Academy to increase the graduates’ level of involvement in the community.

Limitations and Recommendations for Further Study

This study investigated the perceived impact of participation in a leadership academy by 12 purposefully selected graduates between 2002 and 2006. The impact of this Leadership Academy on the subjects’ subsequent involvement in the community, their level of understanding, and demonstration of Community Trusteeship, was studied.

The study has several limitations. The sample size was small with only 12 participants. A number of the participants had experienced life events, which affected their understanding and involvement towards Community Trusteeship, making it difficult for them to relate their attitudinal and behavior changes to participation in the Leadership Academy. The length of time since participation for some participants has been over five years, thus affecting their ability to remember the Leadership
Academy. This study examines the Leadership Academy for Central County and there may be societal norms and behaviors affecting an individual’s willingness to become involved in the community that may be different from other communities.

The limitations listed above indicate a need for further investigation. Future study of leadership academies should include a larger population of graduates sampled, a selection process for participants that is random and completion of the research closer to the time of completion. Additional study of the varying types of leadership academies and a focus on best practices used by leadership academies nationally could result in curriculum and program designs that result in improved outcomes. Since completion of the 2006 Leadership Academy, the organizers have started using the instructional and assessment procedures developed by Kouzes & Posner and presented in their book *The Leadership Challenge* (2002). Several other studies have used the five practices presented in this book as a foundation for investigation into the impact of leadership academies. Using nationally accepted definitions may help improve the quality of the research related to the effectiveness of the leadership academies.

Investigation into the motives for individuals or organizations to enroll in these leadership academies is also needed. Researchers such as Bono (2006) and Clary (2002) have explored the reasons individuals choose to volunteer and how they invest their time and talent in the community. Bringing together this research, along with research on the different selection practices for leadership academies, would be valuable.
Another area of focus could be the mobility of the graduates within and outside the community. The number of life changes experienced by several of the participants was significant and the large percentage of the graduates from the pre 2002 classes who had left the community were surprising. Some other leadership academies report that approximately 40% of their graduates have relocated from the community after graduation. A study looking at career changes and relocation to other communities after graduation would be interesting to ascertain whether this is a local phenomena or one that is typical of the type of individuals who enroll in these leadership academies.

The leadership academies that have been in existence for a number of years should be studied to identify which of their graduates maintain a long term pattern of community involvement. Studying those individuals who demonstrated continued involvement in their community might reveal personal qualities, motivations, or support systems that encourage this type of civic-minded behavior.

Recommendations for the Leadership Academy

Seven recommendations emerged from this investigation. The recommendations are intended to increase graduate understanding of Community Trusteeship and their level of community involvement. These recommendations, if enacted, will strengthen the community through sustained leadership and commitment to the communities.
1. **Recommendation 1** – Identify Community Trusteeship in the marketing and promotional materials for the Leadership Academy and define the concept during the Orientation session. Further explain and reinforce this concept during the sessions on Personal Leadership and Community Leadership. Implement changes in the curriculum to better align the Leadership Academy with the concept of Community Trusteeship.

2. **Recommendation 2** – Maintain and expand the community tours to add additional depth and detail and incorporate additional community presenters beyond the two economic development organizations in Central County. Identify local issues during these tours and increase the amount of detail and information provided during the sessions.

3. **Recommendation 3** – Revise the marketing and promotional materials for the Leadership Academy to state that there is an expectation of increased community involvement after graduation and reinforce that expectation throughout the sessions.

4. **Recommendation 4** – Include in the program a community project for the participants. Upon completion of the Leadership Academy, the graduates should be expected to work with the local Volunteer Center to identify new opportunities to become involved in the community and be required to participate in a new volunteer activity within one year of graduation.

5. **Recommendation 5** – Organize a mentoring program that is composed of prior graduates of the Leadership Academy and develop a mechanism for matching recent graduates with a prior graduate who is active in the community.
6. **Recommendation 6** – Develop an alumni organization that will reinforce the principles of Community Trusteeship and community involvement and serve as an ongoing opportunity for networking among the graduates.

7. **Recommendation 7** – Start a continuing education program to keep the graduates connected to the personal networks they established during the Leadership Academy, supply the graduates with additional information about the region on a regular basis, and offer skill development sessions on a regular basis.

**Conclusion**

The purpose of this study was to investigate to what extent and in which ways completion of the Leadership Academy changed the graduates’ attitudes and behavior toward Community Trusteeship as demonstrated by a change in their level of community involvement. This study indicated that this Leadership Academy has an impact on the graduates. The individuals entered into the program with varying levels of experience and history of community service. Changes in the selection process for applicants, curriculum used for leadership academies, alteration of the types of exercises, and activities during the Leadership Academy and improvements in the guidance provided for guest lecturers can each bring about desired results. The sponsors and organizers of these leadership academies must periodically complete an evaluation process to assure that their leadership academy is obtaining its desired results.
REFERENCES


*Kalamazoo: Community leadership program evaluation follow-up report.*
Minneapolis, MN: University of Minnesota.


Appendix A

Community Leadership Academy Participant Information Form
Community Leadership Academy
Participant Information Form

Thank you for agreeing to participate in this research project. Your completion of the following questions will assist me in preparing for your personal interview. Should you have any questions, please feel free to contact Robert P. Harrison at (269) 927-4086.

1. Name
   ______________________________

   Address
   ______________________________

   Phone- Home
   ______________________________

   Phone-Work
   ______________________________

   Email Address
   ______________________________

2. I completed the Community Leadership Academy in River City, Michigan in _______.
   I am not sure of the year _____________.

3. I am:  □ Female          □ Male

4. I am  □ 20-30 years old     □ 31-40 years old
         □ 41-50 years old     □ 51-60 years old
         □ >61 years old

5. Were you involved in any of the following activities prior to completing the Community Leadership Academy? (check all that apply)
   □ Board member of a non-profit organization
   □ Active volunteer for a non-profit organization
   □ Held public office
   □ Appointed to serve on a public committee or board
   □ Employee of a non-profit agency, college or governmental unit

6. Please indicate your reasons for participating in the Community Leadership Academy.
   ________________________________________________________________

7. What did you hope to gain from this leadership experience?
   ________________________________________________________________

   ________________________________________________________________
8. Community Trusteeship is defined as a sense of stewardship of the community and its resources. Did participation in the Community Leadership Academy give you a better understanding of the concept of community trusteeship?

☐ Yes  ☐ No

Did participation in the Community Leadership Academy help you put this concept into practice?

☐ Yes  ☐ No

9. Since completing the Community Leadership Academy, how would you assess your level of involvement towards and in community organizations and projects?

☐ Less involvement and participation than before
☐ About the same level of involvement and participation
☐ More involvement and participation than before

10. Since completing the Community Leadership Academy, have you experienced any of the following in your life? (check all that apply)

☐ Change in home (new primary residence, new community)
☐ Change in personal and social circumstances (marital status, birth or death of an immediate family member, going to school)
☐ Change in finances (major purchase, significant change in income)
☐ Change in health (major illness or injury)
☐ Change in your work (new type of work, new employer, new position)

Thank you for completing this form. Please return in the enclosed envelope along with your completed Consent Form for participation in this research project. Should you have any questions about the project or the questions asked above, please feel free to contact Robert P. Harrison at (269) 926-4086 or College, 2755 E. Napier Avenue, River City, MI 49022.

17-Apr-2007
Appendix B

Community Leadership Academy Community Involvement Form
Community Leadership Academy
Community Involvement Form

Thank you for agreeing to participate in this research project. Your completion of the following questions will assist me in preparing for your personal interview. Should you have any questions, please feel free to contact Robert P. Harrison at (269) 927-4086.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Before CIA Participation</th>
<th>After CIA Participation</th>
<th>Do Not Recall</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Participated in a charity event. (e.g. March of Dimes walk; Race for the Cure)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2. Donated money or other material goods to a charitable organization.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3. Served on the board of a community or non-profit organization.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>4. Been part of a community or charity speakers’ bureau.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>5. Donated blood.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>6. Voted in a local/national election.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>7. Helped plan a fundraiser for a charitable organization.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>8. Been involved in a community activism effort (e.g. worked for a Get out the Vote campaign).</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>9. Visited the sick, homebound or elderly.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>10. Picked up trash in your neighborhood.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>11. Tutored a member of the community (child or adult)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>12. Participated in a neighborhood association or block watch.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>13. Ran for an elected office.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>14. Participated in a community support group (e.g. cancer survivors).</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>15. Been involved with a faith-based organization.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Activity</td>
<td>Before CLA Participation</td>
<td>After CLA Participation</td>
<td>Do Not Recall</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>--------------------------</td>
<td>-------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>16. Volunteered time at a human service agency</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.g. Big Brothers/Sisters, Homeless shelter)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Volunteered for an arts/cultural organization (e.g. local theatre)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Served as an elected official.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Participated in political activities (e.g. campaign)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Volunteered time for a school or educational institution</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.g. PTA or public library)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. Organized or supported a cooperative neighborhood activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.g. food co-op, car pool)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. Organized a community effort</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.g. collected food for a food pantry, organized a block party)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Name

Address

Phone- Home

Phone-Work

Email Address

Thank you for completing this form. Please return it in the enclosed envelope.

Please return to: Robert P. Harrison

College

2755 E. Napier Avenue

River City, MI 49022

Used with Permission:


12-Jan-2007

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Appendix C

Leadership Academy Interview Guide
LEADERSHIP ACADEMY INTERVIEW GUIDE

Introduction- As I wrote to you, I am in the process of completing my Ph.D. in Educational Leadership from Western Michigan University. Part of this process is to complete a research project. I have chosen the Community Leadership Academy operated by the College in cooperation with other community based organizations as the subject of my research. From the records of the College, you graduated from the Community Leadership Academy. My purpose is to learn the participants thought, ideas and assessment of the Leadership Academy and the difference, or not, it made on their understanding of the concept of Community Trusteeship and their involvement in the community after graduation.

Interview Purpose- I am interviewing twelve participants of the Leadership Academy from the last five years. You indicated that you would be willing to participate in this interview and I am grateful that you are willing to give up this time. The purpose of this interview is to get your thoughts and ideas about the Leadership Academy. There are no wrong answers and you are free to offer ideas and concerns at any time, whether I ask about them or not.

Interview- I'd like to use an Interview Guide to structure our conversation today as well as the other eleven conversations that will take place, if that's okay with you. I will also tape record our conversation and have it transcribed and returned to you for editing and accuracy. Once the transcripts are completed, I will analyze the data for common themes and issues. This information will then be used to prepare my report and results. All the information from these interviews is confidential and none of our conversation today will be shared with anyone else.

Questions- Before we begin, do you have any questions about the purpose of this project, the process I am using or this interview? After hearing this are you still willing to participate?

(When discussion is concluded, the tape recorder is turned on and the interview will begin)

I have your personal data sheet in front of me. May I have a three-minute “life and times” review of what brought you to the County?

(After conclusion of this step, initiate the series of questions)
The first area I would like us to talk about are your Goals and Reasons for participating in the Leadership Academy. Some of these questions were included on your application for admission to the Leadership Academy. The purpose of this set of questions is to identify what you knew about the Leadership Academy and your reasons for attending.

1. Prior to attending the Leadership Academy, what did you think were its main goals and objectives?

2. What were your reasons for participating in the Leadership Academy?
   If covered in Question 1 - Ask whether there are any other reasons

3. If your employer or organization sponsored you, can you identify its reasons or motives?

4. Was there any single event in your personal or professional life that motivated you to seek admission to the Leadership Academy?

5. Please identify one or two things/outcomes you hoped to gain from participation in the Leadership Academy?

6. You completed a Community Involvement Form before this interview. Thinking back to your answers, will you please describe your level of volunteer activity for community-based organizations before you participated in the Leadership Academy?
   If they have trouble recalling, give them their CI form to review.

The second area I would like us to talk about are the Outcomes and Learning that took place during the Leadership Academy. Here we are going to focus on things you did or did not learn as a result of the Leadership Academy.

7. During the Leadership Academy, there were lectures and discussions about personal leadership skills. Did the Leadership Academy lead you to look more closely at your leadership style and your personal leadership skills? If so, in what way? or If not, why not?

8. If so, do you think that these prepared you to take leadership roles in the community?
   If question 7 is not, skip question 8
9. Did you have any experiences in the Leadership Academy that may have caused you to question your normally held beliefs and assumptions about the community’s needs and issues? If so, can you give me an example?

10. A second goal of the Leadership Academy is to provide the participants with knowledge and understanding of the social, economic and cultural forces in the region. Do you feel that the information you obtained in the Leadership Academy helped you understand the problems, issues and causes in the region? If so, how?

11. Another goal of the Leadership Academy is to introduce future leaders to a network of acquaintances who either are already community leaders or will also become involved in the community. Can you identify one or two people you met in the Leadership Academy who made an impact on you? These people could be other participants or one of the speakers who made an impression on you. They were significant to you because.....

12. Please briefly describe something from the Leadership Academy that made an impression on you. It could be a topic, a speaker or a Leadership concept or principle that you experienced. In what way was this significant to you?

The third area I would like us to talk about is the concept of Community Trusteeship. This concept is one that is imbedded in the program goals and structure for this Leadership Academy as well as ones across the country.

13. Community Trusteeship is defined as a sense of stewardship of the community and its resources. One goal of the Leadership Academy is to increase the participant’s level and understanding of Community Trusteeship. It can also be described as community stewardship. An example is volunteering for a community-based organization. When considering your personal experience, do you think the Leadership Academy achieved its goal of introducing you to Community Trusteeship? If so, why? Or If not, why not?

14. Can you describe some of the changes you experienced since graduating from the Leadership Academy?

15. Have you changed in the way you approach volunteer work or service to the community as a result of attending the Leadership Academy? If so, how?
16. Were you involved in a volunteer or leadership position with a non-profit organization before you attended the Leadership Academy? If yes, then have you become involved in an additional volunteer or leadership position since the Leadership Academy? If so, please share them with me. Do you think attending the Leadership Academy influenced your participation in this activity?

17. Did the Leadership Academy teach you about volunteer opportunities within the community you were unaware of? If so, please give me an example of one.

18. Have you experienced any changes in your personal/social or professional life that may have resulted from your participation in the Leadership Academy? Have any of these changes affected your level of participation and involvement in the community?

19. Have you experienced any changes in your personal/social or professional life that have interfered with your level of participation and involvement in the community?

Are there any other questions I should have asked you or answers that you would like to clarify at this time? Once this interview is transcribed, I will send you a copy for you to read and edit. My goal is that I have the best information I can get from the participants.

Do you have any final comments or questions?

Thank you very much for your help.

(The tape recorder is turned off at this time.)
Appendix D

Leadership Academy Criteria for Core Themes
Leadership Academy
Criteria for Core Themes

Six preliminary themes were initially developed as a result of the analysis of the application forms. At the completion of the deconstruction and analysis of the Participant Information forms (PI) an additional core theme of Scholarship/Reputation was added. These seven themes are listed below along with the criteria initially developed for each core theme.

**Personal Growth**

The participant describes some type of an improvement in their life that was not specific to their employment.

**Professional Development**

The participant describes some type of improvement that would apply to their employment or professional life.

**Skills/Tools-Leadership**

The participant describes specific leadership skills or abilities they intended to obtain or have developed during the Leadership Academy.

**Involvement**

The participant identifies some type of change in their level of community or professional involvement.

**Knowledge/Understanding/Learn**

The participant would use one of these three words in describing their intent or results.

**Network**

The participant describes an expansion of their personal and professional contacts or specifically mention some type of “network” they hoped to or had established.

**Sponsorship/Reputation**

The participant would mention receiving a scholarship to attend or identify that being selected was an honor.
These seven core themes were then expanded as coding of the personal interviews was completed. The codes were further refined as cross comparison was completed with other personal interviews. Two additional core themes were added during the coding of the personal interviews. These were:

**Community Trusteeship**

The participant will offer Community Trusteeship with or without prompting. The participant will describe behaviors and motivations consistent with Community trusteeship.

**Reasons For No change**

The participant will respond with perceived barriers towards increasing their level of community involvement.

The following nine themes and the associated criteria were established by the end of the coding process.

1.0 Personal Growth
   1.1 Improve my personal skills
      1.11 For home
      1.12 For the community
   1.2 Leadership skills for the community
   1.3 Growth
   1.4 Behavior change
   1.5 Communication skills
   1.6 Develop self-confidence

2.0 Professional Development
   2.1 Obtain tools
      2.11 Leadership Techniques
   2.2 Develop new skills
   2.3 Improve leadership skills
   2.4 Professional development
   2.5 Organizational skills
   2.6 Improve work abilities
   2.7 Career growth
   2.8 Develop self-confidence for work
   2.9 Career development
   2.10 Presentation and public speaking skills
   2.11 Identify my strengths and weaknesses
3.0 Skills/Tools- Leadership
   3.1 Improve methods to use in my career
   3.2 Management tools
   3.3 Understand my leadership style
   3.4 Become familiar with leadership
   3.5 Understand leadership characteristics
   3.6 Further my leadership abilities
   3.7 Develop leadership skills
   3.8 Knowledge of leadership
   3.9 Understand challenges of leadership
   3.10 Understand effective leadership
   3.11 Management versus leadership

4.0 Involvement
   4.1 Get involved in the community
   4.2 Use results to bring change
   4.3 Desire to volunteer more

5.0 Knowledge/Understanding/Learn
   5.1 Leadership styles
   5.2 Role of Board, structure and operation
   5.3 Business and organizations in community and region
   5.4 Community leadership
   5.5 Build awareness of organizations
   5.6 Community issues
   5.7 Community needs
   5.8 Community resources
   5.9 Information about the community
   5.10 Awareness of community needs
   5.11 Diversity
   5.12 Develop my passions
   5.13 Change my volunteering style to a leadership focus
   5.14 Learn about non-profits/management/leadership

6.0 Network
   6.1 Form partnerships
   6.2 Knowledge of partnerships
   6.3 Share experiences
   6.4 Personal Contacts
   6.5 Professional contacts
   6.6 Build relationships
   6.7 Develop resources
   6.8 Meet role models
6.9 Meet community leaders (presenters)
6.10 Meet new people (participants)
6.11 Learn about other businesses and organizations
6.12 Motivated me to volunteer more

7.0 Scholarship/Reputation
7.1 Recruited by others to attend
7.2 Given a scholarship
7.3 Heard good things about it
7.4 Add value to my employer by involvement in the community
7.5 Employer sent me to get me involved
7.6 Personal benefit
7.7 Advance my career

8.0 Community Trusteeship
8.1 New skills and abilities- community
8.2 Attitudes of the community
8.3 Community service
8.4 Learn about non-profit boards
8.5 Learn about volunteer opportunities
8.6 Broadened my circle of influence in the community
8.7 Need to work together
8.8 More inclined to give
8.9 Change my focus to leadership

9.0 Reasons for no change
9.1 Already volunteering
9.2 Time conflict- Work
9.3 Time conflict- Home
9.31 Children's activities
9.4 New Home
9.5 New job
9.6 Different job/same employer
9.7 No reason identified
9.8 Change in Family members
9.81 Baby
9.81 Divorce
9.82 Separation
9.9 Not employed
Appendix E

Program Schedule 2006
2006 Community Leadership Academy
Schedule of Sessions

SESSION 1
ORIENTATION, PICTURES AND WELCOME
Thursday, February 16, 2006 ~ 8:00am-12:00pm, M-TEC

SESSION 2
GOVERNMENT AND ECONOMIC DEVELOPMENT
Thursday, February 23, 2006 ~ 8:00am-12:00pm, M-TEC

SESSION 3
COMMUNITY TOUR SOUTH COUNTY
Thursday, March 2, 2006 ~ 8:00am-1:30pm, M-TEC

SESSION 4
COMMUNITY TOUR NORTH COUNTY
Thursday, March 9, 2006 ~ 8:00am-12:00pm, M-TEC

SESSION 5
PERSONAL LEADERSHIP
Thursday, March 16, 2006 ~ 8:00am-12:00pm, M-TEC

SESSION 6
DIVERSITY
Thursday, March 23, 2006 ~ 8:00am-12:00pm, M-TEC

SESSION 7
COMMUNICATION SKILLS
Thursday, March 30, 2006 ~ 8:00am-12:00pm, M-TEC

SESSION 8
HEALTH CARE
Thursday, April 13, 2006 ~ 8:00am-12:00pm, Cedarwood

SESSION 9
EDUCATION AND WORKFORCE DEVELOPMENT
Thursday, April 20, 2006 ~ 8:00am-12:00pm, M-TEC

SESSION 10
COMMUNITY ISSUES
Thursday, April 27, 2006 ~ 8:00am-12:00pm, M-TEC

SESSION 11
COMMUNITY LEADERSHIP
Thursday, May 4, 2006 ~ 8:00am-12:00pm, M-TEC

GRADUATION
Monday, May 8, 2006 ~ 5:30pm-8:00pm, Mendel Center
Appendix F

Program Schedule 2002
2002 Community Leadership Academy
Schedule of Sessions

SESSION 1
ORIENTATION, PICTURES AND WELCOME
Thursday, April 11, 2002  8:00am-12:00pm, M-TEC

SESSION 2
COMMUNICATION SKILLS
Thursday, April 18, 2002  8:00am-12:00pm, M-TEC

SESSION 3
COMMUNITY TOUR
Thursday, April 25, 2002  8:00am-4:30pm, M-TEC

SESSION 4
ECONOMIC DEVELOPMENT
Thursday, May 2, 2002  8:00am-12:00pm, M-TEC

SESSION 5
GOVERNMENT
Thursday, May 9, 2002  8:00am-12:00pm, M-TEC

SESSION 6
PERSONAL LEADERSHIP SKILLS
Thursday, May 16, 2002  8:00am-12:00pm, M-TEC

SESSION 7
COMMUNITY LEadership
Thursday, May 23, 2002  8:00am-12:00pm, M-TEC

SESSION 8
EDUCATION
Thursday, May 30, 2002  8:00am-12:00pm, M-TEC

SESSION 9
WORKFORCE DEVELOPMENT
Thursday, June 6, 2002  8:00am-12:00pm, M-TEC

SESSION 10
HEALTHCARE
Thursday, June 13, 2002  8:00am-12:00pm, M-TEC

SESSION 11
DIVERSITY
Thursday, June 20, 2002  8:00am-12:00pm, M-TEC

GRADUATION
Monday, June 27, 2002  5:30pm-8:00pm, Mendel Center
Appendix G

Human Participants Investigational Review Board (HSIRB)
Protocol Approval Letter
Date: April 19, 2007

To: Van Cooley, Principal Investigator
   Robert Harrison, Student Investigator for dissertation

From: Amy Naugle, Ph.D., Chair

Re: HSIRB Project Number: 07-03-30

This letter will serve as confirmation that your research project entitled “The Impact of the Leadership Academy in Berrien County on Graduates’ Attitude and Behavior toward Community Trusteeship” has been approved under the expedited category of review by the Human Subjects Institutional Review Board. The conditions and duration of this approval are specified in the Policies of Western Michigan University. You may now begin to implement the research as described in the application.

Please note that you may only conduct this research exactly in the form it was approved. You must seek specific board approval for any changes in this project. You must also seek reapproval if the project extends beyond the termination date noted below. In addition if there are any unanticipated adverse reactions or unanticipated events associated with the conduct of this research, you should immediately suspend the project and contact the Chair of the HSIRB for consultation.

The Board wishes you success in the pursuit of your research goals.

Approval Termination: April 19, 2008