

TITLE: The Relationship of Leadership Development Experiences to Kouzes and Posner's Five Practices of Exemplary Leaders

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OBJECTIVE: This study examined the relationship of leadership development to effective leadership practices.

METHODOLOGY: Participants were current TWR leaders across four regions (Africa, America, Northeast Asia and Southeast Asia). TWR is a nonprofit, faith-based organization that specializes in international Christian broadcasting. Participants completed the LPI (self and observer forms) and the self-typing paragraph approach (James & Hatten, 1995) as a method for identifying leadership development Experiences (developmental job assignments, multi-rater feedback, skill-based training, feedback-intensive programs, and developmental relationships). Complete survey packets were returned by 71 participants (63% response rate), and of these 8.5 percent were executives, 38 percent were directors, 46.5 percent were officers, and 4 percent were managers.

KEY FINDINGS: LPI scores were consistently higher for those who had experienced at least one developmental experience (N=40) than those who reported no leadership developmental experience (N=31). This was true on the LPI-Self, and also from the perspective of their managers on the LPI-Observer but not statistically significant on the LPI-Observer for other respondents.

Multilinear regression analysis revealed that the best predictor model for LPI-Self scores was a developmental relationship; the only exception to this pattern was the feedback-intensive model for Enabling. For LPI-Observer (Manager and Others) scores, the best model was developmental job assignments, the only exception to this pattern was in the LPI-Observer Others scores for Model where a developmental job assignment (positive) and a feedback-intensive program (negative) was the best predictor model.

The author concludes that "participants perceive a positive relationship of developmental relationships to exemplary leadership practices, managers perceive that leadership practices are very positively related to a combination of developmental relationships and a development job assignment. Conversely, others indicate that developmental relationships are not significantly related to exemplary leadership practices; their ratings indicate that only a developmental job assignment has a significant positive relationship to exemplary leadership practices" (p. 124-125).