

**A Comparative Study On How Leadership Development Program Impacts
On Attendees And Non-Attendees**

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ABSTRACT

Purpose: The purpose of this study was to know how leadership development programs impact students.

Design/Methodology: The research design used in this study was exploratory/descriptive. A standard questionnaire (Student's Leadership Readiness Questionnaire (SLRQ)) was used to get responses from the sample derived by using the proportionate stratified sampling technique(Thomas, Theodorus , & Rudy , 2020).

Findings: The research found that the LDP shows positive impact on the morality of the attendees and its impact doesn't vary with gender.

Originality: The study was done in St. Joseph's Degree PG College for all the students of MBA.

Keywords: Leadership Development Program, Learning, Empathy, Passion and Openness.

1. INTRODUCTION

(Jeanne, 2019)Leadership qualities in a person brings a great change in the work s/he does. As technology has been taking a new direction exponentially, it also is bringing change in the way an organization works(Stevenson, 2020). The introduction of AI in an organization, lets the manager to focus on human relationships(Tom , 2020). This requires great leadership skills. Leadership skills are not just restricted to a position, but have become mandatory for every employee to possess(Robin, 2010). Imparting leadership qualities through Leadership Development Programs (LDP) would show very positive result in the performance of the employees(Saeed, 2018). The LDP, in this era, can't be one-time-program but the priority of the organization(Servane, Jennifer, & Natalie, 2019). The study was conducted for the students who appeared for the two days Leadership program and the students who did not appear for the program. The study focusses on the impact an LDP creates in the students. The difference the attendees show differently from the non-attendees are captured.

2. REVIEW OF LITERATURE

EMPATHY

(Ned, Milton, Jacqueline, Shaun, & Lina, 2018)explicated a causal mechanism for how leader empathy increases follower performance by increasing job satisfaction and innovation.

(Svetlana & Joan, 2011) The literature-based reflections disclosed that empathy can be taught through formal and informal education, and in various environments.

(Karin, Micha, Reuven, Tammy, & Alon, 2009)The study confirms the positive impact of empathy on effectiveness of leadership.

PASSION

(Richard, Drea, & Alice , 2019)This study provides empirical evidence that suggested Australian private sector organizations leaders played stronger roles within the organization who had passion.

(Jingjing, Jian, & Zhiguo, 2017)The research identified a positive association between a leader's and employee's work passion.

(Richard, Mark, & Deborah, 2017)This study suggested that employee cognitive appraisals of organizational leaders' use of Initiating Structure, Consideration, other-orientated and self-concern behaviors will have positive or negative impacts on employee affect.

(Kendall & Derrick, 2016)Individuals with a strong sense of passion and purpose are more likely to seek out opportunities to develop as leaders.

(Rafal, 2016)Passion is a strong indicator of motivation, creativity, grit, determination and innovation.

OPENNESS DIMENSION

(Zahrotur, Elisabeth, Simon, & Evelyn, 2009) The study states that the transformational leaders improve job satisfaction provided employees are open to the change

(Ul Haque, Mashkoor, Arjoon, Karim Khan, & Javed, 2018) Openness to experience shows positive impact on innovative work behavior.

(Yue & Men, 2019) The current study suggests that transparent communication in the organization plays a vital role in building employee trust and thus openness to change.

(Gomezal, 2019) In this research, the study connects the open innovation and entrepreneurship abilities of the leaders to factors related to entrepreneurs' openness and network closeness, which affect the performance.

LEARNING DIMENSION

(Marit, 2016) The framework of expansive learning is used to illustrate how learning can occur through critical investigations of the leaders' role and practice.

(Lillas & Barry, 2001) Leadership development programs and approaches have to reach leaders at many levels such as personal and emotional thus creating learning.

(Elisabeth & Pip, 2017) In this study, First-time leaders discover that leadership itself involves learning.

(Mieke, Piet, Michael, Marcel, & Wim, 2018) The research concludes that team leadership behavior is necessary to support team learning.

3. RESEARCH METHODOLOGY**3.1 POPULATION**

The leadership training session was held in St. Joseph's Degree & PG College. The sample was taken from MBA IInd year students. The total students attended for the session is 54.

3.2 RESEARCH DESIGN

The research design chosen for the study is proportionate stratified sampling method. The students are divided into two groups, Attendees and Non-Attendees.

3.3 SAMPLING TECHNIQUE

Proportionate sampling technique is used for each of them.

3.4 SAMPLE

Out of 54 members, the sample taken for the study was 35, which makes 70% of the total population. From the non-attendees the remaining 20 responses were taken.

3.4.1 SAMPLE COMPOSITION

The demographic details are as follows: 22 were female and 18 were male. Among the attendees 11 were female and among the non-attendees 11 were females and the rest were males.

3.5 DATA COLLECTION

Primary data is collected by distributing the standard instrument through google form to 35 students. Total 21 responses were received. Out of which 1 had central tendency error and hence was not taken into consideration. The secondary data is obtained from reviewing peer reviewed journals of both national and international origin. The sample chosen was also diverse from students to employees and relevant studies are included in the review of literature.

<https://docs.google.com/forms/d/135x2htgVja090z357LKphleB8QaiAZQMENDTpdu-XXs/edit>

3.6 VARIABLES STUDIED

The variables studied were Learning Dimension, Openness, Empathy and Passion. The study compares how these dimensions vary from the attendees and non-attendees. It also studies to find out if the impact is respecter of gender.

3.7 OBJECTIVES

1. To identify if there is any impact of Leadership Development Program on the attendees differently from the non-attendees.

2. To identify if gender plays any role in responding to the Leadership Development Program.

3.8 HYPOTHESIS

H₀₁: There is no significant difference of leadership development program between the attendees and non-attendees.

H₀₂: There is no significant difference between male and female attendees on the impact of Leadership development program.

3.9 STATISTICAL TOOLS USED

The data is analyzed using SPSS 16. The statistical tools that are used for this study are Independent Sample T-test.

4. DATA ANALYSIS

4.1 HYPOTHESIS TESTING

H_{01a}: There is no significant difference in Learning Dimension between the attendees and non-attendees.

H_{01b}: There is no significant difference in Empathy Dimension between the attendees and non-attendees.

H_{01c}: There is no significant difference in Passion Dimension between the attendees and non-attendees.

H_{01d}: There is no significant difference in Openness between the attendees and non-attendees.

Table 4.1.1

H₀₁: There is no significant difference of leadership development program between the attendees and non-attendees.

		Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
LDP	Equal variances assumed	5.621	.023	-1.459	38	.153	-.22705	.15566	-.54218	.08805	
	Equal variances not assumed			-1.459	27.604	.156	-.22705	.15566	-.54811	.09200	

From the table 4.1.1 it is evident that the significance value is 0.023 which is lower than the $\alpha=0.05$, which rejects the Null Hypothesis (H₀₁). Hence the study concludes that there is a significant impact of LDP between attendees and non-attendees. The analysis from table 4.1.1.1 studies how the variables are impacting.

Table 4.1.1.1

		Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
Learning	Equal variances assumed	1.020	.319	-1.971	38	.056	-.37500	.19025	-.76014	.01014	
	Equal variances not assumed			-1.971	35.289	.057	-.37500	.19025	-.76112	.01112	
Empathy	Equal variances assumed	.002	.964	1.828	38	.075	.33750	.18458	-.03617	.71117	
	Equal variances not assumed			1.828	37.976	.075	.33750	.18458	-.03618	.71118	
Passion	Equal variances assumed	2.385	.131	-1.195	38	.846	-.05000	.25637	-.56899	.46899	
	Equal variances not assumed			-1.195	31.353	.847	-.05000	.25637	-.57262	.47262	
Openness	Equal variances assumed	4.275	.046	-1.221	38	.230	-.32500	.26625	-.86399	.21399	
	Equal variances not assumed			-1.221	29.315	.232	-.32500	.26625	-.86929	.21929	

From Table 4.1.1.1 it is evident that the significance of Openness variable is 0.046 which is numerically smaller than $\alpha=0.05$. This shows that there is a significant difference between the attendees and the non-attendees in terms of improving Openness in Attendees through the Leadership development program. $F(40) = 4.27$, $p = 0.046$. Hence the null hypothesis (H_{01d}) is rejected. This shows that Leadership development programs impact Openness in the attendees.

From the very same table it can be seen that the other variables namely Learning, Empathy, Passion have the significance values of 0.319, 0.964 and 0.131 respectively which are above $\alpha=0.05$. Hence the null hypothesis is accepted which says that there is no significant impact of LDP on the variables Learning Dimension, Empathy, Passion.

Table 4.1.2

H₀₂: There is no significant difference between male and female attendees with respect to Leadership development program.

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
LDP	Equal variances assumed	.894	.357	-.201	18	.843	-.05795	.28842	-.66391	.54800
	Equal variances not assumed			-.191	12.407	.852	-.05795	.30356	-.71696	.60105

From Table 4.1.2 it is evident that the significance value of LDP is higher than 0.05 thus accepting the Null Hypothesis (H₀₂). Thus, it is concluded that there is no significant impact of LDP based on gender.

5. CONCLUSION

St. Joseph’s Degree & PG College conducted an LDP program for MBA students. The program was conducted for 2 days by Christ University. This paper’s objective is to study the effectiveness of the Leadership Development Program on the students. The leadership characteristics that were focused in the program were the following Learning, Empathy, Passion and Openness. The total students were divided into two groups, the group who attended the LDP and the group who didn’t attend LDP. An independent t-test was done to test the effectiveness of the program. It was noticed that the LDP has impacted the Openness of the attendees, however, the remaining variables, Learning, Empathy, Passion were not impacted by LDP. The research also concluded that the LDP impacts “Learning Dimension” between male and female differently.

6. LIMITATIONS

- The LDP was conducted for just two days, hence the change would be seen minimal.

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