

Leadership development program - Useful?

*Which influence/impact have leadership development programs had to your development as
a leader?*

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Preface

This master thesis is a part of Master of Management, specialization in Relational Leadership at NTNU in Trondheim.

The process started in 2011 before husband and child, and it has been a longer process than intended at the start. This thesis has been with me through sickness and birth, and in my daily life as a leader, mum and the planning of a wedding. It is strange looking back at the day I started with this thesis and all that I have experienced and learned that hopefully will make me a better leader and my co-worker better as well.

I would like to take the following people for their contribution and support in this study:

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- My Husband, Grim Jardar, whose love and support have made it possible for me to finish this that I began four years ago.
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Abstract

This is a quantitative study where the main objective was to find out which influence/impact leadership development programs have had for leaders' development. The basis was different theories within leadership development, leadership, gender differences in leadership, self-awareness, culture and honeymoon effect, reflection and conflict management. The data was gathered through a questionnaire deployed in six municipalities and leaders participating at the Masters of management, NTNU. There were 57 leaders that completed the questionnaire, where 41 had attended different leadership development programs.

The statistical findings indicate that there was no impact and that attending a leadership development program does not necessarily make you a better leader. Statements from attending leaders and weaknesses that follow a small research sample contradict this finding. The experiences leaders have had from attending a leadership development program have been that they are given time to focus on leadership and themselves as a leader. There are indications of increased skills of reflection and increase in self-awareness in leaders that have had an effect.

There are indications on why some leadership development programs are more successful than others, and what is important for having an impact on the organization. The culture and willingness to be a learning organization is the foundation for achieving changes learnt through a leadership development program. Who you participate with is also a key for lasting effect. Ideal is a mix of leader colleagues and leaders from other organizations, so there is a broad range of experiences to be used in knowledge exchange. To achieve change in an organization all leaders have to attend a program, long lasting effects cannot be made by one single leader attending a leadership development program.

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1 INTRODUCTION

As a new leader, you feel quite alone, there is a completely new world that you are entering into. I changed my job from advisor in a private firm into leading a department in a municipality. A lot of different thoughts and worries rise as a new leader, and sometimes you feel that you are the only one that has problems. Will I be a good leader? Would I be able to get respect from my coworkers? Am I a natural leader or can I learn how to be a good leader? What is a good leader?

Research problem:

Which influence/impact have leadership development programs had to your development as a leader?

Underlying problem

The thesis asks questions about the influence leadership development programs have had for leaders own development. It is interesting to see whether the leaders have experienced any difference in their personal development as a leader, and if they have become a better leader.

The background for this thesis is that the municipality I started to work for had a leadership-program, and I got the chance to join a discussion group with other leaders together with an external advisor. There we discussed theory and experiences we have had with different issues. I had just before I changed jobs started at Norwegian University of Science and Technology (NTNU) master program in management, specializing in relational leadership. Combining theory and experiences from other leaders has made me aware that I am not alone with my problems, and given me room to discuss my frustrations and problems. There is so much you can learn from experiences from other leaders, together with different theories to dig deeper into the subject.

My own experiences over the last years of my development as a leader have made me wonder if I am the only one that has had these kinds of experiences. Therefore, I have chosen to look closer into the subject in my master thesis, and study the impact different types of leadership programs have had on others personal development as a leader.

Today we may have a more technical view on solving things, and may often choose solutions that are familiar to use. To be able to meet challenges differently we may need to develop our self as a human and as a leader. Joiner and Josephs (2007) sees that personal growth for

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Leadership is not only important for the role as leader, but also for the organization's success. To achieve success there has to be a lasting effect. There are experiences from different research on the lasting effects after having attended a type of leadership development program. Lysø (2010) found in her research that it is not often there is a lasting effect, and that there is a probability that they can fall back into old habits, since it is hard to take knowledge into practice. What can be important for an organization to focus on when they choose the type of program they want their leaders to attend, so they can achieve a change?

To address the research question chapter two gives an overview of theoretical knowledge within the main areas that can indicate an influence or impact; leadership development, leadership, gender differences in leadership, self-awareness, culture and honeymoon effect, reflection and conflict management. In chapter three the methodology for the research is described. There is information about how the data collection and analysis was done, as well as quality of research and ethical considerations. Chapter four; results give a background analysis of the respondents participating in this research. There are figures that address questions leaders have been asked related to their participation in leadership development program. Last part of this chapter tests results from variables based on graded statements in the survey are found; self-awareness, culture and honeymoon effect, reflection, leadership and conflict management. In chapter five, theory in chapter two and results from chapter four are discussed, before conclusions are found in chapter six together with limitations of this research and implications for further research.

2 THEORY

In this chapter, I will present the theories that make the foundation of this research project. They are different theories in leadership development, leadership, gender differences, self-awareness, culture, honeymoon effect, reflection and conflict management.

2.1 Leadership development programs

Good leaders can be developed and not only because you have natural skills for leadership. Leaders have a choice every day, should they confront their own defects or should they construct a world where they are flawless (Dweck, 2006).

Leadership development programs aim is to learn leaders making this right decisions (Brunstad, 2009) by increased awareness (Grotli, 2011) done with the right tools at the right time with a wish to make a decision that you and others can live with. In the end leadership development is about developing leaders as individuals (Kegan and Lahey, 2009), and especially their role and personal influence (Ladegård, 2010).

Leaders need basic skills to succeed in leadership. They need to have relevant knowledge to handle challenging fellow humans as well as insight in their own behavior, influence and emotions (Spurkeland, 2011). The goal is not about working more, but to see new ways of working and are organizing that would be important to tackle challenges in the future (Tiller and Helgesen, 2011). So leaders can be aware of what is happening and what can happened (Brunstad, 2009) and be able to know what to do in the long term and have different approaches to different employees to get them to do things (Lysø, 2010). Leadership development is for the leaders a toolbox they can use in different situations.

To be able to create your own toolbox you need as a leader to take responsibility for your own development through getting to know your own weaknesses and strengths. Leaders need to take control over their own development (Spurkeland, 2011) and learn from everyday experiences (Fullan, 2008). They need the ability and willingness to learn from themselves and together with other leaders (Tiller and Helgesen, 2011). Leadership development can give the leaders this ability and time to develop their leadership.

Kegan and Lahey (2001; 2009) argue that leadership development should have less concrete measures and instead focus on systems for mental development. They see the main goal in leader development to be able to view the world in a different perspective and with new eyes.

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Leadership development programs need to believe in humans ability to change, and a common understanding for the importance of communities has on personal development. Believe that you can learn from your mistakes and take responsibility for your own life and others in a better way. Lack of reflection beforehand creates hindsight, it can be useful, but there is more to learn by doing it from the start. By learning from your mistakes, you become better equipped to solve similar situations later as long as you are able to be honest and remember how it actually happened (Brunstad, 2009).

Awareness and relationship management competence changes leaders to be able to see and solve situations in another manner than before they participated in a development program. Safety as a leader is another finding that Grotli (2011) made in her thesis. Her conclusions around these programs are that they give the leaders a personal benefit, and have grown as a human. They understand themselves and others better, and as Grotli (2011) interprets, have grown as an individual, which connects with Kegan and Lahey's (2009) goal that leader development is about developing themselves. By being able to see a bigger perspective than before, and grow their own mental development, will leaders have a greater possibility to handle leadership challenges in a shifting world. They are more aware on what is going on around them, about themselves, and what they want to achieve with their own job as a leader (Grotli, 2011).

It is essential that there is good dialogue with the other participants for the program to be good. Most important source of learning came through conversation with fellow participants in the programs. General knowledge functioned as a common language to reflect on practice, instead of transferring it back to the organization (Lysø, 2010). Therefore, the leader can be better in relational skills so he/her can give better and clearer feedback and tackle difficult talks (Spurkeland, 2011).

Experience from Grotli (2011) is that the development programs made it possible for leaders to see and solve situations in a different way than before. Its focus both on the ability to see yourself and own actions in different situations, as well as having an increased awareness in relation with other people around you. The awareness achieved contributed to a higher degree of taking breaks in everyday life to reflect on what was happening at work. If you do not take time to reflect enough, there is a risk that you will believe that you often have right. This because you have adapted a way of thinking and a point of view (Grotli, 2011)

Experience from Lysø's thesis is that some leaders became more focused and thoughtful towards others after participation in the program. Their social interactions improved and they became more focused on what was needed in different situations and interaction with people. Participating in a program is one of many ways that contributes to a leader's ongoing learning process (Lysø, 2010).

Kegan (1994) thinks that it would be natural that you take the whole human not just the leader in a leader development process when leader development and personal growth in leaders are the key factor for success to tackle the rapid change in the society. Joiner and Joseph (2007) sees personal growth in leaders as the key in development not just in the role as a leader, but also to achieve success in the organization. Therefore, by developing human on a personal level would affect the whole organization in another way than just learning what is smart to do or been told the way to do things.

2.2 Leadership

Altermann states that there are two kinds of leaders; one that makes you want to lift you by the hair and the other that makes you want to rip your hair off (Irgens, 2011). Leadership is about doing right things as the Austrian economist, Drucker states it, while management is about doing things right (Imsen, 2004). Ciulla has, in Aitken and Higgs (2010), defines that leadership is not a person or a position. It is a complex moral relationship between people, based on trust, obligation, commitment, emotion and a shared vision of the good. Brunstad (2009) defines it as getting people to places they never have been before. Leadership is the link between the personal, interpersonal, organizational and social impact that matter the most (Aitken and Higgs, 2010). A wise leader can see the consequences of different actions before they happen, and have the ability to improvise and be creative (Brunstad, 2009). This indicates that leadership requires much more than theoretical skills to be a good leader.

A good leader needs the ability for empathy, good communication, authenticity and credibility, be able to feel and to care, and see himself/herself as a participant in interaction with others. A leader is dependent on receiving trust and respect that connected to integrity, trustworthiness and reliability, makes for someone you can trust. Personal warmth, the ability to stay calm and balanced when things happen and show enthusiasm for the tasks is a leader that builds co-worker strength and gets people to follow (Roness & Matthiesen, 2002)

Good leadership is dependent on a good interaction between the leader and those that are supposed to be led (Brunstad, 2009). Wise leaders make sure that they and their employees learn through watching and reflection around their own experiences and actions (Tiller and Helgesen, 2011). Leadership is learning, and learning is leadership (Brunstad, 2009).

Leadership is about making other people succeed and doing a good job, and gives the necessary support and rewards for optimal expression and performance. Management is to see that they stay there and produce a result (Brunstad, 2009).

2.3 Gender differences in leadership

Payne (2001) defines stereotypical male leadership as task oriented while female leaders are more occupied with relationship oriented activities like cooperativeness, using collaboration and using a problem solving style based on inclusion and empathy. Women are assumed more emphatic, intuitive and taking feelings and relation quality into consideration when leading than men (Yukl, 2013). Men are on the other hand supposed to be competitive, tough, decisive and in control (Rosener, 1990).

Research in gender differences in leadership between women and men are ambiguous, with some studies finding differences while others conclude with small or no differences at all (Halvorsen and Johansen, 2013). Eagly and Johnson (1990) found in their research a small difference between the two genders, that female leaders tends to use a more participative management style, while men leans towards a controlling behavior. They found that women were more democratic than men were, and worked to make their interactions with their co-workers something positive for everyone. Their belief was that by allowing employees to contribute and feel powerful and important, will in the end be a win-win situation for the whole organization. Rosener (1990) describes two different leadership styles this can be relating to in her research. Men were found to be a typical “transactional” leader, seeing job performances as a series of transactions with their employees, and are more likely to use power from their organizational position. It’s a leadership based on exchanging rewards for services done well and punishment for inadequate performance. Female leaders were defined as “transformational” leaders, with skills for transforming employee’s self-interest into interest for the goal and mission for the organization, and ascribe their power to their own personal characteristics. Eagly et al. (2003) support this through their findings that the main differences between women and man leaders are individualized consideration. Women are

described to be more supportive and searching for ways to develop co-workers skills and self-confidence than men.

2.4 Self-awareness

To develop an understanding about yourself and how you affect others it would be important to expand and deepen your own self-awareness (Goleman et al., 2002; Joiner & Josephs, 2007; Senge et al., 2004). Branden (1998) believes that self-awareness is one of the skills of being an effective leader. When your self-awareness increases, the person discovers and grasps more aspects from the world around them, and would have a wider background to make decisions than with low self-awareness (Joiner and Josephs, 2007). Developing self-awareness is to look at your thoughts, feelings and actions, and be aware, learn and understand your strengths and weaknesses so you can strengthen your self-esteem. By knowing yourself you can compensate for what you lack. Leaders that do not see himself or herself this way would be inefficient, since they do not recognize their weaknesses. That would result in denial, blaming and alienation. Branden (1998) underlines the importance that as a leader you should know your weaknesses and learn how to compensate them. Then you can maneuver wisely in all different situations together with your co-workers (Tiller and Helgesen, 2011). As a leader, you must be a thinker, an inspirer and a persuader (Branden, 1998). This is something Joiner and Josephs (2007) agree with. They say that the higher self-awareness the leaders have, the more widely and adjustable perspective would he/she have. Branden (2009) focus on the consequence low self-esteem has economically. For the organization it can be disadvantageous and become a threat to our well-being and long-term effectiveness.

Joiner and Josephs (2007) describes self-awareness as a quality of attention and reflection you bring to your own thoughts, feelings, and behaviors. Goleman et al. (2002) see self-awareness as to be honest about you to yourself and to others. Branden (1998) defines it as an experience of being competent to cope with basic challenges of life and being worthy of happiness. This means trust your ability to think, learn, make appropriate decisions and respond effectively to new conditions. Self-awareness is about how good and accurate you know yourself (Joiner and Josephs, 2007)

Self-awareness develops in relation with others (Brunstad, 2009). As Hall (2004) states to have a high self-awareness means also to have awareness and insight in how you affect

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others. It can be something that is obvious for someone else, but its first when you discover it by yourself that it gives meaning to you (Allgood and Kvalsund 2005). Goleman (2006) points out that developing our self and controlling our feelings are depending on getting to know and accept them in the development process and situations you are in right now. To achieve the development process it is important to feel safe, because the experience takes you into new territorial and its necessary with safe framework to allow explore and test new ways (Goleman et al., 2002; Senge et al., 2004).

Joiner and Josephs (2007) focus on how personal development in leadership development will lead to more agile leaders, Hall (2004) states that leadership development is personal development and that self-awareness is a part of personal development (Joiner and Josephs, 2007). Dan Millan says that if you want to help others you need to understand yourself first. He mean that to be able to understand others you need first learn how you function (Skau, 2011). All this theories ends up with the emotion that to be a better leader you need first to understand and learn things about yourself before you can help somebody.

Weick (1983) claims that a leader would for example interpret the surrounding procedures in light of assumptions that are found in his or hers thinking and action connected to that logic. They believe that their way of understanding the situation or incidence as the truth, so it supports their perception of reality. If this is the truth there is no problem, but the opposite can do harm (Irgens, 2011).

People use more time changing everything except themselves. Humans are the hardest to change, even though it is the most important (Kousholt, 2009). We cannot be motivated to change something about ourselves if we do not know what it is or have taken the time to think about. To achieve growth you need to be open to yourself and others. Develop new strategies than you had before or use your mistakes to grow and develop yourself as a person. It is important to give ourselves permission to fail. As Proctor states that changes are inevitable, but if you want, a personal growth is a choice (Skau, 2011).

It is hard for people to act different from whom they think they are and if they do. Leader with high self-esteem are more likely to do this than if you have low (Branden, 1998). Self-interest is an especially important factor to achieve a lasting development (Goleman et. al. 2002). First, when you own your experiences you can use them systematically and strategically, and you need both distance and closeness to understand the message. Everyday life gives little room to take time for reflection and afterthoughts, things are supposed to happened fast and

you get hit with new impressions every minute. A manager's learning is ongoing, emerging, and embodied practice (Lysø, 2010).

One type of motivation can be connected to the feeling of need to learn more (Merriam et al., 2007) and what you want to learn (Goleman et al., 2002; Mezirow, 2000). Together can learning past, wishes and needs express the powerful subtext of why they are there, where they are going, and where they are coming from (Kegan, 1994).

It is difficult to see your own action theories and basic assumptions, but if you can, there is a possibility for learning and personal growth (Irgens, 2011). As Jourard states that, nobody can learn about himself or herself without opening himself or herself to another human (Skau, 2011).

To transform personally, Mezirow (2000) implies that not only do you get more aware about yourself, but you also get increased control over your own life as a meaning and decision maker. McCauley et al. (2006) as well as Kegan and Lahey (2009), Senge et al. (2004) describe a change in focus from subjective towards objectivity. Allgood and Kvalsund (2005) agree that new discoveries can change your primary focus on own development and to achieve this Brunstad (2009), points out that self-containment, patience, diligence is necessary to motivate and help you to stimulate development of skills and to improve weak sides.

Bandura (1995), and Kegan and Lahey (2009), believe that when coping increases, he/she is more likely to try new things, and with trying and believing in themselves are more likely to succeed than if they didn't try. Self-awareness and human knowledge are something that needs to be learned, you are not born with it (Brunstad, 2009).

2.5 Culture and Honeymoon effect

While the contextual terms around a development process play an important role in how the learning will last and continue to develop (Day and Zaccaro, 2004), one question is how the culture at the workplace can foster learning and development. Is it a learning organization? (Heifetz et al, 2009; Dweck, 2006; Senge, 1990). It is important to build a common ground for how to exercise good leadership through new and more demanding challenges where theory and practical approach meet and reflections (Tiller and Helgesen, 2011).

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Culture will have an effect on how the changes occur in the organizations (Aitken and Higgs, 2010). It is important to have a culture at your workplace that supports development, or it would contribute to a halt in the process (Day and Zaccaro, 2004; Goleman, et al., 2002; Kegan and Lahey, 2009). Dweck (2006) claims that leaders would be able to grow out of such an organization. Depending on changing the organization into something that prizes development of ability and watch the leaders emerge and the culture would either prevent or foster leader development. Culture is one of the crucial aspects to achieve lasting leader development (Day and Zaccaro, 2004; Goleman et al., 2002; Kegan and Lahey, 2009).

After a leader has been back from a leadership development course for a couple of months, there is a probability than they can fall back into their old habits. It can be hard taking knowledge from the programs into practice (Lysø, 2010). Motivation will affect the result, since you learn what you wish to learn (Mezirow, 2000). A leader's mental development level will as well influence the effect on how they experienced learning new knowledge and self-insight (Hanssen, 2009).

Daniel Goleman, Richard Boyatis and Annie McKee (2002) describe this phenomenon as "*a honeymoon effect*" where they claim that the effect of development that may have occurred would be gone in 3-6 months. This is also the present in Lysø's (2009) doctor thesis, with the title; "*Management Development Programs – don't use it if you don't mean it*". She justifies it with showing that there is not often a lasting effect after sending a co-worker to a development program.

To be relatively alone in a development process would increase the probability that it is harder to maintain and develop the skills they have learnt (Day and Zaccaro, 2004; Goleman et al., 2002). The human aspect is critical, and without support from your co-workers, it is impossible to succeed with change (Kousholt, 2009). Colleagues are important to make changes that stick in the organization after a leadership development program.

Leaders need to work with others to develop their leader abilities, and to work with mental and personal coping. This is depending on an organization with a culture for learning (Senge, 1990). If there is no social support it is less likely that the rest of the organization would take part of the learning (Heifetz et al. 2009), and through this the probability for what Goleman et al. (2002) describes as honeymoon-effect would occur. It is necessary with a context to prevent stagnation or just falling back on old habits (Kegan and Lahey, 2001). To have no support from your co-workers would, as Heitefz, et al., (2009) point out, make a continuing

development process hard. Having colleagues that are natural to the development process will not reinforce the development (Day and Zaccaro, 2004; Kegan and Lahey, 2009).

Analysis shows little effect in change of practice in the company when there is lack of local support and involvement from the company when theory went into practice and real life.

However, there were leaders that experienced individual changes from the program through change in vocabulary and identity (Lysø, 2010). Kegan and Lahey (2009) point out that there are things that we wish to do, but do not because other things can be even more important.

Responsibility lies with each one of us. We can decide what we are going to do (Skau, 2011).

This indicates that if the leader's prioritizes time to develop their leadership and co-workers, it is possible to make changes some changes even though support from the organization is lacking.

2.6 Reflection

Lysø (2010) believes that to be a better manager you need to increase awareness and reflect on your everyday work. You need to be more aware about your own person skills and reactions. What did I do now? Why did I do this? Why did I react this way? (Lysø, 2010).

Especially good leaders have the skills to reflect over events in their life, actions and turn throwbacks into new opportunities. They are open to feedback and criticism and learn from the experience and their faults (Roness and Matthiesen, 2002). Leaders that do not reflect can cause great damage. Instead of promoting productivity, the result can be the opposite (Spurkeland, 2011). This indicates that reflection is important key in developing yourself as leader and the organization.

We have a lot to learn by asking questions about our thoughts and reaction patterns instead of taking them for granted, following old patterns and not taking responsibility for our own personal development (Skau, 2011). To have a fixed mindset as Dweck (2006) describes can contribute that a person easier feels inadequate and a failure on he/her drive to perfection rather than seeing the opportunity to approve through practice and working towards his/her goal as a leader. It is important to, as Goleman et al. (2002) points out to set yourself a goal on how you wish to evolve as a leader. Duty points to the action, but courage is essential to put it out to life (Brunstad, 2009). Reflection can break patterns of old mindsets and contribute to increase your confident as a leader that have the courage to take the bull by the horn.

Experience, self-awareness, human knowledge, and a good moral foundation is essential knowledge for all with leader responsibility (Brunstad, 2009). Brunstad (2009) means that by being a more reflected person you will be a wiser leader. By learning skills that delays between impulse and action creates a room for freedom and essential to develop an independent mature personality. Leadership programs says Grotli (2011) can give this personal reward. These leaders learn more about themselves and they understand others better, as well as they grow as persons.

It is important to view problems from different sides and comments on each other are especially valuable (Tiller and Helgesen, 2011). That can be important to manage to put yourself in your employee's shoes (Lysø, 2010) and step back to look at yourself and see what is really going on in your workspace. This creates awareness that increased self-understanding in areas we are good or not so good in (Tiller and Helgesen, 2011). Taking time to reflect on what happens makes you as a leader and the organization competent to tackle the changes before it can become a problem for the organization instead of something valuable.

2.7 Conflict management

The skills the leaders have learnt through a leadership development program and the qualities and strengths that lie in human relations are tools they can use in conflict management. Knowledge in human reaction patterns and attitudes can be used to prevent conflicts through developing good relations to your colleagues. By learning, containing yourself as leader, opening up a free space for your co-workers, a room for growth and development, teamwork and dialog (Brunstad, 2009). That in the end can prevent conflicts in the organization through an environment that handle issues and problems early.

Learning as a leader to think and react in new ways like learning about your own boundaries is important to avoid breaking others and putting them down. This is because through learning you have a better understanding and sensitivity of others. Leaders have a responsibility to change into something better (Skau, 2011).

Personal knowledge and social intelligence is becoming more and more important (Hayes 2006). The ability to lead yourself, work with others, relations skills, creativity and the ability to tackle setbacks is becoming more important (Skau, (2011), and are important tools to conflict management.

3 METHODOLOGY

In this chapter, I will describe and state the reasons for the research method I have used to answer my thesis question, *which influence/impact have leadership development programs had to your development as a leader?* I will illuminate and explain the choices I have taken thru this work process with choice of thesis, methodology, data collection and analysis of data and my role as a researcher. In the end, quality of the chosen research design is discussed.

3.1 Choice of methodology

The aim of the study is to look at personal development leaders have had through leader development programs. To capture different number of leaders experience I have chosen quantitative research method with closed and open questions for this research. The reason for this is that I wanted to compare leaders that have participated in leader development and those that have not. Then I can see if there is any difference between the two groups of leaders. To achieve this, my goal was to gain a large amount of data from several leaders in both groups so I could see if there were any significant differences or pattern to be found.

3.1.1 Quantitative research method

The data collecting method I have chosen is questionnaire, as a quantitative research method. This method focuses on phenomena and skills that can be measured and registered. It can be used to investigate context meaning behind human action and interaction, even though qualitative methodology often is more useful to capture the meaning aspect. There could be aspects that are difficult to capture in other ways than qualitative methodology. To prevent this I have chosen to use open questions in the areas the importance to capture the respondents' opinions.

Quantitative data collection has an advantage that it is possible to include higher number of units in the research, and be able to draw conclusions on what it typical for a whole population or a special group (Johannessen, Tufte and Christoffersen, 2010). In this research, leaders are selected as a group, and to be able to draw conclusions to solve the thesis I have elected a quantitative method.

3.2 Data collection

3.2.1 Questionnaire

Construction of the questionnaire was made on the basis of the literature in the thesis from chapter 2. The questionnaire was developed in Norwegian, because of the origin of the leaders that participated in the survey.

Questionnaire is standardization where you can see similarities and variations in how the respondent answers. It makes it possible to collect data from a bigger group in a relative short time period. The downside with questionnaires with pre-specified response alternatives is that pre-coded surveys cannot capture information beyond the stated alternatives. To reduce this downside in the questionnaire there have been used open questions to capture additional information on personal experiences from leader development programs and expectations going forward as a leader. Open questions give the respondent the possibility to formulate answers in their own words, and can give adequate knowledge in areas with little-known phenomena or knowledge to be able to create response categories (Johannessen, Tufte & Christoffersen, 2010).

3.2.2 Preparation

The importance of preparation before questionnaire is high when using a quantitative research method, since its prior to data collection. Therefore, it is important to familiarize with the relevant theory and earlier research on the field (Johannessen, Tufte and Christoffersen, 2010). After electing the theories in chapter 2 the findings were the foundation for the making of the questionnaire questions. The questions were also influenced of other research done on the subject, and some of them were drawn from their research questions. Theory, former research and own experiences from participating in a leadership development program at work, together with knowledge learnt from participating in the Master of Management, NTNU have influenced the questionnaire.

3.2.3 Content

The survey is designed to collect demographic data from the respondents such as age, education, leader position and number of employees and experience as a leader. The rest of the questionnaire is divided into two parts with part one focusing on leaders that have

participated in leader development programs. Part 1 had questions about type of developing statements connected to this were scaled from 1 to 5 as well as open ended questions. Part 2 is statements and open-ended questions that both groups of leaders have been asked to answer to compare the two groups (see appendix C for the entire questionnaire).

The scale used for the statements about leadership and development connected to the thesis was from strongly agreed to strongly disagree:

<i>Strongly agreed</i>		<i>both and</i>		<i>strongly disagree</i>
1	2	3	4	5

3.2.4 Execution

To execute the questionnaire I used SVT-ITs system for surveys online «SelectSurvey». Students and employees at the SVT faculty at NTNU use this system. SelectSurvey questionnaires can be made with different types of questions and answers from respondents collected into SVT server. By using this, I was able to reach a larger group of leaders than by handing the survey out by hand. The time constraint and opportunities to participate in gatherings of leaders in the municipalities that were chosen as well as leaders from NTNU's leader program was none existed at the time of the survey. Therefore, I decided that an online survey would enable me to reach a larger group of leaders and my goal of a large sample of leaders that had participated in a development program as well as non-participating leaders.

The system has a simple analytical tool, but I have selected SPSS to run the statistical analyses for this thesis.

3.2.5 Test questionnaire

Quantitative data are highly structured and less flexible. It is therefore important to test the questionnaire before it is implemented. This is to prevent important information from going missing (Johannessen, Tufte and Christoffersen, 2010).

To experience how the questionnaire worked in practice I gave the questionnaire to three of my colleagues. On the background of their reflections I choice to revise some parts of the questionnaire to get a better flow and to avoid questions that where to similar. Some of the statements in particular were taken out because the testers did not understand them or thought

they were the same as the one asked before. Others were changed so the respondents better could understand what I was looking for in the question or statement. This process made me surer that I had asked the questions that gave me the answers to my thesis.

3.2.6 Respondents

In this research, it has been important for me to understand more of the impact leadership development programs have had to the leaders on a personal level. To be able to see the impact I have chosen to send the questionnaire to leaders with and without participation in a leader development program. The respondents are leaders from six municipalities, and leaders participating at NTNU's master in management. This means that those leaders who have leadership development program would have attended different varieties of programs. It is natural to believe that different organizations have different programs on how to develop their leaders.

They were approach in two ways; leaders from the municipalities received an email with information and link to the survey online, leaders from the master program at NTNU where able to participate through the learning platform Its-learning. Because of private safety rules, I was not able to send email to these participants. The leaders from the municipalities received a new email after two weeks to remind them and to thank those that participated in the survey.

3.3 Data analysis

3.3.1 Forensics

The analysis was performed with SPSS 21.0. SPSS is a data analysis tool that can handle complex statistical procedures (Pallant, J. 2010). The survey from SelectSurvey was exported electronically into SPSS.

The first step was to go through the questionnaire and take out respondents that had not answered enough of the questions. Next step was to code questions that gave multiple answers.

In the questionnaire the scales used in Statements 14, 15 and 19-21 were graded from 1 highly agree to 5 highly disagree. Pallant (2010) describes this as a negatively worded item. In SPSS high score is define as high optimism, and therefore these values were reversed before the

total score was calculated. That meant that 1 was changed to strongly disagree and 5 to strongly agree. The program asked to make new variables instead of overwriting the existing data. Pallant (2010) recommended this as a safer option, and retains the original data unchanged. The new variable has R in front of the old variable name, example: utsagnleadd1 is the old and new variable was called rutsagnleadd1.

Before analysis the dataset were checked for any possible errors. Each variable were checked if they had a range of numbers that did not fit with the scale elected, like 30 instead of 3. SPSS was used for this work.

3.3.2 Chi-square of independence

This test is used to explore relationship between two categorical variables. It observes the frequencies of cases that happened in each of the categories, with values that occur when there are no associations between the two variables (Pallant, 2010).

Output from the test is first tested for “minimum expected cell frequency”. When 0 cells have expected count less than 5, no violation of the assumption and all cell sizes is larger than 5 (Pallant, 2010).

Pearson Chi-Square value is what is interesting in this test, except when only two categories are tested then Yates’ Correction for Continuity that is tested. To be significant the value needs to be 0.05 or less (Pallant, 2010).

Phi coefficient is used to find out the association between the two variables. It ranges from 0 to 1, were 0.1 is a small effect, 0.3 medium effect and 0.5 large effect (Pallant, 2010).

3.3.3 T-test of independence

The independent T-test is used to compare the mean score between two different groups of people. T-tests compare the mean scores on continuous variables for these participants. There is a need for one categorical, independent variable like male or female and one continuous, dependent variable as self-esteem score (Pallant, 2010).

The test was used to find out if any significant differences are present in the mean score between the two groups (Pallant, 2010). In this thesis, new variables made by the grading of

different assumptions are tested between the two groups of leaders and differences within the group of leaders that have had leadership development programs to answer the thesis.

3.3.4 One-way between Anova with Post-hoc tests

T-test has been used to compare scores of the two groups of leaders in this thesis. In the survey, the leaders had more than two alternatives to choose between. Anova is used when there is one independent grouping with more than two levels, and one dependent variable. One-way Anova says something about the significant differences in the mean scores on the dependent variable across the different levels. The post-hoc test finds out where the difference is (Pallant, 2010). In this survey, the test has been used to see if there are any differences in the scores for example on cultural honeymoon for leaders that had leadership development program with only leaders from their organization, only from other organization or a mix.

Levene's test for homogeneity of variances sees if the scores are the same for the different groups. The assumption of homogeneity is not violated if the significant value is over 0.05. Anova with sig.value is equal or less than 0.05 means that there is a significant difference somewhere among the mean score. The significant differences between each pair of groups are found in the Post Hoc test, multiple comparisons. Groups that are significant with a value equal or less than 0.05, and have asterisks (*) next to the value are significant different from one another (Pallant, 2010).

3.3.5 Frequency and crosstabs

These tests were used to get an overview over the respondent's answers to the questionnaires open questions, and to find possible differences between the two groups. It was also used to check the data from the survey for any abnormalities to find numbers that did not fit the scale for the question.

Frequencies are used for descriptive statistics for categorical variables. It helps to find out the differences between the leaders with or without leadership development programs and differences within the group of leaders, example sex, leader level (Pallant, 2010)

Crosstabs is a descriptive statistic comparing two variables with two or more categories in each, often used together with other tests like Chi-square. Example: comparing gender with the different group of leaders.

3.3.6 Reliability and validity

It is important to consider the quality of the measures in a research study through their reliability and validity. This will have an impact on whether one can trust the research result or not since, it is important to find a scale that is reliable to do research.

Cronbach alpha coefficient

Reliability test will tell us if the same measuring instrument will give the same result if it has repeated. That can be assessed by the degree of internal consistency between the items in a scale (Ringdal, 2007). One of the most common used indicators of internal consistency is Cronbach's alpha coefficient. It should ideally be above 0.7; however, it is quite sensitive to the number of items in the scale. In scales with less than ten items, a short scale, it can be common to find Cronbach values less than 0.5. Then it is more appropriated to report the mean inter-item correlation of 0.2 and 0.4 (Pallant, 2010). High reliability is a requirement for high validity.

In the survey, the respondents graded statements from 1 to 5. These statements are meant to measure an attitude or meaning that happens in our brain. To discover this we have to ask different questions to find our variable. To test the variable we use Cronbach alpha coefficient to see if there is a good correlation between the statements, which sums up the variable. A higher number of questions/statements asked will give a more secure variable than with few since Cronbach is a highly sensitive tool. Low coefficient indicates that something can be wrong. Especially if by removing questions/statement from the variable, the coefficient gets higher (Pallant, 2010).

From the statements, six new variables were tested with Cronbach, shown in table 1. The variable: culture had a value 0.432 with 2 statements and honeymoon had a negative value with -0.927 with two statements. Both were small, and to increase the value the two were tried as one variable. New value after testing with different statements ended up to 0.511. Still

not acceptable, so the variable can only give an indication since there are too few statements behind the variable to give an answer.

Table 1: Variables tested with Cronbach

Variable (see codebook for items behind)	Items	Cronbach alpha coefficient	inter-item correlation mean	inter-item correlation min	inter-item correlation max
TSelfawarness	9	0,912	0,537	0,348	0,836
TCulturhoneymoon	3	0,511	0,338	0,338	0,338
TLeadership	11	0,793	0,265	-0,113	0,573
TReflection	8	0,718	0,246	0,027	0,608
TConflictmanagmet	2	0,725	0,579	0,579	0,579

Tselfawarness has a preferable value, TLeadership, TReflection and TConflictmanagmet have an acceptable value while TCulturhoneymoon has to low value of Cronbach alpha.

The sample can make the reliability of the scale vary. Therefor it is necessary to check each scale's reliability with the thesis's sample.

3.3.7 Code

To code open-ended questions is more complicated. They were coded by scanning through the answers and looked for common themes. In the codebook, I listed the major groups of responses and assigned a number. Each response was compared with the list and compared before entered the appropriate number into the data set. All the answers were assigned a numerical code before entered into SPSS (Pallant, 2010). There was made a codebook for the answers to questions 16-18 and 22 that where entered into the data view and variable view in SPSS. All the responses were coded in the codebook, no one fell out of the listed categories and therefore there was no need for another numerical code like, another = 99 (codebook can be seen in appendix D).

3.3.8 Presentation of categories

The analysis process of the statements led to five categories. They were founded on the variables made by the assumptions graded in the survey that can answer the question for this thesis. Categories have been tested and there are inputs from the open-ended questions that the respondent have answered to that can be used to discuss the influence of the different variables. From these open-ended questions the sixth category came after analyzes was made of the data. To find differences in answers from the leaders participated in leadership development programs there was done analyzes on differences between the genders. From this result the last category came.

The thesis will be organized by the five categories based on statements (se appendix E: Self-awareness, Reflection, Culture and Honeymoon effect, Leadership and Conflict Management, and one category; Gender differences in leadership is found through analyzes of open ended questions asked in the survey.

3.4 Quality of research

The research gives a snap shot of how leaders are influenced personally through participating in a leader development program. In total 84 leaders had answered the whole or parts of the survey out of 136 that started. After the respondent that had not answered all their questions were removed the total respondent was down to 57 leaders. This was done to prevent having a data foundation that could not be tested on. This gave a total response of 41 leaders with leader development programs and 16 without. This means that the thesis cannot allow for a generalization for a large population of leaders, just indications.

Although all the leaders that got the invite to this survey, it ended up with 84 that were willingly to participate and only 57 responded completely. This gives the survey a response rate at 62%, with only 42% complete answers. This willingness to participate may suggest a common element among these leaders and their interest for leadership and development as a leader, thereby contribute to a limitation of comparability to a larger group of leaders.

It was explained to survey respondents that their answer could not be identified through the online survey, which gave them anonymity. Leaders from the municipality had the opportunity to answer the email that was send to them and the leaders from NTNU had my

email address in the opening letter of the survey. That made it possible for me to answer any questions the participants had about the survey.

3.4.1 Survey online

By choosing a survey online there is a possibility to reach more participants, but also a risk that less fill out the questionnaire. The use of Select Survey and e-mail raises the concern that the respondents may have ignored an e-mail, because they may have felt less obligated to participate. Drawback may be high drop out and few control possibilities (Ringdal, 2007).

The experience after this survey is that 136 have had a look at it, but 84 have filled out all or some of the questions. Out of the 84 there are 57 that have answered all the questions. There are variations on the response rate on each question. This could have been prevented if the participants have had to fill out each page before go to the next. The risk could have been that less actually answered it they were forced. Alternative could have been handing the survey out at leader gatherings, but there where time limits that did not make it possible. This weakness can influence the value of this research.

3.5 Ethical Considerations

In research that directly affects humans, it is important that ethical considerations are done, especially in data collections through electronic means (Johannessen et al., 2004). That has been done in this study.

All the leaders participated in this survey of their free will. The copy of the complete study will be offered to the leaders in the municipalities by email.

One of the six municipalities that are participating in the survey is my work place. Ideal research should been done by an outsider, but the researcher will always have influence on the result. The respondents have had total anonymity and the researcher have no ability to know which answers belong to the different municipalities or from NTNU.

To ensure research is done ethically there are ethical guidelines for good research methods that contains permission and confidentiality. The respondents were informed at the start of the questionnaire (see appendix B). SelectSurvey.NET was used when questionnaire was sent out with a link to email addresses and on Its-Learning NTNU. This method provides full

Totlund: Impact of leadership development programs

confidentiality for the respondents, but no possibility to withdraw the questionnaire since its full anonymity. The Survey was sent in and approved by Norwegian social science data services, Privacy Ombudsman for Research (see appendix A). The data will be destroyed after the thesis is handed in. By using Select Survey, the participants are secured a high degree of anonymity. The leaders or I could not monitor whom that participated or not.

4 RESULTS

This chapter identifies and highlights areas of impact leadership development programs have had on leaders development related to theories of leadership presented in chapter 2. In the initial phases of this study, I had many questions about how leaders experience leadership programs and if it develops them to be a better leader. With these results I will attempt to create a picture of this on the basis of the data that is relevant.

In this chapter I will describe the results found on basis of the analysis process described in the chapter 3; methodology. Main categories are Gender differences, Self-awareness, Culture and honeymoon effect, Reflection, Leadership and Conflict management. The self-awareness and culture and honeymoon effect are only asked to leaders attending leadership development programs.

4.1 Background information

The survey had both open and closed questions with alternatives, and grading of statements. A relatively small sample makes it more challenging. However, I have chosen to run analysis to see if there are any differences.

4.1.1 Population

57 leaders completed the entire survey in this study, 36 females and 21 males. Out of this, 41 leaders had participated in a leadership development program. The data was analyzed as a whole and divided between the two groups of participants to see if there were any differences.

Are there any differences between the ages of participants in leadership development programs?

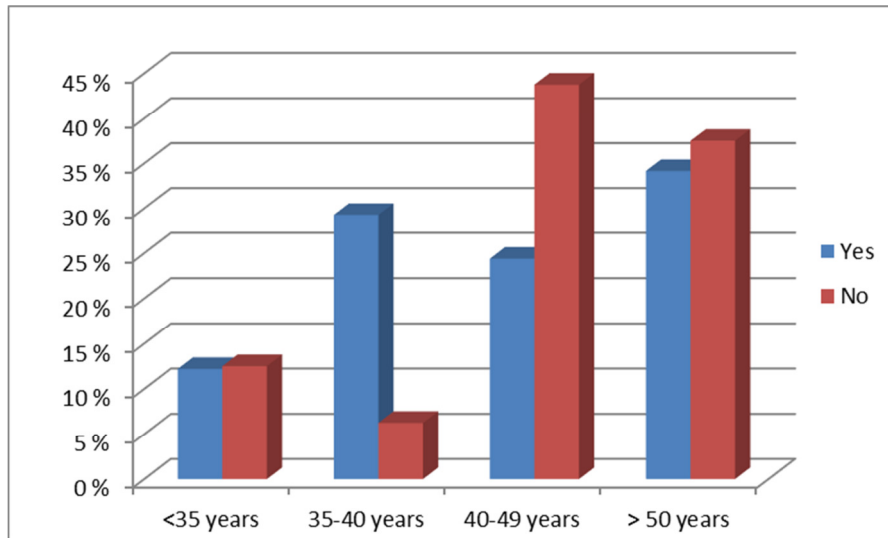


Figure 1: Age difference in participating in LDP

The figure indicates that leaders that 75% of the 16 leaders that did not participate in leadership development programs were over 40, while the same age range covered only 60% of those who participated. That could indicate that younger people were more inclined to participated, especially in the 35-40 age range.

There was a Chi-Square test done of independence to test this. The assumption of chi-square was violated since not the entire expected cell sizes are greater than five. Three cells (37,5%) had expected countless 5, minimum expected count is 1,96.

Other Chi-Square tests that violated the assumption of chi-square was: Formal education and LDP (2 cells, 33.3%, min count 0.27), Length as a leader and LDP (5 cells, 62.5%, min count 1.68), Size unit you lead and LDP (4 cells, 50%, min count 1.68).

Are there any differences between genders and participated in leadership development programs (LDP)?

The Chi-Square tests had a continuity correction with a value of 0.26 and an assumption. Sig. (2-sided) of 0.394. That means that the proportion of males participating in development programs is not significantly different from the proportion of females that participated. The Phi has a value of -0.153 meaning small effect (see appendix E for full table).

Are department leaders more likely to participate than the head of the company?

The Chi-Square test for independence (with Yates continuity correlation) indicated no significant association between leader level and leader development.

There were run Chi-Square test for independence on associations between leadership development programs and age/education/length as a leader, but all had violated the assumption of Chi-Square with cells expected to count less than 5 (see appendix E for full table).

4.2 Experiences from leadership development program

The leaders that participated in leadership development programs were asked open questions about what motivated them to participate, positive experiences and what it contributed to them as a leader. These responses were coded and used to form the charts in this part.

What I realize might not be totally clear here, is that these charts and responses are from your coding of the open questions? Or are they scaled survey responses? I think this could be made clear somewhere up front.

4.2.1 The motivation to participate in a leadership development program

The leaders in the survey that participated in the program were asked what their motivation was, some had multiple answers. Answers were summed up into four main categories shown in figure 2.

Lack of knowledge and support in the role as leader, need of changes in the organization, motivation and new impulses to develop my leadership and me as a human are some of the answers in the survey.

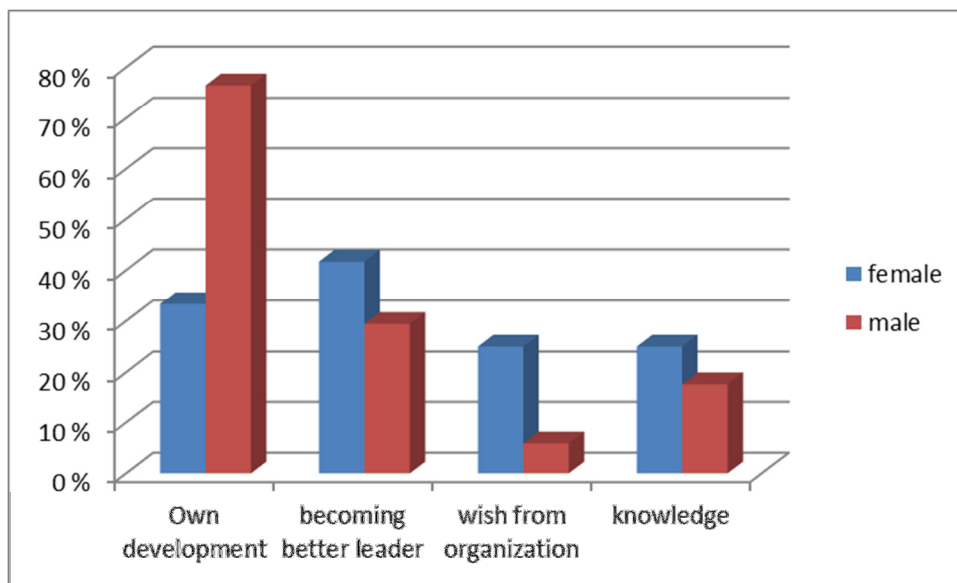


Figure 2: Motivation behind participating in a leadership development program differ by gender.

Males and females main motivation seems to be the same, just in different order. Own development scores highest among the male leaders, and number two is becoming a better leader. The female leaders is opposite and more even divided among the four categories. Common is that they all want to develop and become a better leader.

More female leaders participated as a wish from their organization than men with 25% against 6%. One of the comments from these leaders were that even though they didn't choose themselves to participate are that she/he sees the value of learning more, and understood that she/he needed to learn and is motivated to continue.

4.2.2 Positive experience of participating in a leadership development program

The leaders answers were divided up into five main categories; knowledge, own development, building relation, experience exchange and cooperation. The chart is based on responses that are coded from open questions in the questionnaire.

One of the leaders experienced a better connection and understanding among the leaders. It was also important to see what other leaders struggled with and have experienced. Very useful to take time to analyse myself as a leader, gain better self-awareness on how others perceive me.

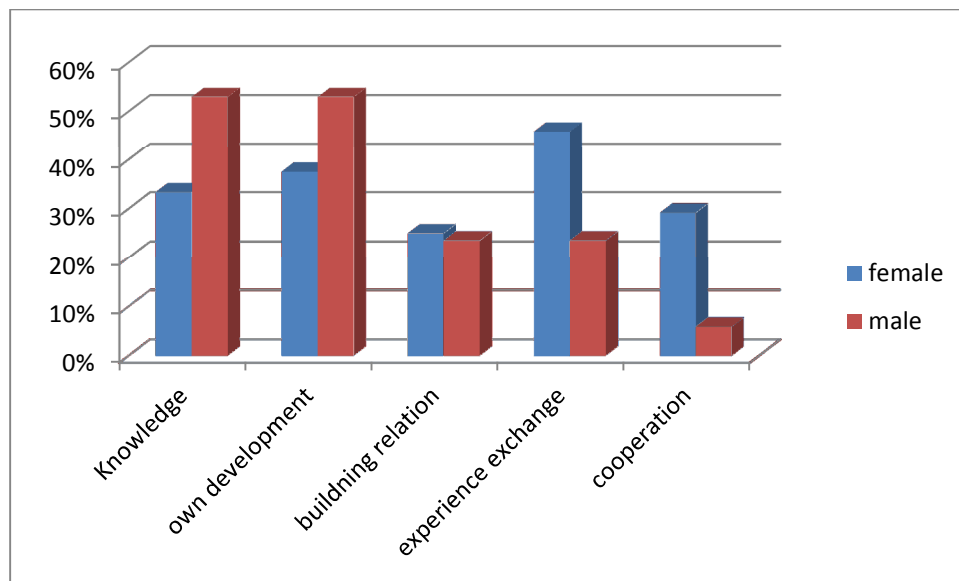


Figure 3: Positive experience from participating in a leadership development programs divided by gender.

The main two equal positive experiences male leaders had were increased knowledge and own development. Female leaders favoured the exchange of experienced through other leaders, as well as own development.

Some of the leader's answers indicated that others experiences and reflections are valued high and give motivation to improve as a leader. Leaders have said that this program has given them time to reflect and learn skills that they use to reflect over own practice. *Learning how I affect others in the way I behave and how others affect me. It has given me a better self-awareness and confidence, as well as an increased understanding on how other people react and why. I have time to reflect over leadership.*

4.2.3 Contribution to you as a leader by participating in a leadership development program

The questionnaire asked the leaders how participating in a development program had changed them as leaders. One major focus was confidence in the role as a leader, independent from which sex you have.

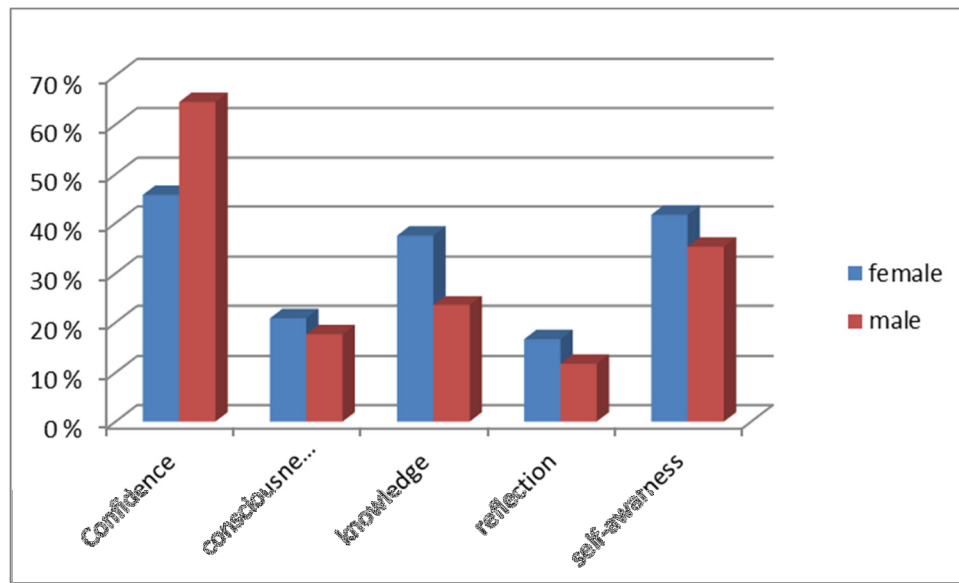


Figure 4: What have the leadership development programs contributed to you as a leader divided into gender.

The figure 5 indicates that all the five major contributions are ranked the same, female or male leader. Confidence, self-awareness and knowledge are the three things that have contributed to become a better leader, except for one that did not feel the program have given him/her anything. There is a difference in percentage between the top three among the genders. It appears that men have gained 20% more confidence than women through the program and women on the other hand have 15% more gain in knowledge.

A leader sums it up: Strengthen my knowledge and not least, the awareness of myself as a leader, and the opportunities I have to make other better, co-ownership etc. The only thing that I can change is myself, and to facilitate development, motivate changes to those I lead.

One leader says; I have become more analytic, now I see patterns where I used to see people. I have gotten a better sense of relations. Another; Self-developing, refill of theory, confident in the role as a leader, more aware of my role as a leader. One leader has changed the way of doing things; More clever to reflect over own practice. Search advice from my leader colleges

in a different way than before. Dare to increase demands towards my coo-workers. Another says that effect has been; I have become more clearer, and that I now dear to rise and work through uncomfortable cases. As one sad: I know got the toolbox to handle situations in a different way.

Does age effect the contribution from leadership development programs?

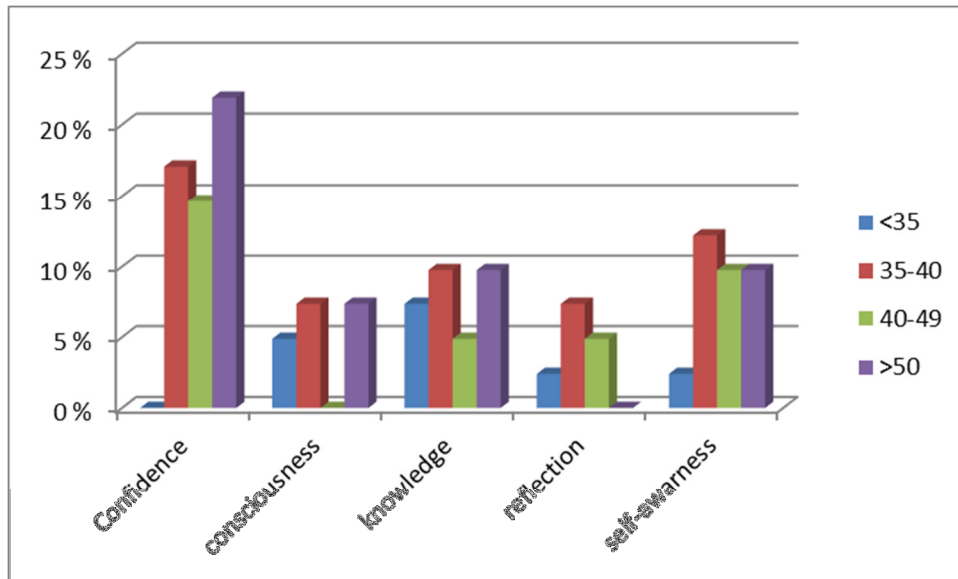


Figure 5: Is there any difference in contribution depending on the age among the leaders.

The figure indicates that for younger leaders under the age of 35, consciousness and knowledge are the two major effects from the program. Confidence on the other hand is valued lowest, while leaders from the age of 35 and up, puts it highest together with self-awareness. This group is the smallest with only five leaders; the other groups are from 10-14. Can that explain the difference? Younger leaders may be new to their role and therefore focus more on knowledge and consciousness of the role as a leader.

Does the background for participating in a leadership development program have an effect on the impact?

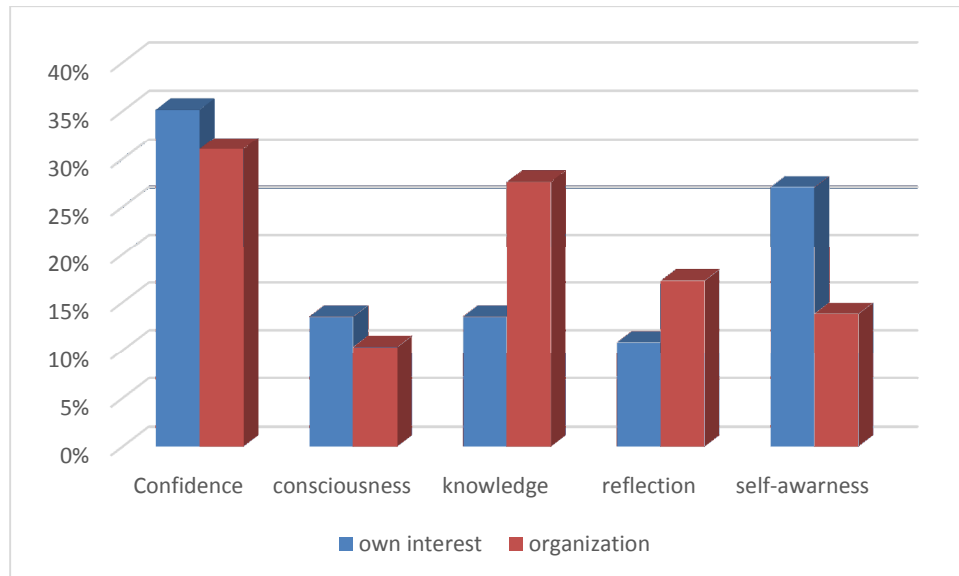


Figure 6: Contribution, differ in background for participating in leadership development program

The figure indicates that leaders who participate on a wish from own organization have valued confidence and knowledge as the main contribution from participating in LDP. Leaders that participated on the base of own interested focus on confidence and self-awareness. Knowledge and self-awareness have the biggest differences between the two groups. Figure 6 indicates that leaders participated on a wish from the organization have learnt more about theories of leadership, while leaders with an interest to develop as a leader focus on self-awareness. This indicates that there can be different approach to becoming a more confident leader.

4.3 Self-awareness

The variable Tselfawareness is build up with nine statements from the scaled statements in the survey, asked to leaders participating in LDP (n=41). Mean for the variable is 38.73 with trimmed min 5% at 39.06, indicating very small difference at 0.33. Std.dev 5.094 with min: 24 and max: 45. To test normality on the variable, Kolmogorov-Smirnov statistic was used. This assesses the normality of the distribution of scores. When none significant result with sig. value is higher than 0.05 there is an indication of normality. Tselfawareness sig. value is

0.01 suggesting that there is violation of this assumption indicating that scores are not normally distributed (see tests done on self-awareness in Appendix F).

Are there any differences between self-awareness scores for males and females?

An independent-samples t-test was conducted to compare the self-awareness scores for males and females. The Levene's test for equality of variance is 0.192 indicating that the variances for the two groups are the same. There was no significant differences in scores for males (M=40 SD=4.243) and females (M=37.83 SD=5.53) $t(41)=-1.356$, $p=0.183$ (sig. two tailed). The differences in the means are 2.17, CI: -5.399 to 1.066.

Eta squared= $-1.356^2 / (1.356^2 + (24+17-2)) = 0.045$, indicating a small to moderate effect (Pallant, 2010).

Figure 2 indicates that own development is one of the main factors for participating in a leadership development program. As one leader describes the positive effect with LDP; *increased self-awareness by increased knowledge about how I affect others and how they affect me*. Another's states; *more conscious on what I do and say; Better insight and understanding over mine and others behavior; Better insight in how I react in meeting with others*.

Are there any differences in Self-awareness score on leaders that have chosen themselves to participate in a leadership development program compared with leader that have not?

An independent-samples t-test was conducted to compare the self-awareness scores for leaders with own interests or by organization. The Levene's test for equality of variance is 0.052 indicating that the variances for the two groups are the same. There was no significant differences in scores for leaders with own interests (M=40.16 SD=3.834) and by organization (M=37.5 SD=5.78) $t(41)=1.705$, $p=0.096$ (sig. two tailed). The differences in the means are 3.66, CI: -0.495 to 5.811.

Eta squared= $1.705^2 / (1.705^2 + (19+22-2)) = 0.07$, indicating a small effect (Pallant, 2010).

4.4 Cultural and honeymoon effect

The variable is tested with Cronbach's Alpha and founded on the base of statements grades in the survey. Culture and honeymoon were intend to be two variables, but after testing the different statements compared with the Cronbach's Alpha it became one built on three statements (see test results from variable cultural honeymoon in Appendix G).

The variable Tculturhoneymoon is build up with eight statements asked to all leaders (n=41). Mean for the variable is 10.71 with trimmed min 5% at 10.79, indicating very small difference at 0.08. Std.dev 1.94 with min:5 and max:14 (see more in the appendix G).

Kolmogorov-Smirnov statistic was used to test normality on the variable of the label using. Tculturhoneymoon has sig. $0.00 < 0.05$ suggesting a violation to the assumption of normally distributed. A none-significant result with sig. value of more than 0.05 indicates normality.

The cultural and honeymoon effect indicates how the impacts of the leadership development program have lasted after participation. There have been two different tests used to find out if sex or whom you participated with has any influence on the effect. Tests used have been T-test of independence and one-way between-group ANOVA with post-hoc tests.

Are there any differences between the cultural and honeymoon scores for males and females?

An independent-samples t-test was conducted to compare the culturalhoneymoon scores for males and females. There was no significant differences in scores for males (M=10.35 SD=1.869) and females (M=10.96 SD=1.989) $t(41)=0.984$, $p=0.331$ (sig. two tailed). The differences in the means are 0.61, CI: -0.639 to 1.85 was very small.

Eta squared= $0.984^2 / (0.984^2 + (24+17-2)) = 0.02$, indicating a small effect (Pallant, 2010).

Does who you participate with in a leadership development program have any influence on effect?

The leaders that participated in a program were asked whom they participated with, if they took the program together with only colleagues from their own organization, leaders from other or a mix with colleagues and others.

To test this one-way between-group ANOVA with post-hoc tests was conducted to explore this effect on culturalhoneymoon effect. The descriptive of the groups indicates that the mean are higher for leaders that have participated with both other leaders and own colleagues, lowest score is when you are the only one (see full table Appendix G).

To test the Homogeneity of variance, Levene's test was used, that tested if the variance in scores was the same for each of the groups. When the Sig. value is higher than 0.05 there is no violation of the assumption of homogeneity of variance, like here where it was 0.161.

To find out if there are any significant differences between the three groups the Sig. value in the Anova test has to be equal 0.05 or less. The value in the Anova test is 0.471, indicating that there are no difference between who the leaders participate with.

Comments from leaders with LDP within the organization have experienced that they have been given time to reflect about leadership, exchange of knowledge from different sectors and linking new relations. They have become more welded together through becoming better acquainted and understanding each other's sectors and challenges. As one leader said; *By exchanging experiences with others have given me assurance that maybe I doing something right.* LDP may have given the leaders feedback on their role as a leader, that there may not have been a culture for in the organization before the program started. LDP within the organization seems to create a culture for leadership development and better collaboration between the leaders.

Leaders that did LDP with other leaders than within the organizations emphasis the value of meeting new people that may solve things differently than they themselves do.

Do leaders have time to continue developing as a leader after LDP?

None of the tests done on the data from this survey can give answer to this. From the answers given, many leaders have expectations from themselves that they want to continue developing as a leader. One leader said: *To be a leader is demanding, but extremely important. This is an area that I want to learn more about. As a leader I expect from myself a constantly developing and that I can clear my everyday work life, such that it can be a priorities.*

4.5 Reflection

The variable Treflection is build up with eight statements asked to all leaders (n=57). Mean for the variable is 33.58 with trimmed min 5% at 33.7, indicating very small difference at 0.22. Std.dev 3.55 with min: 24 and max: 39. The test of normality on the variable: Treflection has sig. 0.2 > 0.05 suggesting normality (see full table and tests done on variable reflection in Appendix H).

T-test of reflection indicates that there are no significant differences between leaders with and without leadership development programs (LDP) with a significant 2.tail 0.498. Leaders with LDP had a mean: 33.78, standard deviation (SD): 3.46 compared to leaders without that had a mean: 33.06, SD: 3.84. $T(55) = 0.683$, $p=0.498$. The magnitude in the difference in the mean (mean diff=0.12, 95%, CI = (-1.389-2.825) was very small.

Are there any differences between reflection scores for males and females?

An independent-samples t-test was conducted to compare the reflection scores for males and females. The Levene's test for equality of variance is 0.468 indicating that the variances for the two groups are the same. There was no significant differences in scores for males (M=32.95 SD=3.186) and females (M=33.94 SD=3.741) $t(57)=1.018$, $p=0.313$ (sig. two tailed). The differences in the means are 0.01, CI: -0.961 to 2.945.

Eta squared= $1.018^2 / (1.018^2 + (36+16-2)) = 0.02$, indicating a small effect (Pallant, 2010).

Has LDP contributed to more reflection in the role as a leader?

Leaders seem to reflect more over their role as a leader after LDP. One leader said: *I have become better to reflect and use my reflections more active in planning, action and communication. That has increased my self-awareness.* Another; *I am better to reflect over own practice and search for advice in my leader team in a different way than before.* This can indicate that LDP gives leaders tools to reflect over themselves and actions at work in the aim to become a better leader.

4.6 Leadership

The variable Tleadership is build up with eleven statements asked to all leaders (n=57). Mean for the variable is 34.88 with trimmed min 5% at 35.06, indicating very small difference at 0.18. Std.dev 3.49 with min: 24 and max: 40. The test of normality on the variable: Tleadership has sig. 0.2 > 0.05 suggesting normality (see Appendix I for tests done on variable leadership).

Are there any differences between leadership among leaders with or without leadership development programs?

A t-test of independence was conducted to compare the scores of leadership between leaders with LDP and without. There was no significance in the scores for leaders with LDP (M=34.95, SD=3.13) and leaders without LDP (M=34.69, SD=4.39). The magnitude of differences in the means (Mean difference = 0.26, 95% CI:-1.815 to 2.343) was very small (eta Squared=0.01)

Eta squared= $0.683^2 / (0.683^2 + (41+16-2)) = 0.008$, indicating a small effect (Pallant, 2010).

Levene's test for equality of variances is 0.305, meaning that the variation scores for the two group of leaders are the same. The Sig. 2 (tailed) is 0.8, indicating non-significant differences between the group.

Are there any differences between the expectations as a leader between the two groups of leaders?

Both the groups were asked which expectations they had to themselves as a leader today. Do expectations change when you are attending a leadership development program?

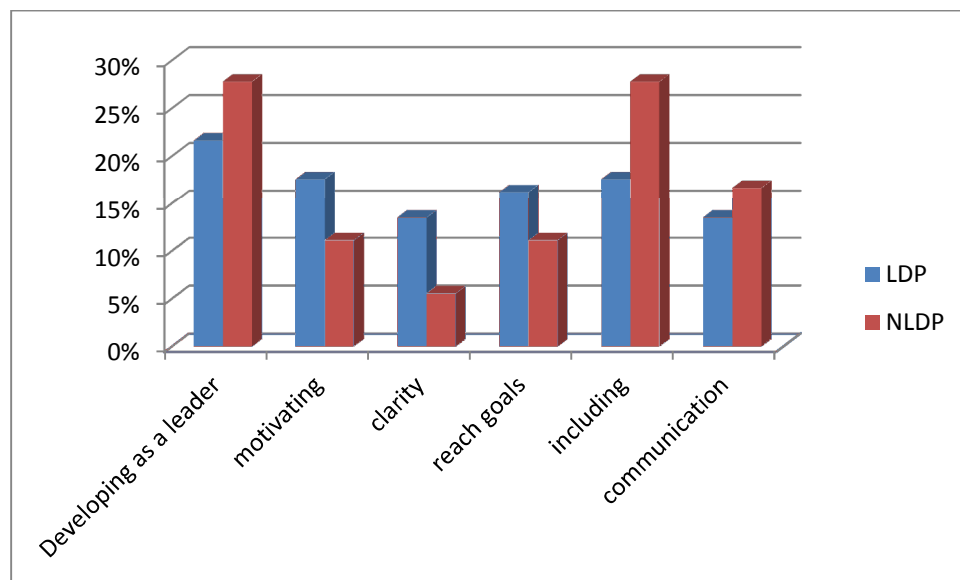


Figure 7: Expectations to yourself as a leader today divided into leaders with or without development programs.

For leaders without LDP, developing as a leader is and including is the most important expectation with almost 52 % of the group. Communication comes as number three and differs from leaders with LDP that have it with clarity at the lowest. Leaders with LDP have highest focus on developing more as a leader, motivating and including co-workers. Differences between the two groups are small.

Some of the statements from leaders without LDP have been: *I shall be a confident leader that my co-workers have faith in and can come to with their challenges*, another: *I'm going to be myself and do the best out of it*. One has focus on the organization: *Develop my part of the organization such as the municipality gives a better offer within my area of expertise*.

One of the leaders with LDP has a plan for his/hers expectations: *Have enough time to work with relations and interactions within my own organization. Important keywords are; relation - developing good leader teams – gives co-workers a sense of empowerment through specific feedbacks – use notebook to empower me in leader development – delegate and give time such that other can do important professional tasks*.

Many of the leaders with LDP see that to develop their co-workers they have to develop themselves as well to become a better leader. Leaders without LDP seems more focused on developing the organization and co-workers though being available, confident as a leader and including the co-workers in the decision-making.

Are there any differences between leadership scores for males and females?

An independent-samples t-test was conducted to compare the leadership scores for males and females. The Levene's test for equality of variance is 0.363 indicating that the variances for the two groups are the same. There was no significant differences in scores for males (M=34.19 SD=3.092) and females (M=35.28 SD=3.685) $t(57)=1.138$, $p=0.26$ (sig. two tailed). The differences in the means are 1.09, CI: -0.828 to 3.003.

Eta squared= $1.138^2 / (1.138^2 + (36+16-2)) = 0.023$, indicating a small effect (Pallant, 2010).

4.7 Conflict management

The variable Tconflictmanagment is build up with two statements asked to all leaders (n=57). Mean for the variable is 8.35 with trimmed min 5% at 8.39, indicating very small difference at 0.04. Std.dev 1.172 with min:6 and max:10. The test of normality on the variable: Tconflictmanagment has sig. $0.00 < 0.05$ suggesting a violation to the assumption of normality distribution score (see Appendix J for tests results on variable conflict management).

The variable tested for conflict management is founded on only two statements that would influence the result. Tconflictmanagment was tested with a T-test for independence, comparing its score against leaders with or without leadership development programs. There was no significant differences in score for leaders with LDP (M=8.39, SD=1.046) and leaders without LDP (M=8.25, SD=1.483). $T=0.403$, $p=0.0.689$ (sig. two-tailed). The difference in the means are 0.14, CL: 0.558 to 8.38.

Eta squared= $0.403^2 / (0.403^2 + (36+16-2)) = 0.004$, indicating a small effect (Pallant, 2010).

From the tests, it's difficult to see if leaders with LDP have better conflict management at their work place. Some indications can be drawn out from the questions about benefits with LDP and contribution as a leader asked to this group of leaders. One leader says that;

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Confident in the role as leader through a better insight and understanding of own and others behavior. This can indicate that he/her handle conflicts in a different way than before.

Another indicates *that he/her has become clearer in their role as a leader and that he/her dares to address and work through uncomfortable matters.* Some of the leaders raise increased awareness on challenging areas like conflicts through LDP as a contribution. One leader says that; *I know got tools to handle situations in a different way.* Another says that because of becoming more analytical, he/her sees patterns where earlier were only individuals and this has given a better understanding of interactions. This can indicate that by being given tools and better insight in behavior can give a better conflict management.

Are there any differences between conflict management scores for males and females?

An independent-samples t-test was conducted to compare the conflict management scores for males and females. The Levene's test for equality of variance is 0.271 indicating that the variances for the two groups are the same. There was no significant differences in scores for males (M=8.14 SD=1.315) and females (M=8.47 SD=1.082) $t(57)=1.023$, $p=0.311$ (sig. two tailed). The differences in the means are 0.33, CI—0.316 to 0.974.

Eta squared= $1.023^2 / (1.023^2 + (36+16-2)) = 0.019$, indicating a small effect (Pallant, 2010).

5 DISCUSSION

In this chapter, I will discuss the main areas from the last chapter. The discussions are based up on theoretical perspectives, respondents' statements and my own reflections.

5.1 Leadership development

Different theories such as Dweck (2006) and Kegan and Lahey (2009) indicate that leadership development is about developing the individual leader role and personal insight through a set of skills, toolbox for developing you as a leader. Tests in this research have tried to find this difference in skill level between the two groups of leaders, and found no significant differences. This indicates that theories that enhance the importance of developing, as a leader could be wrong and that leadership development programs do not have an effect on leaders to become better. The number of respondents, together with a variety of different leadership program within the group of leaders can be the explanation to the result. Since there are only a small group of leaders that have attendant leadership development program the sample is too small to test the differences between the different types to find indication on which program gives the best effect.

Lysø (2010) found that some of the leaders in her study had a benefit from participating, but not all. Leadership development programs are not the only solution as she sees it for leaders' ongoing learning process. This fit with the tests done in this thesis, but if we look at statements from leaders in the survey, only one leader states that it was of no use. Thus I have anecdotal or qualitative self-reported evidence of a positive effect, but not statistically significant quantitative evidence for it.

One of the leaders said; *the only thing that I can change is myself, and to facilitate development, motivates changes to those I lead.* Another leader sums it up: *Strengthen my knowledge and not least, the awareness of myself as a leader, and the opportunities I have to make other better, co-ownership etc.* These statements indicate that leaders have had some personal development through the program as well. This fits with Kegan and Lahey's (2001; 2009) emphasis that leader development programs should be less about concrete measures and instead focus on mental development. It is important the leaders learn from their own mistakes as Brunstad (2009) states, to be better equipped to solve difficulties better the next time. This contradicts the findings tested for.

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Leaders have said that Leadership development programs have given them time and skills to reflect over own practice and develop themselves as leaders. They have learnt how they affect others and vices versa, which has given them an increased understanding together with gaining experience from other leaders struggles. This fits with Grotli's (2011) findings in her thesis that leaders gain a personal benefit through these programs. Kegan and Lahey agrees with emphasizing that leadership development programs is about developing as an individual to be able to see a bigger picture than before and be possible to handle leadership challenges.

My research found as well as those younger leaders below 35 of age seems to have different needs than older leaders. They seem to focus on achieving more knowledge and consciousness about the role as a leader. Confidence scores are extremely low with almost zero percent and can explain this focus. This can indicate that they may be new in their role as leaders and have other focus areas to become a better leader. When we look at leaders from 35 years, confidence is their highest score as an effect of LDP together with self-awareness and knowledge, indicating that leadership development programs can have different effects on where you are as a leader and can be influenced by the type of program you attend. When you are new in the role as leader, it is natural to want to learn more about how to lead. Developing yourself may be more distant and not the obvious way to become a better leader. This can again influences the type of leadership development program you choose to attend if there is no strategy or program that all leaders in the organization area attending. That again can have had an huge impact on how the leaders have answered the questions in the survey.

The exchange of experiences between leaders within the program seems to be valuable. This is something that Lysø (2010) found in her thesis as well is an important source of learning. This indicates that it is essential with a good dialogue between the participants for a program to succeed, and leaders that have participated with fellow colleagues are searching for advice from each other in a different way than before. Leadership development programs in an organization can seem to have an impact on how leaders work together and support each other.

Leaders that had participated in a leadership program valued confidence and self-awareness, knowledge as the highest of contribution to their development. Knowledge is important to handle challenges and have skills to gain insight in personal behavior, emotions and influences (Spurkeland, 2011). This again influences the leader's self-awareness and safety giving the leaders a better confidence. Indicating that theory fits with the experiences, they

have gained through their participating. As one said; *I know got the toolbox to handle situations in a different way.*

Experiences from leaders participated in different leadership development programs contradict the results from tests done in this thesis. Few respondents and their background from different leadership development programs can have had an impact on this quantitative aspect.

5.2 Gender differences in leadership

Male leaders are supposed to be more task orientated than female who focus more on relationships (Payne, 2001). This can correlate with figure 2 and motivation behind participating in leadership development. Men are focusing on developing themselves while female leaders focus on how to become a better leader for their employees. This is easier to see in figure 3 where experience from participating in a program is shown. Knowledge and own development are the highest benefit for male leaders, while female leaders seem to have gain most from the exchange of experience with other leaders and own development. Indicating that the typical understandings of women as more relational and men as more knowledge oriented can correlate.

Theories indicate that men are more controlling while female uses a more participative and democratic management style (Eagly and Johnson, 1990). This means that female leaders are focusing on searching for ways to develop co-workers, while men focus on having transactions and use power from their position in the organization (Rosener, 1990). There are no significant differences in conflict management between male and female in the survey. The mean difference is 0.33 and the Eta squared is 0.019 indicating a small difference. Tests could not find differences in the other areas either. The tests could not find that female leaders were better than male in scores of self-awareness, leadership, reflection, conflict management, and culture and honeymoon effect after participated in leadership development programs.

5.3 Self-awareness

Self-awareness is one of the skills Branden (1998) refers to is important to be a more efficient leader, through a more widely and adjustable perspective (Joiner and Josephs 2007).

Leadership development programs with a focus on personal development are to increase the leader's self-awareness. Therefore, one of the impacts of participating should be a higher level of self-awareness than with leaders that have not had the same opportunity depending on the particular leadership development program focus. This indicates that there should be a significant difference in the score between the two groups of leaders where self-awareness is focused on. One weakness from the research is that this cannot be detected because of the small sample. There can be a mix of different programs in the sample, with or without focus on personal development and self-awareness. This can explain why there are only small differences in the group of leaders with only a mean at 0.33.

Statements from the leaders indicate that they have had a personal development and an increase in self-awareness through leadership development. Skau (2011) says that you cannot help others if you do not understand them and to understand you need to know yourself first. Two of the leaders agree with this, stating that they have gained an increase in self-awareness through learning about how they affect others and a better insight in their behavior. This experience indicates that there can be a difference and that leaders through participating in development programs can have a personal development.

Own development is something the leaders that have participated have put highest as a positive experience in figure 3. They have said that the program has given them time to reflect and learn skills to develop themselves to a better understanding about themselves and others reactions and behavior. That has given them better self-awareness and confidence, indicating that they have gain more knowledge about self-awareness and humans. This is something that leaders need to learn and does not come naturally to them as Brunstad (2009) states, and can be an effect of setting focus on development.

The leaders were asked what the leadership development programs had contributed to them as leaders in the survey. The result is reported in figures 4 to 6 indicates that self-awareness is one of the skills they have learnt and can be a reason why leaders score high on confidence. This can indicate that the leaders have had time to develop new strategies than before and learnt from mistakes. Skau (2011) says that this is important, and leaders need to allow themselves to fail as long as you are willing to learn from them and grow. Leaders without

this skill and cannot see their weaknesses would be inefficient and result in denial, blaming and alienation (Branden, 1998). This can indicate that the leaders that have participated here have increased their self-awareness and have a more wide perspective than before leadership development even though it cannot be found quantitative proof in this thesis that is its true.

5.4 Culture and honeymoon effect

If leaders have an impact from attending leadership development programs would it last when the leaders are back at their workplace? The theory emphasizes that for this to be possible the organization needs a culture that supports development and learning. If not, the process will halt and prevent leader development instead of foster it. Culture is a crucial factor for achieving a lasting effect of development (Heifetz et al, 2009; Dweck, 2006; Tiller and Helgesen, 2011; Day and Zaccaro, 2004; Goleman et al., 2002; Kegan and Lahey, 2009). The perception would then be that leaders that have the opportunities to participate on a request from their organization would differ from those leaders that participated as an own wish, indicating that one organization is more learning than the other. There is nothing in the test that can state a significant difference between the two backgrounds for participating in a leadership development program. The differences found are that leaders participating on the background of their organizations tend to value confidence and knowledge while leaders on the base of own interested have confidence and self-awareness. Indicating that the background influences what you end up with as a result and that leaders that participating from one's own interest focus on developing themselves to become a better leader, while participation in leadership development programs through the request of one's own organizations may focus more on skills as a leader through theories of leadership. In the end, it seems that both groups of leaders have expectations from themselves to continue learning and developing as a leader. I hope that the organization and the leaders take time to continue learning and evolving as a leader.

The honeymoon effect Goleman et al. (2002) describe is that the effect of development would be gone in 3-6 months after participating in a program. Lysø (2009) found out that there is not often a positive effect from sending a co-worker to a program. Would this effect be the same if the entire crew of leaders in an organization participated? That would indicate a more learning organization. Day and Zaccaro (2004), Goleman et al., (2002) and Kousholt (2009) focus on this and that it is harder to maintain and develop the skills they have learnt if they are

relatively alone in the process. To be able to change, co-workers involvement is a crucial factor. The tests in this thesis did not find a difference in who you participate with, but there is an indication that there is some true in this theory. When looking at the mean between the groups you can find a difference that implies that leaders participating in a group of other leaders as well as colleagues have a higher score than if you were by yourself. Senge (1990) agrees with this and emphasizes the importance of working with others when leaders want to develop their mental and personal skills. It is hard to develop yourself if there is no feedback on your behaviour and it seems to be easier to gain if you are participating with colleagues and other leaders.

Statements from some of the leaders that have participated with colleagues emphasize the benefit of getting to know one another better through such a process and understanding each other's challenges better. This implies the importance of the entire organization being involved in a leadership development process to achieve better leaders through creating a culture for development and collaboration between the leaders. They also experience the value of participating with other leaders within the organizations in this process together with their colleagues. This emphasizes the value of meeting new people that may solve things differently than they do to get new inputs. These are things that can prevent the honeymoon effect to set in and reduce the benefit of participating to zero as Lysø's (2010) research has found together with other researchers.

To achieve a lasting and continuing effect of leadership development the organization needs to have a focus that lasts more than a set period. For the leaders, developing is an ongoing process as long as you are a leader. Leaders need time to evolve and to get feedbacks on what they do to become better leaders. This cannot stop, and the organizations need to be willing to continue when they first have started a process.

5.5 Reflection

Spurkedal (2011) and Brunstad (2009) state that to become a good leader you have to be able to reflect. Leaders that have participated in a leadership development program underline the importance of learning the skills of reflection have had on their role as a leader. One leader's experience underlies this; *I am better to reflect over own practice and search for advice in my leader team in a different way than before.* This can indicate that this leader has become more aware around his/her person, and can reflect over why they did different things (Lysø, 2010).

Experiences from personal development are that leaders open more up for feedback and taking criticism as a way to change and learn compared with others (Rones and Matthiesen, 2002). Spurkeland (2011) and Dweck (2006) believe that leaders with this ability have better chance to succeed and prevent damage in the organization as well as preventing the leader from feeling inadequate and a failure.

It seems that by participating in a program focusing on leadership and reflection the leaders are given time to change their mindset. This can indicate that leaders in organizations without any focus on leadership development have less to no time to reflect over their role.

Leadership development programs can give a personal reward by learning more about themselves and others (Grotli, 2011). This growth as a person has given some of the leaders increased self-awareness. One of the leaders in had this experience; *I have become better to reflect and use my reflections more active in planning, action and communication. That has increased my self-awareness.* Brunstad (2009) means that by learning to reflect, you create room between impulses and action that gives you valuable time. This time can be used to put yourself in others shoes and take a step back to reflect on yourself as well as your workplace as Lysø (2010) and Tiller and Helgesen (2011) have found in their research.

This should indicate that there would be difference in reflection for leaders that have participated in a leadership development program compared with those that have not. Tests done in this survey have found a small difference, but there is no significant difference between the two groups of leaders. This can be influenced by the small sample and the type of leadership development programs the leaders have attended. Statements referred to from some of the leaders in this thesis indicate that they have developed a better skill set in reflection after participating in a program, and learnt about themselves. Assuming that if all leaders have had this experience the test result could have been different.

5.6 Leadership

Leadership is more than theoretical skills, it is about learning. To become a good leader you need to have good interactions between the leader and those that are led so they can succeed and do a good job (Brunstad, 2009). One fellow challenge for many leaders is having enough time to work with relations and interactions to achieve success. Leadership development programs are supposed to be a tool to achieve this opportunity to change, and give time to

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develop yourself to become a better leader for your co-workers. This impact would indicate that these leaders have a better toolset than leaders without and therefore become a better leader. Grotli (2011) emphasizes some of the factors that can be involved as awareness, relationship management competence, which changes the way problems is solved. That can again have impact on the factor of safety as a leader. Leaders that have experiences these factors will be more aware on everyday life, themselves and what they want to accomplish with their own job (Grotli, 2011).

The T-test of independency that has been done on the data cannot find this difference, and the difference in mean are only 0.18. There are only small differences in how the leaders want to continue developing. All of the leaders that participated in this survey expect to continue developing as a leader and focus on including their employees more. We have to look at their third highest expectation to find a difference, where leaders without leadership development program have focus on communication while leaders with focus on motivation. Good communication is one of the factors to be a good leader (Rones and Matthieen, 2002). To get your employees to do a good job, motivation is important to get people to reach places that they have never been before. Both are good skills for a good leader to have, but we can assume that the leaders participating in a development program have learnt different ways of motivation, not only good communication. This can give them a better toolbox to tackle challenges that comes ahead.

In chapter 4.2 there were found differences in the leader's statements, where leaders without leadership development programs focus on themselves and the organization in their strategies. While leaders with programs that focus on personal development tend to start with developing themselves before their employees. This fits with the theories of leader development and good leadership.

Even though no tests can indicate that leaders with leadership development programs are better leaders in this research there are statements that they may have achieved skills that make them better equipped to handle challenges ahead and to have a higher degree of focus on developing themselves as well as their employees.

5.7 Conflict management

Leaders participating in a leadership development program should in theory have a better understanding in human relation and therefore be better in handling conflicts. The difference in mean between them is small with only 0.14, indicating a small effect. The scores in the T-test for independence indicate no significant difference.

Statements from some of the leaders that have participated in such a program on the other hand indicate that their personal experience from leadership development is that they have become more aware of their own behavior as well as their employees. This fits with Brunstad (2009), statement that knowledge about human reaction patterns and attitude are important skills to learn to prevent conflict.

By learning more about your employees both Skau (2011) and Brunstad (2009) address the importance of getting to know your employees better and developing a good relationship towards them to prevent creating conflicts as well as grasping them early. These are skills leaders from the survey emphasize as an important tool to handle the situation different than before, indicating that the focus is turning from individual to looking for patterns that are creating the conflict within the organization or group. Leaders seem to have a more analytical view on things that are happening together with more knowledge about how people react. This indicates that there can be a difference between the two groups of leaders and that the skills through participation in a leadership development program have given them better knowledge about humans and their own reaction patterns that have increased their confidence level as a leader. This indicates that leadership development programs can have an impact on conflict management through giving leaders skills and tools to handle conflicts at different stages.

6 CONCLUSION

In this thesis I have through theory, empirical data, my own interpretations and reflections attempted to answer the research problem: *Which influence/impact have leadership development programs had to your development as a leader?* I have done this through breaking down and analyzing the data I achieved through the questionnaire, and then discussed the findings against theories and my own reflections.

The thesis had only a small sample of leaders. With the sample I have tried to highlight areas that would be relevant for further study as opposed to generalizing the findings from the leaders. In this part I want present the most important findings this study has found. In the end, I would present the limitations of this project and implications on further research based on this thesis that I have now completed.

6.1 Conclusion

From the statements in the survey six variables were created to answer the research question. Three of these variables were only asked to leaders that participated in leadership development program; leadership development, Self-Awareness, culture and honeymoon effect. Reflection, leadership and conflict management were asked to all respondents. From the research result, I choose as well to focus on the gender differences in leadership. On the base of this, I wish to answer the research question.

The tests done on the different variables in the research could not find any significant differences between leaders with or without leadership development programs. Findings that have been raised through the discussion and result chapter are based on the open based questions leaders have answered.

Leadership development

There are no significant results that indicate an impact on leader's personal development through participating in a leadership development program in this thesis. There are no differences between leaders regardless of participating or not, indicating that theories on impact from leadership development program are wrong or that my sample size is too small.

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Another explanation can be that the particular programs were not sufficient for this task, and that the experiences from programs are different depending on the content.

Statements from leaders contradict the result from the test, and are more in line with the different theories that there are influences on leader's development. Especially leader's confidence and self-awareness have increased to participating in a leadership development program. This indicates that that it can be more complicated and involving many other factors that can influence the impact leadership development programs have on different leaders.

Gender differences in leadership

Men focus more on developing themselves while female leaders focus on how to become a better leader for their employees through focusing on relationships. This correlates with the theories of gender differences in leadership.

Self-Awareness

The levels of self-awareness are not significantly higher in leaders that have participated in leadership development programs, indicating that there are no impacts on leader's development as a leader. However, there are findings that leaders have had time to reflect and develop as a leader through this program. This can indicate that the leaders that have participated here have increased their self-awareness and have a more widely perspective than before leadership development even though it cannot be found scientific proof in these thesis that is its true.

Culture and honeymoon effect

The research found that there were no significant different in the effect of the program on the base of background for participating. There is an assumption that when the organization facilitates development of their leaders and that it should be a learning organization with a culture of development. This is not found. There is only a difference in what the leaders benefited from the program. If the organization decided that the leaders attending gain

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confidence and knowledge, while the reason was of personal interest the focus was more on personal development.

If an organization is intending to participate in a leadership development program the best effect is found when leaders participate with their colleagues together with leaders from other organizations. This is probably based on an exchange of experience between the leaders. Another benefit found is that the leaders within the organization have gain a better relationship and understanding.

Reflection

Leaders that have participated in leadership development seem to have had time and skills to reflect of their role as a leader and how to continue developing.

Leadership

Leaders that have participated in leadership development tend to focus more on developing their co-workers through developing themselves as leaders compared with the leaders without that knowledge. Their focus is more on strategies for themselves and the organization. This indicates that even there is no significant proof that leaders that have learnt skills through leadership development programs are better equipped to handle challenges and developing their employees as well as themselves.

Conflict Management:

The differences in conflict management are small between the two groups of leaders, and there is no significant difference in the T-test of independence. Statements from leaders that have participated in a leadership development program contradict the quantitative, scaled survey questions by stating that they have gain more skills in their own and others reaction patterns and been given tools that they can use in handling conflicts. This indicates that there can be a difference that the survey has not been able to grasp.

Concluding remarks

Which influence/impact have leadership development programs had to leader's development as a leader in this research? Statistical results indicate that there has been no impact and that a leadership development program is of no use when the aim is to develop as a leader.

Statements from leaders that participated in this research contradict these statistics and mean that they have experiences of development as a leader in through the program. They have had time to learn skills of reflection and have become more aware of their behavior as well as those they lead. There are indications that their level of self-awareness and reflection have risen, and through this have become better prepared to handle conflicts and a better leader.

The impact of a leadership development program is shown to differ, and are dependent on the culture in the organization as well as who you participating with. Leaders that participate with their colleagues have a better chance of lasting impact than if you as a leader attend by yourself. There is also a value in inviting leaders from different organizations to exchange their expectations together with their own as an ongoing process. If organizations want to empower their leaders through a development program they should also have a plan for continue the development process after the program is finished.

6.2 Limitations of research project

Even though this research may have contributed in a small way to existing and further research, there are limitations with the study. One limitation can be the choice of method. I choose to use a quantitative method, with the aim to achieve a larger group of respondent to be able to generalize the result. This was not achieved because of the small group of respondents, and their answers to the open questions in the questionnaire gave the few findings in this thesis. When there is a small sample, a qualitative method may give more answers, even though the generalizations would be limited. There could maybe have been given more answers on the degree development programs have influenced them.

The questions formulated in the questionnaire could also have limited the research. If they have been formulated differently, would the rate of respondents that did not competed the survey been less? There was a large portion of respondents that had to be taken out of the data, because they only had answered parts of the survey and could not be compared with the other respondents. There was also a limitation in the number of statements asked to be graded

in the survey. Had it been more statements, maybe it would have grasped better impacts of the variable.

There is also a limitation to the interpretation of the open questions that were asked to the respondent, since there will be a subjective meaning that can disturb the result of data. This has been limited through consciousness in the process and findings that are connected to existing theories on the subject.

Since sample is small there is no possibility to find differences between the varieties of development programs the leaders have attended. All have been analyzed together, and can have had an effect on the result on the base of different agendas in the programs. Not all may have had a focus on personal development.

6.3 Implications for further research

In this research project, I have focused only on a small part of what leadership development is, and there are more areas interesting to do research on in further projects.

In a further study, I would have tested all the assumptions on both groups, especially the variable Self-Awareness. It would also be interesting to find out if there are any cultural differences between the two groups tested. Culture-Honeymoon and Self-Awareness were only tested on leaders with leadership development program, and that is a weakness in the survey.

If I were to do such a study again, I would want to run a study before and after a leadership development program to see the impact on the participants with both questionnaires and interviews to measure the impact. I also would have increased the statements that are behind each created variable to better grasp the different aspect behind them. It would also be interesting to see how the impacts that were found change through the years, and what differs from organizations that make the effect last from those with a honeymoon effect. Do they have a plan for further development ahead after ending program?

Respondents that have participated in this survey seem to be leaders that are interested in leadership development. Therefore, it would also have been interesting to run the test in two different organizations with or without a leadership development program, where every leader had to answer the survey. Would that make a difference in the result? The influence of

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different types of leadership development program would be small, and eliminate that weakness. There is also a possibility to test different leadership development programs up against each other to see differences in effect.

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Appendixes

Appendix A: Letter of approval from Norwegian Social Science data service.

Norsk samfunnsvitenskapelig datatjeneste AS
NORWEGIAN SOCIAL SCIENCE DATA SERVICES



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Loholt allé 85, Paviljong B 253
7491 TRONDHEIM

Vår dato: 05.03.2012

Vår ref: 29287 / 3 / KH

Deres dato:

Deres ref:

TILBAKEMELDING PÅ MELDING OM BEHANDLING AV PERSONOPPLYSNINGER

Vi viser til melding om behandling av personopplysninger, mottatt 09.01.2012. All nødvendig informasjon om prosjektet forelå i sin helhet 05.03.2012. Meldingen gjelder prosjektet:

29287

Which Influences have Leadership Development Programs had to your Personal Development as a Leader?

Behandlingsansvarlig
Daglig ansvarlig
Student

NTNU, ved institusjonens øverste leder
Jonathan Reams
Marianne Totlund

Personvernombudet har vurdert prosjektet og finner at behandlingen av personopplysninger er meldepliktig i henhold til personopplysningsloven § 31. Behandlingen tilfredsstiller kravene i personopplysningsloven.

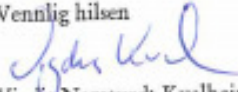
Personvernombudets vurdering forutsetter at prosjektet gjennomføres i tråd med opplysningene gitt i melde skjemaet, korrespondanse med ombudet, eventuelle kommentarer samt personopplysningsloven og helseregisterloven med forskrifter. Behandlingen av personopplysninger kan settes i gang.

Det gjøres oppmerksom på at det skal gis ny melding dersom behandlingen endres i forhold til de opplysninger som ligger til grunn for personvernombudets vurdering. Endringsmeldinger gis via et eget skjema, http://www.nsd.uib.no/personvern/forsk_stud/skjema.html. Det skal også gis melding etter tre år dersom prosjektet fortsatt pågår. Meldinger skal skje skriftlig til ombudet.

Personvernombudet har lagt ut opplysninger om prosjektet i en offentlig database, <http://www.nsd.uib.no/personvern/prosjektoversikt.jsp>.

Personvernombudet vil ved prosjektets avslutning, 01.01.2013, rette en henvendelse angående status for behandlingen av personopplysninger.

Vennlig hilsen


Vigdis Namtvedt Kvalheim


Kjersti Håvardstun

Kjersti Håvardstun tlf: 55 58 29 53
Vedlegg: Prosjektvurdering

Appendix B: Letter to respondent

Påvirkning av lederutvikling

Formålet med denne spørreundersøkelsen er å studere effekten av ulike lederutviklingsprogram på egen utvikling som leder. Spørreskjemaet inngår i mitt mastergradsprosjekt innen organisasjon og ledelse ved med spesialisering innen relasjonsledelse ved Institutt for voksnes læring og rådgivningsvitenskap, Norges teknisk-naturvitenskapelige universitet NTNU.

Det er frivillig å delta i undersøkelsen, og opplysningene du gir vil bli behandlet konfidensielt. Ingen enkeltpersoner vil kunne gjenkjennes i den ferdige oppgaven. Datamaterialet vil bli anonymisert når oppgaven er ferdig, innen utgangen av 2012. Undersøkelsen er meldt til Personvernombudet for forskning, Norsk samfunnsvitenskapelig datatjeneste AS (NSD).

Du samtykker i å delta ved å svare på spørsmålene og sende inn svarene ved å klikke på "Ferdig" på siste side. Når svarene er sendt inn, er det ikke mulig å trekke seg fra undersøkelsen. Vennligst besvar alle spørsmålene i én økt. Bryter du av underveis, vil du ikke kunne komme tilbake til dine svar. Lurer du på noe, kan du ringe meg på 480 11 794.

Takk for at du er villig til å delta!

Mariann Totlund
mastergradsstudent

Jonathan Reams
førsteamanuensis, veileder

Appendix C: Questionnaire

The questionnaire was divided into three parts, demographic data, leaders with development program and one for all the leaders that participated in this survey.

1. Kjønn:

- Kvinne
 - Mann
-

2. Alder:

- Under 35 år
 - 35 - 40 år
 - 40 - 49 år
 - 50 år eller eldre
-

3. Hvilken type formel basis utdanning har du?

- Videregående?
- Bachlor?
- Mastergrad?
- annen høyere utdanning, spesifiser:

4. Hvor lenge har du vært leder?

- Under 5 år
 - 6 - 10 år
 - 11 - 20 år
 - Over 20 år
-

5. Hvor stor enhet leder du?

- Under 5 ansatte
- 5 - 19 ansatte
- 20-50 ansatte
- Over 50 ansatte

6. Ditt ledernivå:

- Mellomleder
 - Leder
-

7. Hva er din høyeste fullførte formelle lederutdanning?

- Har ikke fullført noen formell lederutdanning
- Cand.mag/bachelorgrad
- Hovedfag/mastergrad
- Annen lederutdanning (hvilken?)

8. Har du deltatt på ledertrening/kompetanseutvikling?

- ja
- nei

9. Hvor lenge deltok du på ledertrening/kompetanseutvikling?

- mindre enn 1 år
- 2-3 år
- mer enn 3 år

10. Hva har lederutviklinga bestått av?

- Grupperådgivning
- Felles samlinger
- Del av møter
- Individuell rådgivning
- Annet (hva?)

11. Hva er bakgrunnen for at du har deltatt på lederutvikling?

- Egen interesse
- Arbeidsgiver ønske

12. Hvem deltok du med på lederutvikling?

- Ledere fra din bedrift
- Ledere fra andre bedrifter
- Ledere fra din og andre bedrifter

13. Har du forandret ditt syn på arbeidsplassen i etterkant?

- Ja
- Nei

14. Utsagn

	Helt enig	Delvis enig	Både og	Delvis uenig	Helt uenig
Kunnskapen gjennom ulike fagsamlinger har gjort at jeg ser og løser situasjoner på en annen måte enn før	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lederkompetanse gir meg tryggheten jeg opplever at jeg trenger for å kunne handle og håndtere situasjoner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lederutviklingsprogram har utviklet meg positivt som leder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Det er lettere å fange opp hva medarbeiderne er opptatt av etter å ha fått mer kunnskap om ledelse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I etterkant av kurs har tema blitt fulgt opp i den praktiske hverdagen av min arbeidsgiver	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg har lett for å falle tilbake til gamle rutiner etter ei tid etter fagsamlinger/kurs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. Utsagn

	Helt enig	Delvis enig	Både og	Delvis uenig	Helt uenig
Jeg har fått en god innsikt i menneskelige holdninger og reaksjonsformer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg er bedre rustet som leder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg har blitt tryggere i min rolle som leder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg er blitt mer oppmerksom på hvordan jeg kommuniserer med andre.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg har utviklet meg som person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg fanger opp konflikter tidligere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg har fått mot til å ta tak i interne problemer før enn tidligere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg har blitt flinkere til å ta et steg tilbake å vurdere situasjonen før jeg handler	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. Hva var motivasjonen din for å delta?

17. Hva har vært det positive med å delta i et slikt program/fagsamlinger?

18. Hva har det tilført deg som leder?

19. Utsagn

	Helt enig	Delvis enig	Både og	Delvis uenig	Helt uenig
Jeg er stolt av å være leder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg er bevist på hvordan jeg framstår som leder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Er kritisk til deg selv når ting ikke går så bra som forventet, og tar lærdom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg er bevisst på å utvikle meg selv	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg er flink til å evaluere og se hendelser objektivt i stedet for å ta det personlig	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Å bli god leder er noe jeg kan utvikle meg til, og ikke nødvendigvis være født til	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ved å lære mer om meg selv skjønner jeg andre bedre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg er bevisst på mine svake sider og styrker som leder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. Utsagn

	Helt enig	Delvis enig	Både og	Delvis uenig	Helt uenig
Jeg har satt meg et mål som jeg jobber mot for å utvikle meg som leder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg er trygg på å vise fram enkelte svake sider til mine medarbeider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg er bevisst på å gi klare og tydelige tilbakemeldinger til mine ansatte	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg kan sette meg inn i mine medarbeideres situasjon og se verden med deres øyne	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg har et godt samspill med dem jeg leder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21. Utsagn

	Helt enig	Delvis enig	Både og	Delvis uenig	Helt uenig
Jeg har gode sparringspartnere for å finne gode løsninger på mine utfordringer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg bruker mitt nettverk til å få innspill på mine vurderinger på jobb	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg oppfordrer de rundt meg til å komme med tilbakemeldinger	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg bruker tilbakemeldingene aktivt for å kunne utvikle meg selv til å bli en bedre leder og finne bedre løsninger	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg kan identifisere meg med mange av mine lederkollegaers utfordringer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gjennom diskusjon av andre ledes erfaringer kan jeg selv utvikle meg som leder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gir du deg rom for å ta pauser i hverdagen til å reflektere over det som foregår i arbeidet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg reflekterer rundt meg selv som leder, og hvordan jeg føler at jeg håndterer lederjobben	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg har en arbeidsplass som både legger til rette for og oppmuntrer til læring og videreutvikling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg er flink til å dele min lederkompetanse med andre ledere i organisasjonen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg har ikke tid til å fokusere på ledelse i hverdagen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22. Hvilke forventninger har du til deg selv som leder i dag?

Appendix D : Code Book Questionnaire

Set of codes used to prepare the dataset for SPSS.

Question 1: sex

Female = 1

Male = 2

Question 2: Age

1. Under 35 years
2. 35-40 years
3. 40-49 years
4. 50 years or older

Question 3: Education

1. College
2. Bachelor degree
3. Master's degree

Question 4: Length Leader

1. Under 5 years
2. 6 to 10 years
3. 11 to 20 years
4. Over 20 years

Question 5: Employlead (size unit)

1. Under 5 employees
2. 5 to 19 employees
3. 20 to 50 employees
4. Over 50 employees

Question 6: Leadlevel

1. Department leader
2. Leader

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Question 7: Highestleadedu (highest level of leader education)

1. None
2. Bachelor
3. Master
4. People's university
5. One year course
6. Internet study

Question 8: Particleddev (Participated in leader development)

1. Yes
2. No

Question 9: Lengthleaddev (length of development)

1. Less than a year
2. 2 to 3 years
3. More than 3 years

Question 10: kindleaddev (type of leader development)

1. Group counselling
2. Seminar
3. Part of a meeting
4. Individual counselling

Question 11: backgr.leaddev (background for participating)

1. Own interest
2. Employers wish

Question 12: particleaddevwith (who did they participate with)

1. Leaders from own organisation
2. Leaders from other organisations
3. Leaders from own and others

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Question 13: viewworkplafter (view on your workeplace after development)

1. Yes
2. No

Question 16: Motpartici (motivation for participating)

V16_egenutv (own development)

V16_bedreleder (better leader)

V16_ønskearb (demand from organisation)

V16_Kompetanse (expertise)

Question 17: posparti (positive experience with leader development)

V17_kompetanse (experience)

V17_egenutv (own development)

V17_relasjonbygg (building relations)

V17_erfaringsutv (experience exchange)

V17_samarbeid (collaboration)

Question 18: contributeleader (contribution as a leader)

V18_trygghet (safety)

V18_bevissthet (consciousness)

V18_kompetanse (knowledge)

V18_selvinnsikt (self-awareness)

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Question 22: v22 (expectations as a leader today)

V22_utviklingleder (development as a leader)

V22_motivere (motivation)

V22_tydlig (clear)

V22_nåmål (reach goals)

V22_inkluderende (including)

V22_kommunikasjon (communication)

Variable developed from statements 14, 15, 19, 20 and 21.

Tselfawareness: Statement 14: 1 to 4, and Statement 15: 1 to 5.

TCulturhoneymoon: Statement 14:5, rv2109 and rv2110

TLeadership: Statement 19 and 20 (minus rutsagnlead 5 & 6 and rv2002)

TReflection: Statement 21: 1 to 8

TConflictmanagmet: Statement 15: 6 and 8

Appendix E: Descriptive Statistics variables for the new variables based on statements in the survey

Respondents were given a set of statements that they graded from 1 to 5. The results from this grading were used to find new variables that could give an indication on the effect of leadership development programs.

The tables below give statistical information about the five new variables that were created from the survey statements. The two variables self-awareness and cultural honeymoon were only tested on leaders with a background in leadership development, and have 41 respondents. Reflection, leadership and conflict management are variables based from statements from all the 57 respondents.

Table: New variables with numbers of respondent, minimum, maximum and mean

	N	Minimum	Maximum	Mean
	Statistic	Statistic	Statistic	Statistic
total self-awareness	41	24	45	38,73
total reflection	57	24	39	33,58
total cultural honeymoon	41	5	14	10,71
total leadership	57	24	40	34,88
total conflict management	57	6	10	8,35
Valid N (listwise)	40			

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New variables; standard deviation, skewness and kurtosis.

	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Std. error
total selfawerness	5,094	-,852	,724	,340	0,724
total reflection	3,550	-,453	,623	-,281	0,623
total cultural honeymoon	1,940	-,860	,724	1,023	0,724
total leadership	3,490	-,599	,623	,458	0,623
total conlict management	1,172	-,385	,623	-,756	0,623
Valid N (listwise)					

Appendix F: Tests done on variable Self-awareness

Result from tests run on the variable Self-Awareness used in chapter 4.3

Descriptives

		Statistic	Std. Error
total selfawerness	Mean	38,73	,796
	Lower Bound	37,12	
	95% Confidence Interval for Mean		
	Upper Bound	40,34	
	5% Trimmed Mean	39,06	
	Median	40,00	
	Variance	25,951	
	Std. Deviation	5,094	
	Minimum	24	
	Maximum	45	
	Range	21	
	Interquartile Range	7	
	Skewness	-,852	,369
	Kurtosis	,340	,724

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
total selfawerness	,160	41	,010	,925	41	,010

a. Lilliefors Significance Correction

Independent sample t-test conducted to compare the self-awareness score between male and females (Chapter 4.3)

Group Statistics

Kjøshnn:	N	Mean	Std. Deviation	Std. Error Mean
total selfawerness 1 Kvinne	24	37,83	5,530	1,129
2 Mann	17	40,00	4,243	1,029

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means
		F	Sig.	t
total selfawerness	Equal variances assumed	1,759	,192	-1,356
	Equal variances not assumed			-1,419

Independent Samples Test

		t-test for Equality of Means		
		df	Sig. (2-tailed)	Mean Difference
total selfawerness	Equal variances assumed	39	,183	-2,167
	Equal variances not assumed	38,696	,164	-2,167

Independent Samples Test

		t-test for Equality of Means		
		Std. Error Difference	95% Confidence Interval of the Difference	
			Lower	Upper
total selfawareness	Equal variances assumed	1,598	-5,399	1,066
	Equal variances not assumed	1,527	-5,257	,924

Difference in self-awareness scores between leaders that have chosen themselves to participate in a leadership development program compared with those that have by request from their organization.

Group Statistics

Hva er bakgrunnen for at du har deltatt på lederutvikling?		N	Mean	Std. Deviation
total selfawareness	1 Egen interesse	19	40,16	3,834
	2 Arbeidsgiver ønske	22	37,50	5,780

Group Statistics

Hva er bakgrunnen for at du har deltatt på lederutvikling?		Std. Error Mean
total selfawareness	1 Egen interesse	,879
	2 Arbeidsgiver ønske	1,232

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means
		F	Sig.	t
total selfawerness	Equal variances assumed	4,001	,052	1,705
	Equal variances not assumed			1,756

Independent Samples Test

		t-test for Equality of Means		
		df	Sig. (2-tailed)	Mean Difference
total selfawerness	Equal variances assumed	39	,096	2,658
	Equal variances not assumed	36,726	,087	2,658

Independent Samples Test

		t-test for Equality of Means		
		Std. Error Difference	95% Confidence Interval of the Difference	
			Lower	Upper
total selfawerness	Equal variances assumed	1,559	-,495	5,811
	Equal variances not assumed	1,514	-,410	5,726

Appendix G: Tests done on variable Culture and honeymoon effect

Chapter 4.4 is the results from the different test on the culture and honeymoon effect described. Tables used for the result are in this appendix.

	Statistic	Std. Error
Tculturehoneymoon		
Mean	10,71	,303
95% Confidence Interval for Mean		
Lower Bound	10,10	
Upper Bound	11,32	
5% Trimmed Mean	10,79	
Median	11,00	
Variance	3,762	
Std. Deviation	1,940	
Minimum	5	
Maximum	14	
Range	9	
Interquartile Range	2	
Skewness	-,860	,369
Kurtosis	1,023	,724

T-test of independence to see if there was a difference in culture and honeymoon scores between genders

Group Statistics

	Kjøshnn:	N	Mean	Std. Deviation	Std. Error Mean
total culturalhoneymoon	1 Kvinne	24	10,96	1,989	,406
	2 Mann	17	10,35	1,869	,453

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means
		F	Sig.	t
total culturalhoneymoon	Equal variances assumed	,231	,634	,984
	Equal variances not assumed			,995

Independent Samples Test

		t-test for Equality of Means		
		df	Sig. (2-tailed)	Mean Difference
total culturalhoneymoon	Equal variances assumed	39	,331	,605
	Equal variances not assumed	35,895	,326	,605

Independent Samples Test

		t-test for Equality of Means	
		Std. Error Difference	95% Confidence Interval of the Difference
			Lower
total culturalhoneymoon	Equal variances assumed	,615	-,639
	Equal variances not assumed	,608	-,629

Independent Samples Test

		t-test for Equality of Means
		95% Confidence Interval of the Difference
		Upper
total culturalhoneymoon	Equal variances assumed	1,850
	Equal variances not assumed	1,840

Does who you participate with in a leadership development program have any influence on the culture and honeymoon effect?

Test of Homogeneity of Variances

total culturalhoneymoon

Levene Statistic	df1	df2	Sig.
1,920	2	38	,161

ANOVA

total culturalhoneymoon

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5,848	2	2,924	,768	,471
Within Groups	144,640	38	3,806		
Total	150,488	40			

Appendix H: Tests done on variable Reflection

Tables used in chapter 4.5 Reflection.

		Statistic	Std. Error	
total Reflection	Mean	33,58	,470	
		Lower Bound	32,64	
	95% Confidence Interval for Mean			
		Upper Bound	34,52	
	5% Trimmed Mean	33,70		
	Median	34,00		
	Variance	12,605		
	Std. Deviation	3,550		
	Minimum	24		
	Maximum	39		
	Range	15		
	Interquartile Range	6		
	Skewness	-,453	,316	
Kurtosis	-,281	,623		

Difference in reflection score between leaders with and without leadership development program

Group Statistics

Har du deltatt på ledertrening/kompetanseutvikling?	N	Mean	Std. Deviation	Std. Error Mean
1 ja	41	33,78	3,461	,540
2 nei	16	33,06	3,838	,959

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means	
	F	Sig.	t	df
total reflection				
Equal variances assumed	,153	,697	,683	55
Equal variances not assumed			,652	25,082

Independent Samples Test

	t-test for Equality of Means		
	Sig. (2-tailed)	Mean Difference	Std. Error Difference
total reflection			
Equal variances assumed	,498	,718	1,052
Equal variances not assumed	,520	,718	1,101

Totlund: Impact of leadership development programs

		t-test for Equality of Means	
		95% Confidence Interval of the Difference	
		Lower	Upper
total reflection	Equal variances assumed	-1,389	2,825
	Equal variances not assumed	-1,550	2,986

Independent sample t-test conducted to compare the reflection score between male and females (Chapter 4.5)

Group Statistics

Kjøashnn:	N	Mean	Std. Deviation	Std. Error Mean
total reflection 1 Kvinne	36	33,94	3,741	,624
2 Mann	21	32,95	3,186	,695

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
total reflection	Equal variances assumed	,535	,468	1,018	55
	Equal variances not assumed			1,062	47,544

Totlund: Impact of leadership development programs

		t-test for Equality of Means		
		Sig. (2-tailed)	Mean Difference	Std. Error Difference
total reflection	Equal variances assumed	,313	,992	,975
	Equal variances not assumed	,293	,992	,934

Independent Samples Test

		t-test for Equality of Means	
		95% Confidence Interval of the Difference	
		Lower	Upper
total reflection	Equal variances assumed	-,961	2,945
	Equal variances not assumed	-,886	2,870

Appendix I: Tests done on variable Leadership

To find differences between leaders with or without leadership development program different assumptions were tested. That is referred to chapter 4.6 Leadership.

	Statistic	Std. Error
TLeadership		
Median	35,00	
Variance	12,181	
Std. Deviation	3,490	
Minimum	24	
Maximum	40	
Range	16	
Interquartile Range	5	
Skewness	-,599	,316
Kurtosis	,458	,623

Independent sample t-test conducted to compare the leadership score between male and females (Chapter 4.6)

Group Statistics

Kjøslashnn:	N	Mean	Std. Deviation	Std. Error Mean
1 Kvinne	36	35,28	3,685	,614
2 Mann	21	34,19	3,092	,675

Totlund: Impact of leadership development programs

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
total leadership	Equal variances assumed	,841	,363	1,138	55
	Equal variances not assumed			1,192	48,026

Independent Samples Test

		t-test for Equality of Means		
		Sig. (2-tailed)	Mean Difference	Std. Error Difference
total leadership	Equal variances assumed	,260	1,087	,956
	Equal variances not assumed	,239	1,087	,912

Independent Samples Test

		t-test for Equality of Means	
		95% Confidence Interval of the Difference	
		Lower	Upper
total leadership	Equal variances assumed	-,828	3,003
	Equal variances not assumed	-,747	2,922

Are there any differences between leadership among leaders with or without leadership development program?

Group Statistics

	Har du deltatt på/aring ledertrening/kompetanseutvikling?	N	Mean	Std. Deviation	Std. Error Mean
total leadership	1 ja	41	34,95	3,130	,489
	2 nei	16	34,69	4,393	1,098

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
total leadership	Equal variances assumed	1,072	,305	,254	55
	Equal variances not assumed			,219	21,221

Independent Samples Test

		t-test for Equality of Means		
		Sig. (2-tailed)	Mean Difference	Std. Error Difference
total leadership	Equal variances assumed	,800	,264	1,037
	Equal variances not assumed	,828	,264	1,202

Independent Samples Test

		t-test for Equality of Means	
		95% Confidence Interval of the Difference	
		Lower	Upper
total leadership	Equal variances assumed	-1,815	2,343
	Equal variances not assumed	-2,235	2,762

Appendix J: Tests done on variable Conflict management

Tables shown in this appendix are data for chapter 4.7 and you will find the explanations there.

		Statistic	Std. Error	
total conflictmanagement	Mean	8,35	,155	
	95% Confidence Interval for Mean	Lower Bound	8,04	
		Upper Bound	8,66	
	5% Trimmed Mean	8,39		
	Median	9,00		
	Variance	1,375		
	Std. Deviation	1,172		
	Minimum	6		
	Maximum	10		
	Range	4		
	Interquartile Range	2		
	Skewness	-,385	,316	
	Kurtosis	-,756	,623	

Independent sample t-test conducted to compare the conflict management score between leaders with or without leadership development program (Chapter 4.7)

Group Statistics

	Har du deltatt på ledertrening/kompetanseutvikling?	N	Mean	Std. Deviation
total conflictmanagment	1 ja	41	8,39	1,046
	2 nei	16	8,25	1,483

Group Statistics

	Har du deltatt på ledertrening/kompetanseutvikling?	Std. Error Mean
total conflictmanagment	1 ja	,163
	2 nei	,371

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means
		F	Sig.	t
total conflictmanagment	Equal variances assumed	5,443	,023	,403
	Equal variances not assumed			,346

Independent Samples Test

Totlund: Impact of leadership development programs

		t-test for Equality of Means		
		df	Sig. (2-tailed)	Mean Difference
total conflictmanagment	Equal variances assumed	55	,689	,140
	Equal variances not assumed	21,088	,733	,140

Independent Samples Test

		t-test for Equality of Means	
		Std. Error Difference	95% Confidence Interval of the Difference
			Lower
total conflictmanagment	Equal variances assumed	,348	-,558
	Equal variances not assumed	,405	-,702

Independent Samples Test

		t-test for Equality of Means
		95% Confidence Interval of the Difference
		Upper
total conflictmanagment	Equal variances assumed	,838
	Equal variances not assumed	,983

Independent sample t-test conducted to compare the conflict management score between male and females (Chapter 4.7)

Group Statistics

Kjøshnn:	N	Mean	Std. Deviation	Std. Error Mean
1 Kvinne	36	8,47	1,082	,180
2 Mann	21	8,14	1,315	,287

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means
		F	Sig.	t
total conflictmanagment	Equal variances assumed	1,238	,271	1,023
	Equal variances not assumed			,972

Independent Samples Test

		t-test for Equality of Means		
		df	Sig. (2-tailed)	Mean Difference
total conflictmanagment	Equal variances assumed	55	,311	,329
	Equal variances not assumed	35,736	,338	,329

Totlund: Impact of leadership development programs

Independent Samples Test

		t-test for Equality of Means	
		Std. Error Difference	95% Confidence Interval of the Difference
			Lower
total conflictmanagment	Equal variances assumed	,322	-,316
	Equal variances not assumed	,339	-,358

Independent Samples Test

		t-test for Equality of Means
		95% Confidence Interval of the Difference
		Upper
total conflictmanagment	Equal variances assumed	,974
	Equal variances not assumed	1,017