ABSTRACT

MONTEVERDI, RACHEL HARRIS. Leadership and Learning Through the Lens of The Leadership Challenge Certified Masters. (Under the direction of Dr. Michelle Bartlett, Committee Chair).

Although the literature on leadership is abundant and funds spent on leadership training have consistently increased over time, only 13% of organizations report that they have done a quality job with increasing leadership skills. Senior executives asserted that only 11% of leadership development interventions achieved and sustained the desired results (Jian, Xu, Houghton, Kulich, 2021). Building global leadership has been rated as a highly urgent and important need across all levels, in all geographies. This qualitative single-case study was the first in which the experiences and insights of highly trained leadership development experts (LDEs) certified as masters of The Leadership Challenge (TLC) were explored. The authors of the best-selling book, The Leadership Challenge, and developers of the TLC educational workshop began conducting research and teaching in university settings more than 35 years ago. Despite this, empirical research is nonexistent related to the thoughts and practices of experts certified in TLC who increase leadership skills across all levels globally.

This study was designed to explore leadership development through three lenses of TLC certified masters (CMs): (a) the personal lens of how LDEs develop themselves, (b) the professional lens of how LDEs evaluate program effectiveness through their participants’ growth, and (c) a mentor or consultant lens of LDE’s recommendations to new professionals to develop exemplary leadership, learning, and habitual practices. The study implications provide insights into practical ways to target efforts at what works in leadership development. Best practices were gathered from seasoned leaders to suggest actions organizations may take to transfer employee learning to the workplace.
Of the 78 CMs listed on the TLC website as of May 2022, 18 participated in this study. The four levels of training evaluation in the Kirkpatrick model were used to direct the interview questions to discover whether, and to what extent, TLC CMs use this evaluative framework. An iterative cycle of inductive analysis of more than 450 pages of single-spaced transcripts from participant narratives was triangulated with contextual data, including expert insights and website information. Member checking and subsequent conversations guided the development of 12 major themes.

From this research, several unexpected discoveries were made; one being the tension between the Kirkpatrick model and the Leadership Practices Inventory 360 assessment. While TLC CMs have adopted the Kirkpatrick model’s four levels of training evaluation, they have added at least two factors to help them with each level. Through qualitative interviewing and questioning in each stage of the process, TLC CMs believe the Leadership Practices Inventory proves that participants have learned and changed behavior to obtain Kirkpatrick’s Level 4 results. Another unexpected finding was that TLC CMs develop themselves by engaging in personal reflection. This was surprising as TLC CMs do not teach the practice of personal reflection as it is not included in TLC curriculum. Implications of this study inform professional development practices for LDEs to support teaching, coaching, and facilitating future exemplary leadership practices.

*Keywords*: leadership development, qualitative research, case study, The Leadership Challenge, Leadership Practices Inventory 360 assessment, training and development, certified masters
Leadership and Learning Through the Lens of The Leadership Challenge Certified Masters

by

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DEDICATION

This work is dedicated to my mom, one of the best souls on the planet. Mom, I want to publicly acknowledge and dedicate this work to you. At a young age, as I fell asleep on the library floor of the community college while you dove into law books to re-create yourself, I learned you can start again at any point in life and move onto greater things—a better life. With five kids depending on you, you pushed through to earn your paralegal certificate. You didn’t allow this crazy world or outrageous circumstances to get you down, or if you did, you never showed it. As a Native American/Hispanic single mom, your determination and perseverance were a gift to me. You struggled, suffered, endured so much, and never lost your smile. I know you always wanted your bachelor’s degree and realize that even though your education was limited, you really were able to create a wonderful second life filled with purpose, love, family, and flowers. Thank you for teaching me that you can write your own next new chapter.

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Thank you, mom. I need to pause and acknowledge that your prayers carried me forward, so thank you. From the bottom of my heart, thank you. This dissertation was written for you—for your mother—my grandmother, and for me. May future generations pick up the baton and move forward from here.
BIOGRAPHY

Rachel Harris Monteverdi is a Native American Hispanic female. As an American consultant, coach, and facilitator who resides on the east coast of the United States, she is a recognized leader who has served as the chair or president of numerous boards. Rachel left corporate America to serve as field faculty—focused on providing leadership, change management, and other core concepts to leaders in federal and local government, industry, business, manufacturing, and the community. At North Carolina State University, she oversaw regional evidence-based programs and held various consulting roles. She was head of a training division at Duke University prior to launching her own company.

Specialist Areas: Leader and leadership development • Management development • Executive and middle management coach • Performance consultant and facilitator • Program strategy and project implementation • U.S. focus, EMEA and APAC experience, cross-cultural and high-performing teams

Client Sectors: Technology • Health sciences • Gas and oil • Finance • Automotive • Federal government • Higher education • Publishing, • Nonprofit

Select Client Experience: General Motors • Glaxo Smith Kline • Unilever • Shell International • U.S. Department of Human Services • State and local government • Duke University • Google

Select Certifications and Qualifications: Award winner: U.S. Joint Council of Extension Professionals Facilitation • Certified coach: Accelerated Strengths Coaching, Gallup, and e2grow High Performance Teams • Certified facilitator: Hogan Leadership, advanced, HPI, HDS, MVPI; Duke University’s Train-the-Trainer; The Five Behaviors, High-Performing Teams, DiSC; and Franklin Covey’s Seven Habits of Highly Effective People.
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CHAPTER 1: INTRODUCTION AND BACKGROUND

The subject of leaders and leadership development has evolved over time (Dunst et al., 2018; Haslam et al., 2022). In the 1930s, the focus was primarily on the leader, or developing the individual (Northouse, 2013; Riggio & Mumford, 2011). Personality traits such as extraversion were believed to be a contributing factor to the overriding rise of a leader (Avolio, 2007; Day et al., 2014; Northouse, 2013; Reyes et al., 2019). In the 1960s, themes emerged to better describe leadership more broadly and with greater detail (Storey, 2010). Leadership development was not just focused on the individual but instead allowed space and consideration for followers (Collins & Holton, 2004; Day et al., 2014).

While some argued that leadership may be a function of the environment, others recognized leadership as being a relationship and emphasized the importance of having a group approach toward shared goals (Avolio, 2007; Northouse, 2013; Storey, 2010). By 1970, experts in this field came to consensus that the definition of leadership should include behavior as being a primary driver (Kouzes & Posner, 2021). The 1980s provided an explosion of scholarly topics related to leadership development and power, influence, personality, group processes, behavior, knowledge, and skills (Avolio, 2007; Northouse, 2013).

Since that time, the literature evolved, and academic thinking expanded on developing new theories related to servant leadership, transformational leadership, authentic leadership, situational leadership, and a host of other leadership dimensions (Bryman, 2004; Northouse, 2013). As theories and attributes were debated, researchers continued to engage in quantitative and qualitative research to identify behaviors specific to exemplary leadership (Kouzes & Posner, 2016). Metacapabilities and behavioral attributes were identified as being key for
developing leaders for the future (Posner, 2009; Storey, 2010). Research-based leadership behaviors as they relate to those who teach them were explored in the present study.

Background

The Case and Costs of Leadership and Learning

In business, government, education, and elsewhere, leadership matters (Kouzes & Posner, 2021; Mullen & Eadens, 2018; Ni et al., 2019). Harvard University’s National Study of Confidence in Leadership found that 79% of Americans believed “the United States will decline as a nation unless we get better leaders” (Rosenthal et al., 2007, p. 1). Overall, Americans have proclaimed that the United States is in the middle of a leadership crisis (Megheirkouni & Mejheirkouni, 2020). Confidence in the leaders who run U.S. businesses, corporations, or the government is low or nonexistent (Avolio et al., 2010; Rosenthal et al., 2007). According to the 2014 Deloitte human capital trends survey, building global leadership was rated as a highly urgent and important need across all levels and in all geographies (Schwartz & Pelster, 2014). Senior executives have complained that despite their continued efforts in leadership development interventions, only 11% achieved or sustained the desired results (Jiang et al., 2021).

Research has confirmed the importance of leadership, and federal government and organization leaders concur. Organizations support leadership development by investing billions of dollars each year to equip their employees with important leadership and managerial skills (Hrivnak et al., 2009; Jiang et al., 2021). Since 2013, the average direct learning expenditure per employee has been estimated at over $1,200 and climbing (Ho, 2016). These expenditures are paid by employers and are expected to net a return to ensure that good leadership practices keep systems operating optimally (Jiang et al., 2021). While funds spent on leadership training have
continually increased over time, only 13% of organizations believe they have done a quality job in increasing leadership skills (Schwartz & Pelster, 2014).

Executive leaders who want to invest in their workforce but cannot afford quality leadership training frequently seek federal or other grant funding. Grant funding is often critical for smaller establishments to pay for professional development as they would not otherwise have the opportunities to train and retain their staff (Brown & Brown, 2001). Federal and local grant makers want to fund efforts that demonstrate success (Avolio et al., 2010; Collins & Holton, 2004). As good stewards, funders frequently favor initiatives that show accountability and contain solid evaluation measures (Geever, 2002). Funders of educational programs are also interested in strong outcomes and positive, sustained impacts (Avolio et al., 2010; Collins & Holton, 2004; Lewis & Caldwell, 2005). As such, grant recipients may be encouraged to adopt research-based programs using proven methods such as multiple learning modes or teamwork as they are believed to have the largest impact in the area of leadership development (Frich et al., 2014).

All of this leads to the following question: When an investment needs to be made, how does an organization determine which leadership program to select and which leadership program actually works? Qualitatively, there is a void in the literature (Bryman, 2004; Conger, 1998; Reio et al., 2017). The voices of seasoned leadership development experts (LDEs) are silent (Petrie, 2015). There has been little, if any, attention to the philosophies, practices, and perspectives of those who have dedicated decades of their lifetime to leadership development (Petrie, 2015). In the present study, seasoned experts in The Leadership Challenge (TLC) were asked to lend their collective voice on what is known and what is recommended for leadership development moving forward.
A Potential Solution: Exploring The Leadership Challenge

With a 38-year track record, James Kouzes and Barry Posner, authors of *The Leadership Challenge*, strongly maintain that their educational offerings provide the tools necessary for exemplary leadership development (Kouzes & Posner, 2017; John Wiley & Sons [Wiley], 2022-a). While many experts have explored various facets of leadership for extended periods of time (Bryman, 2004; Lacerenza et al., 2017; Riggio & Mumford, 2011; Storey, 2010), only a few have studied human behavior and leadership intensely for almost 40 years (Hogan, 2007; Kouzes & Posner, 2017; Rath & Conchie, 2009). Even fewer have provided empirical research as a starting point for others to do the same (S. Coats, personal communication, January 8, 2021).

Since 1983, Kouzes and Posner have worked to provide a foundation of empirical research related to exemplary leadership (Kouzes & Posner, 2017). One of their goals was to have the data and the research available to help others explore decades worth of leadership knowledge (J. Kouzes, personal communication, February 8, 2021). Through scholarly literature, valuable curriculum, and six editions of *The Leadership Challenge*, among other books, any individual can investigate and continue the work of TLC (Kouzes & Posner, 2021). That said, as the authors conduct their work, they do so with a select group of individuals who have been a part of their extended team for decades. These individuals contribute in various ways and are all on a mission to make the world a better place (M. Chock, personal communication, March 21, 2021). They are called certified masters (CMs).

**Becoming an Expert in Leadership Development: A TLC Master**

According to DeLuca et al. (2019), as with many professional development programs, there is a learning continuum for individuals to consider. For example, as people read *The Leadership Challenge*, they might step up and take a class. Afterwards, they might desire to
teach what they have learned and share this information with others. They may want to invest and enroll in formal programs in order to become an officially trained and certified TLC facilitator or coach (S. Coats, personal communication, April 15, 2021; J. Kouzes, personal communication, February 8, 2021; Wiley, 2022-a).

On the far end of the continuum, there is one level of mastery that fewer than 100 individuals have reached: the TLC CM. These professionals undergo a 2-year learning process that includes the previously noted items plus supplemental coaching, facilitation, service projects, conferences, and contributing to the TLC community, among other things. Oftentimes, they are mentored by the TLC authors or other very seasoned masters throughout the 2-year process.

To date, TLC has impacted more than 5,000,000 leaders across more than 100 countries (Wiley, 2022-a). While there is an abundance of accessible learning tools and activities for aspiring masters to peruse, there is one key tool they must completely comprehend, the Leadership Practices Inventory 360 (LPI 360; S. Coats, personal communication, April 15, 2021; Wiley, 2022-c).

**The Leadership Practices Inventory**

As of this writing, more than 5,000 individual case studies have fueled TLC’s LPI 360\(^1\), a 360-degree evaluation tool for developing exemplary leaders (Kouzes & Posner, 2021; Wiley, 2022-e,). The LPI measures the frequency leaders exhibit exemplary leadership skills according to a leader’s own account as well as their colleagues and team (Posner, 2016). The LPI is a valid and reliable instrument that offers a plan for further development based on 30 specific leadership behaviors associated with five leadership practices (Carless, 2001; Posner, 2016; Wiley, 2022-e).

\(^{1}\) For ease of discussion, the LPI 360 is referred to as the LPI throughout the rest of this study.
The LPI also provides a measure to help organizations create change while building a leadership culture. TLC CMs facilitate learning related to the 30 behaviors and often make themselves available to coach professionals who would like a deeper understanding of the LPI results. The guidance provided may result in leaders developing and adhering to a leadership development action plan (LDAP; S. Coats, personal communication, April 15, 2021; Wiley, 2022-a).

**The Leadership Challenge Certified Masters**

Through the years, TLC CMs have taught thousands of leaders, thereby impacting millions of individuals (S. Coats, personal communication, April 15, 2021; Wiley, 2022-a). While there are hundreds if not thousands of educators, trainers, and facilitators teaching TLC worldwide, the 80 to 90 professionals who have accomplished TLC mastery are held in the highest regard. These professionals frequently embrace the roles of educator, coach, and small business owner. They also come from diverse backgrounds, levels of education, and experience in teaching, coaching, and business (S. Coats, personal communication, April 15, 2021; Wiley, 2022-a). As such, the research problem addressed in this study was examined through multiple lenses.

**Statement of the Problem**

Research has shown that the United States will decline unless a pipeline of effective leaders is developed (Avolio et al., 2010; Rosenthal et al., 2007), and that only 11%–13% of organizations believe they have done a quality job increasing leadership skills despite the amount of funds spent (Jiang et al., 2021; Schwartz & Pelster, 2014). To date, there have been limited attempts to formally explore the practices and paradigms of LDEs (Petrie, 2015). At this point in time, there does not appear to be existing literature available to assist others in bridging the knowledge gap in how experts in leadership development pursue their continued development.
toward mastery. One seeking this information might find articles related to leadership
development in medicine, elementary and higher education, and other fields, including how
leaders develop themselves as leaders (Jiang et al., 2021; McDermott et al., 2011; Wong, 2021).

Despite TLC’s 38-year history of empirical research, no one has studied the practices of
TLC CMs. Further, no literature exists on how TLC CMs evaluate their program’s effectiveness
through their participants’ growth, nor is there literature from the perspective of these masters on
their recommendations for aspiring LDEs to ensure that exemplary leadership, learning, and
habitual practices continue to be developed. If the insights of these leadership development
professionals are not pursued, full understanding of what could be done to reverse the trend of
only 13% of organizations doing a quality job in leadership development may not be attained.

**Purpose of the Study**

The purpose of this qualitative single-case study was to explore the insights and
experiences of highly trained LDEs who are certified TLC CMs. Specifically, the aim of this
study was to explore leadership development through three lenses: personal growth, program
evaluation, and mentor relations. In short, I sought to discover:

- how TLC CMs use TLC content and strategies for their personal leadership development,
- how TLC CMs use participant growth to evaluate their program’s effectiveness, and
- the recommendations CMs offer to aspiring TLC CMs to enable them and their workshop
  participants to learn, change their behavior, and create a positive impact on desired
  results over the long term.

**Groundwork for Further Research**

This qualitative single-case study was built on an informal exploratory pilot study that I
conducted for a graduate class. Findings from the present study laid the groundwork for future
research by shedding light on the personal practices of 18 TLC CMs with more than 15 years of experience. These individuals addressed the problem of the United States needing better leaders. As shown in the study findings, each found a solution to this problem in TLC.

**Gaps in Knowledge Regarding Leadership Practices and Effectiveness**

There were three gaps in prior research that I aimed to explore in this study. First, how do TLC CMs develop and improve themselves as leaders? Second, how do TLC CMs strive to obtain new levels of mastery? Finally, if TLC CMs teach leadership, how do they demonstrate their leadership abilities in their own profession, TLC community, or other realms? Such examples would provide evidence that TLC CMs changed their behavior to support what they teach, validating the Kirkpatrick model’s Level 3 evaluation standards. According to James Kouzes (personal communication, February 8, 2021), no one has previously asked the TLC CMs these questions.

**Research Questions**

The research questions for this study were:

RQ1: How do TLC CMs develop and improve their own leadership development?

RQ2: How do TLC CMs evaluate their program’s effectiveness through their participants’ growth?

RQ3: What do TLC CMs recommend aspiring CMs do to help themselves and their participants learn, change behavior, and create a positive impact on desired results over the long term?

These questions are important because these LDEs (TLC CMs), educate and coach hundreds and possibly thousands of leaders over the course of a career (S. Coats, personal communication, April 15, 2021; Wiley, 2022-a). In doing so, they help leaders around the world
become better leaders (M. Chock, personal communication, April 12, 2021). If studies predict that the United States will decline if the leadership problem is not addressed (D’Auria & De Smet, 2020; Reyes et al., 2019; Schwartz & Pelster, 2014), the practices and perceptions of TLC CMs may prove to be one component of an optimal solution. If professional development specialists could replicate some of the best practices and recommendations of the TLC CMs in their own organizations where problems seemingly originate, leadership development may improve.

For this study, the second gap in knowledge related to how TLC CMs evaluate their program’s effectiveness. The second research question reflected this gap in asking how TLC CMs evaluate their participants’ growth in leadership development overall. The CMs were asked to share how they determined that their participants have adopted behavior change and have reached new levels of mastery as a result of the TLC leadership development program.

The on-the-ground realities of learning and facilitating leadership as experienced and understood by TLC CMs were documented in this single-case study. According to Hogan and Kaiser (2005), there are four broad competencies for leadership: intrapersonal skills, interpersonal skills, business skills, and leadership skills. These four broad competencies, differing levels of competence and incompetence, and varying ranges of effectiveness and ineffectiveness may or may not be obtained by leaders (Hogan & Kaiser, 2005). Because there are multiple phases of learning, one aspiration in the present study was to discover ways TLC CMs might evaluate learning for their participants. Another hope was to better understand the approaches TLC CMs might take to evaluate how their programs created long-lasting impact.

The final research question asked what TLC CMs recommend aspiring TLC CMs do to impact participant learning for Kirkpatrick’s four levels of program evaluation. Further, what
would be their best advice for helping participants learn, change behavior, and create a positive impact on desired results over the long term?

**Definition of Terms**

**Active learning.** Active learning describes learning in which learners take a participative role rather than a passive role (Knowles et al., 2015).

**Adults.** There are at least four viable definitions of adult: the biological definition, the legal definition, the social definition, and the psychological definition. Regarding adult learning, the psychological definition is most crucial. The psychological definition is that people become adults when they arrive at a self-concept of being responsible for their own lives, of being self-directing (Knowles et al., 2015).

**Adult learners.** Adult learners are those whose age, social roles, or self-perceptions define them as adults. An adult’s life situation typically differs from that of a child, including experiences, roles, motivations, and activities (Merriam & Bierema, 2014).

**Five practices of exemplary leadership.** In the 1980s, Kouzes and Posner set out to discover what effective leaders do when they are at their personal best. They collected thousands of stories from people around the world. Despite geographical or cultural differences, these personal best stories revealed similar patterns of behavior. Kouzes and Posner found that when leaders experience their personal best, they display five core practices: (a) model the way, (b) inspire a shared vision, (c) challenge the process, (d) enable others to act, and (e) encourage the heart (Wiley, 2022-b).

**Leadership.** Leadership is a process whereby an individual influences a group of individuals to achieve a common goal (Northouse, 2013). Kouzes and Posner also defined it as the art of mobilizing others to want to struggle for shared aspirations (Wiley, 2022-b).
**Leadership development.** Leadership development is developing leadership skills that are learned competencies; for example, interpersonal skills, conceptual skills, and administrative skills (Northouse, 2012). It also describes awareness of the contexts in which people find themselves; awareness of self in relation to or with others and finding one’s way in groups; acknowledging managing, the shadow side of leading; exploring the importance of stewardship and one’s responsibilities navigating the everyday politics of organizational life; and enhancing the capacities that help with sensemaking, reflexivity, and practical judgement (Flinn, 2018).

**LPI.** The LPI is a 360-degree leadership assessment consisting of 30 questions that assess individual leadership competencies. It has been widely used in leadership training and development (Northouse, 2013) and is used to measure the five practices of exemplary leadership, the acclaimed leadership development model created by Kouzes and Posner. The LPI is an observer-based assessment that enables leaders to assess their leadership competencies and act on assessment results. This powerful assessment and detailed report helps leaders take the first step toward achieving the extraordinary and reaching their personal leadership best (Wiley, 2022-c).

**Educational programs.** Educational projects are activities provided for defined periods of time (Yarbrough et al., 2010). For the present study, educational programs were defined as activities provided on a continuing basis.

**Program evaluation.** Program evaluation is systematic investigation of the quality of programs, projects, subprograms and/or any of their components, together or singly, for the purposes of decision-making, judgments, conclusions, findings, new knowledge, organizational development, and capacity building in response to the needs of identified stakeholders, leading to
improvement and/or accountability in the users’ programs and systems and ultimately contributing to organizational or social value (Yarbrough et al., 2010).

**Thirty behaviors.** This term describes the specific behaviors found in each of the five practices of exemplary leadership pertaining to TLC (Posner, 2016).

**TLC authors.** This term is used in reference to James Kouzes and Barry Posner, who developed a model consisting of five fundamental practices that enable leaders to get extraordinary things accomplished. They then wrote six or more editions of *The Leadership Challenge* that referred to this model (Northouse, 2013).

**TLC certified master.** TLC CM denotes individuals who have achieved TLC mastery, which requires a deep commitment to TLC model. It demands the highest level of expertise in a wide range of leadership development experiences, including consulting, speaking, and content publishing (Wiley, 2022-a).

**Significance of the Study**

This study was the first in which the thoughts and practices of TLC CMs, experts in leadership development, were explored. The study results can inform policies and practices related to the best approaches in leadership development. The study focus was on the complexity of leadership development from the lens of seasoned authorities who are highly regarded in this subject. Current and future leaders, corporate executives, and heads of state depend on leaders’ implementation, facilitation, and evaluation of impact. They also depend on leaders’ continued commitment to learning and developing themselves as leaders. Recognizing that the responsibility rests on the shoulders of leaders, recommendations gathered from this select group of experts may deserve further attention to optimize future impacts. The findings provided
direction for future research and analysis to encourage training transfer and additional self-directed learning (Harari et al, 2021).

As leadership and professional development costs can be prohibitive for organizations with little funding, the knowledge gleaned from this study could provide insights to support the transformation of this training program into a more evidence-based structure. To be specific, because optimal behavior change is a claim made in a plethora of leadership programs across the globe, many funders of educational programs and training at the highest levels look for two things: evidence-based and research-based practices. TLC’s training program could be further developed to serve as research based in order to be listed as a proven training program and to satisfy any organizational needs for grant funding. The results of this transformation may allow new audiences the opportunity to engage in a 360-degree evaluation (the LPI), attend a research- or evidence-based program, and reap the overwhelming benefits of truly transformational leadership development that lasts for decades. The result could be a worldwide increase in exemplary leadership practices.

Those who may benefit from the present study’s findings include professional development staff such as educators, trainers, human resource (HR) personnel, learning and development, or organizational development professionals who provide leadership development training for leaders and aspiring leaders in various settings. The study focus was on shedding light on an under-researched area by exploring the perceptions of TLC CMs through semi-structured interviews, asynchronous qualitative e-interviews, also known as asynchronous qualitative mediated interviews (Bloomberg & Volpe, 2019; Merriam & Tisdell; Patton, 2015; Seidman, 2019; Tracy, 2020), and document analysis.
Limitations and Delimitations of the Study

The work surrounding the research process lends itself to limitations and delimitations. Limitations are the constraints related to the research design that may be beyond the control of the researcher (Bloomberg & Volpe, 2019), such as COVID-19 occurring during planned observations in the present study. Delimitations are the conceptual boundaries of the research, considering exclusionary and inclusionary decisions to ensure the research problem is investigated thoroughly yet in a manageable and timely manner (Bloomberg & Volpe, 2019).

Limitations

Because of this study’s limited timeframe, some TLC CMs may not have been available to participate or to engage in member checking to ensure study validity and reliability. In addition, TLC CMs were required to self-identify as having 5 years of experience or more to qualify as study participants. Verifying documentation was not requested or received.

TLC CMs who were not scheduled to be interviewed via Zoom were invited to participate in e-interviews to capture their voices. This was a potential study limitation because e-interviews are not optimal for making meaning of participants’ perceptions and experiences through body language and verbal inflection. The intention was to use them to ensure including the opinions of all TLC CMs, especially those who were originally unavailable to participate in the semi-structured interviews. However, after completing several rounds of e-interviews, the five participants who chose this approach wished to convert to semi-structured interviews. As such, the only limitation related to this process was that the e-interview questions were emailed through a compilation of lists provided by TLC CMs and Wiley Publishing. Updates to this list may not have been accurate, thereby including individuals who were not yet certified as TLC
CMs or excluding individuals who had not provided accurate email addresses. It was never the intention for this information to be verified with the authors or Wiley Publishing.

Finally, participation was limited to individuals who had email and functional computers. Those who did not have email or functional computers were not able to participate in this study.

**Delimitations**

First and foremost, the present study was a doctoral dissertation and was by nature bound by time and financial constraints. Participation was delimited to individuals who self-identified as being a leadership development TLC CM for 5 years or more. The hope was to speak with professionals who have completed at least several seasons of facilitating TLC workshops and subsequently coaching TLC participants. The assumption was that these CMs would have effective systems in place for themselves, businesses, and their participants.

To keep biases in check, I strove to interview individuals who were previously unknown to me. These LDEs were currently or formerly serving as workshop facilitators or TLC coaches. To focus the study, the participant point of view was not included. To assure manageability of the data, all semi-structured interviews were scheduled to be approximately 1 hr and less than 1.5 hr in length and audio recorded on Zoom. Because of this limited timeframe, a panel of four experts reviewed the questions prior to the study to ensure that the questions remained on topic, with some flexibility. While subsequent follow-up interviews were not scheduled, all participants were invited to clarify or expand upon any additional ideas up to 2 weeks after their interviews had ended for their reflective thoughts to be included in this study. Those who provided additional information outside of this timeframe were not included.

Recognizing there are hundreds if not thousands of educators, facilitators, and lecturers who teach TLC in various settings, I primarily focused on providing a voice to experienced TLC
Those without this designated title established by the authors and Wiley Publishing were not invited to participate in this study. In addition, because the focus was on the perceptions and experiences of TLC CMs, representatives from Wiley Publishing were not invited to participate in this study. Finally, TLC authors’ perceptions were delimited to their participation on a panel of experts so their perceptions could be contained and cited as such.

**Approach and Assumptions of the Study**

I interviewed 18 TLC CMs who had taught or coached leaders for 5–38 years. Because TLC was in existence for more than 38 years during this interview period, this timeframe was loosely defined. For example, a TLC CM may have earned this title and taught leaders years ago and then left and returned to the workforce. In sum, participants self-identified as being a TLC CM for 5 years or more within a timeframe up to August 2021. Recognizing there are a limited number of TLC CMs, and many are nearing retirement, I expected the 1-hr semi-structured interviews would net significant insights to benefit both current and future TLC CMs and leaders who have taken TLC course.

This study was based on the following assumptions:

- TLC CMs would be responsive and open to sharing their experiences regarding personal leadership behaviors and practices.
- TLC CMs could recall experiences related to TLC leadership practices with a semi-structured interview format audio recorded on Zoom.
- TLC CMs’ experiences include personal or programmatic reflection and evaluation on effectiveness.
- At the time of the interview, TLC CMs had working computers with email and/or Zoom capability.


Study Frameworks

Frameworks provide different lenses through which researchers view the world (Bloomberg & Volpe, 2019; Creswell & Creswell, 2017; Merriam & Tisdell, 2016). There were three frameworks used to help focus the present study: two conceptual and one theoretical. All three are discussed next.

Conceptual Framework 1: TLC Five Practices Framework

While TLC has employed a conceptual framework used by hundreds of researchers since 1984 (Kouzes & Posner, 2021), I enlarged this framework to be inclusive of implicit details necessary for accuracy and put them into a pyramid illustration. Figure 1 illustrates the conceptual framework of the original five leadership practices: (a) model the way (green banner), (b) inspire a shared vision (blue banner), (c) challenge the process (yellow banner), (d) enable others to act (purple banner), and encourage the heart (red banner).

Progressing from left to right, Figure 1 depicts how individuals bring their personal best leadership experiences into the program. They recognize there are 10 commitments to initially consider as well as a degree of reflection, humility, and struggle. As individuals experience TLC, they increase self-awareness of their view of each of the five practices. Leaders who aim to increase their LPI scores find that exemplary leadership becomes a part of their DNA. As a result, they should expect ample opportunity to achieve future personal best leadership experiences. In addition to focusing on their own leadership behaviors, professionals also are asked to review the Characteristics of Admired Leaders Survey. I found these concepts to be fundamental in learning and in teaching TLC.
**Figure 1. TLC Conceptual Five Practices Framework created by Rachel Monteverdi**

Note. This TLC conceptual five practices framework includes envisioning personal best leadership experiences, recognizing that the five practices, the LPI, 10 commitments, and laws of leadership are important to become an exemplary leader.

**Conceptual Framework 2: TLC Framework**

The second conceptual framework developed for this study focused on concepts related to TLC’s hierarchy and impact. The goal was to recognize the different interactions necessary to become a part of the TLC community. For example, TLC’s authors, in concert with the publishers, determine who will become a TLC CM. Because TLC depends primarily on Wiley Publishing, the LDEs who rely on updated research recognized that the succession plan was not transparent. This lack of transparency could lead to considerable vulnerability whereas the global impacts of the program could either diminish TLC or help it become stronger. While succession planning and Wiley were mentioned by several participants in the present study, it was not a
primary concern related to the subject of leadership development itself. As a result, this framework was not expressly used.

In order to synthesize the Kirkpatrick model with concepts related to TLC, it was important to reflect on information from *The Leadership Challenge*, the TLC workshop, and TLC’s public website. Furthermore, aspiring TLC CMs should learn about the TLC hierarchy and the promising potential impacts of TLC overall.

**Concepts to Consider for an Aspiring TLC CM**

Individuals who read *The Leadership Challenge* and attend the TLC workshop quickly appreciate there are five overarching concepts/practices that are key to leadership development and becoming an exemplary leader. The five overarching concepts are: model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart (Kouzes & Posner, 2017). What is not evident on the website but is evident upon further exploration in the workshop curriculum is that there are 30 behaviors associated with the five practices. In addition, there are two laws of leadership and 10 commitments that require a “think and do” approach, as well as 20 characteristics of admired leaders to explore (Kouzes & Posner, 2017).

While most recognize TLC’s five practices as its primary framework, I created a more comprehensive conceptual framework in hopes of increasing transparency. This level of detail was determined specifically with facilitators in mind to not only help them grasp all of the content that needed to be taught but also to create clearer expectations of what is expected for leaders to become exemplary. For example, both *The Leadership Challenge* and the TLC workshop began by focusing on when leaders are at their best. The workshop requires each participant to arrive with answers to questions related to a past personal best leadership experience. What is not expressly stated is that when this content is internalized, future personal
best leadership experiences tend to emerge. The journey takes deliberate reflection and intentional action on LPI behaviors that should become habitual over time.

*The Leadership Challenge* does not list the LPI in its table of contents, but taking the assessment is a prerequisite for attending the workshop. All participants who attend sessions taught by TLC CMs must provide quantitative and qualitative feedback from approximately 10 direct reports, managers, and colleagues. Finally, each participant brings with them a Characteristics of Admired Leaders worksheet filled out and numbered in the order they believe leaders are admired (Kouzes & Posner, 2017). The process of becoming an exemplary leader takes a dose of humility, reflection, and commitment. Recognizing there is a significant amount of research-based and other content to consider, an aspiring TLC CM should also be aware of how the world views TLC as well as the hierarchical structure and potential impacts that may come to fruition if optimal conditions are in place (Kouzes & Posner, 2017).

**Theoretical Framework: The Kirkpatrick Model**

The theoretical framework in the present study reflects the Kirkpatrick model, which views education programs as having four components or levels: reaction, learning, behavior change, and results (Kirkpatrick & Kirkpatrick, 2016; Russ-Eft & Preskill, 2009). The Kirkpatrick model was chosen for the present study as it is one of the oldest and most commonly used models for evaluating training programs. The theoretical framework is discussed in more depth in Chapter 2.

The Kirkpatrick model helped to inform the research questions developed for this study. As such, it was the best fit for this study. The study aim was to explore how LDEs who are TLC CMs develop themselves and others and to gather their recommendations on leadership development for aspiring professionals. At its core, the Kirkpatrick model determines the
following: (a) how participants react to a program, (b) whether participants learned the content, (c) whether participants changed their behaviors, and (d) results of the training. While the present study was an exploratory case study, the objectives behind the research questions were to determine whether or not or how leadership development could be improved.

From authors to impact, the third and final TLC framework, was created specifically for the present study. These concepts do not appear in print but should be noted by a leadership development professional who aspires to become a TLC CM over time. The objective is to explore the interrelationships in TLC’s hierarchical structure along with the significant impacts that may exist if this content is learned, and all steps are in place to market and deliver the program effectively.

The structure begins with Wiley Publishing as the foundation and owner of TLC content and its relationship with the authors, Kouzes and Posner, who continue to write and promote books for Wiley Publishing and maintain the LPI database online, which brings revenue to Wiley Publishing and reinforces a reciprocal relationship. Because both authors are also researchers, they frequently interact with like-minded individuals, which resulted in a partnership between Wiley and leadership development professionals to create a TLC CM program.

The 2-year TLC CM program evolved over time to include requirements such as one-on-one coaching, facilitation, training, and writing and participating in give-back programs, conclaves, round tables, etc. Aspiring TLC CMs interact with their CM mentor, other CM mentors, Kouzes and Posner, and Wiley Publishing. Once certified, CMs are expected to teach leaders in various settings and diverse backgrounds around the world. CMs serve as torch bearers for TLC and are expected to positively impact their team, their organization, and the world (see Figure 2).
Figure 2. TLC Conceptual Framework created by Rachel Monteverdi: From Authors to Impact

Note. Depiction of the role of Wiley Publishing, TLC authors, and TLC content in creating CMs and CMs in training. Each group, influenced directly or indirectly by TLC, impacts leaders around the world.

Chapter Summary

In Chapter 1, the TLC CM process was reviewed as well as the gaps in knowledge and study assumptions and limitations. A definition of terms section was also provided. Chapter 1 began with a review of the differences between leader development and leadership development and on the case and costs of developing leaders effectively. Because fewer than 13% of organizations believe they have done a good job of developing leaders, TLC was explored to determine whether it may serve as a potential solution to the ongoing leadership crisis. The significance of this study is that it was the first exploration of the practices of LDEs who completed 2 years of training and mentoring to become a TLC CM. The majority of CMs
interviewed for this study averaged 25 years of experience. As such, the study results may inform policies and practices related to best approaches in leadership development.

Three frameworks were used in the present study. The first framework was the primary and theoretical framework of the Kirkpatrick model, or the four levels of training evaluation. Two conceptual frameworks were also created. The first was designed to explore what content needs to be facilitated for leaders to firmly grasp exemplary leadership development skills. The second was created to explore the hierarchical structure of TLC, with Wiley Publishing serving as the foundation.

Data to answer the research questions developed for this study were gathered via semi-structured interviews conducted via Zoom and e-interviews administered via emails. The questions focused on how CMs develop themselves personally, how they evaluate their program’s effectiveness through their participants’ growth, and their recommendations for achieving the desired results over the long term.

In the next chapter, I discuss the literature that informed the present study’s focus and explore what scholars have found related to the research questions developed for this study. Using the Kirkpatrick model, and recognizing leaders are typically adults who take TLC courses, adult learning is viewed from the lens of the instructional designer, HR, training and development (T&D), and evidence-based leadership development.
CHAPTER 2: LITERATURE REVIEW

The literature is saturated with leadership theories and concepts (Collins & Holton, 2004; Megheirkouni & Mejheirkouni, 2020). Despite this saturation, there is little consensus on the notion of a dominant leadership theory, nor is there an agreed-upon definition of leadership (Dunst et al., 2018; Hernandez et al., 2011). The lack of consensus on a dominant leadership theory and on an agreed-upon definition of leadership may be concerning for individuals desiring to deliver quality leadership programs (Leskiw & Singh, 2007; Reyes et al., 2019). If a definition for leadership cannot be determined, how do facilitators of leadership and learning evaluate whether leadership behaviors have improved?

Drawing on current theory and empirical evidence, I took a multifaceted approach in the present study that also included my professional experience in overseeing training divisions at two universities and my certification to teach in 24 content areas. My encounters with various trainings and certifications exposed me to the importance of analyzing the effects of evidence-based programs, research-based programs, and programs that are designed and delivered with little or a great deal of concern related to positive impacts and behavior change. I sought to address these areas in this literature review and believed that knowledge obtained from this inquiry would lend insights into the current research.

Given the multidimensionality of leadership development, and in order to narrow the focus for this study, this literature review is organized by themes such as (a) how leaders develop themselves, (b) how those responsible for leadership development know their participants’ behaviors have changed, (c) leadership development best practices, including adult learning, (d) evidence-based programs, and (e) frameworks. In working toward key elements to inform the study design, the focus was on (a) the history of leadership development compared with
longitudinal studies, (b) self-leadership and understanding leader development, (c) recognizing how adults learn, including “stickiness” and other factors, (d) the professional roles responsible for leadership development and actions taken, and (e) the evaluation process for a return on investment (ROI) in leadership development. Literature specifically regarding how LDEs develop themselves appears to be lacking.

Because people in certain roles may have responsibility for developing others, I reviewed the literature from the perspective of the specialists pertaining to adult learning, HR, T&D, instructional design, and evaluation. Within these roles are key actions that may be proven effective for developing others: engaging in longer-term partnerships with external consultants and coaches as well as qualitative discussions.

When companies send individuals to leadership development programs, they frequently consider the investment costs. As such, I also reviewed the subject of ROI from leadership training. The goal was to conduct a broad search, using strategies such as exploring longitudinal research, meta-analysis, and evidence-based research on leadership. I also reviewed a number of programs labeled effective or evidence based according to the authors.

The review ends with a survey of the literature on evidence-based educational programs. There are two reasons to review the literature related to federal grant funding and evidence-based programs. First, the federal government uses millions of taxpayer dollars to invest in educational programs that are proven to work. Secondly, many TLC educators are small business owners from diverse backgrounds. Some may or may not have backgrounds in training, development, or research-based programming. Others may have backgrounds in these areas and realize their small business could apply for federal grant funding to help local communities with leadership education and development.
The Search for Literature

Literature to review for this study was located by searching Google Scholar prior to searching university databases. The purpose of searching Google Scholar first was to ensure the inclusion of important, seminal sources, and frequently cited literature. Key search terms were leader, leadership, leadership development, (how, do) leadership development professionals develop themselves, (how, do) professional development develop themselves, leadership development longitudinal and meta-analysis, research-based leadership development, evidence-based leadership development, LPI, LPI 360, and TLC. Despite an exhaustive search, I found no scholarly literature specifically related to the subject of leadership development professionals developing themselves.

As a reminder, the research questions for this study were:

RQ1: How do TLC CMs develop and improve their own leadership development?

RQ2: How do TLC CMs evaluate their program’s effectiveness through their participants’ growth?

RQ3: What do TLC CMs recommend aspiring CMs do to help themselves and their participants learn, change behavior, and create a positive impact on desired results over the long term?

How Leaders Develop Themselves

Leader and leadership development was discussed in Chapter 1, leading to the question: How do leaders develop? One way an individual might learn about leadership is through a leader-infused upbringing or environment (McDermott et al., 2011). As people enter the workplace and throughout their careers, opportunities to develop leadership skills tend to emerge (Avolio et al., 2010; Reyes et al., 2019). Leadership development programs might be required for
their position or to move up the career ladder (Allio, 2005; Reyes et al., 2019). Those who pursue opportunities in the workplace tend to experience a snowball effect. Professionals who enroll in leadership development programs frequently find greater access to future programs (Avolio et al., 2010; McDermott et al., 2011; Reyes et al., 2019).

People who desire to become leaders without organizational mandates may engage in the practice of reflection, obtaining regular feedback, or coaching (Allio, 2005; Avolio, 2007; Dunst et al., 2018; McDermott et al., 2011; Soderhjelm et al., 2020). Reflection has been a topic of discussion since the early 20th century (Dewey, 1933). John Dewey was one of the first to define reflective inquiry as an “active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds that support it” (Dewey, 1933, p. 16). Dewey (1933) noted that reflection helps to facilitate thinking intelligently, applying reason, brainstorming, and testing various hypotheses. Decades later, the study of reflection resulted in new ways of thinking, including thinking about how people think (Farrell, 2012) and reflection in action, or “thinking on your feet” (Anderson, 2019).

Today, reflective practices are considered critical for leadership success (Wilson et al., 2022). Leaders may fail to consider others’ viewpoints if they do not engage in critical or continual reflection (Boud, 2001; Densten & Gray, 2001; Soderhjelm et al., 2020). For those who build self-awareness and develop leadership competencies, guided self-reflection, or instructor-supported reflection, has been proven worthwhile (Kiersch & Gullekson, 2021). For those who coach executives, reflection and feedback are key to helping individuals who desire to reach their fullest potential (Porter, 2017, 2019). Journal writing is viewed as a simple yet effective way to form a reflective practice (Boud, 2001). Despite the type of reflection or the level of intensity, reflective practices provide individuals who desire to strengthen their
leadership effectiveness the opportunity to reflect at their leisure, on their schedule, with minimal
costs and with minimal time commitments.

**Regular Coaching and Feedback**

In addition to reflection, leaders need a valid and reliable system of obtaining quality
feedback and coaching to enhance their leadership skills (Bickman et al., 2012). Coaching is one
of the most effective and commonly used tools used to benefit leaders (Burt & Talati, 2017;
Ladegard & Gjerde, 2014). In addition, coaching has been proven essential to changing behavior
in meaningful ways (Baron & Morin, 2010; Bickman et al., 2012; personal communication, Jim
Kouzes). Across the board, there is strong empirical support that coaching improves leaders’
well-being and performance (Baron & Morin, 2010; Burt & Talati, 2017).

Research suggests measuring performance indicators, including behaviors considered
essential to leadership growth (Jones et al., 2016). Whether it is one-on-one coaching, 360-
degree assessments with executive coaching (Thach, 2002), team leader coaching (Schaubroeck
et al., 2016), leadership group coaching (Kets de Vries, 2005), or leaders coaching leaders (Bell,
2021), committing to a coaching alliance over time as well as engaging in regularly scheduled
coaching sessions can have a positive and significant relationship with behavior change (Baron
& Morin, 2010; Schaubroeck et al., 2016). A strong, high-quality working alliance between
coach and client appears to be a key factor in positive outcomes (Baron & Morin, 2010;
Graßmann et al., 2020). Leaders are known to benefit by having a coach with an outside
perspective to provide candid feedback (Thach, 2002).

Leaders who engage in coaching are often able to confidentially process challenges such
as negative feedback from their peers or delegates (Burt & Talati, 2017; McCauley & Van
Velsor, 2004; Thach, 2002). While studies on feedback related to coaching are beyond the scope
of this literature review, it is important to note that feedback can also benefit leadership and leadership styles (Levenson, 2009). Studies have shown that individuals who seek feedback are perceived as more vulnerable (thereby easier to trust) as they gain new insights on their development and performance (Crans et al., 2022). Having multiple sources of feedback can increase learning and oftentimes result in behavioral change (Levenson, 2009). For feedback to be effective, leaders may need certain levels of humility (Ma et al., 2020; Mallén et al., 2019). Personalized feedback that is change oriented and related to specific leadership behavior is believed best for setting future goals (Soderhjelm et al., 2020).

In the present study, in addition to asking how leaders develop themselves, I also asked if there are specific strategies that leadership development professionals use to develop themselves. While there may be similarities in how leaders develop themselves compared to LDEs, I wondered if there were differences. The following discussion reflects these inquiries.

**Leadership Development Strategies**

Adult learning is a complex and multifaceted subject (Illeris, 2018; Kegan, 2018). Learning can be self-regulated, self-directed, transformative, experiential, and embodied, among other things (Jarvis, 2005; Merriam & Baumgartner, 2020). For this study, I focused primarily on Malcolm Knowles’s definition of self-directed learning for adults, which is the most widely cited (Merriam & Baumgartner, 2020). Knowles (1975) stated:

> In its broadest meaning, “self-directed learning” describes a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes. (p. 18)
While an exhaustive literature search did not result in scholarly articles specifically on how leadership development professionals develop themselves, research in other areas did reflect the concept of taking leadership development into one’s own hands (Wong, 2021). For example, Wong (2021) found that librarians worked to better understand leadership capacity, sought training and other opportunities in the workplace, and engaged in self-learning. Medical school faculty split leadership development into four approaches: (a) individual formal (peer coaching, feedback, and online learning), (b) individual informal (reflection and learning by doing or observing), (c) group formal (workshops and longitudinal programs), and (d) group informal (participating in communities of practice [COPs]; Boud & Middleton, 2003; Merriam & Bierema, 2014; Premkumar et al., 2017). Despite the roads taken for developing oneself, the first goal of a professional development educator is to help learners develop a plan, remain accountable to that plan, and evaluate their own learning (Merriam & Baumgartner, 2020).

For adults who may be pursuing leadership development as transformational learning, self-knowledge and reflecting critically are key for autonomy in self-directed learning (Boud, 2001; Mezirow, 1991; Taylor & Marienau, 2016). It is also important to recognize that while thinking and doing are ways of learning, feeling or emotions can help or hinder transforming thoughts into action (Jarvis, 2005; Taylor & Marienau, 2016). Self-awareness and reflection can help regulate emotions in order to engage in discussion-based learning (Taylor & Marienau, 2016).

For leadership development, discussions can play an integral part and can serve as a training ground for learning (Boud & Middleton, 2003; Brookfield & Preskill, 2005; Taylor & Marienau, 2016). In group discussions, individuals can find their voice, express views, and learn from one another (Boud & Middleton, 2003; Brookfield & Preskill, 2005). Discussions provide
opportunities for collaboration (Brookfield & Preskill, 2005) and may provide the framework for COPs (Merriam & Baumgartner, 2020). COPs are also known as learning communities whereby people come together over a common interest (Merriam & Bierema, 2014). Each community member brings different knowledge, behaviors, and attitudes to the group in order to create shared histories and new learning. There are numerous leadership development communities in which people aspiring to increase the frequency of their leadership behaviors can raise questions and engage in learning together (Merriam & Baumgartner, 2020; Merriam & Bierema, 2014).

Finally, on the subject of learning leadership, Kouzes and Posner (2021) frequently state that the best leaders are the best learners and that leadership is available to anyone. They encourage the habit of committing to and learning leadership on a daily basis (Kouzes & Posner, 2010, 2016, 2021).

**Measuring Change in Leadership Behaviors**

On a more micro level, those responsible for leadership development might use internal or external measures to help them make decisions pertaining to the subject of leadership or help them determine a strategy for leadership development. Internal measures may or may not be based on validated research, depending on the circumstance. For those who prioritize measures grounded in research, common instruments such as Hogan assessments (2007), Gallup’s CliftonStrengths (as cited in Rath, 2007), or TLCs’ LPI (Wiley, 2022-c) might be employed. Hogan assessments are grounded in more than 40 years of validated research and help organizations with candidate selection, understanding core value drivers, and identifying personality characteristics and career derailment risks (Hogan, 2007; Hogan & Kaiser, 2005). In contrast, Gallup’s CliftonStrengths assessment measures talents to identify where an individual’s greatest potential for building strengths exists (Rath, 2007; Rath & Conchie, 2009). The goal
with CliftonStrengths is to not only “name and claim” one’s talents but also to invest time in order to aim strengths for near-perfect performance in a specific task (Rath, 2007; Rath & Conchie, 2009). The LPI is a 360-degree assessment that explores the frequency of use for 30 leadership behaviors. The 30 leadership behaviors are based on the specific actions people take when they have accomplished something extraordinary, also described as a personal best leadership experience (Posner, 2009, 2016; Posner & Kouzes, 1988).

When using instruments like Hogan assessments or Gallup’s CliftonStrengths, professionals may need to explore or create systems to ensure that leadership behavior has changed. When using TLC’s LPI, fewer systems might need to be developed. Changes in behavior can be assessed by annually administering the instrument itself to determine whether essential leadership actions and behavior have changed according to colleagues, peers, and direct reports of leaders (Posner, 2009, 2016; Posner & Kouzes, 1988).

**Advice From the Experts**

Experts recommend that individuals entering the leadership development space should take a broader perspective and consider the demand for leadership principles, especially in emerging nations (White & Shullman, 2012). In today’s global world, leadership crises expand across nations and cultures (White & Shullman, 2012). It is also important to recognize generational differences in leadership behaviors and skills (Gentry et al., 2011). Baby boomers, Gen Xers, and millennials focus on different leadership practices and build relationships at work differently (Gentry et al., 2011). For example, leaders communicate and share information differently (Kets de Vries et al., 2010), leaders claim and maintain different identities (Haslam et al., 2022; Schyns et al., 2011), and leaders define and value trust in different ways (Dirks & Ferrin, 2002).
In addition, aspiring LDEs need to consider organizational cultures, systems in place, and effectiveness (Biech, 2016; Hogan & Kaiser, 2005). Structural capital, or how organizations support delegates in their work, includes the level at which an organization is capable of responding to global trends and driving innovation strategically (McDermott et al., 2011). Soft skills such as leadership are proven to improve organizational and subordinate outcomes more than hard skills (Lacerenza et al., 2017). Because leadership is about the performance of teams and organizations (Hogan & Kaiser, 2005), culture may serve as a moderator between leadership styles and organizational commitment (Jackson et al., 2013).

Organizations that partner with LDEs should put systems in place to support successful transfer of training in order to obtain ROI (Avolio et al., 2010). A successful partnership with business managers can include removing barriers to application prior to delivering a program so learners will be successful in training transfer (Foxon, 1993; Kirkpatrick & Kirkpatrick, 2010). Leaders can also engage in regular feedback and coaching while implementing individualized action plans, feedback, and coaching to maximize program impact (Kirkpatrick & Kirkpatrick, 2010).

Additionally, different leader practices should be measured for organizational effectiveness and outcomes (Dunst et al., 2018; Jackson et al., 2013). Leadership development strategies specifically call for authentic learning experiences, coaching and mentoring, performance feedback, opportunities for reflection, and pursuing the use of evidence-based leadership development strategies (Dunst et al., 2018; Lacerenza et al., 2017). For training, higher results are obtained when needs assessments, trainee motivation, 360-degree assessments, and coaching and feedback interventions are considered (Avolio et al., 2010; Collins & Holton, 2004; Lacerenza et al., 2017; Megheirkouni & Mejheirkouni, 2020; Reyes et al., 2019). Spaced
training sessions should include multiple delivery methods with an attendance policy (Collins & Holton, 2004; Lacerenza et al., 2017; Reyes et al., 2019). Having leaders debrief what was learned facilitates transferring learning back to the organization (Avolio et al., 2010).

Incorporating expected changes in leaders’ performance evaluations may motivate greater results (Avolio et al., 2010).

Finally, leadership development is not a linear process: it is dynamic and available to anyone (Kinicki et al., 2011; Kouzes & Posner, 2021). Therefore, organizations and individuals should recognize that leadership effectiveness depends on the combined efforts of many. Leaders and followers work in tandem to implement their action plans and incorporate their actions into a broader system (Kinicki et al., 2011; Kouzes & Posner, 2021).

**Diving Deeper Into Leadership Development Best Practices**

Roupnel et al. (2019) wrote that “Leadership development is no longer just the outcome of traditional training programs but is also the result of a series of activities designed to develop employees” (p. 8). Their findings reflect leadership as an ongoing process whereby proven development programs work best in aiding leaders in growing. Roupnel et al. noted three approaches that maximize learning over time: coaching, mentoring, and action learning. TLC engages in both coaching and action learning while leaving mentoring in the hands of the organization.

In contrast, Dunst et al.’s (2018) meta-analysis of the relationships between leadership practices and outcomes identified 11 key practices for leaders to adopt. Dunst et al. further grouped the practices into four categories: leader-centered, shared responsibility, employee capacity-building, and employee behavioral. In this meta-analysis, TLC material was both cited and credited for containing a large majority of the practices listed (Dunst et al., 2018).
Researchers have recommended numerous leadership development frameworks (Hrivnak et al., 2009; Kinicki et al., 2011). While there is agreement that leadership development programs should include 360-degree feedback, coaching, action learning, and classroom training, there are also general considerations for determining the content and the processes for teaching leadership development. For example, many authors cite Kolb (2014) and Dewey to emphasize the importance of experiential learning methods for training transfer while further stressing the necessity for executive buy-in to provide a culture of support while conducting a simultaneous needs analysis. Recommendations include using a blended approach for continuous improvement in leveraging a person’s strengths to develop competencies to the desired levels (Hrivnak et al., 2009). Some experts persist in suggesting leadership development programs measure behavior change over time or longitudinally to show evidence to support this work. Finally, effective program management includes using well-designed learning contracts for self-directed learning (Hrivnak et al., 2009). TLC incorporates a number of these recommendations in line with best practices.

**Learning Leadership: Measuring Effectiveness in Adult Learning**

There are numerous traditional and emerging theories on adult learning (Merriam & Bierema, 2014; Russ-Eft & Preskill, 2009; Thalheimer, 2016; Vella et al., 1998). From behaviorism to humanism, cognitivism to constructivism, theories have been used to consider how people learn (Merriam & Tisdell, 2016). Recognizing this, I reviewed relevant literature to determine how professionals in different organizational areas might view adult learning or leadership development.
From the Lens of Adult Learning Specialists

Prior to Knowles’s research in the 1970s, many learning theorists recognized that children and adults learn differently, but few discussed specific differences related to adults (Merriam & Bierema, 2014; Phillips & Stone, 2002; Russ-Eft & Preskill, 2009; Thalheimer, 2016). In the 1970s, Knowles expanded on andragogy, a term coined in 1926 by Lindeman to distinguish adult learning from pedagogy, and is recognized as the father of adult learning theory. Knowles stated that previous theories acknowledged that adults are different from children but there was little discussion on the specific differences (Merriam & Bierema, 2014). Subsequently, he introduced six assumptions related to adult learning for educators to consider. For example, Knowles identified important concepts such as recognizing adults are self-directed, have reservoirs of experiences driven by internal motivation, and need to know the purpose for learning (Merriam & Bierema, 2014).

Vella et al. (1998) stated that learning and development specialists must recognize that in the workplace, learning should actually change learners’ knowledge, skills, and attitudes. Russ-Eft and Preskill (2009) agreed and suggested that professionals better understand how adults learn in order to shift their emphasis to enhancing learning and performance improvement. Other experts have concurred and have recommended confirming that adult learning has transferred back to the sponsoring organizations in order to make a positive difference (Phillips & Stone, 2002; Thalheimer, 2016; Vella et al., 1998).

From the Lens of HR and T&D Specialists

Corporations and organizations often fund HR and T&D offices to serve in a variety of functions. In the T&D arena, professionals frequently take a more consumer-focused approach in evaluating their educational offerings. Experts such as Don Kirkpatrick and Jack Phillips have
written extensively over the years on practical ways to effectively evaluate training programs from HR and T&D perspectives (Kirkpatrick & Kirkpatrick, 2007; Phillips & Stone, 2002).

Kirkpatrick and Phillips both developed evaluation measures for educational training based on levels. Kirkpatrick designed a four-level model; Phillips’s model started with five levels and now contains six. The goal for a T&D professional is to not only determine what a learner liked or learned in a workshop but also to determine whether they actually put their learning into practice (Kirkpatrick & Kirkpatrick, 2007). For example, a leader may like a leadership program and understand leadership concepts but never take action in providing a vision for their employees. According to Steve Coats, TLC’s first CM, “I don’t care if I was rated a 4.9 out of 5 on an evaluation. I want to know about behavior change several months from now” (S. Coats, personal communication, April 15, 2021).

From the Lens of Organizational Effectiveness

With long-term behavior change, organizations should rest assured that their investments in training programs are optimized when linking business performance measures to new knowledge, thereby increasing revenue overall (Phillips & Stone, 2002). That said, when funds are allocated specifically to workforce development, how do organizations know that educational offerings actually result in changes in employee behavior? It has been estimated that fewer than 20% of entities investing in leadership development evaluate the effectiveness of these programs related to performance outcomes (Avolio et al., 2010). Evaluation specialists call this ROI or return on expectations (ROE; Kirkpatrick & Kirkpatrick, 2016; Phillips & Phillips, 2016). Unfortunately, T&D professionals rarely speak to ROI or ROE but instead remain at more basic levels of evaluating what participants liked or purportedly learned during a training session (Kirkpatrick & Kirkpatrick, 2016; Phillips & Phillips, 2016; Thalheimer, 2016).
The problem becomes compounded as T&D professionals frequently confuse the value their role brings to an organization (Paramoure, 2013). T&D staff may serve as subject matter experts, but few are able to effectively measure a training’s impact (Paramoure, 2013; Phillips & Phillips, 2016; Thalheimer, 2016). For example, an accountant may be placed as the head of training and have no knowledge of adult learning or evaluation.

**From the Lens of T&D and Instructional Design Specialists**

When T&D professionals are tasked at implementing leadership sessions, they frequently use unproven, popular, or homegrown curriculum (Kirkpatrick & Kirkpatrick, 2007). According to a senior Duke University learning and organizational development director, “We do not use unproven curriculum because we need proven measures. We do not want managers returning to work stating a workshop was a waste of time” (D. Conner, personal communication, April 14, 2021). Instructional designers go to great lengths to ensure employing a thorough analysis of the situation (Biech, 2016). They frequently use models such as the ADDIE (analysis, design, development, implementation, evaluation) instructional model (Biech, 2016). With this, the learning tasks are a part of a larger objective and a bigger picture pertaining to the organization’s overall goals.

When the dots are not connected back to the organization’s needs, confusion can erupt among learners, managers, or leaders (Hrivnak et al., 2009; Kirkpatrick & Kirkpatrick, 2007; Thalheimer, 2016). For example, a learner may want to implement strategies from a training that run counter to the corporate culture or the organization’s strategic plan, which may result in a manager becoming frustrated with the learner’s actions. To add to the confusion, websites catering to HR professionals list more than 100 different types of leadership development programs without speaking to the importance of aligning the training to a strategic plan or
developing a solid evaluation process, considering ROI, or looking for guidance in evidence-based programs (Haak, 2020; Paramoure, 2013; Phillips & Phillips, 2016; Thalheimer, 2016).

**Exploring What Works: Evidence-Based Leadership Development**

A search for evidence-based leadership development in academic databases yielded hundreds of thousands of results from ebooks, peer-reviewed articles, journals, and the like. As my search for seminal and emerging research continued, I found it important to peruse frequently cited literature. For instance, one commonly cited longitudinal study focused on advancing leadership behaviors around the world by developing tools to be used in online or in-person settings (Oyenuga et al., 2020). In another, scholars validated the need to use research-based tools such as Gallup’s CliftonStrengths and have monthly meetings to discuss leadership. The researchers stated it is “still unclear which methods and tools are most effective in training to maximize leadership abilities” (Oyenuga et al., 2020, p. 7).

Another popular longitudinal study focused on a leadership intervention that included an agreement between managers and their team members (Mosson et al., 2018). In this study, more than 650 individuals were involved in preintervention, postintervention, and 6-month follow-up sessions. Leaders participated in sessions to increase their knowledge and skills related to leadership behaviors in a full-range leadership model. While the design appeared robust, the results showed that further research was needed to determine how agreement can be sustained after a leadership intervention and in everyday practice (Mosson et al., 2018, p. 257).

A continued search for evidence-based leadership examples resulted in discovering interesting programs with little empirical and evaluation data. In a promising article titled “Evidence-Based Leadership,” Lewis and Caldwell (2005) sought systematic, sustained change and stated that the most intelligent use of evidence is not after the event, thereby implying that
evidence should be gathered continuously. The authors both challenged leaders and provided valid information related to visioning, reflection, learning communities, and knowledge management. Unfortunately, Lewis and Caldwell did not provide sufficient detail on how to replicate their efforts, nor did they provide an adequate amount of quantitative or qualitative data.

Finally, as an example of model evidence-based leadership development programs, Scott and Webber (2008) described the life-long learning leader framework (4L) as an educational offering designed to address eight leadership development dimensions. The 4L framework was built on previous studies from three research initiatives in Canada and in 10 other countries. Advocates of the framework spoke to the transferability of implementing the educational intervention in broader contexts such as government and industry (Scott & Webber, 2008). While Scott and Webber did not provide quantitative or qualitative data, they did provide unique content not frequently seen in other leadership models. For example, they mentioned “boundary breaking entrepreneurialism” to embrace ambiguity and reconsider time, space and practice (Scott & Webber, 2008, p. 770). The authors also included an instructional design element and discussed action research.

Exploring Evidence-Based Educational Workshops and Programs

U.S. federal government leaders recognize that much work needs to be done with respect to providing leadership programs that bring about necessary change. Regarding evidence-based educational programming, the U.S. government states that “It is important to look closely at what the evidence is actually saying and the context in which it was studied” (Youth.gov, 2021). To help professionals and laypeople better understand evidence-based programming, several federal agencies have published important factors to assess prior to adopting or investing in educational
offerings. In particular, the federal government encourages determining an evidence-based program’s target population, whether the evidence being reviewed is from a peer-reviewed journal or a commercial website, the type of evidence presented, such as a case study or randomized control trial, how feasible it would be to replicate the study, the outcomes measured, and more (Youth.gov, 2021). One of the search criteria on federal government websites allows individuals to select programs that have had at least one statistically significant positive finding (Institute of Education Sciences, 2021).

While there are many search criteria and opportunities to explore various facets of educational programming from a national perspective, there are few for exploring leadership for adults outside of the education system. Additionally, because the National Center for Educational Evaluation and Regional Assistance What Works Clearinghouse has developed evidence-based programming standards, there appears to be a gap in leadership and leadership development in a number of areas. As an example, as of March 2021, no studies by the National Institute for School Leadership were found that met What Works Clearinghouse evidence standards. (Institute of Education Sciences, 2021). This is alarming for those desiring to deliver proven leadership programs and for those seeking federal grant funding to do so.

Overall, the literature is saturated with leadership theories and concepts. At the same time, researchers and the U.S. federal government have recognized that much work needs to be done with respect to determining if leadership programs bring about necessary change. In the present qualitative single-case study, I explored TLC in hopes of finding solutions in the best practices of the most experienced LDEs.
Frameworks for Exploring TLC

While TLC is complex, it also reflects an openness to new and emergent ideas and concepts that can benefit leadership practitioners, researchers, leaders, and the world. TLC’s complexity called for employing more than one framework to explore it in the present study. I used three. First, because TLC provides educational workshops for adults, the Kirkpatrick model, or the four levels of training evaluation, was used as the study’s theoretical base. Kirkpatrick is a proven theoretical framework used worldwide since 1959 (Kirkpatrick & Kirkpatrick, 2016; Russ-Eft & Preskill, 2009).

Second, TLC created a conceptual framework used by hundreds of researchers since 1984 (Kouzes & Posner, 2021). Considering Wiley Publishing’s primary focus on the five practices of exemplary leadership, I created a new conceptual framework for the present study that included the five leadership practices, 10 leadership commitments, 30 leadership behaviors, and a reflection on a personal best leadership experience, the Characteristics of Admired Leaders. Whereas TLC was a focus for one of my prior pilot studies, I identified the need for a more comprehensive visual. I also wanted a more complete framework to help organize and focus this study. I called this new conceptual framework the five practices framework. Finally, I also developed a third conceptual framework to explore TLC’s hierarchy and impact related to how an aspiring CM may view the overall landscape.

The Kirkpatrick Model

The Kirkpatrick model reflects four levels of training evaluation. Level 1 focuses on reaction, or how participants respond to the training. Level 2, learning, asks whether the participants learned the concepts from training. Level 3, behavior, asks whether the participants
changed their behavior, and Level 4, results, focuses on the impact or the specifics related to ROI. Figure 3 illustrates the evaluation model.

**Figure 3. The Kirkpatrick Model**

Prior to the 1960s, HR professionals had very few tools to measure participant learning in the programs they taught (Kirkpatrick & Kirkpatrick, 2010). In 1954, Kirkpatrick conceptualized a four-level model of evaluation designed to formalize the training and performance evaluation process for HR programs (Kirkpatrick & Kirkpatrick, 2010; Russ-Eft & Preskill, 2009). Since that time, most models in this discipline either directly or indirectly build on Kirkpatrick’s model due to its simplicity and practicality (Kirkpatrick & Kirkpatrick, 2006; Russ-Eft & Preskill, 2009; Reio et al., 2017).

Level 1 of the model, reaction, evaluates the degree to which participants react favorably to a learning event primarily relevant to their job (Kirkpatrick & Kirkpatrick, 2016). Level 1 is commonly measured with a written reaction sheet or a survey administered shortly after the educational event. Data collected at various levels should reflect a “chain of impact” to determine success and the opportunities to improve a program (Phillips & Phillips, 2016). Approximately 80% of professionals in the T&D and HR fields have used surveys as the most efficient way to collect data (Phillips & Phillips, 2016).
Level 2, or learning, determines the degree to which participants acquired the intended skills, knowledge, and attitudes based on the workshop. While learning could be demonstrated through role-plays, simulations, demonstrations, or other activities, a delayed response is frequently built into the evaluation design through a written quiz, test, or skills demonstration (Kirkpatrick & Kirkpatrick, 2010).

Level 3, behavior, evaluates the application of the new skills, knowledge, attitudes, and behaviors back on the job. Managers are meant to serve as partners in the effort as they would both ensure a supportive climate and observe the changes in order to later report a positive transformation (Kirkpatrick & Kirkpatrick, 2010). Level 3 has been known as the great divide for learning professionals as most programs do not get measured beyond Level 2 (Kirkpatrick & Kirkpatrick, 2016; Russ-Eft & Preskill, 2009).

Level 4, results, may be tangible or intangible and therefore may be called ROI or ROE (Paramoure, 2013; Phillips & Phillips, 2016; Thalheimer, 2016). Level 4 questions might include how the organization has benefited or has productivity increased (Hopkins et al., 2018; Kirkpatrick & Kirkpatrick, 2016; Russ-Eft & Preskill, 2009). Other questions to consider focus on how much the organization has saved regarding reduced rework, customer complaints, or employee turnover (Kirkpatrick & Kirkpatrick, 2010; Russ-Eft & Preskill, 2009). Kirkpatrick encouraged borrowing metrics from departments such as HR and sales to encourage a compelling chain of evidence supporting the value of T&D (Kirkpatrick & Kirkpatrick, 2010).

**Critiques of Kirkpatrick’s Model**

Although Kirkpatrick’s model has been widely adopted across numerous industries and organizations, it has also received a certain level of scrutiny (Foxon, 1992; Hauser et al., 2020; Holton, 1996; Reio et al., 2017; Russ-Eft & Preskill, 2009; Thalheimer, 2016). The model has
been described as oversimplified and as having little empirically backed research (Bates, 2004; Foxon, 1992; Holton, 1996; Collins & Holton, 2004). Some critics hold that the model appears to ignore the fact the learning can be difficult and uncomfortable and can challenge participants out of their comfort zones (Bates, 2004). Some professionals have stated that the Kirkpatrick model serves as more as a list of taxonomies or outcomes (Bates, 2004; Holton, 1996; Collins & Holton, 2004) but acts as if there are significant causal linkages with incremental importance with each progressing level (Bates, 2004).

Others have criticized Kirkpatrick’s fourth level for putting intense pressure on those responsible for leadership development to generate ROI or projections for an ROI (Avolio et al., 2010; Holton, 1996). Some critics have stated that Kirkpatrick’s Level 4 is seldom implemented and proven (Avolio et al., 2010; Foxon, 1992; Holton, 1996). Still others have reported that many T&D professionals cannot fully commit to proving the value of training as they have limited knowledge in metrics (Russ-Eft & Preskill, 2009; Thalheimer, 2016).

In addition, there is a perceived difficulty and cost associated with Level 3 and Level 4 evaluations (Reio et al., 2017). Training directors believe they would need to allocate significant time to develop partnerships with managers in order to solidify metrics, create feedback loops regarding behavior change, and develop annual reports reporting ROI or ROE for the organization. To make the model more comprehensive, suggested modifications include adding a fifth level (Foxon, 1992; Holton, 1996; Phillips & Phillips, 2016).

Newer evaluation models have been developed after the Kirkpatrick model was published. Most include concepts related to Kirkpatrick’s four levels (Reio et al., 2017). Some add specifics prior to the beginning of the training such as evaluating the organizational needs, resources, objectives, and goals. Others evaluate the trainer’s competency and training materials
or participant’s level of mastery and supportive environment. Phillips and others include Kirkpatrick’s levels but dive deeper into examining the extent to which society has been enhanced after the training ends (Reio et al., 2017).

To add to the scrutiny of Kirkpatrick’s model, two meta-analyses reviewing Level 1 reaction surveys found little correlation between the results and actual learning (Thalheimer, 2016). Other research has discounted the need for Level 1 reaction surveys and instead recommended focusing on program objectives and desired outcomes (Hauser et al., 2020; Holton, 1996). Some examples of newer models include Brinkerhoff’s six-stage model, Holton’s three-level HRD (human resource development) evaluation and research model, Swanson’s performance improvements evaluation model, Bushnell’s IPO (input, process, output) model, Kaufman, Keller, and Phillip’s five levels of evaluation, the CIRO (context, input, reaction, and outcome) model, the CIPP (context, input, process, and product) model, the ADDIE (analysis, design, development, implementation, and evaluation) instructional design model, and more (Reio et al., 2017). Despite the newer models or the level of scrutiny, the simple, more common, and highly regarded Kirkpatrick model was used as the present study’s theoretical foundation.

**TLC Through the Lens of the Internet**

To further synthesize the Kirkpatrick model with additional concepts related to TLC, I next reflect on information from TLC’s public website (https://www.leadershipchallenge.com) while comparing it to concepts in *The Leadership Challenge* and the TLC workshop. The goal is not to discuss each detail but instead to review how the world learns about and understands TLC. TLC CMs should comprehend these concepts.

Regarding solutions, the TLC website offers three options for leaders to consider: develop your organization, develop yourself, and develop your students. For organizational
learning, the TLC website highlights three options to create a culture of leadership: *The Leadership Challenge*, the LPI, and educational workshops or facilitation. Solutions for students include a similar leadership book, *The Student Leadership Challenge: Five Practices for Becoming an Exemplary Leader* (Kouzes & Posner, 2018) designed for younger audiences, an LPI assessment for students, and educational workshops. Individuals are encouraged to read the TLC book, take a workshop, and review online resources.

The next website section details training opportunities for developing organizations and for individuals to develop their skills in coaching or teaching TLC for adults or students. The Research section reflects three areas: the five practices, others’ research, and information pertaining to using the LPI in research. The bottom area of the main TLC Research web page provides an overview on the rigor of TLC leadership, the psychometric properties of the Student LPI, LPI normative data, LPI normative data narrative, and the LPI Percentile Ranking Sheet. Adjacent sections of the website include resources, events, and a blog.

**Synthesizing the Three Frameworks**

The Kirkpatrick model was appropriate for the present study as it is the most practical and most popular model used for adult learning worldwide. Because TLC highlights the five practices in *The Leadership Challenge* and when marketing TLC, leaders are expected to learn the practices and associated behaviors. To teach leaders, TLC CMs must not only know and understand the TLC content beyond the five practices, but they must also be able to navigate TLC’s hierarchical structure in order to realize positive impacts over time. Finally, TLC CMs should be aware of how the world views TLC online. Although the Kirkpatrick model is not expressly noted on the TLC website, learning and behavior change are expected to occur, thereby impacting an organization’s bottom-line results.
Chapter Summary

Leadership development is complex. If it were simple, more than 13% of organizations who spend billions of dollars across the globe on leadership training would realize better results (Schwartz & Pelster, 2014). As such, this literature review was organized by themes in order to explore many of the very different facets of leadership and learning. The aim was to take a comprehensive approach due to the exploratory nature of this research. Chapter 3, Methods, is a discussion of the present study’s research design and methodology, including participant recruitment, data collection, coding, and researcher positionality.
CHAPTER 3: METHODS

The first two chapters of this dissertation were reviews of the background and history of leadership development, an overview of adult learning best practices, leadership development questions to be asked, and an overview of the literature as it stands to date. Not knowing the perspectives of those who are experts in teaching leadership development and how they habitually develop themselves was identified as a gap in the literature. Another gap in the literature emerged regarding how LDEs know the participants who attend their educational sessions have mastered and are now habitually practicing leadership. A third gap in the literature reflects the lack of research on LDEs’ best recommendations for new leadership development professionals to ensure their participants like and learn the content, master exemplary leadership practices, and obtain ROI.

In Chapter 3, I discuss the methodology used to conduct this qualitative single-case study. My rationale for choosing qualitative case study as the research methodology begins this discussion. Next, I briefly review the study’s theoretical and conceptual frames, describe the study sample, the population from which the sample was drawn, and the kinds of information needed to answer the research questions. Details on data collection and analysis steps are next, followed by discussions on researcher positionality and subjectivity and ethical considerations.

Research Design

Research Area and Context of the Study

This qualitative single-case study focused on the practices and evaluation processes of TLC CMs. The overarching goals were threefold:

- discover how TLC CMs develop new strategies to improve their own leadership development,
• learn how TLC CMs evaluate their program’s effectiveness through their participant’s growth, and
• gather CM’s best recommendations for what other masters in leadership development can do to ensure TLC participants attend workshops that are effective and follow the methodology described in Kirkpatrick’s model.

To provide context on the complexities represented in the present study, I began this dissertation by discussing the urgent need for good leaders and quality leadership development. I also shared information related to the costs associated with leadership, as well as the history of recurring investments in leadership learning programs. Finally, and most importantly, I discussed the practices and evaluation processes of CMs of TLC, a proven program that strongly maintains that its educational offerings provide the tools necessary for exemplary leadership.

This study was designed as an exploratory qualitative single-case study, with participation of up to 100 TLC professionals who have earned the title of TLC CM. Thirteen TLC CMs were asked to participate in semi-structured one-on-one interviews on Zoom. Email invitations were sent to all other TLCs, encouraging them to participate in e-interviews. Five expressed interest and began the process but later elected to convert to being interviewed via Zoom. Further, all known TLC CM professionals were invited to provide documents relevant to the study that they created or used.

Qualitative Research

Qualitative research allows researchers to more deeply explore what occurs in real-world, complex situations (Bloomberg & Volpe, 2019; Merriam & Tisdell, 2016; Patton, 2015; Tracy, 2020). This methodology allows researchers to take flexible stances that are open to change while discovering the meaning of an experience. This qualitative design supported the study
goals of exploring how TLC CMs improve their own leadership development, how they evaluate their participants’ growth in leadership development, and their recommendations for impacting participant learning and creating a positive impact on desired results over the long term (as per Kirkpatrick’s four levels of program evaluation).

A group of approximately 10 TLC CMs represented a case to be studied in depth. The goal was to allow the participants to provide thick, rich, and descriptive accounts about their perceptions and experiences, as described in Merriam (2009). The present single-case study relied on multiple sources of evidence, which are needed to “converge in a triangulating fashion,” as described by Yin (2018, p. 15). Data were collected through semi-structured interviews with TLC CMs. Participants were also asked to provide documents. Some did so but asked that the documents not be made public. As such, the content in these materials was used to help inform data analysis but was not specifically included in this study.

**Qualitative Case Studies**

In popular media, the terms case or case study are often used in reference to a teaching practice in law, medicine, or education (Yin, 2018). In academia, these terms describe the following: case study research (the mode of inquiry), case studies (the method of inquiry or research method used to conduct case study research), and case or cases (the unit of inquiry in a case study (Yin, 2018).

Case study research allows researchers the flexibility to conduct research while considering different perspectives, such as a realist perspective, and different approaches, such as a constructivist approach. Overall, quantitative and qualitative researchers both use case studies to explain, describe, illustrate, and enlighten others concerning the subject at hand (Yin, 2018).
Case Study Considerations and Common Threads

When determining whether to employ case study research, Yin (2018) explained there are two primary paths to consider, single-case or multiple-case designs. A single-case study can be thought of as a single experiment. Multiple-case designs can be thought of as conducting multiple experiments (Yin, 2018). For the present study, the objective was to conduct a single experiment, or single case, to capture the perceptions of TLC CMs and their common, everyday experiences in order to find common threads among their practices. While cases may be defined differently by different scholars, common threads can bind a phenomenon of interest to focus the inquiry (Patton, 2015).

My unit of analysis focused on TLC CMs; fewer than 100 individuals who share a culture and a common experience of being highly trained and highly coached in TLC and who teach and coach leaders across the globe. Through their common experiences in becoming TLC CMs and informing and bringing new knowledge in leadership development, these individuals were bound together in one case. Single-case study methodology is used to illuminate the lived experiences and honor the meanings of the participants (Bloomberg & Volpe, 2019; Tracy, 2020; Yazan, 2015). As such, it was best suited for the present study.

Sampling and Participant Recruitment

Voices can best be heard through qualitative research as participants interpret their experiences and make meaning and sense of their worlds (Merriam & Tisdell, 2016; Patton, 2015; Tracy, 2020). It is a sample’s collective voice that provides a foundation for qualitative analysis and reporting (Merriam & Tisdell, 2016; Patton, 2015). Because this single-case study was bound by the common thread of earning the title of a TLC CM, the goal was to include the
voices of as any TLC CMs as possible. To be inclusive and to ensure triangulation, I recruited participants from the entire population of current and former TLC CMs.

Purposeful random sampling, including snowball sampling or opportunity sampling, was employed to recruit participants for semi-structured interviews who have served at least 5 years as a TLC CM. Purposeful sampling was used as it is known to for its credibility and manageability in size as well as its randomness (Merriam & Tisdell, 2016; Patton, 2015). Snowball sampling was used to locate information-rich key informants or critical cases (Patton, 2015, p. 298). The recruitment period was October to December 2021.

One vehicle used to employ purposeful random sampling was a TLC leadership conclave featuring both TLC authors. A group of 40 TLC CMs and aspiring CMs in the TLC community were invited to participate in the conclave. Those individuals who introduced themselves as CMs were invited to participate in the present study. For snowball sampling, when one of my TLC CM mentors mentioned an individual they held in high regard, I contacted that individual and invited them to participate in this study. To reduce and manage bias or ethical issues, the goal was to recruit participants previously unknown to me.

**Study Participants**

Ten TLC CMs with 5–38 years of experience were originally recruited for individual semi-structured interviews via Zoom. These individuals either worked in the field at the time of this study or formerly worked in the field in the 38 years prior to this study. Some potential participants were on leave, were out of the country, or did not see my original email for various reasons. As such, three requested to be interviewed after recruitment ended, resulting in a group of 13 TLC CMs.
I then invited all known TLC CMs to participate in this study via e-interviews to provide their voice regarding similar questions. Five additional TLC CMs began the 4-week e-interview process but eventually expressed their desire to be interviewed instead in order to save time. Finally, all 18 study participants were welcome to provide documents to support or illustrate their responses to the questions.

**Panel of Experts**

Many research- and study-related issues can be addressed by employing a panel of experts to serve in a study (Talab, 2021). First, a panel can further focus a study by helping with question development, providing guidance on specific facets of the research, and suggesting recommendations to continue the research. A panel of experts can also be called on to review study methodology, the literature review, research and interview questions, and data collection processes (Talab, 2021). An engaged panel of experts may provide innovative methods for synthesizing knowledge in complex situations and supply recommendations that match practices with real-world settings (Waltz et al., 2014).

To ensure inclusion of key stakeholders, I asked a panel of TLC four experts to review questions and supply feedback; pilot test the questions; review the document analysis template; clarify terms; confirm assumptions; review the research process; and lend thoughts related to the data collection analysis and process to ensure validity, reliability and rigor, following guidance in Patton (2015), Talab (2021) and Waltz et al. (2015). TLC authors and CMs were asked for their feedback prior to distributing questions to the study participants. To be transparent, both authors of TLC were invited to participate in the panel of experts along with two of my personal TLC mentors.
Because a panel of experts allows exploring specific nuances, I asked that each expert take the opportunity to analyze documents for changes to the process, or the instruments, to ensure clarity and reliability prior to general distribution. Once refined, the e-interview questions were placed on a North Carolina State University (NCSU) secure site for added security and ease of use. The panel of experts was not invited to participate in the semi-structured interviews or to respond to the e-interview questions.

**Data Sources**

Data for this study were obtained via two approaches: semi-structured interviews conducted using Zoom and e-interviews administered via the NCSU server. Documents were also requested from the study participants; those that were received were not included for review and analysis per participant request. Prior to gathering data from the study participants, I requested and received approval to conduct this study from NCSU’s institutional review board (IRB).

**Semi-structured Interviews**

Semi-structured interviews were conducted via Zoom with all 18 participants. Zoom was used because of the COVID-19 epidemic and for ease of access to TLC CMs residing in states other than mine. When a TLC CM agreed to meet online via Zoom, a confirmation email was sent along with a Zoom link and the consent form. The body of the email reminded the participants that I was open to conversations to clarify the consent form or to answer any questions. A confirmation reminder email was also sent prior to the interview.

In preparation for each interview, handwritten notes masked all names while only codes served to note the dates and times of each meeting. Once on Zoom, the individuals were greeted and thanked, and I read highlights from the consent form prior to turning on the Zoom audio
recording. I reiterated that the participant could opt out at any point in time and that if they asked to turn off the recording, I would do so without any reservations. None requested the option to turn off the recording or to destroy the research material prematurely. To help protect the identities of others who may not have been a part of this research, I asked each participant not to name individuals by name but instead to speak to individuals by role.

Once agreement was reached, the Zoom audio recording began, and questions were asked in a semi-structured format. I held a predetermined set of questions with highlighted areas to ensure I focused on key questions. The goal was to listen to the emotions behind the meanings of words as a participant was talking. I took handwritten notes to remind me of facial expressions, tone of voice, body language and so forth. A clock was nearby to ensure I stayed on time. If an individual stated time was not a constraint, I proceeded with questioning and did not keep an eye on the time. When individuals needed a moment or appeared to become uncomfortable answering a question, I allowed quiet time for reflective thought.

The goal with each interview was to address questions while allowing for flexibility to encourage a deeper understanding (Bloomberg & Volpe, 2019). As a trained coach, I listened carefully and strove to ask questions once they exhausted their thought patterns. These participants were asked to identify other TLC CMs whom they would recommend be a part of this study who have been CMs for more than 5 years. Additionally, each was invited to supply documents supporting their responses throughout the interview.

**Qualitative e-Interviews**

After the majority of semi-structured interviews were scheduled or completed, all other TLC CMs were emailed and invited to participate in e-interviews. Reminders were sent via email along with social media posts to private TLC online communities. While several TLC CMs
expressed interest in these interviews and began the 4-week process, they all asked to convert to being interviewed via Zoom. I interviewed them one at a time on Zoom for approximately 1 hr each. These interviews were recorded, transcribed, and coded using the same methodology for the other semi-structured interviews. To my surprise, in some cases their responses were overwhelmingly different from the previous group of participants.

In preparation for each qualitative e-interview, a Google folder was created so that participants could attach supporting documents instead of emailing attachments. Great efforts were made to ensure all TLC CMs were invited to participate in this study. This effort included those who were retired or are no longer active in facilitating TLC. TLC email distribution lists were used, and retired CMs were also introduced through other CMs.

Because nonverbal communication, facial expressions, body language and verbal inflections should be taken into consideration, all participants were encouraged to express strong emotions or emphasize points by using capital letters, different colored fonts, bold words, italics, and emoticons such as : ) as a symbol for smile. Participants were asked not to be concerned with grammar, misspellings, or proper writing. The goal was for each TLC CM to take ownership of their narratives in a time and space that was convenient to them to provide a thick, rich description of their thoughts while also relaying emotion, following guidance in Golding (2014) and James (2015).

Each e-interview had four sections. Participants were given 3 days to complete each section in order not to rush responses and to allow ample time for reflecting on their thoughts while continuing to be responsive. Once received, participants were to receive a response from me within 3 days. This cadence allowed for reflection and rapport to take place, as recommended by Golding (2014). In my response each week, I asked questions to ensure the interviewee was
ready to move on to the next set of questions. Because each section took approximately 1 week to complete, the entire e-interview process was slated to last 4 weeks. Following guidance in Golding (2014), I sent one or two reminders each week, depending on the response rate and content.

For identity confirmation, all TLC CMs were asked to use private computers in incognito mode and the same email address. Email addresses were compared. It was possible to ascertain whether a respondent was a TLC CM as they have a specific language. For example, most were expected to abbreviate terms such as inspire a shared vision as ISV. In addition, security questions were developed to be asked intermittently to authenticate each CM’s identity throughout the month-long e-interview process.

**Post-interview Process**

All interview participants received a personal thank you from me via email and were asked to review the transcript for member checking within 2 weeks. They were provided a link to the transcript in a secure Google Drive folder on NCSU’s server. For clarity, each participant was asked to correct any mistakes using the review mode or by putting their corrections or additional thoughts near the end of the document. Once member checking occurred, each individual was thanked again. Only two members made corrections, and one member stated he thoroughly enjoyed reliving our conversation a second time.

All participants who provided information via e-interviews received personal thank-you notes via email within 3 days of each e-interview conclusion. These emails reminded the participants to retain copies of their responses as records of the e-interview exchanges, per guidance in Golding (2014). TLC CMs were also encouraged to send supporting documents to the link provided on Qualtrics. Emails that bounced back as undeliverable were compared to the
lists provided and then reported to the individuals who shared each list. Spam folders were also monitored regularly.

Secondary information from individual’s websites or publications was also collected prior to or after the interviews related to TLC. Special considerations were noted as secondary data from online may have been outdated or inaccurate (Merriam & Tisdell, 2016).

**Documents**

All study participants were invited to share supporting documents on NCSU’s secure server. Documents are sometimes the best source of data as they are free, stable, and may reveal information that would have otherwise taken substantial effort to gather otherwise (Merriam & Tisdell, 2016). Merriam and Tisdell (2016) further wrote that “If documents are found to be illuminating to the research topic and incorporated into the process of inductively building categories and theoretical constructs in the first place, they then become evidence in support of the findings” (p. 181).

Recognizing documents have been underused in qualitative research, I searched for, found, and revised a document analysis worksheet recommended by Bloomberg and Volpe (2019). The revisions made reflected suggestions by Merriam and Tisdell. For example, the worksheet expressly stated the research questions, the research purpose, and the goal of finding themes and capturing patterns while looking to the theoretical frame (Merriam & Tisdell, 2016). The hope was to both request and review documents in an unobtrusive manner to find evidence that TLC CMs were using differing levels of Kirkpatrick’s evaluation model, whether as a conscious decision or by chance.

All participants were invited to submit work product related to the research questions pertaining to evaluating effectiveness and regarding strategies to improve their development,
their participant’s leadership development, or to benefit future masters in positively impacting leadership development. These documents were expected to be planning tools, evaluation measures, focus group questions, up-front organizational needs analysis, pre-/posttests, and pre-/post-/between-session surveys, as recommended by experts in adult learning (Hodell, 2016; Robinson et al., 2015).

Other documents that were not expected but were welcome included mentoring program guidelines, coaching or coaching conversation templates, job challenge or job stretch worksheets, feedback tools, and accountability partner contracts, some of which are noted as best practices in leadership development programs (Collins & Holton, 2004). These tools were to be provided to other TLC CMs and TLC masters in training (CMITs) for their review, discussion and consideration after this research project was completed. The objective was to benefit others pursuing the path of facilitating exemplary leadership development. Unfortunately, although some TLC CMs stated that they agreed to distribute documents, very few documents and no original documents were shared during this study. The participants who did share documents asked that they not be shared publicly. As such, these documents were used to inform my analysis but were not specifically included in this study.

**Data Analysis**

Content used for case studies provides a thick, rich description in order to develop themes and categories (Bloomberg & Volpe, 2019; Merriam & Tisdell, 2016). Qualitative data analysis encompasses three simultaneous activities including data condensation, data display and verification or conclusions (Miles et al., 2020). There are multiple tasks in each activity. My goal was to embrace each task in order to make the analysis stronger. For example, I repeatedly wrote memos, coded by hand, and coded in Atlas.ti software. Following guidance in Miles et al.
(2020), I generated categories, electronically and by hand, developed themes, and continued condensing the data until a final report was completed.

**Data Handling—Semi-structured Interviews**

Each semi-structured interview lasted approximately 1 hour on Zoom. I reviewed each Zoom recording multiple times and transcribed them, capturing, confirming, and reconfirming every word in various ways to ensure the meaning of what was stated resonated clearly into themes. This resulted in more than 450 single-spaced transcript pages.

Each transcription was placed in Atlas.ti and printed out for manual manipulation and to take notes. On the first reading, I simply highlighted the transcripts to capture words. On the second reading, I either underlined or circled words to find patterns between transcriptions related to the research questions. The third and fourth reading of the transcription allowed me to jot down descriptions of what I was seeing.

As I wanted to dive deeper, I created tools to help me identify and match patterns. For example, one version of the transcription document was organized in three columns. The first column contained the line number to easily reference where actual specifics took place. The second column contained the words stated during the Zoom interview. The third column was left blank for handwritten memos and coding. Intentional spacing and breaks were created in this document to better see the themes taking place and to record reflections I made on my handwritten notes.

**Data Handling—e-interviews**

The e-interview content was retrieved from NCSU’s server, and the analysis process was both inductive and deductive, following guidance in Tracy (2020). Because the participants had written the content themselves, there was no need to transcribe the e-interviews. To analyze the
data, I employed the same basic procedures as in the semi-structured interview analysis. The primary cycle coding included data immersion, first-level descriptive, and In Vivo codes. To focus on and display the content, I reflected on past research, the present research, and theoretical and conceptual frameworks (see Bloomberg & Volpe, 2019; Tracy, 2020). A codebook from the pilot study panel of experts and the semi-structured interviews was refined. I requested colleagues to use my codebook and read portions of my interview transcripts to ensure interrater reliability. The codebook and process were further refined with each iteration. The second coding cycle provided a more refined coding schema overall. Themes emerged as saturation was reached.

Coding

Yin (2018) described four general strategies for coding case studies: relying on theoretical propositions, developing a case description, using both qualitative and quantitative data, and examining rival explanations. I had hoped to rely on theoretical propositions for coding—specifically, Kirkpatrick’s model, which provided theoretical propositions that helped to determine the research questions and the order of the interview questions for this single-case study. However, in the end I worked with the data from the ground up through an iterative and inductive process while also relying on theoretical propositions, as suggested in Yin (2018, p. 168).

As I reviewed the interview transcripts, I discovered codes, categories, and themes, following guidance from both Saldaña (2013) and Yin (2018). I conducted the first round of manual coding in an electronic version of the transcripts, which allowed me to summarize or highlight specifics immediately next to the participant’s actual words while comparing them to the interview questions. I used In Vivo coding (see Saldaña, 2016) to highlight the participants’
voices and capture the meanings of their thoughts. Immediately after each round of coding, I looked for frequencies and patterns by returning to the transcript in order to verify the number of times something in particular was said.

The second coding round was descriptive; that is, providing a short phrase or word to capture the basic meaning of the data (Miles et al., 2020). All data were compared multiple times with my handwritten notes to capture my thoughts and ideas on the meaning, essence, and relevance of the points made by participants in comparison to the research questions. I recorded the frequency of when things were said and in what context by reviewing the transcript and noting the line numbers where statements were made. I paid particular attention to what was said related to each grouping of questions related to align my research questions and see what patterns might emerge.

Finally, I matched patterns by putting specific phrases on index cards, reordered again and again, stepped away, and then focused on turning what appeared to be categories and subcategories into themes. These index cards helped me to see more clearly what most of the study participants said. I created a summary of descriptions on color-coded index cards and put a check mark by each one as each person stated similar sentiments. I used a notebook to jot down copious notes each day to assist with the process and to recall what I was thinking the day before.

I attempted to check my biases and take my opinions out of the equation to get at the true meaning of what was being said. A fresh perspective allowed me to eliminate codes altogether and to better see the broader significance of what was occurring. This entire process granted me an opportunity to refine my coding process. I frequently doubted myself, so I engaged in coding using this process numerous times to double check my work. In addition, I completely coded the
transcripts from the first 13 participants, separated their cards, and then coded the data from the remaining five participants. This allowed me to reconfirm both the process and my findings, as well as to find my flaws throughout. I then coded the data from all 18 participants together.

In between coding rounds, I found it helpful to review highlighted transcripts with notes again or listen to the recordings of the participants. I also created a handwritten master codebook with categories and definitions, subcategories, and descriptions. I found it interesting that even though I paid for an Atlas.ti software subscription, manual coding helped me see things more clearly. Physically sorting things into stacks and sorting through helped themes emerge. Writing things down by hand also validated my thoughts as I crossed things out and reframed my notes.

**Triangulation, Credibility, and Dependability**

I employed triangulation to add rigor and depth to the study, as encouraged by Yin, Merriam, Patton, and Stake. Specifically, Yin (2018) stated, “The major strength of case study data collection is the opportunity to use many different sources of evidence” (p. 124). There were two main data sources for the present study: semi-structured interviews and e-interviews. I also asked study participants to provide relevant documents. A small number of participants did so, with one caveat: They did not wish for those documents to be included due to the public nature of this dissertation. A couple of individuals also shared their screens and presented their documents to me during our interviews but these documents could not be converted to a format that could be included. As such, these documents were used to help inform data analysis but were not specifically included in this study.

Credibility refers to the truth of the data or the participant views and how the researcher interprets and represents them. Dependability refers to the constancy of the data over similar conditions (Cope, 2014). For credibility, I verified the research findings with several of the
participants by phone or online. In presenting the study findings, I provided rich quotes from the participants so readers could fully grasp the context and the spirit of what was being said.

As a factor for participating in this study, member checking information was included in the consent form and discussed prior to when semi-structured interviews and e-interviews began. This step helps to provide full transparency with study participants and to ensure that their ideas are accurately represented (Bloomberg & Volpe, 2019). During member checking, I asked each individual to add to the narrative and provide their comments on what was said to clarify points as they felt necessary. Although I was prepared to ensure each participant was at ease and comfortable with my interpretation of their meaning if confusion arose, only one participant provided minimal changes.

As the researcher and primary instrument in this study, I strove to keep my biases in check by keeping journals and meeting with my small group of experts to discuss key information. To avoid bias, my primary mentors were not interviewed as participants for this study. They were, however, asked to serve as experts and were available to provide alternative points of view related to the discussions with the interviewees. Also, to avoid bias, I strove to interview a majority of the participants who were formerly unknown to me. All identifying information pertaining to each interviewee was kept confidential, and names were changed to Native American aliases. I maintained a log of Native American names and worked to immediately provide one of these names to the participants so I would associate each CM with a concept that reinforced or challenged my impressions, for example, Catori (Spirit). Any information shared with the participants was in general terms. While I did not set out to create an overly extensive audit trail, it should be fairly easy to assist other researchers in interpreting my notes and explaining how I arrived at results, as recommended by Merriam and Tisdell (2016).
**Document Analysis**

To make meaning of the documents provided, I adapted a document summary form from Bloomberg and Volpe’s (2019) Appendix Q prior to interviewing participants. The goal with this summary form was to provide focus, identify themes and write comments as recommended by Merriam and Tisdell (2016). The first approach was to distinguish between the purpose or function of the document and the look, or language and form (Coffey, 2014). To ensure the Kirkpatrick framework and research questions were top of my mind while conducting the analysis, I adapted the document summary form to include the purpose of the study and types of documents that might be expected. A coding number was provided, along with dates received and the actual date of the document, if any. An area to identify whether the document was associated with a semi-structured interview or e-interview was also included.

Questions asked were related to the purpose and goals of the document, along with its intended use. A space to include the maker’s bias and the audience was present. For example, if a TLC CM was a professor who also teaches adult learning theory, that was to be noted in the template’s bias section. Keywords, concepts, and comments boxes were provided to ensure synthesis of information pertaining to the framework and emerging themes. Finally, there was an area for a summary of contents, including the significance of the document and additional reflective comments. As previously noted, all documents provided by study participants were shared as information only and were not specifically included in this study.

**Researcher Positionality and Subjectivity**

Subjectivity is a practice of examining one’s biases and reflecting on how they shape the research process (Bloomberg & Volpe, 2019). As the researcher and primary instrument for this project, my worldview is tainted with biases and assumptions. While I was interested in learning
how individuals make meaning out of their experiences, I worked to continually reflect and recognize my education, professional experiences, and personal worldview all lent themselves to interfering with the validity of this research and to capturing the reality of what was actually being said. To be fully transparent, I next discuss my positionality as a student of adult learning and as a professional, as well as an aspiring TLC CM and a doctoral student and researcher.

**My Positionality as a Student of Adult Learning**

My graduate studies focused on leadership, training design, adult learning, and human behavior. I studied the work of Brookfield, Kirkpatrick, Knowles, Merriam, Preskill, Russ-Eft, Vella, and a host of other educational leaders who spent their lives researching the subject of adult learning. I particularly enjoyed comparing and contrasting various viewpoints related to best practices in evaluating adult learning. As the researcher for this project, I intentionally worked to tune out my opinions and stay focused when interviewing TLC professionals who had similar experiences, as well as those who had not.

**My Positionality as a Professional**

As field faculty for NCSU, I became adept in designing and facilitating learning for a wide variety of audiences on a very wide spectrum. From non-English speaking, low-literacy families and gang members to doctorate-level professionals, county officials, and state leaders, my job was to skillfully interact with a multitude of audiences. As such, I frequently conducted environmental scanning, program design, and evaluation to ensure all efforts made a positive impact in the region(s) assigned.

I became certified to teach more than two dozen educational offerings that are both evidence- and research-based. These experiences, combined with my continuous commitment to learning, allowed me to become a better instructional designer. In addition, at Duke University I
had the opportunity to oversee the design, delivery, and reporting of a training division that was considered critical learning to the organization. In both positions, I had the pleasure of administering educational programs that were proven to make a difference.

After some soul searching and mission work, I left Duke University to become a change agent, focusing on consulting and teaching three subjects: strengths, habits, and leadership. My business, Next Level → Next Step, is marketed as a leadership triathlon experience with curricula focusing on these three subjects. As a researcher operating with this professional lens, I had no interest in sharing my opinions with those I interviewed for this study. I did not want to silence, sidetrack, or taint their voices, or opinions. My resolve was to meet them exactly where they were and create a safe space where they could engage in sharing. My hope was that the participants would not look at my credentials or my website as I did not want anything to bias their responses.

My Positionality as an Aspiring TLC CM

Specifically related to TLC, I am trained and certified to teach and coach TLC and the LPI. In addition, I am pursuing TLC mastery by being mentored by two of the longest-serving TLC CMs and one of the authors of TLC. I was introduced to the TLC community as an aspiring TLC master and invited to attend summits, conclaves, and other functions where TLC CMs were in attendance. With this, I saw my job as having fidelity to the process and being intentionally present to listen and learn. While I have a vested interest in TLC, I am also considered a master facilitator, coach, and consultant. I am a certified facilitator of Franklin Covey’s Seven Habits of Highly Effective People (1989/2013) and of Gallup’s CliftonStrengths.

Part of my bias is that both the Seven Habits and CliftonStrengths communities appear more robust, having thousands of certified coaches, certified facilitators, and CMs around the
world. Both companies arrange beneficial opportunities to engage, develop relationships, and share thoughts via COPs, focus groups, and other exclusive events geared specifically for these audiences. These companies also provide weekly invitations to free online trainings, webinars, podcasts, and videos.

Finally, both Gallup (as cited in Rath & Conchie, 2009) and Covey (1989/2013) furnish useful tools for those certified to teach at no additional charge. Information on current trends, workplace statistics, and general information related to the latest research is sent to my email inbox daily. Professional PowerPoint presentations with newly updated information, games via online portals, and other tools are provided to members of each online community. Active COPs branch off into other areas to specialize in particular interests whereby individuals can both connect and share resources spontaneously.

For example, Covey (1989/2013) and Gallup (as cited in Rath & Conchie, 2009) have areas of focus for professionals working with or for higher education. By design, TLC does not. In fact, TLC does not have the same number of professionals or the same level of resources available to TLC CMs or to those who may need guidance overall. As someone who values equity, I find this imbalance and the hierarchical nature of TLC concerning. This concerns stems from the lack of transparency related to The Leadership Challenge authors’ succession planning goals or Wiley’s strategic plan for TLC in the future. The TLC organization appears top heavy. With fewer than 100 CMs who are fully empowered to carry out this work, Wiley has not made a substantial investment for the future.

**My Positionality as a Doctoral Student and Researcher**

From my perspective, TLC remains an outstanding empirically based program that could become a future solution to several problems. Additionally, I recognize that my biases lean
toward research and evidence-based programming, working with people and organizations who want to take things to the next level. I prefer to see progress over profits in ensuring work is organized strategically to verify needed behavior changes over the long term. I have a vested interest in TLC and would love nothing more than to see thousands of TLC CMs teaching TLC as an evidence-based program. However, during the semi-structured interviews conducted for this study, I tried to dismiss these thoughts when engaging with others and just listen, validate, and meet the participants where they were and take baby steps in moving forward with them. While I am not always successful in keeping my dreams, hopes, and desires to myself, I commit to doing my personal best.

**Ethical Considerations**

Steps to ensure the ethical conduct of this study included obtaining informed consent from all study participants. The form detailed the study procedures and what would be expected from study participants. It noted that no monetary incentives would be provided for study participation.

Any additional observer comments from the interview were kept in a locked file cabinet once each person was deidentified and provided a separate Native American code name to maintain confidentiality and protect their privacy. The handwritten master key sheet used for these codes, along with all handwritten memos, notes, coding sheets, and drawings were kept in a locked file cabinet. Anything provided electronically was kept on encrypted secured servers.

**Chapter Summary**

This chapter began with a review of the study’s research design, including its context and the research questions. I next detailed the population, sample size, and how participants were recruited. I also discussed the pilot study conducted prior to this study. Data collection and
analysis steps followed. I shared my researcher positionality with regard to several lenses in order to address possible researcher bias. In Chapter 4, I explore the findings from the perspectives of the participants and the subsequent themes that emerged.
CHAPTER 4: FINDINGS

The present single-case study was bounded by the common thread that the study participants invested the time and financial resources to become TLC CMs. The process to become a TLC CM takes approximately 2 years of being mentored and coached by other CMs to facilitate and coach TLC based on best practices. Once mentoring and coaching are complete, these individuals are certified as TLC CMs by Wiley Publishing with the TLC authors’ consent. Subsequently, these TLC CMs then commit to facilitating and coaching hundreds of individuals for an extended period of time.

The purpose of this single-case study was to discover and understand the experiences and perspectives of the TLC CMs regarding their own leadership development, the leadership development of their participants, and what they recommend aspiring TLC CMs do to impact participant learning and create a positive impact on desired results over the long term, as per the four levels of program evaluation in Kirkpatrick’s model. The interview questions were designed to compare and follow the methodology described in Kirkpatrick’s model in order to evaluate program effectiveness. By using this framework, I was able to critically explore and analyze the ways in which CMs perceive, describe, and make sense of their lived experiences as a TLC CM.

This chapter begins with a general overview of participant demographics, followed by biographical sketches of the participants. I then review the research questions and present the main themes. In addition, I explore what I consider nuggets of wisdom that various seasoned TLC CMs shared for the benefit of leadership development facilitators who may be seeking best practices to consider. The findings resulted from the data collected through semi-structured interviews and e-interviews.
Participant Demographics and Biographical Sketches

A total of 18 TLC CMs participated in this study. The sample was split evenly by gender, with nine women and nine men in their 50s, 60s, or 70s. Each met and subsequently developed a relationship with the authors of TLC. All were recognized as formally trained TLC CMs by Wiley Publishing and listed on the TLC website at one point in time.

All participants had 20–40 years of experience in leadership development. Most came from a background in the corporate world or with other training entities, and each became an owner of their own consulting business. Although all are TLC CMs, more than half of the participants also use other curriculum to meet their clients’ needs. On average, most of these individuals have impacted thousands of leaders, with some impacting hundreds of thousands. All appeared to be highly regarded in the TLC community.

To better understand each person’s perspectives, biographical sketches of each participant are provided next. To protect participant identities, I assigned each Native American names representing some aspect of their personality or character. As previously noted, four TLC experts assisted during various stages of this study. Two agreed to be interviewed on Zoom to pilot test the interview questions. To honor their invaluable contributions to this study, their biographies follow those of the study participants. In recognition of their valued perspectives and years of experience in this field, several excerpts from their interviews are also included in the discussion of study results.

Participant 1: King (Tribal Leader)

King found TLC when working in corporate executive leadership in 2007. While serving on his company’s senior leadership team, King was in the position to transform his work environment using TLC. His efforts were considered a success. As such, King decided he would
invest 2 years to become a TLC CM in order to further change his work culture and to begin impacting his community. Since that time, King has expanded his impact by traveling abroad to facilitate TLC and to become familiar with diverse cultures.

King stated that he enjoys learning incessantly. With his insatiable appetite for continual learning, he introduces thought-provoking concepts and other curriculum to his audiences, depending on their needs. King has worked with nonprofits, industries, associations, businesses and college students. He recently began mentoring CMITs.

**Participant 2: Akikta (Impactful)**

Akikta is a former HR professional who has worked in a number of different countries and cultures for more than 20 years. His clients are primarily executives and senior leaders. Having earned the credentials of professional certified coach, Akikta is a formally trained executive coach with the International Coaching Federation. He found that his coaching and TLC went hand-in-hand as he invested 2 years to become a TLC CM. Unlike other TLC CMs who participated in this study, Akikta teaches professionals how to become certified in coaching. He enjoys team or group coaching.

**Participant 3: Catori (Spirit)**

Catori has an incredibly generous spirit and has served in the leadership development space since 2000. She was introduced to and worked for the Tom Peters Company when Jim Kouzes was president and appreciates every aspect of leadership development. As one of the individuals who created the TLC CM program, Catori has traveled and mentored professionals around the world, including at least one of the participants in the present study. Catori is a forward thinker and believes technology such as artificial intelligence would help future leadership learners with habit-forming practices.
Participant 4: Ahanu (He Laughs)

Ahanu has a kind heart and laughs easily. He spent 16 years in HR before beginning his consulting practice in 1999. Ahanu found TLC in 2008 and was mentored to become a CM 2 years later. As a part of his business development plan, Ahanu developed a process to deliver workshops and then mentor workshop participants into becoming CMITs. He has a small team of professionals working for him who work hard to make an impact with leaders across the state where he lives. Ahanu has worked with entry-level first-line managers all the way through the C-suite, both domestically and internationally.

Participant 5: Halona (Happy Fortune)

Halona became involved with TLC in 1998 when she was in the corporate world. She was hired early on with the Tom Peters Company when Jim Kouzes was president. Halona now runs her own successful small business, and her client partners are primarily executives and senior leaders. She recently announced that her goal is to retire in 2023. Given her significant client load, it will take approximately 18 months to complete her contractual commitments. Although Halona recently turned 70 years of age, she has agreed to continue mentoring a small number of aspiring TLC CMs indefinitely.

Participant 6: Dakota (Friendly Companion)

Dakota and his partner worked for the Tom Peters Company in the 1990s when Jim Kouzes was president. They ultimately created their own company with a strong client base. Having never lost a client other than to retirement, their client relationships have lasted for decades.

For the past 20 years, their consulting business has focused on developing the adaptive capability of people by breaking things down into situational awareness, organizational
situational awareness, organizational leadership, enterprise leadership, enterprise learnings, and organizational learning. Dakota and his partner are both TLC CMs and use TLC as one of three primary instruments when interacting with clients.

Participant 7: Adriel (Symbol of Skill)

Adriel worked his way up in a large corporation before transitioning to organizational development and management development, and then becoming the head of a large division. As luck would have it, he had the opportunity to set up his own firm, and his former employer was his largest customer for his first 2 years in business. Adriel became involved with The Leadership Challenge as it was originally published. Consequently, Adriel asked Kouzes and Posner if they would be willing to let him pilot some of their work, and they agreed. Adriel’s pilot program was launched and deemed successful prior to the development of TLC’s LPI assessment.

Participant 8: Kohana (Swift)

Kohana was introduced to an original member of the TLC community who ultimately became his mentor in 2012 and has been a facilitator and keynote speaker for more than 25 years. Prior to this, Kohana was a leader in an organization and had five direct reports and up to 80 in his group overall. Kohana enjoys drawing on these leadership experiences when facilitating sessions or coaching individuals. His clients include CEOs, senior vice presidents, mid-management professionals, and doctoral students.

Participant 9: Halyn (Unique)

Halyn left the corporate world to start her own company 16 years ago. She believed it was serendipity that allowed her to find TLC three times in the corporate world before becoming a facilitator. Halyn has written books related to leadership and has served more than 1,000
participants. As a TLC CM, she participates in COPs on a regular basis and appreciates the concept of accountability partners as they help her remain accountable in both her personal and professional life.

**Participant 10: Wacan Tognaka (Resilience)**

Wacan Tognaka became involved in TLC in the 1980s. He has impacted more than 20,000 people and believes middle management is where his work has the most effect. As a lifetime meditator, Wacan Tognaka is inspired by nature and frequently travels to other countries to learn from other cultures. He believes learning to lead is like learning to speak another language. It must be studied over a period of years in order to know the basics, understand the dialects, and become fluent.

**Participant 11: Nakoma (I Do as I Promise)**

As a former researcher with the Mayo Clinic, Nakoma became intrigued with the subject of leadership research after a chance meeting in 1987 with one of the authors of *The Leadership Challenge* at a research symposium. Beginning in 1992, Nakoma focused exclusively on the LPI assessment, studying each LPI statement in order to fully understand the impact of the leadership behaviors. Thirty years later, Nakoma has facilitated sessions for thousands of leaders across the globe. Her deepest passion is coaching the LPI, and she never begins a TLC workshop without coaching participants through their LPI results first.

**Participant 12: Wapi (Lucky)**

Wapi began facilitating leadership training in 1989 before becoming an employee of the Tom Peters Company when Jim Kouzes was president. Within 2 weeks of joining the company, Wapi facilitated his first TLC session with one of the authors. He learned a great deal from this
experience. Within a year, Wapi was promoted to vice president and was responsible for hiring and training new TLC facilitators.

Since then, Wapi created his own framework related to the five practices, became a keynote speaker, and authored several books. In the past 33 years, Wapi’s work has impacted hundreds of thousands of individuals. There is a school in California with several classrooms dedicated to his guiding principles.

**Participant 13: Wahchintonka (He Has Much Practice)**

Wahchintonka began facilitating with the Tom Peters Company in 1995 and has since impacted thousands of leaders. His longest client relationship spanned more than 20 years. Wahchintonka has a great sense of humor and is tremendously insightful. For example, he believes managers must give a pep talk, or some sort of context, before workshops to engage their team members. Managers must also reinforce the TLC learning afterward in order to ultimately make a significant impact. In the case of true organization-wide interventions, “You really have to count on the managers.” He laughed as he stated, “The measure of success is not in the mirror. It’s watching the other people and seeing the impact of the work that you’ve done afterward.”

**Participant 14: Mitena (New or Coming Moon)**

Mitena was introduced to TLC while in graduate school. Time and time again throughout her adult life, TLC helped her personally as she discovered and rediscovered her values and found her voice. She eventually lost a significant amount of weight, became sober, and embraced the practice of mindfulness. Since she began facilitating in 2007, she has taught more than 500 working professionals and has started a blog. Her hope is to “really spread awareness about the
five practices” and “on the more macro level, look at how these five practices are not only relevant for exemplary leadership, but they are also relevant for leading an exemplary life.”

**Participant 15: Elu (Full of Grace)**

Elu believes in quality relationships and takes pride in saying she has transitioned from having a number of clients to having a select few. Elu hit a glass ceiling and left the corporate world in 2003. After 2 years and a series of significant events in her life, she invested some time in deep reflection before becoming very serious about TLC. Since then, she has worked with hundreds of executives and middle managers.

Elu’s hope is to bring new and lasting awareness to what leadership really is in order for people to figure out what it means to them. She enjoys asking her participants how they are going to take their newfound knowledge of TLC and build things from there. When asked what type of impact she would like to have with TLC, Elu said she wants TLC to truly make a difference in her participants’ lives, in their organizations, and in the lives and organizations of other people.

**Participant 16: Urika (Useful)**

In 2011, Urika was recruited to become a facilitator for TLC when professionals from Wiley approached her as she walked off stage after a presentation. She had never heard of TLC, but after some discussion agreed to attend the first day of an upcoming train the trainer session in her area. After the first hour of this TLC session, she was hooked. Since that time, Urika has worked with hundreds of leaders at all levels in several organizations. Urika believes that “It’s not just permeating organizational cultures, it’s embedding into the psyche of a human being that leadership is his role.” Urika’s focus is to make this world a better place, one leader at a time.
Participant 17: Liseli (Full of Light)

Liseli is one of the most respected CMs in the TLC community. In addition to running her own business, facilitating workshops, and coaching leaders, she mentors professionals each year into becoming CMs. Liseli’s introduction to TLC began in 1999 when she became a trained facilitator. It was during this time she was paired with a mentor at the Tom Peters Company who ultimately helped her become a CM. Liseli runs her own small business and frequently collaborates with members of the TLC community. For those who participate in her workshops and want to take things to the next level, she does not hesitate to take people under her wing.

Participant 18: Woya (Dove)

Challenged by executive leaders at a private corporation, Woya began researching TLC’s effectiveness in 2001 as she was determined to find a program that actually worked. The company leaders knew they wanted to implement a leadership program that was simple, clear, evidence based, and behavior based. Once Woya was trained, she began delivering TLC to every possible group imaginable. She left the corporate world to find the answer to her questions related to TLC: “How does this work in medicine? How does this work in government? How does this work in finance?” Woya became a CM in 2005 and has facilitated sessions for more than a thousand leaders.

Alo (Spiritual Guide)

Alo served as one of my mentors and as an expert advisor for this study. He has worked in a number of different capacities, including as a dean and researcher in a university and the president and CEO of the Tom Peters Company. Alo is an author, lecturer, mentor, and leadership development facilitator. He has invested more than 35 years working with tens of
thousands of individuals across the globe. Alo has written numerous best-selling books on leadership that have impacted millions of individuals.

**Heammawihio (Wise One Above)**

Heammawihio served as my primary mentor and as an expert advisor for this study. He began working with the TLC authors in the 1980s in order to bring the program to his company prior to the publication of their bestselling leadership book. Heammawihio left the corporate world to begin a business with several colleagues in 1987. The purpose of this business was to serve as a vehicle to take TLC to organizations around the world. Heammawihio has worked with individuals from the boiler room to the board room and continues to write books and blogs related to leadership.

**Overview of the Interview Questions**

The aim in this qualitative single-case study was to discover answers to the following research questions:

RQ1: How do TLC CMs develop and improve their own leadership development?

RQ2: How do TLC CMs evaluate their program’s effectiveness through their participants’ growth?

RQ3: What do TLC CMs recommend aspiring CMs do to help themselves and their participants learn, change behavior, and create a positive impact on desired results over the long term?

1. How do CMs (seasoned LDEs) develop new strategies to improve their own leadership development,

2. How do CMs (seasoned LDEs) evaluate their program’s effectiveness through their participant’s growth, and
3. What do CMs (seasoned LDEs) recommend future aspiring CMs do to impact participants learning and create a positive impact on desired results over the long term (in comparison with Kirkpatrick’s four levels of program evaluation). The hope was to discover and share the lessons learned personally and professionally from these experts in leadership development and to explore thoughts related to effectiveness and Kirkpatrick’s evaluation process.

The moments just prior to each semi-structured interviewed were considered sacred space to center myself with my role as the researcher, as the research instrument, and to keep my biases in check. The interviews began by asking participants to provide information with respect to their leadership development journey. Open-ended questions were asked whereby the participants could share their experiences prior to their exposure to TLC or beginning with their encounters with TLC. The goal was for the participants to reflect on their journeys and their hopes related to the impact they desired to make in the short and long term with TLC. I also asked questions on how TLC content may have helped them to develop themselves as leaders and specific strategies they might employ to evaluate their own growth.

During the second part of the interview, Questions 8 through 15 were designed with a deliberate focus on the theoretical frame: Kirkpatrick’s model and its four levels (Kirkpatrick & Kirkpatrick, 2005). This included open-ended questions pertaining to participant engagement, reaction, learning, behavior change, and ROI or ROE for the sponsoring organization. Deeper still, questions were asked about preworkshop, postworkshop, or long-term surveys, tests for knowledge checks, or quizzes to determine whether adult learning was taking place. According to Kirkpatrick, this chain of evidence would ensure the training atmosphere was conducive to
learning and confirm that targeted learning has taken place (Kirkpatrick & Kirkpatrick, 2007, p. 128).

The last part of the semi-structured interview focused on RQ3. Questions were asked to discover what seasoned CMs recommend others do to ensure that learning and leadership practices continue to be developed. In Questions 16 through 19, there was reflection on retirement and asking for advice on behalf of aspiring TLC leadership development professionals.

As a CMIT, I found the most difficult part of the interview was discussing a conceptual frame I created to help myself learn each of the concepts that had been stressed to me during my TLC training. I brought this conceptual frame to the forefront as a result of a previous pilot study I conducted. While TLC has visuals for the five practices, it does not appear to have a comprehensive visual that includes important details that should be both internalized and taught during TLC workshops. Recognizing these seasoned experts may have created tools themselves, I invited all participants to share any documents they felt important in passing along to new CMs. Finally, all were asked to provide any further information they would like to share. This question allowed CMs the opportunity to speak both candidly and openly about their experiences and their hopes for the future. In some cases, they asked to speak off the record, whereby the recording was stopped while the conversation continued.

Next is a summary of responses from Interview Questions 1 through 7 that pertain to RQ1.
Research Question 1

The first research question explored how TLC CMs develop and improve on their own leadership development in order for others to do the same. Overall, four findings emerged from the participants:

- reflection,
- TLC LPI,
- learning from others, and
- self-directed learning.

Specifically, the first 13 TLC CMs who participated in semi-structured interviews described TLC as the most predominant activity in which they engaged while also taking action in three categories: reflection, the LPI, and learning from others. One additional finding emerged from analyzing the e-interview data: self-directed learning. These five participants reported having a continuous commitment to lifelong learning and a growth mindset in order to optimize leadership and professional development.

Theme 1: TLC CMs Use TLC and Reflection to Continually Develop Themselves

The first research question explored the strategies the study participants use to develop and improve their own leadership in order for others to do the same. Recognizing that this question made an assumption, it was reframed during the interview process to first explore whether or not the participants intentionally develop themselves and if so, how were their efforts focused? From the questions previously posed, the first discovery was that all study participants used TLC content for both personal and professional purposes. Because these questions had never been asked of CMs in a research setting, their comments expressly confirmed that TLC
content changed their lives and served as a foundation for self-leadership. In sum, TLC was used as a bedrock to provide purpose, direction, and specific behaviors to review on a regular basis.

**Reflection**

Reflection was the second most dominant finding in this category. TLC has been in existence for almost 40 years. It is both evidence and research based. Hundreds of dissertations and theses have shown time and again that the LPI assessment and TLC facilitation material works. While those who are immersed in the leadership literature may not be surprised to find the subject of reflection at the top of the list for leaders, it may be a surprise to note that the TLC material does not have an intentional emphasis on this practice. Reflection is not discussed, and no specific examples of reflection are provided in TLC materials.

In addition, there are no expressly stated reflective practices in the LPI. If one were to argue this point, they might present Behavior 18 in the LPI, which states “Asks, ‘What can we learn when things don’t go as expected?’ (of others)” as a reflective behavior. The argument would continue because while this question is solid to encourage a team to learn from their challenges or mistakes, it is not a personally reflective practice. Question 18 of the LPI involves others and does not seek solutions within. Despite the fact that TLC CMs do not teach or facilitate content related to reflective practices, reflection is the primary practice the majority of CMs in the present study have adopted to develop themselves on a regular basis.

**Importance of Reflection**

Self-reflection is an evidence-based and practical tool for character-based leadership development (Kiersch & Gullekson, 2021). Gibbs’s reflective cycle and Schon’s process related to reflection-on-action rather than reflection-in-action (1983) are well-studied approaches for reflection pertaining to leadership (as cited in Potter, 2015). Most of the present study’s
participants used reflection as a personal leadership development tool by frequently setting aside time to intentionally reflect. Many stressed the importance of daily meditation, practicing resilience, being still, being quiet, and getting insights by consciously reflecting. One participant deliberately walked in nature for inspiration, three others intentionally traveled to various countries to understand other cultures and become more aware of biases, and four purposely reflected on quotes or inspirational pictures as daily reminders to intentionally develop themselves.

Whether investing time to consciously reflect after facilitating or coaching a TLC session or reflecting at the beginning of the day, at the end of the day, or both, the goal was to evaluate their efforts pertaining to leadership development in order to move forward on a path that felt authentically theirs. This habit of reflection allowed the study participants an opportunity to self-regulate, course correct, or celebrate. For instance, many participants stated they enjoyed writing as a part of the reflection process and owned journals or unique boxes in which to place their thoughts. One individual stated she took time on a daily basis to reflect on one TLC behavior, and frequently Behavior 16, how her actions might affect other people’s performance. She wrote her thoughts in a journal and habitually asked her clients to provide feedback in writing as well. Once received, she reflected on the written feedback to further develop herself.

The study participants reflected on the TLC material and Kouzes and Posner’s emphasis to use for direction in order to become better practitioners and advocates of the five practices. Because the TLC authors frequently underscore the concept of leaders are learners (Kouzes & Posner, 2017), the participants felt it was important to continually evolve. They worked to increase the frequency of their personal best leadership experiences and the frequency of continually learning. They read books, became certified to teach other curriculum, and
participated in associations such as the Society for Human Resource Management, the Association for Talent Development, and the International Coaching Federation.

In addition, the participants deliberated on how they saw TLC practices in real, everyday life situations. They took stories from their own lives and the lives of their client partners to use as examples during TLC workshops. They also gathered clips from Hollywood movies, the news media, or online websites to illustrate points while coaching leaders or facilitating groups. A number of professionals stated that the TLC material liberated each chapter of their life. For example, with his own personal development, Ahanu explained that TLC gives you a roadmap of how to live your life. I think if you try to model the way and set a good example, get clarity around your values, all of those things help you grow both personally and professionally. The Leadership Challenge is so powerful. It works at home; it works at work.

Dakota found TLC liberating personally and professionally and said, “The Leadership Challenge liberates individuals to be either great coaches or leaders or whatever it is. So, there’s something about it. It’s not instructional, it’s liberating, the material. It allows people to find themselves.” In contrast, Halona reflected on the connections related to her professional work with advisory boards with her personal leadership development by talking about living the TLC practices:

Even in boards that I’m working on and other groups that I’m working on, it’s, “How do I inspire that shared vision there? How do I make sure people are getting recognized and encouraged there?” So, I try to live them. I don’t always do well, but I try. And I tell people that, by the way. I tell people, “I’ve been doing this for 20 years and I’m still
learning. I’m still growing, and I still mess up. It’s not about perfection. This is a journey.”

For Catori and Nakoma, personal leadership development takes place continuously and throughout the day. Catori said,

So that, for me, it was kind of where’ve found the deliberate practice taking hold as being very challenging, but I went inside the work I do. I try to invite people to think, “Hey, what, within your day in day, day out, are there some things you’re doing?: It could just be 30 seconds a day where you can accumulate with that deliberate, conscious effort, some developing around your skills, or your voice, or whatever it might be.

Nakoma stated,

But now that seems almost silly to say, because that is how I believe now, but it took my own evolution first and to immerse myself in the 30 behaviors and to continuously ask myself to what degree and what frequency am I engaging in this behavior every day? And day by day reflecting at the beginning of the day, at the end of the day, how did I personify that behavior? And so that’s what started me.

When asked how TLC content helped him develop as a leader, Wacan Tognaka shared how TLC has helped him overall, in combination with meditation and reflection:

The Leadership Challenge just provides a fantastic recognition that leadership happens for two reasons. One because people know what to do, how to lead, which is what the LPI tells us, it tells us what to do . . . [TLC helps you] to think, well, what kind of human being are you now and how are you developing to who you might be? You gotta figure out what this means for you and do it your way, otherwise it won’t work. And my meditation helps; it has been part of my developmental daily practices for a very long
time. It brings me to center and it’s a place of quiet and, you know, things emerge from that.

Wacan Tognaka also spoke to the importance of understanding other cultures by traveling for development.

I’ve also traveled a lot. I’ve traveled in more than 50 countries. And I think understanding other cultures is absolutely essential for leadership because we have to reflect and get out of our own bias. You can never remove bias from your thinking, but you can be aware of it. Like, and for me, the best way to learn about bias has been to travel.

Heammawihio uses reflective writing to develop himself as a leader and said,

I write a lot. What I’m attempting to do through writing is to just look at various contemporary situations and examine those through different lenses of leadership. So, it enables me to really investigate a little bit deeper. I can walk into those circumstances knowing I’ve got some confirmation bias or other types of blind spots. I’ll try to poke at them, reflect and write about things from a different perspective as opposed to just weighing in on opinion pieces or anything like that.

It’s a challenge. I try to peel an onion back on a different situation and say, “What’s three or four different ways to look at this?” Writing gives me the discipline to not just sit there and think about it and then forget about it. I actually really think about how well I would say this in such a way it would be understood by someone else.

These individuals mirrored the actions of one of TLC authors who served as experts for the present study. From his expert perspective, Alo stated,
Oh, I am someone who personally tends to learn best from reflection and reading, and then putting that into practice and testing it out to see how it works for me. Over the years, because I started this work in 1969. So, over the 50 plus, 53 years, I’ve been involved in this work . . . to improve my skills and abilities.

I have a daily practice in the morning, every morning, spending my first 2 hours either reading a journal article, a book, or a news piece, or a report on some recent research. And so, the day doesn’t go by where I don’t ask a question such as “Am I doing what I say it will do?” Or “Am I helping other people to see that they too can become leaders?” So, I use the five practices framework as a way of reminding myself of what I should be doing if I’m going to be an exemplary leader. So, it for me is a guide. It’s a guide on a journey.

**Theme 2: TLC CMs Use the LPI to Develop Themselves**

In response to the question of how the study participants develop themselves personally, key findings from the analysis were that they developed themselves by investing time in adopting practices from TLC and through regular reflection. They also use the LPI. Most study participants use the LPI to serve as a solid structure to lean on and to regularly evaluate their efforts. In many cases, they took the LPI annually or biannually. Most also noted their frustration because they did not manage teams of people and wanted a better tool they could use. Some shared they felt a sense of hesitation in requesting client partners provide annual feedback due to time constraints and because they did not work with them on a day-to-day basis.

Additionally, some participants use LPI action cards, a tool developed by TLC CMs. They shuffle the cards and asked questions of themselves or in order to help them solve their current leadership challenge. They also use these cards during coaching and to solve problems
with their client partners. Moreover, many study participants select a behavior directly from the 30 TLC behaviors to focus on intentionally each week.

One participant emphatically stated that she researched each of the LPI behaviors in order to better understand the science behind each statement. She asked questions of the authors and other CMs to dive deeper into the research on how LPI questions were developed and analyzed. She investigated other research related to the same or similar subjects to gain a broader perspective.

Overall, as the TLC CMs spoke throughout the interviews, each appeared confident in the power of the LPI. They emphasized they had done their research, were very impressed with the LPI, and they staked their business on it. They were using the right tool for the right reasons: to develop themselves and to develop others.

For example, Catori stated that the LPI resonated with her entire being: “I use the LPI to figure out what kind of human being I want to become.” Akikta echoed Catori’s sentiment related to raising awareness, intentional reflection, and then taking action in stating the following:

> I rely on the LPI and hopefully, the penny starts to drop. I begin thinking, I need to do some things to change. I’m good at some of these things and [there are] other things I need to improve on. So, then it’s like stepping into action. We’ve got the raising awareness, reflection, and then taking responsibility for moving forward.

Dakota stated that he intertwines his personal development by using the LPI assessment on a regular basis to obtain feedback from his clients as well as his team.

> We definitely do the LPI, and we definitely use the LPI, and we definitely take client feedback. We would relate that to our . . . We see the projects we do as leadership
projects. So, there are leadership challenges, our client projects are our leadership challenges. So, we definitely question quite a lot with our clients. And I think that’s a really important thing to do and to understand along with having a good team around you. So, I think feedback from the team and the client allows you to be proud of the things that you’re good at and accept the fact that you’re not good at everything. I think that’s really important.

Nakoma stated that she dove deeply into the LPI by sharing the following:

And that reflection dramatically changed the way I began to consider myself. And I did even more of a dive into my own leadership and about the LPI. And what does this mean? And recognizing that these are individual behaviors, that it went beyond just the practice, that it went deeply into the individual 30 behaviors. And so, I recognized that you can’t change your behavior by the practices, but you can change your behavior through the lens of the behaviors. That makes sense? It’s like my own leadership behavior could change as a result of the lens of the individual 30 behaviors.

Not only does Nakoma look at the construct of the LPI, and the research behind the LPI, she also puts it in context by taking the assessment annually or biannually.

About every year or 2 years, I am asking my clients to give me feedback. So, their feedback was really helpful to me as well. I don’t have people that report [to me]. I’m not a manager, whereas I was before. So, I’m grateful for that experience as really having a leadership experience from the perspective of being in an organization with individuals, direct reports, coworkers, all that. I’m grateful for that because I learned so much about myself, not only through TLC and the LPI, but also just being in an organization.
Elu said she enjoys the process of being coached through her LPI results and noted the importance of coaching in the following:

I think it’s very important. As a certified master, absolutely, you need to go through the process of being the leader of an LPI. As I’m walking through that, being coached through that, and I encourage everybody to do it, at least, once a year or once every 2 years just to see how you’re measuring on the scales too. It does give you great feedback so you can learn and grow.

Liseli shared the following:

I feel that it [TLC] really is just ingrained in every part of how I lead. Obviously the five practices are a big part of that, but I think also just the periodically taking a look at how I’m doing, and using the LPI behaviors as a specific guidepost, whether that be, I want to work on this behavior for the next 3 months or, wow, I didn’t do that really great. Which behavior was that? I’m going to use . . . I’m going to put that as my focus for the next or put it in front of my computer.

So, I’ll take the LPI action cards and really just kind of put them there to focus on. It doesn’t always . . . it’s an ongoing process, right? It’s a journey. But I think that because they are just a part of me, I try to lead with that every day.

Alo agreed with the study participants. He hopes LDEs will use the 30 LPI behaviors and the five practices to reflect on every day.

So, if a leader is truly implementing the five practices, they’re asking themselves these questions daily at the end of the day, beginning of the day, “Did I today do what I said I was going to do?” “Did I today make sure that other people were clear about the vision of our organization or our team for the future?” “Did I make sure that I helped people to see
how this fit with their aspiration?” So these are kind of daily questions that people should be asking themselves. That’s what I try to do.

**Theme 3: TLC CMs Learn From Others**

The last theme that emerged from analyzing data related to RQ1 was that TLC CMs learn from others. To be specific, the CMs learn from their client partners and the leaders they work with, as well as their organizations. Many maintain healthy relationships with their client partners for years, diving deeper into the TLC content while also seeking additional certifications to better assist their client partners. One identified himself as a learning leader who is always seeking to learn from others.

For specific strategies related to learning from others, CMs ask their client partners for feedback on a regular and informal basis (see Burt & Talati, 2017; Thach, 2002), or formally through the LPI (Posner, 2016). CMs also call on one another to request feedback and to dive deeper into TLC concepts (Levenson, 2009). The study participants identified the TLC community as a rich resource for learning about the curriculum other LDEs are adopting as complementary to TLC, for example, Patrick Lencioni’s Five Behaviors of Dysfunctional Teams, Gallup CliftonStrengths, or DiSC. They also brainstorm ideas related to new ways of engaging participants over the short and long term. Finally, many CMs meet regularly as a monthly community of practice to help one another and to develop their businesses. These discussions may lead to sharing information regarding social media, marketing, client partners, pricing, contracts, and the like.

Halona stated that she learns from her client partners and from facilitating TLC content: I’m always trying to learn from the clients. And I know that may sound strange, but I don’t walk into any client engagement thinking I know it all, thinking I know the
answers, or even thinking that I know exactly how this leadership challenge process is going to play itself out. Because every time you do it, every time you show up, every session, even if it’s the same client, right? It’s different. It is totally different. It pulls on every bit of knowledge, energy, patience, flexibility that you have. To me, it keeps me on my toes.

Nakoma said she learns from others by “Also writing, studying leaders, and for example for some of them to be stories in the TLC books. That was also something I would advocate. And it’s not just for submission of a story, but it’s also studying people for through that lens of their own story.” Wahchintonka also stated that learns from his TLC participants: “I keep abreast by listening to the people in my workshops and catching up on what’s going on. That’s pretty much the key thing.” Dakota said he loved to learn a great deal from the TLC community in the past: “Loved it, really, really loved it. I really enjoy the community part of it. And in the early days, I really learned a lot from the TLC community.”

Finally, Heammawihio summed up his leadership development by stating he learns from others, among other things.

Leadership development and growth for me is not an annual type of task. It’s part of my DNA, because the work I do is not just a job. I tell people it’s a calling. So, I’m constantly learning by talking with folks like yourself, getting involved in research efforts like this, continuing to read about leadership, and other things. It’s part of life. It’s as common for me as waking up in the morning and brushing my teeth.

**Theme 4: TLC CMs Strive for Continuous Learning**

The fourth theme developed specifically from the TLC CMs who participated in the e-interviews. These CMs had less experience: They were not 40-year LDE veterans but instead
averaged about 15 years of experience. While the first group of CMs spoke passionately about the TLC community and learning from their peers and client partners, the second group had less emphasis on learning from others but instead focused on continual learning. They employed self-directed learning and were driven to habitually invest in their own continuous learning. Most maintained a learner or growth mindset and frequently sought other levels of certification through various organizations. When asked what new strategies she employs to continually learn, Urika said,

That’s a hard question because I am continuing learner. I don’t even need a strategy. If somebody says one word and I think, oh, I don’t know enough about that, I just capture it and I go off and such. I’m also someone who has to constantly be growing myself. And yes, you can continue to grow in TLC, but another way to grow with it is to go outside it and then look at it from the outside through the eyes of a different technique or a different language or a different model, and find intersections as well.

Now, I know when we are doing public workshops, you don’t mix the models. But my point is, this has really helped me with some of the massive interventions that I’ve done and am currently doing. Oh my God, it’s I know when I bring in TLC, I know when I bring in other, and I bring in another, and how it’s the clash of the Titans, where they all come together.

Woya stated that she works to continually develop and stay sharp by challenging the process to ensure she does not get complacent.

I’m a pretty innovative thinker, but just sort of making sure I don’t get a dull edge on that, that I constantly say well, what could we do? What could be better? And always, I think the heart of what I do in my work is enabling others to act. I use them all the time
and vision every time I talk to a new client, I’m creating a vision for them about what more effective leadership throughout their organization would look like, so definitely that. And then I think right now in the world we’re in, living through an outward articulation and espousal of our values is really important.

Mitena views TLC through a variety of perspectives and commits to lifelong learning:

I think that’s been a great value to me is being able to approach TLC from a variety of different angles. I have the academic perspective. I also have the facilitator perspective. I also have the business owner, the trainer perspective, and I think learning it academically has been most useful for me over the long haul, just because it’s kept me invested in my own learning, and growing, and not just getting up to a point where I’m a CM, I’m done, I’ll just keep doing my thing the way I’ve done it. I’m not interested in that. Continue to practice. Daily, deliberate practice. Walk the talk, lifelong learning. Yeah. I mean, do the things. Do the things.

In summary, the themes that emerged from analyzing data related to RQ1, how TLC CMs develop themselves as leaders, were that TLC CMs use TLC content to develop themselves, they reflect on this content on a regular basis, and they use the LPI assessment for self-improvement. They also maintain an open mind or work deliberately to interface and learn from others. And, finally, less-experienced TLC CMs deliberately invest in their own growth and learning on a regular basis.

**Research Question 2**

The second research question asked how TLC CMs evaluate their program’s effectiveness through their participants’ growth. This part of the interview brought in questions directly and indirectly related to the Kirkpatrick framework (Kirkpatrick & Kirkpatrick, 2016).
For example, the participants were asked to share information with respect to using surveys for Kirkpatrick’s Level 1 and Level 2 evaluations, also known as reaction and the resulting learning from the workshop interaction (Kirkpatrick & Kirkpatrick, 2010). Open-ended questions were asked whereby professionals could share their experiences with leadership development workshops and engagement, relevance, and customer satisfaction.

I also asked the participants to share their experiences gauging adult learning with regard to quizzes, surveys prior to or between sessions, and evaluation for the purposes of identifying behavior change. Depending on the nature of the conversation, the discussion may have provided an opportunity to discuss best practices in adult learning including strategies and tools. Many participants offered information related to LDAPs, which are commonly used and encouraged across TLC.

Because the literature expressly emphasizes the importance of accountability partners (Covey, 1989/2013; Kirkpatrick & Kirkpatrick, 2010), questions were asked to better understand if or how accountability partners were used. Other questions asked for recommendations for aspiring TLC CMs and how they should evaluate the effectiveness of their programs and their efforts. The goal was for the study participants to reflect on their past and share their best advice for future consideration.

Overall, four findings emerged in response to how TLC CMs evaluate their program’s effectiveness through their participants’ growth. The participants indicated that they assess program effectiveness by:

- ensuring participants actively contribute to the adult learning experience in all programs,
- employing surveys and knowledge checks but stressing relationships as key,
• using the LPI assessment as the true knowledge check and behavior change mechanism and to help client partners gauge ROI or ROE, and
• recognizing ROI takes a true partnership and commitment.

Theme 1: Participants Actively Contribute to the Adult Learning Experience

The first finding from data analysis was that all LDEs who participated in the present study work to engage their participants throughout the adult learning experience. This finding reflects the theory of andragogy in recognizing that adults come to the table with a wide variety of experiences and the “richest resources for learning reside in the adult learners themselves” (Knowles et al., 2015, p. 64). As such, the question of the degree to which workshop participants are actively involved in contributing to the learning was asked and answered in the present study. For example, Dakota, stated,

Yes, 90% of the learning comes from participants. My part is 10%–20%. The hardest part is being honest and accepting when something needs to be done differently—better.

Having the right question at the right time or having the right piece of provocation at the right time. Making sure people benefit from the experience.

Wacan Tognaka said,

I try to follow principles of adult learning as much as I can and keep lecture segments to 10 min or so, followed by some kind of interactive process. In a conference room, I have people seated at tables of five. I mix up the groups from time to time, or we use the groups that were based on the client’s desire of silos or what have you. I’ve adapted all of the leadership challenges very effectively to Zoom, but the problem is you can’t interact as well. You can. I mean, we do breakout groups, of course, and white boards. I take time to chat with the client and interact with groups based on client needs.
Halyn stated,

I have a facilitation background, so I have tricks, but it’s my stuff that is just interactive. We draw people in, they draw each other in, everybody gets so much more out of it when it’s like that. So, if I ever see somebody holding back, I’ll work with them on a break and do what I can to draw them out without making them uncomfortable. I don’t experience issues where people aren’t engaged. And the problem I think is how do you pack it all in once they start getting super engaged and they have all of their questions? I keep people engaged and provide reflection, especially on the LPI.

Adriel said, “Our job is to help them teach themselves. Make them comfortable to help them engage in the learning.” Elu said,

Participants are all very engaged in the learning experience. I tell them, “The learning comes from you, and from each other. Have fun and play games. Share your story, open your hearts.” Peer learning is the most powerful. I also bring in a stuffed animal to serve as comfort. He goes from table to table.

Halona stated that she believes in two things: “Connecting the dots for people and trying to make the work relevant to people. I want them to work. Bring the problem and let’s work so we can have a sense of accomplishment and relevance.” And finally, Mitena stated, “So, they are all actively engaged. And mine are online, of course. So, it’s difficult not to participate, because I will invite participation. I will encourage breakout room engagement. They are all actively involved.”

**Theme 2: Surveys and Knowledge Checks Are Useful—Relationships Are Key**

Consistent with the Kirkpatrick model’s Levels 1 and 2 (Kirkpatrick & Kirkpatrick, 2005), questions were asked regarding whether the study participants used adult learning tools
such as surveys or tests to gauge learning. Questions further explored learning tools and how they may have helped the participants with leadership development. For example, tools may have been deployed to provide course corrections between sessions, for knowledge checks, for reemphasizing content during future sessions or online, or during a 30-, 60-, or 90-day post-session evaluation.

In most cases, the participants spoke to surveys being deployed prior to or at some point after the workshop engagement. They reported this being done in partnership with the client in order to have a baseline to measure. In many cases, the TLC CM leaned on the organization to create its own survey instruments and to determine the measurement process.

Upon reflection, I decided to ask whether the study participants surveyed their partner clients through interviews. Once I found the majority of them engaged in this manner, I then labeled them qualitative surveys. This was an unexpected hiccup in my research, so I titled my summary index cards, “Surveys? Yes, but,” due to the nature of the responses.

As for qualitative surveys, the study participants frequently met with various members of the organization to ask questions related to their ROI and results. Many stated that they included numerous one-on-one or team coaching sessions in the partner contract. According to Wapi,

We do surveys, pre- and post-assessments, and . . . We leave it up to the organization to draw the line and determine what is important to measure. They are the experts in their own “hows” and “whys” to include in the ROI. For example, they may want to rate well on Glass Door or be listed as one of the best places to work. They get to determine that.

Dakota said, “We go deeper than a survey. We hold diagnostic interviews and ask pertinent questions for their business.” Halyn said she provides individual and team interviews to assess and evaluate the needs of the organization. She also asks questions about turnover,
succession planning, and employee engagement in order to build a solution prior to the program. She takes both a qualitative and quantitative approach while using the LPI as a part of the solution.

We ask questions prior like what are you working on? What are your issues? What are your priorities? If it’s a situation where they don’t have a lot of information or a situation where we need to build some buy-in, I absolutely will conduct interviews. Sometimes the [quantitative] survey tells me that I need to do that. If I really need to dig into this a little bit more after a survey, it’ll be interviews. We then compile a LPI group report to tackle issues through the lens of the five practices.

Wahchintoka said,

At the beginning of the program, I ask people what they want to get out of this. I also do surveys, yes. And they are almost always very good. One time I had a high-tech organization that took a top-to-bottom approach. One maintenance person responded on a survey with, “I expected this to be only so much pig slop, but now I’m glad I was sent to the trough!” Good stuff!

Adriel believes in surveys when conducted the right way. He provided a different point of view and chuckled when emphasizing that employees do not always trust surveys: “I always kind of chuckle when organizations where there’s a lack of trust in leadership do surveys to find out why there’s a lack of trust. First of all, the employees aren’t going to trust the survey!” Instead, he provides surveys in organizations where people know that

They are really, sincerely asking for the information. Matter of fact, I have had a couple of organizations where we have aligned the five practices back to the survey in terms of
what we hope TLC intervention will do to those survey scores. So yeah, any data that’s honest, credible makes me a better teacher. Adriel also said that, in addition to coaching, he works to develop client partner relationships by having more discussion-based conversations that are qualitative in nature before and after sessions.

King reflected on his experiences with surveys internationally and stated, “Yes, we do the traditional postsurveys in combination with the organizational surveys. Surveys need to be looked at closely by everyone. Slang doesn’t work in Malaysia. For example, the word ‘Hoopla’ doesn’t translate very well.” Mitena said, “Obviously a postevaluation survey would really be step number one. And that be immediately following, that might be the 30-, 60-, 90-day interval. That might be a 6-month check in, that might be a 1-year check in.” Halona believes it is important to talk to clients to understand what they really want and said,

I do find the more you talk to your client, the more you really understand what they want. The reality is, you do sort of need to push back on clients if you think they’re not going quite the right way. I’ve learned what they say isn’t always what they want. I ask, “Here, is this what you’re trying to accomplish? And if this is what you’re trying to accomplish, why don’t we think about doing this?” I think spending time up front as well as spending time with them as things are progressing and making sure they stay or somebody stay involved is important.

She continued,

Yes, to pre, post, and pop quizzes. But the real test is a review of the five practices. I ask, “What do they (the five practices) mean to you? What does this look like in your organization?” It’s not a test that helps to gauge if they are getting it. Do they
understand? Need a course correction? We have to engage in conversations to see how they are making connections and learning.

Dakota said,

Obviously the LPI is a survey! We also have an adaptive capability questionnaire. We do surveys at the beginning of phase development and at the end. We look at Glass Door and conduct employee engagement surveys. It’s more important to engage in conversation and ask the businesses pertinent questions. I come back and use the 30 behaviors to solve problems.

Elu agreed, as reflected in the following:

We don’t conduct [quantitative] surveys but instead have conversations. Always in between sessions. Always before workshops. We have very deep, long discussions. What do you want to achieve from this? Why? We hold two to four conversations before the contract is signed. I need to understand the culture, personalities, leadership. I need to speak their language to morph into their culture, so I am accepted.

Akikta stated, “I can tell who is really putting this into action and who is not from group coaching.” Adriel said,

I’m not a big believer in validating whether training worked by doing a pre- and posttest. I mean, I don’t use those. However, yes, we do survey, especially, again, when it’s an organizational intervention, we want to make sure it’s still working. So, you do survey, again, because they’re so much in my bloodstream, at [name of company redacted] we did it by level of management member, by class. We sometimes asked the hi-pot questions, different questions for the individual contributors because their path is different. But yeah, I mean, it would be rather arrogant for us to believe that year to year
the program remains great without changes, and those changes should be directed by client feedback, and that client feedback largely is going to be surveys.

Urika summarized her thoughts as:

Surveys, yes but . . . go deep and be involved, set them up for success. Set them up to drive the process. Get them involved to define the issue, something that means something to them. Let them own it. It is not me coming along [and saying], “So, you got to change your principles.” Help them put the foundation in place. They will mature and move into doing leadership.”

According to Kirkpatrick, Level 2 includes formal knowledge checks such as collecting pretest and posttest data, tests, quizzes, surveys, interviews, simulations, and more (Kirkpatrick & Kirkpatrick, 2010). The goal is to understand the degree to which the participants acquired the knowledge, skills, or attitudes based on their participation in the training (Kirkpatrick & Kirkpatrick, 2016, p. 42). In a small number of situations, the present study’s participants used a system of tests or quizzes to assure that adult learning took place. King believes tests are very important for university accreditation and has one quiz for each practice. Each quiz has between five to 10 questions and are true/false, multiple choice or short-answer responses. King added that

Those quizzes are really important. They’re ones that I just put together, myself for each practice. So, as they studied a practice, they’d have a short quiz. And especially for my students. We’ll continue to do that here at the university, so every time they do it, we’ll have a quiz, because the university also wants to see that. And they’re using it as a part of ABET [Accreditation Board for Engineering and Technology] accreditation, and things like that, that we need to do to show that we’re teaching students about leadership.
Woya built an online portal for college-age students to supplement their TLC online learning. She included quizzes in the portal to ensure that knowledge checks are a part of the process.

I’ve always been the one that’s going, “We can do this online. We can do this online. And have you tried this online? And look at the data we could gather online.” I mean in 2011, I did the first, according to Jim, it was the first Leadership Challenge workshop online. It was a lot of jumping through hoops. So, now I teach The Leadership Challenge online, and in that online platform that I use there is a quiz mechanism that I use at the end of every part, just as the reinforcement.

When asked if participants get to take the quiz multiple times to aid in adult learning, Woya said,

Yeah. It also depends on the learner, but sometimes I just say, you’ve got to complete this. But in reality, the answer is provided. They put an answer, they get it right or wrong, but then they see the right answer. It’s sort of, I’m capturing what they don’t know but also helping them understand what the nuance is about what the right answer was.

Woya follows some of the best practices in adult learning with regard to employing accountability partners every time she teaches a cohort, embedding learning and coaching over time, and providing templates to guide conversations for team coaching, accountability partner sharing or otherwise.

**Theme 3: LPI for Survey, Knowledge Check, and Behavior Change**

Kirkpatrick’s evaluation process is considered a comprehensive blueprint for implementing a model that truly maximizes business results (Kirkpatrick & Kirkpatrick, 2005, 2016). The goal in using Kirkpatrick’s model is to ensure that workshop training adds value to a
company’s bottom line and that employees have not only reacted positively to educational sessions but have also learned concepts to the point of changing behaviors for the sake of the company’s needs and culture (Kirkpatrick & Kirkpatrick, 2016).

For clarification, Kirkpatrick and Kirkpatrick (2016) stated, “Level 1 is often overthought and overdone; it is a waste of time and resources that could be put to more benefit at other levels” (p. 41). While most participants in the present study use surveys, most tended to agree with the Kirkpatricks. Further, they tended to believe in an engaged audience.

These LDEs also practice Knowles’s principles of adult learning; they work to ensure the material is relevant to the groups they are facilitating. As Kirkpatrick and Phillips both emphasized assuring ROI (Kirkpatrick & Kirkpatrick, 2010; Phillips & Phillips, 2016), the study participants reported that they strive to develop relationships with their clients to ensure client satisfaction in the long term. That said, the participants also added a new dimension to the process: Most stated that they rely on the LPI as both a pretest and posttest assessment to gauge learning and behavior change for Kirkpatrick’s Levels 2 and 3. Because paradigm shifts and behavior change for becoming an exemplary leader take time, the LPI may be administered approximately every 9, 12, or 18 months, depending. It may also be used to gauge how often a person engages in exemplary leadership behaviors for an indefinite period of time.

Halona conducts surveys but believes they should be used in conjunction with questioning the participants’ needs, as well as allowing the LPI to inform both groups.

So, yes, I do the surveys. It could be before the workshop; it could be in between workshops if you’re doing once a week. It could be after the workshops, 90 days. At any point in time. It’s funny you asked me because this session that I’m working with, with educators and I said, “But we’ll be more successful if we ask people, ‘What are the topics
that interest you most?” And then we can let the LPI inform some of that. Because that’s going to show up. But let’s find out from them what they think is most important to be talking about.

Nakoma does not conduct surveys but instead meets with individuals and managers before and after the workshop. For her, the optimal amount of time to work with clients is at least 12 to 18 months. Regarding surveys and the LPI, Nakoma stated,

My true passion is the LPI and coaching. That’s my deep, deep passion. To me, they’re living, they’re not just a behaviors survey, they’re very much alive. I would like for them to discover the leader they’re going to be and the reason why they’re here on earth through the work that we do with the LPI and TLC. It starts with the interpretation of the LPI, and of course, getting to know them, getting to understand their background and why they want to start this journey?

Ahanu believes he is open to presession and postsession learning and said,

I buy into the theory behind that. If I have a perfect engagement, then that pre and post is the LPI. In a classic engagement, we would do a 6 to 9 months, beginning with an upfront webinar to explain the LPI, we would do the workshop, you’d get your LPI results, we’d have that as session one. Then we do follow-up coaching after the workshop, and then a follow-up day, a 6- to 8-hr follow-up day, probably 5 or 6 virtually on model the way, inspire a shared vision about 3 months after the workshop. Then we’d do a second follow-up day, 6 to 9 months after the workshop, which is a focus on challenge, and enable and encourage, and which also includes a second LPI. So that pre and post is the LPI 360. So, the reassessment report, the group report, if you’re working with an intact
team, all of that is designed as a way to take advantage of the evidence-based research that we have access to, and to show whether the needle is really moving or not.

Akikta said,

The LPI comes into play with the actual feedback from the people around them. And then they get their LPI and hopefully, the penny starts to drop. “I need to do some things to change. I’m good at some of these and other things I need to improve on.” So, it’s like stepping into action. We’ve got the raising awareness, reflection, and then taking responsibility for moving forward. We bring the learning from the LPI into the coaching. And you can see, when you have those conversations, you know that people are either putting it into place or they’re not. And if they’re not doing it, well then what’s getting in the way?

Adriel sees the LPI as being key. He shared his views related to tests in the following:

I know really smart people who are really bad leaders. They would score 100 on The Leadership Challenge test. They know the content well. Who wrote that famous book, *Knowing is Not Doing*? Now, we do have a wonderful thing called the LPI. And I do repeat LPIs, and we can track growth on behavior frequency, which I put a little bit more [emphasis on].

While Akikta said, “Tests? No, never,” Catori relies on clients for building tests into clients’ learning management systems. She expanded on the importance of the LPI: “One obvious one is, are they going to take the LPI again down the road? That’s a great one to do.”

For groups, she advised,

When you look at the group average column, and when you look at the lowest number up to the highest, they might have a 7.5 to 10 in the span of their 30 behaviors. So, they’re in
a completely different spot, where a call to action potentially might be is, “How do you now take the practices and behaviors and start to cultivate and develop leaders around you within your direct reports and your informal directs?” That’s a different kind of growth.

Wapi said,

Something like the LPI is a great way to do that because its behavior focused. The test is in the behavior. The LPI is behavior focused. I don’t care if you can write an essay about it. Show me that you understand you can do it. So, that’s the most important thing to me. Otherwise, what’s the point? This stuff is really easy to talk about.

Wapi referred to people taking action and making change happen as opposed to what he called “posers” in one of his books. From his perspective, posers talk a good game but do not change anything.

The aforementioned guy can spout it off like the best of them. That’s what I refer to when you read the book, you’ll hear about the poser. That’s the poser. The poser is the person who talks a good game but doesn’t change anything.

Urika underscored the importance of getting to know the client. From time to time, TLC advocates come her way, and by engaging in deeper conversation, she has found them incorrectly using concepts or accidently using outdated material. She once encountered a client who used the LPI for 10 years without taking a workshop. Urika expressed some trepidation in adding value to senior leaders who appeared to know what they were doing, but instead she found the following: “My God, they knew literally nothing. They’d been using the LPI purely as the man off the street. They became a little overwhelmed at how underwhelmingly they’d been using the LPI themselves. For 10 years.”
In sum, the study participants use surveys and tests but feel they are more effective by engaging in conversation to better understand how well the client partners have learned the behaviors, what they are doing now, and how they plan to make changes in the future. As for other tools such as accountability partners or trios and LDAPs, responses were on a spectrum. Some TLC CMs use these or similar tools every time and speak to their importance. Others rely on individual and team coaching to be sure a leader adopted a new behavior. Above all, the main tool TLC CMs use is the LPI assessment. The study participants spoke emphatically to the research behind the tool and how the behaviors have truly changed people’s lives.

**Theme 4: ROI Takes a True Partnership and Commitment**

Over the past 50 years, Kirkpatrick and his associates have advocated for some variation of the Kirkpatrick business partnership model (Kirkpatrick & Kirkpatrick, 2010). From identifying business needs to address issues and refining expectations to define outcomes to targeting critical behaviors and measuring reaction and learning and monitoring and determining results, Kirkpatrick has been the authority for training and evaluation for decades (Kirkpatrick, 2007, 2009, 2016). Simultaneously, the TLC authors have advocated for and developed surveys, curriculum, and modules for engaging adult learning sessions. Kouzes and Posner have published coaching guides with numerous questions and other tools for those with or without a T&D or adult learning background to adopt and facilitate leadership development workshops (Kouzes & Posner, 2017, 2021). While authors from both camps take a common interest in effective learning and impact, TLC CMs take a different approach. Kirkpatrick suggests that consultants or trainers work with business managers to discover the nature of the business challenge, but TLC CMs leave it up to the client partner to determine measurable outcomes such
as customer satisfaction, employee engagement or turnover, and increased sales and profitability (Kirkpatrick, 2016).

Ahanu tries to create ideal partnerships as frequently as possible and said,

In an ideal world, we have an internal team that supplements the efforts of the external consulting team. So, we call those folks ambassadors. And ambassadors can send newsletter articles, they can put TLC on the agenda, they can have a book of the month club, or they can circulate articles themselves, they can do a number of things that generate ongoing energy and enthusiasm around the LPI and The Leadership Challenge.

When these ideal partnerships are created, Ahanu confirmed that coaching is included in the contracts to ensure participants have adopted a new practice or behavior.

That follow-up coaching work that you do, where you get to check in with people, what are you learning? What was impactful? How does this apply to your job? What have you done with your action plan? What are you doing to get your vision, values, philosophy of leadership? All those things are where I can start to assess whether people are making true progress or not.

Wapi has partners he employs when he works to change a company’s culture.

We do a lot of assessments. We take the temperature of the company, do the heat maps and that determines what our area of focus is going to be. So, the usual stuff, mostly qualitative, although we’ll present it in a quantitative way, give them a scale and all that. One of the things that we really enjoy doing, because it’s a lot of fun for people and it gives us a good, external objective measure is we will help prepare a company to make it onto a best place to work list.
Wapi has helped raise the bar for many organizations by operationalizing love, energy, audacity and proof in the way they do business. He passionately spoke to the importance of flipping questions and gave some examples of doing so:

“What should we do to improve customer satisfaction?” to “What do we need to do to have our customers love us?” Or the flip side of that coin is, “What can we do to show our customers that we love them?” That raises the bar. It’s a complete proverbial game changer because it’s a very high expectation.

When asked about ROI, Wapi said,

There’s a couple of ways and, and one of these might surprise you. I don’t know. You tell me. Well, one way is the pre and post with the assessments. If there’s already a buy-in that these numbers are important, if we already believe that we want to see engagement go up and people’s satisfaction go up, and turn over drop, and then it should be easy to measure pre and post just based on what people are saying. But what I typically tell people is this, “What are you measuring now? What are you measuring? Because we are all measuring something. And I’m assuming that you’re measuring because you think it’s important. So, if you’re measuring market share, if you’re measuring turnover, if you’re measuring profitability, all of that should get better as we do this. Because otherwise, what’s the point of doing it? And if I can, can I draw a direct line? Can I prove causation versus correlation from the time you started working with us and what happened a year later on all of these other measures? No, I probably can’t prove that, but I don’t care. Did you get the results as you wanted? That’s good enough for me, if it’s good enough for you, it’s good enough for me.”
While Wapi’s position may have been somewhat surprising, it was not uncommon throughout my interviews with very seasoned TLC CMs. Many had very similar experiences and stated that in some cases, their client partners just needed to take a leap of faith. Akikta has a variety of large clients, one with 100,000 employees, who said, “The Leadership Challenge is what we’re doing. That’s our leadership training framework.” Akikta believes that

You’ve got to work with the clients to ensure that there is an ongoing feedback experience of some sort, whether that’s a group one, or an individual one, or both. Ideally both. You should have at least three individual coaching sessions and at least one or two group coaching sessions. But if you really want to evolve the culture, you’ve got to evolve the people through that accountability part. I mean, we know if we coach, right? Accountability is key. The growing discussion is only a discussion if it doesn’t have will at the end of it, right? So, what are you going to do about it? So, for me, accountability is key. And for me, the answer to that accountability and that real evolution is the coaching.

Akikta also believes that cultures cannot be changed but can be evolved.

And finally, the penny dropped with me when Ed Schein spoke and said this, “You can’t change a culture, you evolve a culture.” Right? And it’s the evolution part. So, I talk about that all the time when I do . . . Whatever programs I teach, I talk about that. It’s about step by step by step, having enough people doing coaching, having enough people doing The Leadership Challenge. It starts to evolve the culture, but you’ve got to invest in it, top to bottom and with dollars, otherwise it’s never going to evolve. You’re just going to have the same old shit.
In contrast, Kahona partners with his clients in a variety of ways. For example, they work together to create online portals where individuals report in on things they are doing that are of great value in order to capture data for ROI.

With a couple of organizations, I’ve set up a portal or had them set up a portal and report in when they do things that are of great value. And I said, “What I want you to do is to report on areas where you have challenged the process, what you’ve done, and if you can, quantify the outcome and share that with others. Because if you can save $5,000 in your division, there’s likely another division that can also save $5,000 a month as well, doing the same thing.” And that’s happened a number of times. I want them to start thinking about how they can share what they’ve learned obviously, and to get other people doing these things as well.

Kahona continued by describing several organizations where TLC and the LPI provided a significant ROI for his client partners. In one instance, he had worked with senior leaders for approximately 12 months.

Maybe 12 months after we’d done the first one, it was really good to go back and see how they were doing. And one of the guys revealed how he made money for the company. About an extra $2,000,000 in profit in the past 12 months because he challenged the process. I said “I don’t believe it. Show me the figures. Prove it.” And he did. And I’m going, This is great. It was clearly ongoing. And since then he’s sent me messages saying, “We’re still doing what you said.”

Many of the study participants do not need to market their services due to their reputations. For example, Dakota does not do any marketing but instead has a network of people who “really get him,” and they spread the word. He typically works with clients for 1 to 2 years,
and he also has clients who have been with him for more than 15 years. He begins his partnerships by writing impact statements.

At the beginning of a project, what impact are you trying to have? And I think the evaluation comes from you and your client looking at it in 6 months, 9 months, 18 months down the line and just going, Was that the right thing? And did we achieve it? And could we have gotten there more quickly? And I think it’s really important to not get attached to your input, the way you do it, but to learn from have you achieved the output that your client wanted? I think it’s being very client oriented.

Woya’s longest client partners have worked with her for close to a decade, and her typical cohorts invest a year in TLC. All parties recognize that changing behavior takes time, coaching, facilitation, accountability partners, and worthwhile activities. She discusses one of the exercises she always incorporates in TLC in the following:

One of the exercises I always do is “I want to be known as a leader who,” and I start that right at the very beginning of any introduction to the five practices as a way to describe this is a choice, right? This is a choice you make. And just like what kind of a leader do you want to be? What kind of a friend or parent do you want to be? How do I want to be known as a leader? Write this sentence, “I want to be known as a leader who . . .” but don’t fill it out yet. Just write the beginning of the sentence. And then at the end, a way to tie it all up is to say to each person, “Why don’t you read what your one sentence is.” This takes reflection and effort, and this one sentence really helps them get down to what’s the bedrock of their leadership. I tell them to have that. And use it down the road when they don’t know what they should do here [in a situation]. You can go, “What would that leader do?” And it will guide you.”
Research Question 3

The third research question explored what TLC CMs recommend to aspiring CMs to help their participants, learn, change behavior, and create a positive impact on the desired results over the long term, considering Kirkpatrick’s four levels of program evaluation. This research question could have been an entire study in itself. Overall, four recommendations emerged from the participants’ comments:

- Like an athlete, LDEs and leaders should continually and habitually take action on the LPI behaviors by assessing progress, paying attention to changes, and addressing the learning/doing gap through coaching and accountability partners.

- The three takeaways for every TLC program are: Make a commitment to your “What’s next?” and keep it through your LDAP with accountability built in. Bring your values to life; seek continual feedback.

- The short-term impact is to help people shift paradigms on what leadership actually is (not a position or title or something you are born with) and raise awareness of who they are supposed to be (recognize and increase capacity to lead).

- You should study and trust yourself, the TLC facilitation material, and the LPI to help leaders connect the dots and commit to changing the world one leader at a time.

Theme 1: Continually and Habitually Take Action on the LPI Behaviors

According to Stephen Covey, the author of The Seven Habits of Highly Effective People, habits are defined as having the knowledge (the why and what to do), the skills (the how to do), and the desire (the want to do), with all three maintaining equal weight (Covey, 1989/2013). Habits are drivers for world-class Olympians. In leadership, an internet search on leadership
habits typically returns hits on three books and Covey’s habits of proactivity, vision, putting first things first, thinking win–win, and so forth (Covey, 1989/2013).

It should be no surprise that when the best of the best who facilitate TLC for leaders across the globe were asked what they recommend future aspiring CMs do to impact participants learning and create a positive impact on desired results over the long term, they answered the secret to the sauce of exemplary leadership is the LPI assessment. They stressed the importance of facilitators modeling the way (Kouzes & Posner, 2017) by developing the muscle of reflection, getting honest critical feedback, and maintaining a growth mindset to evolve.

The participants talked about the criticality of knowing a 5 out of 5 on a survey “is not what we are here for” but instead for facilitators to coach afterwards, assessing progress and watching LPI changes. Nakoma emphasized,

And whether it be taking the list of the 30 behaviors and giving yourself a frequency rating each day, to keep it fresh or literally asking yourself, maybe it might have to start out with a tangible way of doing it. Tangibly by having the LPI action cards with you and asking yourself how did you do on this one, this one, this one? Keeping track of that. I mean serious reflection, deep reflection, and also to develop that muscle of reflection as well. I think that’s first, more than the feedback from a workshop. And not to say the feedback from a participant is not important, but I think we have to be the very best possible. I believe we’re going to represent this work.

Wacan said,

Turn up the volume on the LPI behaviors 5% a year for the next 10 years and you watch what happens. You’re going to become more influential. Isn’t that what leading is, it’s
influence? It’s not control. Take the LPI every year or every 12–18 months. I think that’s what Barry recommends.

Wacan further reminded people that they cannot expect others to do things they do not know how to do and that this is why he believes the LPI is perfect.

Ask anybody, “Do you know, can you define leadership?” And people will say, “No, but I know it when I see it.” So, I say, “Well, okay, can you see it in the people above you in your organization?” They say, “Well, not really.” Well, why is that? Because we didn’t teach it to them, I think is the simple answer. How do you expect people to do things they don’t know how to do? You can’t. And the LPI again is the perfect, to me it is the best thing I’ve found because it’s behavioral, and we’re not talking about personality, IQ, favorite color, any of that, we’re just talking about what people see you doing. The more frequently people experiencing you doing these 30 things [LPI behaviors], the more likely it is you will be influential. That’s what the data suggests. I’d like you to prove it for yourself.

Catori wants future generations of CMs to ask the following:

How do you go about asking or feedback on projects you’re working on today or tomorrow? What are some steps you can do to do that? And how are your actions affecting other people’s performance around you? What are some specific ways you can do that? Using flipping the behaviors into questions, and coaching and consulting kind of helps them also find their voice, the same way we are as facilitators.

Catori also spoke to her personal bias by saying,

My personal bias is to always be shifting back into the conversations around how are we, if we’re going to be doing development and deliberate practice around, let’s say vision,
how do we make sure that we’re flipping the behaviors into questions and using the questions at metric and microscopic milestone levels, so using the question of behavior to envision? And so, think about it. If I’m trying to create deliberate practice and form habits around vision, how can I. . . . Let’s say we’re on a team together. “What are the future trends that are going to impact the deliverable we need to get done by the end of the week? And future can be adapted in terms of specific timely, immediate things, not just the long term, who knows what’s that’s going to be?” Then trends can be adapted. Internal trends, external trends and all kinds of stuff.

So just that one LPI question, by flipping it consistently, then reframing what the words mean inside of it without losing the empirical root of it, which is important, that suddenly creates conversations that are moving things forward with actual habits and actual results of productivity. At the end of the day, it’s all about engagement. And yet part of it, the challenge is always, how do we stay engaged with those LPI behaviors underneath, not just the themes of the practices?

Halona believes accountability is important and said,

With the LPI 360 plus there’s an accountability piece already in there. If you put a 12-month fence on it, then it’s easy to say, “All right, so we want to improve our scores within this 12-months. Let’s talk about what we need to do to ensure that happens.” So, the clients already made the investment in 12 months. There’s an accountability piece that we’re going to have a benchmark from the first one. We’re going to see where it goes. And we also want to know what’s not going. Also work with the clients to come up with a development plan. Help the clients develop their roadmap. Help clients embed the practices until it becomes natural. Continue to practice, to learn, to grow, and have fun!
King said,

Use the LPI. You’ve got to create a space to have an ongoing conversation for performance check based on behavior, the LPI. How am I doing? How are we doing? How’s our performance doing? And can you relate that back to my behaviors?

King also talked about working with professionals who are always looking for a prescriptive approach:

It’s helped me by giving me a structure, more than anything, and when leaders are looking for the model, the equation “What’s the equation of leadership?” So, I can talk about the first and second law, but then I can give them this model of the five practices and the 30 behaviors, and I can say, “Here’s something to work on. Here’s [a] measurement tool, the LPI tells us where we are today, as a leader, and then what we should be thinking about to work on for the future, how we can create a development plan for the future. Like any other plan, if you work on it, it will work, but if you don’t, then nothing will change. So, you have to get into that growth mindset of “Yes, I can change. Yes, I am willing to put in the hard work,” because it is hard work, and it takes a long time. It’s not something that happens in the matter of weeks. It’s actually years for you to be able to develop these behaviors. It’s never finished, as you know.”

**Theme 2: The Three Takeaways for Every Program**

The study participants identified three important takeaways for every program: (a) make a commitment to your “what’s next” and keep it through an LDAP with accountability built in; (b) seek values clarification, alignment, and confirmation; and (c) solicit regular feedback. All study participants frequently referenced the need for making and keeping a commitment to continuing to take action after the TLC workshop. Many argued the need to bring the subject of
values to life. One participant listed values as the number one subject that should be explored more than any other concepts in the TLC curriculum. All seasoned masters were clear in referencing the importance of having an action plan with accountability built into the process.

Alo stated, “We ask people to provide a postworkshop survey, if you will, then we ask people to complete more of a commitment memo.” He added,

You decide what it is that you’re going to do after the workshop. You form a partnership with one other person to follow up with them about three weeks after the workshop. So that’s where we have some control over the workshop. And then it really does depend on if you’re engaged with people on a coaching basis, whether you’re then following up with individuals around how they’re doing bit the workshop per se, which is the designed learning experience that Barry and I created has embedded in it, both prework, which includes surveys as well as a commitment memo [and] a follow-up process that people are asked to do following the workshop.

Dakota encourages people to leverage their strengths and make a public commitment. He stated,

The most effective way we found of implementing learning from the stuff that we were doing was for them to make a commitment to a member of their family. And we kind of researched this, it was always more effective when they committed to a female member of their family than it was to a male. Making a commitment to a female is much more binding. Three, four times more binding. So, I would ask people to make a commitment to somebody that they love about what they’re going to do. And so not an email to your boss or anything like that but tell someone you love that this is what I’m going to work
on. This is what I’ve discovered. This is what I am going to work on. That’s really powerful.

Elu continues to carry the torch for TLC and to ensure that participants make a commitment to continuing the work of leadership development after the workshop. She believes that, at a minimum, having everyone write their names on a flip chart helps them to solidify their commitment. When asked whether she encourages accountability partners (Covey, 1989/2013), she said, “Every single time. Every single time” and added,

Everybody on your feet, find a partner you’re going to stay with, for evermore in your leadership development, this is not for a month, it’s not for a year, it’s for evermore or until you both decide you’re done with it, that’s going to be your accountability partner in your leadership journey. We post it on a flip chart. They go up and write their names. I draw lines on the flip chart. Pairs, right? Everybody has to go up and write their names in there, and that is their signature of commitment.

Nakoma believes participants should make a commitment, develop an LDAP, have accountability partners, and also involve the manager. She said, “Of course, it’s the person that has to take self-responsibility. But I definitely do believe in accountability partners and also the influence that a manager can have, not in a directive way, but in case of an accountability.” Liseli listed four takeaways for participants to take action on and that the number one takeaway would be “Really home in on your values, and what those mean to you, and how you see those in your life and in your work.” Kohana said,

So, I encourage people to be aware of the impact they can make as a leader. Starting tomorrow, ask yourself at the start of the day, “What can I do today to be a better leader than I was yesterday?” The takeaway there is, we’re always learning. The fact that they
will change lives when they do the things that are a part of The Leadership Challenge and when they live their values. They’ll get great results. That’s something you’ve got to do. King agreed, as reflected in the following:

So, number one is, really work, and continue to work on personal values, because we touch on it in the workshop, and we haven’t a chance to get a first draft, I would say, of personal values. I always tell people, “Don’t let that be your last draft, or only one.” Continue working on that, and look at it again, and again, and again, and really hone yourself around those personal values, and understand how values impact your engagement with the people around you, with the company, and with your organization, and understand the values from an organizational standpoint of how personal values add to engagement. And that your shared values are important, but not as important as getting everyone clear about those personal values. So, that’s number one.

When Adriel works with CEOs, he challenges them to clarify values first. He continually asks, “What are your values?” And when they bring out a beautiful book that enshrines their collective values that no one can state, he says, “We’re not going to move any further until we have a set of values that this group understands.”

The data suggested that the first two takeaways for workshop participants are to make and keep a commitment and clarify, refine, and align values. The third takeaway relates to the importance of a continual feedback loop. For example, Woya stated, “You don’t finish this class and you’re done, right? You finish class and then you really start. Yeah. You are going to need feedback. Building in some sort of feedback cycle is really important. Feedback is really, really important for them to build that in.” Across the board, these sentiments aligned with those of the experts. For example, Alo stated,
The number one thing that is most important and has become more so because of the disruption that has taken place over the last couple of years, and with the challenges people are facing right now, is to make sure you are clear about your values and beliefs. And don’t assume that once you have clarified the first time that that’ll last for the next 40 years. You need to be asking yourself on a regular basis [what your values are]. Because perhaps sometimes while your list of values may remain the same, the value you attach to each one, the valence that each one has, the importance of each one may shift a bit. Make sure you’re clear about what’s really important.

Alo added,

So, when we start out the workshop, we asked people to tell their stories. We ask people to get some feedback before the workshop. So we are, the whole model is based upon people trying out one or more of these practices and getting some feedback on how they’re doing or exploring a question together, like personal best, what did you do when you’re at your best, in a structured format so people can see for themselves that they’re already doing this, or that they have the capacity to do it.

King said,

Tell other people what you’re doing. Don’t keep it to yourself. Don’t keep it a secret. Let others know, especially those folks that you’re depending on for feedback that this is an area I’m trying to work on, so please help me with that. You have to ask for feedback on how I’m doing, because you think you’re improving, but you’re not, unless other people see it. They’re observable behaviors, right?

Urika also spoke to the importance of feedback and said,
I also think Number 16, seeking that feedback. Even if that’s not on your action plan, that’s a huge part of leadership. Whether you chose it or not, on your action plan. Stay in touch, keep asking people, “How am I serving? My actions, your performance, am I helping or am I hindering?” Because we want willing followers, and you need to be informed as to what they want from you. So, to me, given that it’s normally the lowest in frequency, I think that’s the one we should all be trying to aim to bring up.

**Theme 3: Short-Term Impact to Shift Paradigms and Raise Awareness**

The short-term impact is to help people shift paradigms on what leadership actually is, not a position or title or something you are born with and raise awareness to whom they are supposed to be (Kouzes & Posner, 2017). The goal is for each individual to recognize and increase their capacity to lead (Kouzes & Posner, 2021). Dakota takes this very seriously: “We normally do that as a part of the first day. So, we’ve got three awareness sessions, actually.” Dakota further clarified that he and his team members continually seek research on best practices and shifting paradigms is critically important. He has also created tools to help people be honest.

We have something that helps people be honest about these three legs on the stool, so awareness, leadership, and learning. That’s all part of our awareness thing. So, once they’re aware. Then they’re aware of what needs to change in the organization, then you bring in the leadership and you say, “Right. So, how do you inspire people to want to change this in the organization? What do you need to do? And then what have we learned from trying?” So, we kind of work our way around that awareness leadership learning piece. It’s fabulous.

Halona has been in the leadership space for more than 30 years. She believes in raising awareness and changing paradigms and she shared her sentiments in saying,
The short-term impact is just an understanding of what their role is and how they can influence what they’re in control of. [We have to] get them down from “I’m not the CEO, I’m not the president. I can’t. I can’t” and get them to “This is your circle of influence; this is your department. These are your peers. These are your colleagues. This is your department. You can, you can, you can, you can.” And getting people, at an individual level, getting people to really get inspired and see what they can do.

Elu was in the corporate world previously and understands how leaders think. She works with a mix of middle managers and executives and has found the following:

The short-term impact is to bring new and lasting awareness to what leadership really is and that we all have it. It’s just a matter of developing it, that it’s learned. It’s not something . . . We’re all born with it. It’s just a matter of what shape it takes with us, right? And under what circumstances. I think making that mark with folks, giving them that awareness is that you don’t need title and authority and all that to be a leader. That’s not what this is. This is about something else. So short term, they get it, awareness, that they are already a leader. They just need to figure out what that means to them and how to build it.”

Nakoma recalled an experience she had where she had to reflect, change paradigms on her definition of leadership, and then research the LPI in order to trust it.

A long way back, in the very beginning, one of the things Jim asked me was, “Are you a leader?” And that was a deeply reflective question. And at the time I thought, “That’s a peculiar question to be asking.” And so, I said, “No. No. I’m a hematologist,” and that was troublesome to me in that moment. And then he asked me again. I had to really step back and clearly look at my own self and what I considered to be leadership. I had many
people who directly reported to me. And that reflection dramatically changed the way I saw leadership.

And then I found the LPI. And part of it was my deep desire to understand. Research in proving the research. I couldn’t embrace this research unless I immersed myself in it. And I believe that there’s no greater tool. There’s nothing greater than the LPI in helping people change the behaviors they show up with to what they could become. I believe everyone can become that [a great leader] if they choose to. Through the support, coaching and the LPI.

In some way, the majority of study participants aligned with the TLC experts in wanting to shift paradigms from “I can’t” or “It’s not my job, I don’t have the title” to “I can.” There is a level of awareness that needs to be discovered before each of the practices can be adopted. Heammawihio said,

I want to help people change their mindset about leadership, and what I mean by that is I want people to understand what leadership is and to be able to see themselves as a leader. So, through a variety of examples of what leadership looks like when somebody is stepping up to lead, I want them to have in their mind, “You know, I can do that.” For me to refer to myself as a leader doesn’t mean I’m arrogant, or anything like that. I just believe I have the capability to step up and move people in a forward direction, whether I’m formally appointed or not. So, it’s a mindset that is the first one.

Theme 4: Trust Self, the LPI, and TLC—Commit to Changing the World

Finally, the study participants advised new LDEs to trust the TLC facilitation material and the LPI. They believe that regardless of setting or circumstance, the TLC material is solid.
They also stressed the importance of helping oneself to connect the dots prior to helping leaders connect the dots (Knowles, 1975).

TLC material connects a current leadership challenge to a personal best leadership experience and back to the LPI. TLC CMs ask that new facilitators make a commitment to changing the world one leader at a time. Elu said, “Capture your stories. Link everything to a story that you can connect to the heart and the emotion of the people who are in the room.” She emphasized the importance of reflection to help professionals trust their intuition. For example, “I reflect when I write. I write. That helps me connect the dots. It connects the reality of the world that I live in, the responsibilities I have, the clients I have.” Elu also spoke to the importance of focusing on changing the world one leader at a time:

Putting it all aside, being in the moment with the people that you’re with, and really hear them, see them, feel them, and then pull them, pull all of this experience and knowledge and this huge amount of preparation that we’ve gone through and continue to go through into that moment. It’s brilliant.

She also emphasized using and trusting the LPI.

On a regular basis, go back to your LPI, your most recent LPI, an depending upon, again, what your reality is, what’s swirling around you, go to the leadership behaviors ranking page, look at those 30 behavioral statements, and pick one. In your current circumstance if you were to increase your behavior in that one, you are going to make the kind of impact you want to on the situation that you are currently in, and those people who are involved in it. Trust the LPI.

Nakoma said, “Help them to discover the leader that they’re going to be and the reason why they’re here on earth through the work that we do with the LPI and TLC.” Catori
emphasized the importance of the material, beginning with personal best and talking about current leadership challenges in order to link the material and the behaviors. She stated,

I think the personal best research is really, really empowering. There’s a “Hey, okay, I can be really overwhelmed at any level and still be doing these behaviors.” I find them very inspiring, really. The fact that it’s all empirically documented is a great, cool thing. I personally feel if we didn’t have that empirical base as strong as it is with the stuff we do with clients, there’s a lot of options out there that would be very, very similar to the practice model with it. But without, a third of behaviors in that LPI, suddenly we’re in a completely different category [in the stratosphere]. Yeesh. It’s learnable, teachable, measurable, and sustainable. Trust it.”

Kahona said:

Even if we’re changing the world one leader at a time, this is a quest, this is what we’ve got to do. And if you really . . . And I think you’re not in the CMIT arena unless you are, as we might say, it’s a calling and you’re passionate about it, and you want to make it really work, and you know that it’s going to give you great results. You want to see people’s lives change, and the lives of those who they are leading change, and the ripple effect that one leader, one really positive leader in a room can change all the way around. Right? Because other people go, “Oh, I like what he did. I’ll do that.” And you go, “Yep. We’re making that happen.” I think we need more CMs who are passionate about what we’re doing, passionate about developing leaders, and willing to commit to helping others become, as we say, exemplary leaders. There you go.
Additional Findings

Reflections of CM Mentors

The final part of the semi-structured interviews brought in questions that encouraged reflection as I asked the participants to candidly share their thoughts related to the subject of retirement. Many TLC CMs who have been working in this space for more than 30 years may be near retirement. This question provided an opportunity for the study participants to reflect on what an ideal TLC community should look like for the next generation and for years to come.

In most cases, the participants spoke to the importance of new CMs getting to know themselves and then contributing to and relying on the TLC community. In several cases, they spoke to the importance of aspiring CMs knowing the history of TLC. One said that he wished all up-and-coming CMs would invest the time to get to know the history of the TLC community. He added that he did not want TLC history to be “an anchor around the necks of the future.”

These conversations also included the need for a comprehensive visual for TLC concepts, as discussed in more detail in the next subsection. This subject was originally brought to light during my first exploratory pilot study. There are many concepts new facilitators are expected to know and teach participants. Unfortunately, not all are not necessarily emphasized in The Leadership Challenge book or in the facilitator materials. With the exception of the five practices, all other concepts appear to hold equal weight.

As a CMIT, I asked my mentors for guidance: If there was a limited amount of time, what must be taught? I then took this question further by asking most of present study’s participants a similar question: If they had to provide just three takeaways for participants to take action on to continue their growth after class, what would they be? While the responses varied, there were two common themes with equally strong responses and a third with just slightly less
importance. First, the participants very strongly believed leaders should both make and keep a commitment to take action after the workshop as well as develop an LDAP. Secondly, they expressed the need to ensure facilitators and leaders know what their highest priority values are, and why. The third takeaway was an emphasis to habitually seek feedback from others.

Several additional themes emerged throughout this portion of the semi-structured interviews. While other specialists in leadership development, such as the Franklin Covey Company experts, reinforce the need to have both personal and professional accountability partners in order for principle-centered leadership transformation to take place (J. Catherman, personal conversation, October 2010; Covey, 1989/2013), TLC stresses the importance of having an accountability partner and developing an LDAP (S. Coats, personal conversation, January 2021). In fact, the TLC authors have created tools, including multiple workbooks, to assist with leadership development after a participant completes the program. They have also published different versions of TLC Coaching Guide to assist with LPI coaching (S. Coats, personal conversation, April 2021).

The Need for an Updated Comprehensive Framework

The data gathered for this study suggested that a more nuanced conceptual framework should be considered to provide deeper insights into the processes that occur when an individual learns TLC. To be fully transparent, when not limited by time constraints, I enabled screen sharing during the semi-structured interviews to show a draft of a conceptual framework. I explained that I created this conceptual framework to serve as a visual that included concepts many TLC CMs feel should be included in facilitated workshops. The majority of the study participants responded favorably to this visual aid with minimal adjustments. One later took it upon herself to engage with the community to begin creating a new visual. All spoke to the
importance of visuals for understanding how everything fits together. For example, King stated,

These kind of visual aids for me, are really important, and maybe just because my brain works that way, and many of us are visual in the way we think, to understand how everything fits together. Until I did that, I guess I never made the connection, that, or there’s the five behaviors. There’s the 10 commitments . . . There’s five practices, 10 commitments, and 30 behaviors, and this is how they all fit together, because there’s nothing in the book that shows that, or there’s no other visual that showed that to me.

Some participants stated that they would like to see a comprehensive visual with movement to show continuous growth such as arrows, a brush in motion, or other images added such as an engine. A small percentage wanted to add more details, while the others felt it had too much information. Many wanted to move the five practices to the base, then the 10 commitments, and then the 30 behaviors. Others wanted to move the behaviors below the five practices.

The semi-structured interview participants stated that there is a lot more to learn and experience besides the five practices to get to exemplary leadership. The conceptual framework draft included concepts some participants had not thought about in years, such as the 10 commitments and the laws of leadership. The next generation of TLC CMs may need to create a comprehensive visual to better reflect the material they will teach to aspiring exemplary leaders.

**Summary of Select Participant Responses**

Recognizing there were more than 450 pages of single-spaced data produced from the semi-structured interviews, I developed a summary of participant responses (see Table 1). While this table does not include all participant responses, it does provide a glimpse of the responses from 10 study participants as they relate to each of the research questions, along with general information related to themselves and their clients.
<table>
<thead>
<tr>
<th>Participant name, gender</th>
<th>TLC CM years of experience</th>
<th>Client relationships</th>
<th>Number of clients</th>
</tr>
</thead>
<tbody>
<tr>
<td>King (Tribal Leader), male</td>
<td>2007; 2011 CM earned; very active member of the TLC community</td>
<td>At least one long-term client; manufacturing supervisors, nonprofits, orgs, students in multiple countries</td>
<td>Hundreds to thousands; Always custom. COVID = drop-in leadership lounge sessions via Zoom to connect &amp; engage</td>
</tr>
<tr>
<td>Akikta (Impactful), male</td>
<td>1999 in leadership &amp; development space; 2013 TLC</td>
<td>Multiple-year, long-term clients; middle managers and above; big multinationals, corporates</td>
<td>Hundreds</td>
</tr>
<tr>
<td>Catori (Spirit), female</td>
<td>Tom Peters; TLC = 2000</td>
<td>Did not mention long-term clients; referrals by Wiley and others</td>
<td>Thousands</td>
</tr>
<tr>
<td>Ahanu (He Laughs), male</td>
<td>16 yrs in HR; 1999 = consulting; 2008 = found TLC</td>
<td>COVID impacts = moved from 3 weeks a month in person to 3 weeks a month online, all virtual</td>
<td>Thousands (now coaches &amp; trains 200/yr) C-suite to entry level 1st line managers</td>
</tr>
<tr>
<td>Halona (Happy Fortune), female</td>
<td>Left corporate world; went to Tom Peters; TLC before it was open to the public = 1998; consultant; facilitator; coach; mentor</td>
<td>Long-term clients; Clients with 12+ month plans; Senior leadership must connect with, embrace it &amp; ask questions around it; always ask: Why leadership? Why now? What does this mean to you? Why are we on this journey together? How does this apply? How can you do this now?</td>
<td>6-10K+ not counting speeches; almost everything virtual now</td>
</tr>
<tr>
<td>Dakota (Friendly Companion), male</td>
<td>Military to Tom Peters Positive Deviancy; 1998 or earlier – 1993 Built business on 3-legged stool including TLC CPP (Cognitive Process Profiling)</td>
<td>20-yr clients; as clients mature, change, &amp; develop, be awake to the teachable moments &amp; build momentum so they don’t need you anymore—the risk is they go back to mediocrity</td>
<td>Thousands; harder since COVID &amp; virtual</td>
</tr>
<tr>
<td>Adriel (Symbol of Skill), male</td>
<td>30 years; since 1993 when Tom Peters owned sole rights to TLC</td>
<td>Long-term investments with clients; TLC is organization development intervention, not a workshop. 16-yr clients in for profit, government, nonprofit, industry</td>
<td>Over 500 workshops; thousands of LPVs; 750+ people</td>
</tr>
<tr>
<td>Kohana (Swift), male</td>
<td>25 years facilitator &amp; keynote speaker; (30 years); Became TLCM 7 years ago</td>
<td>Executives, SVPs, midmanagement, PhD &amp; master-level students globally</td>
<td>A few thousand; lots of large keynotes; COVID caused significant downturn in business; works with 192 cultures or nationalities</td>
</tr>
<tr>
<td>Halyn (Unique, Not Very Common), female</td>
<td>2000 (22 years) Introduced to TLC in corporate world; started own company 16 years ago; 23 years studying management &amp; leadership</td>
<td>Ideal to supplement learning and coaching; be available to answer questions &amp; follow up 3 months after; longest = 12-year clients</td>
<td>Corporate, large orgs., government, education, youth; over 1,000 participants</td>
</tr>
<tr>
<td>Wacan Tognaka (Resilience), male</td>
<td>1980s; CM 10-12 years ago</td>
<td>Public sector, nonprofit, educational sector, all adults, some corporate; best clients 6—12-month relationships; elements he teaches &amp; elements internal people do (does not want it to just come from the external person)</td>
<td>10,000 + 10,000; middle management is where this work has the most effect</td>
</tr>
</tbody>
</table>
Specifically related to the research questions, these participants provided additional information to aspiring leadership development professionals (see Table 2).

**Table 2. CM’s Additional Information per Research Question**

<table>
<thead>
<tr>
<th>Participant</th>
<th>RQ1: Self-development</th>
<th>RQ2: Kirkpatrick</th>
<th>RQ3: CMITs moving forward</th>
</tr>
</thead>
<tbody>
<tr>
<td>King, Tribal Leader</td>
<td>Hunger to learn &amp; develop; use LPI as designed over time; habitually looking at other tools such as strengths, emotional intelligence; immersing self in the TLC structure; e.g., 2 laws, 5 practices, 30 behaviors</td>
<td>Raise awareness; use LPI as a measurement tool; feedback surveys; make a plan for future; adopt a growth mindset; put in the hard work; L4 is hard – remind them of higher costs, data related to engagement; never finished;</td>
<td>Feedback is critical (e.g., invite other CMs); It actually takes years to develop these behaviors; create &amp; mentor internal champions to step up &amp; lead workshops</td>
</tr>
<tr>
<td>Akikta, Impactful</td>
<td>Works on self-development habitually; just completed all certifications with ICF accreditation</td>
<td>Level 1 surveys to coaching; Starting point is raising awareness; then the LPI points to change; “reflection, taking responsibility &amp; action moving forward”; LDAP; continued coaching; group coaching; 6 month follow ups</td>
<td>CMITs should co-lead on Zoom to get international experience; major issue with TLC is US focus; get feedback from CMs; accountability through ICF coaching; step up &amp; ensure TLC continues with Wiley</td>
</tr>
<tr>
<td>Catori, Spirit</td>
<td>Reflection; 365 Explorer; neuro leadership &amp; technology; different certifications added periodically and as needed; (also Mentors CMITs)</td>
<td>LPI-360 survey – measurement; take the current challenge or issue and aim the 30 behaviors at them to model, inspire – challenge – empower, etc. Use metrics</td>
<td>Stay curious &amp; stay away from tunnel vision mode; Don’t lose sight of the insights; take it moment by moment</td>
</tr>
<tr>
<td>Ahanu, He Laughs</td>
<td>LPI every 12-18 months; Regular feedback; try to live the 5 practices</td>
<td>No surveys, not unless company does &amp; then he helps participants move forward using LPIs; coaching</td>
<td>Support a 3-yr recertification process for TLC; Get good at the work—from ship captain to first seaman, be able to do this work effectively in a variety of settings around the world for a variety of people. Appeal uniquely to each group.</td>
</tr>
<tr>
<td>Halona, Happy Fortune</td>
<td>Be an ambassador &amp; advocate of the 5 practices &amp; get feedback on your progress; active member of SHRM &amp; ASTD; read articles &amp; books; be quiet &amp; learn from observation; take LPI periodically; learn from the clients</td>
<td>The LPI -360 survey; Formal surveys; teach backs; accountability partners; set 2 goals; find internal mentor; raising awareness &amp; inspiring people to take ownership “You can!” vs. “I can’t”; take measurable objectives &amp; figure out how to use the 5 practices to succeed; follow up 6 months &amp; ask “How did 5 practices help you?” Make the connection &amp; ask “What can be done next?”</td>
<td>Learn it until you can tell your own personal stories; become an observer of the world around leadership development; self-regulate into the 5 practices; set your objectives for your client &amp; select what will help you meet those objectives; smaller wins &amp; smaller bites give them more time to think and act; stay open to the opportunities &amp; the knowledge &amp; the learning that other people have</td>
</tr>
<tr>
<td>Participant</td>
<td>RQ1: Self-development</td>
<td>RQ2: Kirkpatrick</td>
<td>RQ3: CMITs moving forward</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Dakota, Friendly Companion</td>
<td>Learn TLC &amp; let it liberate you; very important to do the LPI at least every 2 years &amp; cross match it with your current challenge; honest, balanced feedback, playing to your strengths &amp; having a good, smart team around you helps you to develop</td>
<td>Use LPI-360+ survey as core product to coach stronger adaptive leadership in organizations; 90% of the learning experience comes from participants; employee feedback surveys; 24 question survey</td>
<td>Do not rely on Wiley to drive the TLC community; build your own community around your business; short term impact = wake people up to becoming extraordinary (not mediocre); live an extraordinary life</td>
</tr>
<tr>
<td>Adriel, Symbol of Skill</td>
<td>Leader Learner sorting thoughts regularly; measuring growth based on what still remains valid &amp; what I’m willing to let go; truly count on pillars; moving ideas to wisdom; LPI?</td>
<td>Yes, all. Surveys, quiz, focus groups, qual, quant, metrics, ROI; I know really smart people that would score 100% on a TLC test that are really bad leaders; expect more than people just being able to parrot back what they heard</td>
<td>Search your heart &amp; soul why you want to do this in the first place; must be win/win; reflect &amp; critically evaluate your efforts; how do I stop from becoming comfortable?</td>
</tr>
<tr>
<td>Kohana, Swift</td>
<td>The content helped him develop when he: Wrote about &amp; learned from 40 CMs; created monthly COPs in 2020 &amp; 3 yrs prior; reading &amp; writing</td>
<td>Evaluate sessions by the number of times you are asked back; Following up is the only real way to get feedback; one org. saved $2 million year after year by CTP</td>
<td>Be aware of the impact; don’t use the word teaching – facilitating learning and making change in people; we’re changing the world one leader at a time – keep it up!</td>
</tr>
<tr>
<td>Halyn, Unique, Not Very Common</td>
<td>Participates in COPs; asks clients to help her focus on Behavior 16 to MTW &amp; continually learn</td>
<td>Short term impact = Heightened awareness; Long term impact = profound impact on whole life; practical; applicable; practice; LPI every 18 months; engagement tools; survey prior to engagement; coaching to behavior change; LDAPs</td>
<td>Become active in a CM Pod; hold other CMs accountable &amp; meet once per month</td>
</tr>
<tr>
<td>Wacan Tognaka, Resilience</td>
<td>Personal practice of resilience; lifetime meditator; inspired by nature; travel &amp; listen; Learning to lead is like learning to speak another language; study it over a period of years; know the basics, the dialects, become fluent; use LPI as a roadmap</td>
<td>Quizzes in classes all the time as a way of getting people to speak up or add color commentary; have tables compete with each other; encourage ‘what do you want to do’ &amp; what does this mean to you? Get better by study, practice, coaching.</td>
<td>Use LPI but also develop your network &amp; solicit feedback; keep the message really simple.</td>
</tr>
</tbody>
</table>
Specifically related to what I called “Nuggets in common” or “Nuggets—unique” these CMs provided additional information to aspiring leadership development professionals (see Table 3).

Table 3. CM’s Additional Information per Nuggets

<table>
<thead>
<tr>
<th>Participant</th>
<th>Nuggets in common</th>
<th>Nuggets—unique</th>
</tr>
</thead>
<tbody>
<tr>
<td>King, Tribal Leader</td>
<td>Good facilitators let leaders learn from each other; always use the LPI; create space for ongoing conversation related back to 30 behaviors</td>
<td>(MTW) Take on leadership roles; take charge of your life &amp; take charge of your leadership development; find mentors.</td>
</tr>
<tr>
<td>Akikta, Impactful</td>
<td>I’m here to facilitate the learning with you, with the team; create action plan during LPI coaching #1</td>
<td>Coaching for performance &amp; leadership TLC go together; when non-English speaking, debrief LPI beforehand 75-90 min.; create new program: TLC ICF Certified</td>
</tr>
<tr>
<td>Catori, Spirit</td>
<td>Passion = diverse personal best leadership experiences = exemplary; habitual &amp; deliberate practice; always ask for feedback</td>
<td>Addressing the learning gap is a big deal; consider e-learning, personalized learning &amp; discovery</td>
</tr>
<tr>
<td>Ahanu, He Laughs</td>
<td>Think deeply, select 3 things to work on &amp; find a way to hold yourself accountable with a coach, peer, boss. When you achieve those 3, pick 3 more things. It starts with deep reflection.</td>
<td>It’s high energy, high impact, never more than 10 or 15 min of one topic, or one approach, until people are doing something different, a partner share, a small-group session and a breakout, change of facilitator, change of voice.</td>
</tr>
<tr>
<td>Halona, Happy Fortune</td>
<td>Her 3 things at the end of a workshop: Teach something you’ve learned to someone else in the next 30 days (reinforce); set 2 goals to accomplish in the next 3–45 days; make sure you have an accountability partner; find internal mentor to learn about leadership, your org, &amp; help you with your career</td>
<td>How do we make the content applicable? Relevant? Manageable for people to understand? How do we help people embrace it? Use technology to help us &amp; follow up? How do we change? Intentionally stay connected</td>
</tr>
<tr>
<td>Dakota, Friendly Companion</td>
<td>Feedback important; Really important to capture the good bits &amp; let go of the bits that are no longer appropriate; build leader’s confidence; be awake to that moment when people are starting to change</td>
<td>Positive deviancy to Adaptive Capability to situational awareness to organizational situation awareness to organizational leadership to enterprise leadership to enterprise learnings to organizational learning! Long term impact = get people to the point where they’re mentoring, teaching, inspiring other people to live extraordinary</td>
</tr>
<tr>
<td>Adriel, Symbol of Skill</td>
<td>The best leaders are the best learners; believe in universal truths; reflect</td>
<td>Intervention, not workshop; all contracts include coaching upfront; humility is an important part of leadership</td>
</tr>
<tr>
<td>Kohana, Swift</td>
<td>Impact is to change the world one leader at a time; how hard is it to challenge someone to be better than they were? It’s not hard. And when people get it, they get great results. Simple.</td>
<td>Make content related to their culture &amp; faith; Quran; People value recognition – the more we touch the heart, the better the results we get; 5-day programs</td>
</tr>
<tr>
<td>Halyn, Unique, Not Very Common</td>
<td>LPI; Feedback; workshop &amp; coaching; LDAP; align company’s goals for wholeness; hammer home accountability partners</td>
<td>Yearlong immersion program; TLC workshop = 3 days; day 3 is applying concepts to what the team is working on; have Accountability Partners sign off &amp; endorse Aps</td>
</tr>
<tr>
<td>Wacan Tognaka, Resilience</td>
<td>3 takeaways: believe in yourself; continue to build skills that will make you more effective in affecting things; every day build your capacity as a human being to be present &amp; compassionate</td>
<td>Two things to be an effective leader: be effective in getting things done &amp; you have to take good care of people; turn up the volume on the LPI behaviors 5% a year for next 10 years. The 6th practice is resilience.</td>
</tr>
</tbody>
</table>
Chapter Summary

This chapter documented the experiences of the study participants; specifically, how they developed themselves, how they worked to develop others, and what they recommend for future LDEs. All 18 participants provided their opinions, their narratives, and their stories in response to questions in the semi-structured and e-interviews. Of the 18 participants, 13 averaged 25 years of experience and five averaged 15 years of experience. Most have facilitated leadership development programs for thousands of leaders across the globe.

TLC CMs serve as highly trained individuals working on behalf of TLC. Alo explained the importance of CMs through an analogy:

If somebody who is not going through the CM process wants to use our material, it is fine with us if they go and purchase it. Now, the analogy I use is, let’s say I want to play professional golf. I want to be a better golfer, right? I can go to the local sporting goods store or the local pro shop, and I can buy some new clubs, and buy the right clothes. I can buy the shoes. I can take that bag of clubs and balls, and I can go to a driving range, a public course, and I can hit some balls. I may do better on day five than I did on day one. But if I never get any coaching or instruction from somebody who’s a pro, I’m probably not going to be very good.

So, we advise people to do the more in-depth experiences, which include workshops, which include co-coaching, which include having people get the right materials from us, rather than using some knockoff. But we don’t prescribe it. Just like golf clubs can be purchased at your local sporting goods store, so we’re not restricting access, but we are recommending that there is a way if you want to become the best you can be, here’s what you should do.
From the perspective of TLC authors, TLC CMs are believed to be some of the best experts in the world who facilitate leadership development.

Through several rounds of electronic and hand coding, 12 findings became apparent. While responses from all participants were similar across these 11 findings, they differed in the last. During coding, I found that most of the study participants engaged in reflection. This reflection frequently involved TLC LPI and feedback from others to develop themselves. The surprise finding was that the more seasoned TLC CMs also learned through others while the less seasoned CMs engaged in self-directed learning.

With regard to how TLC CMs evaluate their program’s effectiveness through their participants’ growth, the participants reported that they encourage participants to actively contribute to the adult learning experience between 50% to 90% of the session. This factor appeared to be key in both engaging leaders and aiding them in learning from one another. In addition, the study participants follow the Kirkpatrick model by surveying workshop participants, but they evaluated their program’s effectiveness by verifying behavior change through coaching, peer coaching, and positive results shown on LPI assessments.

For future LDEs, CMs recommended each habitually take action on the LPI behaviors. They desired that CMITs keep in mind the three takeaways for participants: make and keep commitments through their LDAP with their accountability partners lending support and for each to bring their values to life while continually seeking feedback. They also wanted the next generation of LDEs to know what they believed to be their short- and long-term impact goals in order to help people shift paradigms on what leadership actually is and to raise awareness, particularly self-awareness. They all asked me to emphasize that new LDEs should trust themselves and the TLC materials, including the LPI. With conviction, they requested that those
entering this field make a commitment to changing the world one leader at a time. In Chapter 5, I further discuss the study findings as well as the practical, research, and theoretical implications of these findings.
CHAPTER 5: DISCUSSION AND IMPLICATIONS

This qualitative single-case study built on a previous research project from an informal exploratory pilot study I conducted for a graduate class. From this experience, I was able to explore the nature of the TLC CM population and how it approaches leadership development. By way of background and to provide additional context, there is a plethora of leadership development programs designed to help leaders. Many of these programs have not been proven to effectively change behavior. This deficit has been a contributing factor to the current leadership crisis.

In contrast, TLC and the LPI have been continually researched by hundreds of scholars for more than 30 years (Wiley, 2022-d). The TLC authors and others have repeatedly validated this empirical research for almost 40 years. By periodically taking the LPI, leaders can assess and reassess their behaviors to verify that leadership behaviors have changed. For those seeking assistance in developing or becoming exemplary leaders, TLC created a small network of highly trained professionals (CMs). These professionals are highlighted on TLC’s website. TLC CMs are expected to know, teach, facilitate and coach best practices of TLC and the LPI. The goal is to advance knowledge and serve as a catalyst to encourage exemplary leadership (J. Kouzes, personal communication, February 8, 2021). When asked how a facilitator would know that their participants have adopted a new practice or behavior, Alo stated,

So, leadership is a performing art, right? I would only know if I asked people, both the leader, as well as those who report that a leader is engaging in this behavior or not. And ideally a facilitator would know whether somebody’s implementing a practice. If those people who experience this person as a leader, are engaging in that practice. That requires periodically, that’s where we go back to the ideal way of doing this, right? You have a
coach. The coach would be following you over a period of time, checking in with you periodically, checking in with other people. Five or six people that the leader would’ve named as someone that can be called to say, “How’s this leader doing?” and then providing that leader with feedback.

So that’s ideally how one would do this. Follow the leader over a period of time in a coaching arrangement in which you are checking in, both with the leader, as well as with those who report to that . . . Those who are observing the leader’s behavior on a regular basis. The next way is to periodically take the LPI, and get the feedback. You have to give the person time to try things out, right? It’s not going to happen the first week or the second week or the third week, it’s going to take a little time.

The first two chapters of this dissertation were a review of the background and history of the leadership development problem, an overview of adult learning best practices, leadership development questions to be asked, and the overview of the literature as it stands to date. A gap in the literature was identified as not knowing the perspectives of those who are experts in teaching leadership development and how they habitually develop themselves. Another gap in the literature reflected a lack of research on how LDEs, TLC CMs, know the participants who attended their educational sessions have mastered leadership practices habitually. A third gap in the literature involved TLC CMs’ recommendations for aspiring leadership development professionals to ensure their participants like and learn the content, practice and master exemplary leadership practices, and obtain ROI for the sponsor, for their participants, and for themselves.

In Chapter 3, I presented the rationale for using the qualitative single-case study design and methods for proceeding and engaging in discussion with the CMs. Twelve findings from
analyzing the data gathered were presented in Chapter 4. In Chapter 5, I explore the practical, research, and policy implications of this study. The chapter concludes with a challenge for each and every professional who wants to be a part of the 13%, those who want to report they are truly delivering effective leadership development programs (Schwartz & Pelster, 2014).

The study was an exploration of a significantly under-researched area. For the first time, TLC CMs were asked to identify the specific practices they use to develop themselves. As a reminder, despite an exhaustive search, no literature was found specifically asking this question of LDEs and subsequently addressing this issue. To be fully transparent, I reached out to one of the authors represented in the literature (Petrie) and asked if he knew of any research on this subject. He did not. As such, the present study appears to be one of the first, if not the first, to contribute to the literature in this manner.

In addition, the findings reflected a specific tension in the practice of interacting with the Kirkpatrick evaluation model. While CMs engage in understanding how participants like (reaction), learn, change behavior, and show ROI for their development (Kirkpatrick & Kirkpatrick, 2007), the true indicator to show results is the LPI (Posner, 2016). The present study’s participants employed surveys as suggested by Kirkpatrick for Level 1 (Kirkpatrick & Kirkpatrick, 2016). With Levels 2 through 4, they measured learning, behavior change, and ROI in various ways and in concert with their client partners. The most perplexing thing for me was how nonchalant their attitudes were regarding their efforts that reflected the Kirkpatrick model. Instead of surveys, the study participants took great stock in specifically knowing how well leaders changed the trajectories of their LPI scores after challenging them with their accountability partners, coaching them, and in taking a subsequent LPI assessments, approximately 1 year after taking their first LPI.
Best Practices for LPIs and Changing Leadership Behavior

If a future research study were to be conducted, a research team might consider meeting with both a CM and a partner client, with the goal of reviewing LPI scores at the beginning of an engagement and yearly thereafter. This would allow them to draw comparisons on the client’s revenue growth, employee retention rates, or whatever metric the client desired to measure, as suggested in Kirkpatrick and Kirkpatrick (2010). Through this lens, this effort may more effectively prove the LPI worthy of evaluating as an evidence-based leadership development program. Having been a part of evidence-based programming in the past, I realize this would take efforts on all parts, but the benefits may outweigh the costs (see Lacerenza et al., 2017; Lewis & Caldwell, 2005; Paramoure, 2013).

With this designation, TLC could be listed on the federal government’s website, and TLC curriculum would qualify to receive grant funding. Grant funding would open doors to new audiences including nonprofits, local governments, and the like. In return, leadership may improve at the community level and in other realms where costs may have been prohibitive previously (Ni et al., 2019; Paramoure, 2013). With additional scrutiny and research, TLC may be proven to be one of the most effective transformational leadership programs available. The result could be an increase in exemplary leadership practices overall. Recognizing that I am viewing this research through multiple lenses, my aim would be to assist researchers wherever possible to bridge this research.

Finally, it is important to note the three takeaways for every TLC program as well as the short- and long-term impacts most CMs in the present study desired. All study participants stressed that leaders should habitually take action on the LPI behaviors while having accountability partners available to address the learning–doing gap.
In all, the CMs trust the LPI. While decades of research have gone into TLC materials, it is what happens in practice that matters most. The CMs only ask that each of us trust ourselves and commit to changing the world one leader at a time.

**The Leader’s Journey with TLC**

Before moving forward, and after discussions with the CMs on the conceptual frame, I next detail a journey a leader may take according to the TLC CMs. I also detail responses to the research questions once more.

According to the study participants, leaders should begin their journey into exemplary leadership by taking the LPI. From there, program participants are asked to recall their personal best leadership experience and their current leadership challenge, among other things. CMs who engage in best practices review the LPI results with a leader prior to the workshop in order to answer questions and dive deeper into the behaviors of exemplary leadership. Together, the leader and LPI coach begin crafting an LDAP.

At the time of this study, most TLC workshop participants engage in a 2–3-day workshop and begin to explore the laws of leadership and the characteristics of admired leaders. CMs acknowledge the importance of commitments, and participants then discuss their feelings related to each of five practices of exemplary leaders. The five practices contain a total of 30 behaviors, or six per practice. Data gathered from the participants in the current study suggested that key factors throughout the process of becoming an exemplary leader were struggle, humility, feedback, and reflection. With coaching and accountability, the efforts to become an exemplary leader typically result in future personal best leadership experiences, and the cycle continues (see Figure 4).
Discussion of Findings

RQ1: Self Development

The first research question asked how TLC CMs develop and improve their own leadership development. The study participants answered questions on how they use TLC content and develop new strategies to challenge themselves to stretch and demonstrate the 30 TLC leadership practices they teach. One goal was to determine whether there was a direct or indirect relationships between the two. Findings from this research both confirmed and challenged two frameworks, the theoretical framework using Kirkpatrick’s evaluation model and the conceptual framework explaining the specifics a leader must learn to become an exemplary leader.
As a CMIT myself, it was not surprising to learn that my colleagues used TLC to develop themselves. From curricula to the LPI, to creating values boards, to using LPI action cards during team coaching, to developing new ways of teaching TLC, each spoke freely about the TLC materials and appeared to have full knowledge of every edition of *The Leadership Challenge* book. Some of the items mentioned are shown in Figure 5, which illustrates what participants are encouraged to bring to the workshop.

**Figure 5.** TLC Workshop Materials graphic created by Rachel Monteverdi

![TLC Workshop Materials graphic](image)


There were three findings related to RQ1 that I found surprising. The first was that the study participants engaged in the practice of reflection despite the fact that they do not teach
personal reflection as a practice in TLC. The second was that the most seasoned CMs agreed that they learned from others to develop themselves, including other members of the TLC community. They called on one another before, during, and after sessions and on a regular basis without hesitation. They partnered with clients to work together and learn about business practices, facilitation, and best practices in running a consulting business. In contrast, the less seasoned CMs did not unanimously call on their clients or the TLC community but instead maintained a growth mindset and had a habitual commitment to learning.

**Key Finding 1: Reflection**

The most surprising finding related to RQ1 was the fact that seasoned TLC CMs engaged in the practice of reflection on a regular basis. To elaborate, many study participants stated that reflective practices or reflection were paramount to their own self-development and leadership development practices. For example, many began the day by reflecting on the happenings of the previous day and setting intentions on how they wanted to be during the current day.

Overall, the study participants were intentionally pausing to reflect prior to their workshops, sometimes through prayer and other times through thinking or writing. They paused deliberately during their workshops to check their intentions, to think and to reflect on something that had just transpired to determine their next actions. One stated, “I needed to reflect. Should we stay the course [of the curriculum] or is this a learning opportunity?” After the workshop, the participants skipped dinner with client partners to take a reflective walk, sit in silence, or reflect with others on how the session went and how it could be improved for the following day.

These reflective actions are in line with the literature, including the works of Dewey, Shon, Mezirow, Farrell, Anderson, Densten and Gray, Brookfield and Preskill, Soderhielm, and others. Not only did the study participants subscribe to Dewey’s definition of reflection, they
were thinking on their feet, thinking about their thinking, considering the viewpoints of others, reflecting during discussion, and becoming even more self-aware.

To my surprise, several of the most seasoned CMs in this study practiced meditation. They stated that meditation helped them to grow as a human being and to dive deeper into the work of TLC. Meditation was reported as daily, frequently, or regularly at intervals of between 15 min to 1 hr. Walks in the woods; traveling abroad; and meditating on life, cultures, and the human experience were also noted. Additionally, although Boud’s reflective learning model (Boud, 2001) and further works on the importance of reflective writing was never discussed in a formal manner, the participants set aside time for reflective writing. They sometimes wrote in a private journal; other times quotes or sayings were attached to pictures for reflection and inspiration. At times reflective writing provided a pathway to debate various points of view, as described in Boud (2001), or it provided an opportunity to put their requests in an executive box for the universe to act upon.

The study participants sought TLC LPI behaviors to write their goals and reflect on how they would like to improve a behavior. They wrote or found inspirational quotes, reflected on them, and occasionally posted them to social media. From my perspective as an aspiring CM, it came as no surprise that the TLC CMs in the present study use the TLC material such as a quote from The Leadership Challenge book, a card with one or more of the TLC behaviors, the TLC facilitation materials, the LPI coaching materials, or other related TLC curriculum.

The surprise for me was that while the study participants intentionally engage in reflection, often on a daily basis, none of the TLC materials include research-based or any other type of reflective practices. The participants are practicing things they do not teach. While they facilitate sessions on challenge the process, they are not challenging the process internally or
with the TLC authors. To my knowledge, they had not facilitated sessions or made recommendations to include daily reflection in the workshops for leaders.

Practical implications from this finding could be to consider revising the TLC materials to include the importance of personal reflection as a means to develop oneself and as a leadership development tool. In addition to using the TLC materials, the study participants engaged in reflective writing, journalizing, various types of meditation, walking in the woods, and immersing themselves in other cultures. These approaches could also be included in revised TLC materials as examples of personal reflection. Kirkpatrick’s model does not expressly state the importance of reflection (nor does the LPI), but it does recognize the importance of reaction and learning (see Figure 6).

**Figure 6.** The New World Kirkpatrick Model

![Figure 6. The New World Kirkpatrick Model](https://www.kirkpatrickpartners.com/Resources)

*Note. Adapted from An Introduction to the New World Kirkpatrick® Model, by Kirkpatrick Partners, 2021 (https://www.kirkpatrickpartners.com/Resources). In the public domain.*
As for reaction (Level 1), Kirkpatrick (2016) does not mention reflection but does mention a “pulse check” as a postprogram survey. One might argue that in order to fill out a postprogram survey, they would need to reflect on the questions and their experiences; however, Kirkpatrick does describe this process as such (Kirkpatrick & Kirkpatrick, 2005, 2010, 2016). For learning (Level 2), Kirkpatrick (2016) noted the importance of formative methods of evaluation including discussions, role-plays, teach backs, and action planning. While some would state that reflection must take place prior to or as a vehicle for learning (Boud, 2001; Mezirow, 1991; Taylor & Marienau, 2016), Kirkpatrick is silent on the subject of reflection.

**Key Finding 2: CMs Use the LPI to Develop Themselves**

When asked how they developed themselves, the study participants’ second response was that they overwhelmingly used TLC materials, including the LPI, or the 30 behaviors contained therein. In a number of cases, they would take a behavior, reflect on that behavior at the beginning of the day, and set intentions or actions on how they would move forward in improving that behavior.

The Kirkpatrick model does not list the LPI as a way to gauge learning or behavior change (Levels 2 and 3; Kirkpatrick & Kirkpatrick, 2005, 2010, 2016). It does, however, state the importance of defining the critical behaviors that employees need to consistently perform to bring about desired outcomes (Kirkpatrick & Kirkpatrick, 2010).

The LPI assessment contains 30 key behaviors that must be frequently performed in order to reach exemplary leadership (Posner, 2016). Hundreds of scholars have written about these behaviors in the LPI and TLC. In short, the LPI has a proven level of validity and reliability (Posner, 2009, 2016; Posner & Kouzes, 1988).
Key Findings 3 and 4: Learning From Others and COPs

Another surprising finding regarding RQ1 was the clear difference of opinion related to learning from others among the study participants, including their own TLC community (see Boud & Middleton, 2003). The most seasoned TLC CMs in the present study relied on the TLC community for personal and professional growth (see Merriam & Baumgartner, 2020). The less seasoned CMs did not. Instead, they relied on self-directed learning and were very dutiful in their efforts of empowering themselves with new knowledge or skills (see Jarvis, 2005; Knowles, 1975; Merriam & Baumgartner, 2020). They enrolled in formal courses, signed up for certifications, read books, and continued to receive a regular dose of content from sources like *Harvard Business Review*, approaches for adult learning also noted in Knowles (1975), Knowles et al. (2015), and Merriam and Baumgartner (2020).

In contrast, the more seasoned CMs valued the expertise of others, reflecting Boud and Middleton (2003), including other CMs, and brought their current challenges to their professional online districts (PODS) on a monthly or bimonthly basis. They also looked forward to working with other facilitators to learn how each provided a different perspective on TLC content (see Brookfield & Preskill, 2005, on the value of discussion as a way of teaching). Finally, CMs developed relationships with their clients and “admittedly learned from them,” a form of transformative learning discussed in Illeris (2018) and Illeris and Kegan (2018). In some cases, they used Question 16: “Asks for feedback on how his/her actions affect other people’s performance, to engage directly with their client partners.” From my perspective, while the participants are experts in their own right, they also reflected a level of humility in being open to learning from the clients they teach.
The study participants learned a great deal from their clients, and others. As another example, CMs participated in PODS or their assigned TLC COPs. To expand on the history of CM PODS, most study participants stated that they enjoyed learning from others approximately once per month. These findings align with Brookfield and Preskill (2005), Illeris (2018), and Merriam and Baumgartner (2020).

During one of the interviews, an individual identified himself as being one of the catalysts who originally organized the PODS for TLC CMs. The intention was for each group to have about seven individuals and to have a coordinator. The coordinator might organize specific topics for various calendar dates. The chosen speaker would then provide a short training on the topic where others could ask questions, reflecting aspects of adult learning also noted in Boud and Middleton (2003), Illeris (2018), and Merriam and Baumgartner (2020). In other cases, CMs shared that they brought business challenges, COVID challenges, and success stories to their PODs. These groups were a form of a learning community, providing support and encouragement.

That being said, many of the study participants were deliberate in self-directed learning in a traditional sense, as discussed in Knowles (1975). CMs diagnosed their learning needs, created learning goals, implemented strategies and evaluated outcomes. The took leadership development into their own hands (see Merriam & Baumgartner, 2020; Wong, 2021) and sought training in the workplace (Wong, 2021).
**Figure 7.** Strategies TLC CMs Use for Personal Leadership Development

*Note.* This figure depicts strategies TLC CMs use to improve as leaders and to help others do the same. Using TLC materials (e.g., LPI), TLC CMs engage in regular reflection, self-directed learning, and learning from others.

**RQ2: Participant Growth and Leadership Development**

RQ2 asked how TLC CMs evaluate their participants’ growth in leadership development through participating in the TLC leadership development program. Interview questions were designed to determine how the TLC CMs knew whether their participants have adopted behavior change and have reached new levels of mastery as a result of the program.

In sum, the data both supported and challenged the Kirkpatrick evaluation model. The surprising revelation for me related to this research question was that CMs considered each level very seriously; however, they purposely made some subtractions and made several additions. For one, they set expectations by sending communications stating that participants are enrolled in TLC. With this, they ask for several items prior to the program beginning (Kirkpatrick & Kirkpatrick, 2010). For example, the LPI needs to be taken with approximately eight to 12 colleagues, peers, managers, and direct reports providing feedback prior to the first workshop. Secondly, a Characteristics of Admired Leaders survey needs to be completed. A leadership
challenge essay is to be written, along with a personal best leadership story. Best practices would require leaders to hold an LPI coaching debrief session immediately prior to the workshop in order to provide psychological air to share potential emotional reactions while also beginning to draft an LDAP. Once in the workshop, the data suggested leaders actively participate in the session.

When asked the degree to which participants are actively involved or contribute to the learning experience (if at all), most study participants laughed. They found the question humorous and reported their participants were active between 50%–90% of the time. The research participants emphasized that their roles frequently shifted from being educators to serving as facilitators throughout the program. The program participants are encouraged to share their stories, discuss their challenges, review their scores, and help one another solidify their LDAP. These reports mirror some of the best practices from Foxon (1993), Kolb (2014), Knowles (1975), and Kirkpatrick (Kirkpatrick & Kirkpatrick, 2016). For example, with Foxon’s training transfer model, accountability, peer learning, and self-management are paramount for transferring learning back to the workplace.

Figure 8 shows strategies TLC CMs use to validate their program’s effectiveness through participant growth. In short, CMs think through the learning environment and add to what trainers refer to as training transfer strategies. CM’s best practices are to engage with learners before the program begins to mediate reactions from the LPI, maintain qualitative conversations throughout the partnership, facilitate team and individual coaching, and a retake of the LPI in conjunction with ROI/ROE agreed upon by the client partner.
Figure 8. Training Transfer Strategies

Note. Training transfer strategies identified by CMs are highlighted in green. Adapted from “A Process Approach to the Transfer of Learning,” by M. Foxon, 1993, c, p. 133. (https://doi.org/10.14742/ajet.2104). CC BY-NC-ND 4.0.

Another surprising addition to the Kirkpatrick model was the intentional relationship building CMs pursued in order to get to the heart of the matters in the workplace. While Kirkpatrick encourages business partnerships (Kirkpatrick & Kirkpatrick, 2010), it does not emphasize questioning, developing family-like relationships, or “pushing back” to get client partners to think deeper related to ROI. This means that in the majority of cases TLC CMs advise new leadership development professionals to develop strong partnerships with their clients. Participants in the present study frequently noted that they challenged their client partners as part of strengthening relationships with them. The participants repeatedly stated that the LPI was the key to getting results and that new CMs should be confident in the materials. Their initial
assessment of the organization, the culture, and the needs were fraught with countless questions. For example, Woya shared,

You’re also challenging them. It really helps to explain Kirkpatrick’s model because, and if you had it in your head at the beginning, about what it is that you can do to demonstrate this behavior very specifically and what’s the outcome you want? How might this change when you think about the good of the organization, how much you sort of seed it? And in that way, when they see this question about what is some action that you undertook that you think had a positive influence on the organization, they’re prepped for it. Having this conversation kept this team from leaving or this person from leaving and turnovers worth $150,000 a year, whatever it is. Helping prep them to be thinking that way is really important.

She also discussed the struggle some organizations experience in moving toward exemplary leadership.

It was much more the resistance that I got when I was pushing. It was, “Are we asking if we’re doing this with executives. Like one more thing, I have to do one more thing.” And I went, “Well, it’s up to you. Do you want to make it work? And do you want to gather data that helps you?” Then yeah. I’m going to be asking them after this experience, the ROI. It is understanding what it is that people did as a result that impacted how the organization is working. It’s important.

Halona’s reminder was the following:

But the reality is, you do sort of need to push back on clients if you think they’re not going quite the right way to say, “Here, is this what you’re trying to accomplish? And if this is what you’re trying to accomplish, why don’t we think about doing this?”
In addition to Kirkpatrick’s four levels, Halona spoke to the point of developing a strong relationship, spending time with them throughout the process, and advised to “Make sure that they stay, or somebody stays involved.” In one situation, Halona had a vice president attend every session. She stated,

She was there for every single session and didn’t dominate the conversation at all. So having touch bases with the client, after every single workshop, I’m going to touch base with the client before I’d go onto another cohort. What worked well, what should we do next time? What do we need to eliminate? What do we need to add?

Questions drove the conversations, and the answers to the questions frequently resulted in more accurate metrics for ROI. While the CMs asked the questions, the final decision related to metrics was up to the client partner. This allowed CMs to rejoice with the client partner when they earned the title of The Best Place to Work or saved millions of dollars, but the CMs were not responsible for the metrics. In other words, the CMs did not focus on an ROI metric, they instead focused on the LPI taken a year later, the ROE. The caveat was that CMs relied on accountability in the partnership, ensuring the actions were taken to support a leader’s transformation and the LPI (Levels 2 and 3 through coaching, feedback and accountability partners).

The CMs seemed to have found a positive correlation with this direct approach and leaders retaking the LPI approximately 1 year later. The LPI results were reported to be a big predictor in the ROE and ROI, Level 4 (see Figure 9). This finding provides a certain level of tension with the Kirkpatrick model. The LPI is an addition to Kirkpatrick’s Levels 1–4.
Figure 9. Evaluating Program Effectiveness Through Participants’ Growth

Note. This illustration reflects methods TLC CMs use to evaluate their program’s effectiveness based on their participants’ growth.

RQ3: Best Practices for Self and Leader Development

The third research question asked what TLC CMs recommend aspiring TLC CMs do to impact participant learning that reflects Kirkpatrick’s four levels of program evaluation. Interview questions were asked for the best advice TLC CMs might give to others in helping participants learn, change behavior, and create a positive impact on desired results over the long term.

As with the findings for the other research questions, those for RQ3 both confirmed and challenged Kirkpatrick’s theory, the framework for this study. In short, they challenged the theory by adding two additional layers to Kirkpatrick’s levels. First, to confirm all levels have been reached, the study participants use the LPI at the beginning of a partnership and annually thereafter. Second, they add and maintain a strong qualitative component to their relationships. Their commitment to the partnership appears to require them to ask very direct and thought-provoking questions. The answers to these questions provide thick, rich descriptions of what is
happening in the workplace. They look further into the issues at hand and do not accept “surface-level” responses. Instead, they challenge leaders to look deeper into what is really going on with their team members, culture, systems, and products. As a reminder, Wacan Tognaka stated,

Ask anybody, do you know, can you define leadership? And people will say, “No, but I know it when I see it.” So, I say, “Well, okay, can you see it in the people above you in your organization?” They say, “Well, not really.” Well, why is that? Because we didn’t teach it to them, I think is the simple answer. How do you expect people to do things they don’t know how to do? You can’t. And the LPI again is the perfect, to me it is the best thing I’ve found because it’s behavioral, and we’re not talking about personality, IQ, favorite color, any of that, we’re just talking about what people see you doing. The more frequently people experiencing you doing these 30 things [LPI behaviors], the more likely it is you will be influential. That’s what the data suggestions. I’d like you to prove it for yourself.

In a gentle yet firm way, Catori asks thought-provoking question such as the following:

How do you go about asking or feedback on projects you’re working on today or tomorrow? What are some steps you can do to do that? And how are your actions affecting other people’s performance around you? What are some specific ways you can do that?

As for specific findings related to RQ3, and in accordance with Kirkpatrick, the study participants once again addressed the learning–doing gaps through coaching and accountability partners, helping leaders with their LDAPs, and knowing what their short- and long-term impacts are. In contrast with Kirkpatrick and due to the nature of TLC, the final recommendations study participants made for new leadership development professionals were to study and trust oneself
(see Figure 10). In some fashion, the majority of study participants stated that each individual coming into this space should know themselves and their reasons for becoming an LDE. In many cases, they reflected as they spoke and went on to say that knowing oneself and one’s motives was foundational to entering this space. The tone frequently turned to the fact of imposter syndrome and that each has doubted their self-worth. But the overall message was that new leadership development professionals should trust themselves and, more importantly, they should trust TLC material and the LPI.

Over and over again, the study participants’ confidence in TLC and the LPI was almost overbearing. Like an ace in a pocket, the LPI was the key to leadership development. The majority of participants spoke to newer professionals committing to changing the world one leader at a time. Almost with a sigh, and sometimes in reading between the lines, their comments indicated that this work might become overwhelming and that new CMITs should take it one step at a time. Others were very direct in saying they traveled extensively to impact hundreds or thousands of leaders. It was all worth it if they impacted one leader to make a difference in the world.
Note. This illustration reflects recommendations made by TLC CMs to future leadership development professionals to help their participants learn, change behavior, and create positive long-term results.

Before moving to the next section, I would like to reflect on the journey thus far. In sum, the study participants spoke firmly and directly. Most stated that they ask provocative questions and approach leadership fearlessly. They have full confidence that the LPI will not fail them. Given the right set of circumstances, including a strong commitment from a client partner, the organization will benefit from TLC, the LPI, accountability partners, coaching, and bringing values to life. I next focus on this study’s theoretical implications.

Theoretical Implications

The theoretical framework for this study was Kirkpatrick’s model and its four levels of evaluation. Learning and development professionals have relied on this model for more than 50 years (Kirkpatrick & Kirkpatrick, 2010). The purpose of the Kirkpatrick model is to evaluate how participants react to or like a training program, to determine whether or not they learned the
content as intended, and how their behavior may have changed as a result of the educational session (Kirkpatrick & Kirkpatrick, 2005).

Level 4 of Kirkpatrick’s model is to determine ROI for the sponsor and what the ultimate impact is (Kirkpatrick & Kirkpatrick, 2010). I chose the Kirkpatrick framework for my dissertation as it was the right fit for this study. If TLC CMs have been facilitating leadership sessions to various audiences across the globe for decades, I estimated that they are aware of the longest serving evaluation framework, the Kirkpatrick framework. In addition, I have relied on it personally and professionally for approximately twenty years. See Below Figure 11, an evaluation logic model for consideration to integrate TLC with the Kirkpatrick model based on the data from the present study.

In general, the present study’s findings not only support the Kirkpatrick theory, but they also add to it. For example, while the TLC CMs in this study employed quantitative surveys, they also provided qualitative surveys through provocative questioning, interviews, and coaching. Participants such as Woya stated that by developing trusting, long-term relationships, they could better adjust to the client’s ever-changing needs. To be clear, the study participants employed quantitative surveys throughout their engagements. But it was by asking survey-like or thought-provoking questions during interactions within a trusting relationship that appeared to make a significant impact on leadership development over time. In addition, the participants relied on the LPI, in combination with coaching, to ensure behavior change had taken place and ROI was made for the sponsoring organization.

**Kirkpatrick Level 1: Reaction**

Congruent with andragogical principles, Kirkpatrick’s evaluation model first strives to get into the heads of adult learners (Knowles et al., 2015). Of the four levels, Level 1 is known as
reaction, or “getting data about how the participants are responding to a program,” primarily obtained through reaction forms or surveys (Knowles et al., 2015). In alignment with these frameworks, the present study’s data showed that the majority of TLC CMs support Kirkpatrick’s Level 1 as a standard in order to determine whether a participant liked a program. Many study participants said they modified a simple tool, the Workshop Feedback Form, developed by TLC authors. This form is provided to all TLC CMs electronically and is encouraged to be used at the end of every program (J. Kouzes, personal communication, January 15, 2022).

The TLC feedback form provided after a workshop contains four areas for qualitative, open-ended responses and 11 areas to respond to quantitative data requests. While the study participants stated they deployed these tools to gauge participant reactions, they emphasized the qualitative questioning and discussions they engage in with their clients before, during, and after the workshop as what they value the most in this process. These discussions may serve as an important finding as the literature and common practices have suggested surveys as the key instruments for measuring reaction.

To argue this point further, while Kirkpatrick and other evaluation specialists mention preliminary interviews and occasional focus groups, continual qualitative discussions are not expressly stated (Kirkpatrick & Kirkpatrick, 2016; Phillips & Phillips, 2016). For instance, Kirkpatrick’s guidelines for evaluating reaction speak to both designing the instrument so it may be quantified and to obtaining honest reactions by making the form anonymous while also having a space for written comments (Kirkpatrick & Kirkpatrick, 2009). Jack Phillips, a highly regarded evaluation specialist who added a fifth level to Kirkpatrick’s evaluation model, has publicly praised Will Thalheimer’s dedication to increasing knowledge and practices.
specifically, Thalheimer’s book titled *Performance-Focused Smile Sheets: A Radical Rethinking of a Dangerous Art Form*, as he attempts to address learner feedback more effectively. The literature and the experts do not appear to suggest ongoing qualitative questioning, discussions, and engagement.

To dive deeper into the subject of reaction, and as an example of a qualitative discussion, one study participant expressly stated she felt very strongly about proactively providing a safe space for emotional reactions prior to and during the workshop sessions. Liselli was a scientist who altered her processes so that instead of encouraging negative reactions from the LPI results during the workshop, she strategically provided coaching sessions or debriefs within a few hours of sending the LPI electronically prior to the workshop. This gave participants an opportunity to verbally process their assessment results in private and with her while also allotting time to develop an action plan for the workshop. From her experience, Liselli found that some participants were devastated when they received their results. With this emotional reaction, their demeanor changed, and she could tell they were not focused on the workshop content and therefore would not be focused on the learning.

As another example, Elu brought a stuffed Tigger (a character in the Winnie the Pooh stories) and explained that Tigger would travel from table to table to comfort anyone who might have felt emotional. “You can tell him anything and he never tells anything. He is the safe zone.”

These LDEs were in tune with a participant’s reactions and potential reactions from the moment they announced they were enrolled in the program. In my experience in working with esteemed colleagues in higher education and in other capacities, I had not known others who thought about emotional reactions and general reactions so deliberately prior to the workshop. These experts provided a paradigm shift in my thinking as I was interviewing them. Many TLC
CMs had employed surveys for more than 30 years, stated they had “seen it all,” and were not surprised by the results. Per their responses, it seemed as though the majority of the Kirkpatrick Level 1 surveys designed to gauge reaction were a five star or in the 90% approval rating, or higher. Despite this, outstanding ratings did not seem to impress them. What did seem to impress them were the rich conversations and questions asked after each engagement. They valued the relationship-building process, and many stated that their client partners were an extension of their families.

I thought about what Wahchintonka said: “The first measure of your success is not the mirror. It’s watching the other people, seeing the impact of the work that you’ve done.”

**Kirkpatrick Level 2: Learning**

In Kirkpatrick’s Level 2, learning, having the participants actively contribute to the adult learning experience is highly advised (Kirkpatrick & Kirkpatrick, 2017). The data from the current study allowed a portal into the minds of the study participants on this topic. Each appeared to believe that ensuring participants contribute to the learning experience and rely on one another is crucial. Time and again they spoke of adult learning practices, the importance of asking thought-provoking questions, and having regular check-ins during the session. They reminded me that each workshop participant is asked to complete and bring several items to the workshop, including their LPI results, their personal best leadership experience, a biography, and a Characteristics of Admired Leaders survey results. Some also asked questions ahead of time, including what they personally needed in an accountability partner and what they needed from others who would help them on their journey and provide support on a regular basis.

According to Stanford University, accountability partners mutually agree to work together, hold one another accountable to their goals, and provide feedback on a regular basis
It appeared that most of the present study participants engage in the practice of employing accountability partners. Most stated that they assigned or encouraged accountability partners every time they facilitated a workshop. Accountability partners would be called upon both during and after the workshop to reinforce the learning by sharing their LPI goals and challenges. In pairs, triads, or teams, each leader was asked to give support proactively in a certain timeframe and as needed, as suggested in Boud et al. (1999). As one example, workshop participants would first write down a concept such as why they believe in certain values or ideas on what they might do to change a behavior. Accountability partners would then step in to help the participants verbally process and clarify their values or share their LPI scores and talk about how they might take action to build on their successes.

While these steps are important for ensuring professionals have learned and worked through the challenge of mastering key behaviors, the present study’s participants did not stress Level 2 learning knowledge checks through tests, quizzes, or games. Instead, they emphasized knowledge checks by setting up an adult learning environment, providing support and supporting materials, and asking key questions throughout the TLC workshop (see Brookfield & Preskill, 2005; Mezirow, 1991). Many who conducted formal knowledge checks through quizzes did not appear to take full stock in them. They emphasized that leaders are smart and can memorize answers to questions and that behavior change was key. In sum, for them behavior change would be evident throughout the relationship with the leader and through coaching, feedback, and by taking the LPI on an annual basis.

Despite their apparent lack of belief in the results of formal knowledge checks, several study participants stated they would “have fun” quizzing leaders with key concepts by asking
questions that would become more difficult throughout the program. Catori would take portions of the LPI behaviors and turn them into questions, as described next.

How do we make sure that we’re flipping the behaviors into questions and using the questions at metric and microscopic milestone levels, so using the question of the behavior? Let’s say that we’re on a team together. What are the future trends that are going to impact the deliverable we need to get done by the end of the week? And future can be adapted in terms of specific timely, immediate things, not just the long term, who knows what that going to be? By flipping one question consistently, then reframing the words without losing the empirical root of it, which is important, that suddenly creates conversations that are moving things forward with habits and actual results of productivity. At the end of the day, it’s always about engagement.

In contrast, while Wapi believes in engagement and having fun while both asking and encouraging questions from his audiences, he does not believe in tests. He stated, “No, you mean like doing some kind of a test? No, no, because to me the test is in the behavior.” To make his point, he emphasized he once “shadowed [a] CEO for a day and just watched how he operated, gave him a whole big pile of feedback and he took it all. But the question is ‘Is he going to change his behavior?’” Wapi then said,

I don’t care if somebody can spout off all the ideas and role play the development of a company’s culture. Show me you understand that you can do it. That’s the most important thing to me. The LPI is a great way to do that, because it is behavior focused.

**Kirkpatrick Level 3: Behavior Change**

From my experience and in watching my colleagues at what was formerly known as the American Society for Training Development, now known as the Association for Talent
Development, Kirkpatrick’s Level 3, behavior change, is where many professionals struggle to concretely prove their participants have changed their behavior. My learning and development colleagues at Duke University would suggest it would be easier to prove behavior change in a technical skill than in something important such as leadership. While they were invested in reviewing error logs to prove technical skills had improved, they felt it impossible to prove leaders have really changed behavior for the better. The present study’s participants appeared to disagree. They stated how much they believed in the LPI and how easy it was to see behavior change in a one-on-one or team coaching environment over an extended period of time. They could see who was changing behaviors and who was not.

Whether one-on-one coaching or team coaching, they stated it was evident when a leader adopted new practices and when they had not. They called attention to the need to hold up a mirror to show leaders when they had excelled with a LPI behavior without noticing it themselves. CMs also helped leaders work through challenges, fear, and self-defeating behaviors. Continued coaching, asking questions, and challenging leaders to reflect on the LPI behaviors regularly brought about proof for Kirkpatrick’s Levels 3 and 4.

**Kirkpatrick Level 4: Return on Investment**

With regard to Kirkpatrick’s Level 4 (ROI), the study participants frequently left it up to the organizations to determine their own metrics. While they would stimulate thought related to possibilities such as Best Place to Work awards, ratings on Glass Door, and other awards, they would again rely on qualitative data. They asked key questions in order to get key answers for their client partners. They built relationships and became trusted partners in developing leaders. While these findings support the Kirkpatrick model, they do not perfectly align with it. Instead, they add to the model in important ways (see Figures 11 and 12).
**Figure 11. TLC Integrated With the Kirkpatrick Model**

*Note.* This representation of TLC integrated with the Kirkpatrick model depicts how the process begins and ends with the LPI 360 and envisioning personal best leadership experiences.
Note. As with the previous model, the process begins and ends with the LPI and envisioning personal best leadership experiences. The difference between the two integrated models is that specific actions are taken to ensure leadership behaviors are increased at each stage (Levels 1–4) of the Kirkpatrick model.

Implications for Practice

The findings indicated that the study participants engage in regular reflection. Many maintain reflective journals or are in the habit of written reflection. Most stated that they reflect on a daily basis and sometimes twice per day. Oftentimes when they reflect, they focus on one LPI behavior per week. With this reflection, they ask themselves what they could do differently or better, and they frequently request feedback from others to gauge their progress.

Implication 1: Add Daily Reflection to TLC Practices

The leadership literature strongly suggests that the practice of reflection has numerous benefits (Anderson, 2019; Boud, 2001; Densten & Gray, 2001; Dewey, 1933; Farrell, 2012;...
Kiersch & Gullekson, 2021; Soderhjelm et al., 2021). Seasoned CMs in the present study also engaged in the practice of reflection. The irony is that many CMs do not teach the practice of reflection without adding their own personal experiences or viewpoints.

The TLC workshop curriculum does not emphasize reflection as a practice. That being said, on one end of the continuum, CMs could simply reflect on a daily basis and recommend leaders do the same. On the other end of the continuum, the TLC authors and Wiley Publishing would alter their materials to include the practice of reflection in all its various forms. To begin, CMs could meet once per month virtually to both strengthen the TLC community and discuss a reflective practice.

Whether they decide to reflect on certain behaviors each month and hold one another accountable or whether they decide to reflect on their successes in order to build on them, CMs could benefit from openly discussing the diverse practices of reflection as a whole, as reflected in the literature (Anderson, 2019; Boud, 2001; Brookfield & Preskill, 2005; Densten & Gray, 2001; Dewey, 1933; Farrell, 2012; Kiersch & Gullekson, 2021; Soderhjelm et al., 2020). As an example, one CM in the present study took a picture and reflected on that picture while also sharing it online. After some reflection, she then posted a caption and encouraged commentary from her peers. A worthwhile study might be to encourage leadership development professionals to post a weekly reflection on social media using pictures, leadership concepts, and a challenge to make a change. Researchers could then compare the LPI scores of leaders 1 year later with a control group to explore reflection’s impact on advanced leadership behaviors.

**Implication 2: Strong Client–Partner Relationships Promote ROI/ROE**

The data indicated that the study participants used significant portions of the Kirkpatrick evaluation model to show their clients they would receive ROI. However, they added to the
model by both emphasizing the importance of partnerships and by continually engaging in qualitative questioning. In addition to what has been stated previously, the participants described approaching their client partners by using portions of the ADDIE instructional model (Biech, 2016). This model includes an analysis of the problem, or a broad view of what the client partner may be experiencing. Whether consciously or unconsciously, the CMs then engaged in developmental evaluation (see Patton, 1994). They designed the TLC program to be a certain length of time; for example, seasoned CMs designed programs to be 4 days with a high ropes course, or online over the course of several months, or different variations (see Biech, 2016). They helped client partners with processes to ensure implementation was effective and set certain activities and strategies to carry out the program.

If the client partner needed or desired other development to be included such as Lencioni’s Five Behaviors, or DiSC, the CM would include additional materials over the course of several months. During the implementation phase, the CMs in this study frequently relied on formative evaluation to determine how sessions might be improved to appeal to every leader in the audience (see Scriven, 1996). After the sessions, they reflected on the questions asked and answered to determine the level of leadership coaching that needed to take place. While performance and other types of measurement were left up to the client partners, behavior change was noted in one-on-one and team coaching sessions, accountability partner reports, and LPI results over an extended period of time, such as 1 year (see Figure 13).
Figure 13. Logic Model for a TLC Leadership Program Based on CM Best Practices

Note. The logic model depicted in the illustration was designed for a program that added TLC action items at each level (1–4) of the Kirkpatrick model.

Implication 3: Leadership COPs Encourage Peer Learning

The academic literature data suggests that peer learning, learning from others (Boud & Middleton, 2003; Brookfield & Preskill, 2005; Taylor & Marienau, 2016), and COPs (Merriam & Bierema, 2014; Premkumar et al., 2017) are ideal ways to acquire knowledge, engage in reflective practice, dialogue, and test assumptions. According to the data in the present study, TLC CMs engage in a COP on a regular basis online. If they are modeling the way (see Kouzes & Posner, 2017), then leaders would also engage in a COP. With minimal time or financial commitment, leadership development professionals could encourage peer learning, learning from others, and COPs. Leadership COPs may lead to providing the necessary support for leaders to
overcome obstacles, break down barriers, and challenge themselves to take things to the next level.

**Implication 4: Encourage Self-Directed Learning**

Data in current academic literature suggest that self-directed learning helps adults formulate learning goals, choose their preferred strategies for learning, and diagnose current and future needs (Knowles, 1975; Merriam & Baumgartner, 2020). One of the authors of *The Leadership Challenge* frequently announces to the CM community that leaders are learners (J. Kouzes, personal communication, February 8, 2021). From the data, it appears as though the CMs have taken this statement to heart. With that said, self-directed learning could be a recommendation that all individuals could encourage of others. Professional development and HR consultants could better interweave this point into their teachings with minimal effort and minimal costs. They could provide examples of leaders who have engaged in self-directed learning to encourage others to do the same.

**Implications for Policy**

In this study, I aimed to explore the habits and practices of TLC CMs, a population of highly trained and seasoned experts. The CMs who participated in this study facilitate sessions with a focus on exemplary leadership and provide LPI coaching. This study’s research questions focused on how TLC CMs develop themselves as leaders, how they evaluated their program’s effectiveness through their participants’ growth, and what they recommended future practitioners do to ensure their participants learn, change their behaviors, and create a positive impact on desired results.

The data indicated that TLC CMs do four things for personal development: use TLC material, reflect on LPI behaviors, frequently request feedback and learn from others. TLC CMs
also maintain high standards for self-directed learning. To ensure their participants’ growth, they commit to no less than a 50% division of labor in the workshops. In fact, CMs appear to maintain high standards in setting preliminary expectations prior to a workshop, even going so far as to call each participant ahead of time to be certain they have completed items such as narrative related to their current leadership challenge or past personal best experience.

While the majority of CMs stated they follow the Kirkpatrick evaluation model by addressing potential reactions proactively, quizzing and checking in with their participants throughout the program, sending surveys, and so forth, what they value most is the relationships and the commitment to the LPI. As for recommendations, CMs want future LDEs to know the three takeaways for every TLC program as well as what they should expect for short- and long-term impacts. Finally, TLC CMs recommend that LDEs and leaders commit to taking the LPI on a regular basis in order to develop themselves over time. They suggested that individuals trust themselves with their development while also setting up systems such as coaching and accountability partners to stay on track.

**Implication 1: Strong Relationships Between Organizations and TLC CMs**

The findings from this study indicate that organizations that seek to develop exemplary leaders could create policies to encourage longer-term relationships with TLC CMs, known experts in leadership development. As outside consultants, TLC CMs offer fresh perspectives as long as the culture is willing to listen, accept, and act on the recommendations. Many organizations do not appear to have policies committed to longer-term, empirically based leadership development (Lacerenza et al., 2017; Lewis & Caldwell, 2005; Paramoure, 2013). Instead, they often strive to bring in an expert to “fix” a culture in a workshop or two, thereby treating the symptoms of unhealthy or toxic behavior in a toxic culture (Covey, 1989/2013; Rath
& Conchie, 2009). Stronger, longer-term relationships would provide the opportunity to build trust and for TLC CMs to habitually assess, challenge, and support the leaders in an organization (Covey, 1989/2013; McCauley & Van Velsor, 2004). As Heammawihio stated, TLC “provides the foundation or the operating system” for the organization and the individual. The LPI provides the annual assessment, and TLC CMs provide the continual coaching and the challenge necessary to transform individuals into becoming exemplary leaders over a period of time.

**Implication 2: Use the LPI to Create an Accountability System**

With TLC CMs as partners in the leadership development journey, policy changes related to TLC should include an annual LPI assessment with one-on-one or team coaching, reflecting recommendations in Baron and Morin (2010), Bell (2021), Bickman et al. (2012), Burt and Talati (2017), and Graßmann et al. (2020). In addition, some of the best companies in the world encourage leaders to allocate time as accountability partners while also allowing others to be accountability partners in helping them reach their goals (Foxon, 1993; Merriam & Baumgartner, 2020). It is a reciprocal process that encourages leaders to become comfortable with the uncomfortable. It takes an investment of time as well as an investment of energy and boldness. The LPI asks questions specifically related to 30 leadership behaviors (Posner, 2016), the answers to which can help organizations determine whether their current cultures support or hinder these types of behaviors. For example, empirical research suggests that Behavior 16: “Asks for feedback on how his/her actions affect other people’s performance,” could be a provocative question for some in that it also asks whether the environment is psychologically safe for providing candid feedback.
Implication 3: Coaching as a Means of Reinforcement and Support

The study participants appeared to rely on two things to determine Kirkpatrick’s Levels 3 and 4: behavior change and results. The first dependency is on the LPI, which quantitatively validates the frequency of the 30 behaviors in individuals who have experienced a leader’s behaviors (Posner, 2016). In addition, open-ended questions allow for a qualitative component whereby leaders can receive suggestions, insights, or feedback that may encourage a change of behavior. Oftentimes, leaders believe they are exhibiting certain behaviors, but in reality, they are not (Jarvis, 2005; Taylor & Marienau, 2016). As Ahnau noted, the TLC workshop, taken in combination with the LPI, is either affirming or an awakening for many. To reinforce and support the learning, leaders can benefit from formal coaching (Baron & Morin, 2010; Burt, 2017; Kets de Vries, 2005; Levenson, 2009; Thach, 2001; Trevillion, 2018).

Recommendations for Future Research

The literature suggests that Kirkpatrick’s model is the most widely used evaluation model for program development in the United States (Kirkpatrick & Kirkpatrick, 2017). Based on the present study’s findings, considerations for further research would strongly suggest the Kirkpatrick model be updated to include an expansion on the definition of surveys articulated by the present study’s participants. According to these TLC CMs, surveys should include a qualitative component whereas individuals would be asked thought-provoking questions in the spirit of partnership. These questions would encourage deeper reflection and more comprehensive responses. As stated in previous interviews by numerous CMs, sometimes it was the question that allowed for verbal processing in that for the first time, professionals were able to identify the heart of the matter and come to a conclusion. As Halona said, “Sometimes they don’t know what they want—you have to get in there and engage” (see Figure 14).
**Figure 14. Logic Model With Actions Specific to Participants**

*Note.* This logic model identifies who can help, actions that could be taken, and how Kirkpatrick’s Levels 1–4 could be improved.

**Recommendation 1: Compare Evaluation Models and Approaches**

Further research could reflect on the problem of only 11%–13% of leadership development programs being effective in combination with the global leadership crisis. A research team could explore Kirkpatrick’s evaluation model and compare it with concepts of strong partnership and thought-provoking qualitative questioning. This study could have a control group that does not employ accountability partners, coaching, and reflection. The goal would be to consider several factors, including the progress leaders made from one LPI to another about a year later (see Figure 15).
**Recommendation 2: Explore TLC and the LPI to Teach Reflective Practices**

Further research could repeat the same general process as Recommendation 1 with the exception of isolating reflective practices. With this, reflection would be added to the curriculum with a strong emphasis and follow-up in coaching. Reviewing and comparing the LPIs of a control group may prove beneficial for this research.

**Recommendation 3: Replicate Research With a Different Population**

TLC has allowed the opportunity for millions of leaders around the world to pursue exemplary leadership. For research in general, it is important to capture a variety of perspectives to gain a deeper understanding of experiences (Merriam & Tisdell, 2016). Incorporating more participant voices could provide greater insights into their interpretations of the TLC leadership development experience; for example, whether they felt TLC was just a class or a life-changing experience.
model, their decision-making related to continued self-directed learning, and the reasoning behind adopting the behaviors or not. While the participant voice is critical to ensure training transfer, this research did not focus on participants. Future research should capture the voices of those key stakeholders and their managers. For example, a qualitative e-interview could be sent randomly to those who have participated in TLC program sometime in the past 38 years.

Further research could replicate this study to include (a) TLC CMs who were not interviewed, (b) seasoned TLC facilitators who are not a part of the CM community and have not earned the title of CM, (c) LDEs in other contexts, (d) professional development experts in general, or (e) a combination of the four populations. Reflecting the lack of academic literature in this subject area, further research should ask seasoned LDEs: How do they develop themselves and others, and what advice would they give to future leadership development professionals?

In addition to the populations previously noted, CMITs could be asked these questions as they begin their 2-year journey and again periodically throughout their careers. Doing so would provide an inside view into the minds of professionals as they become more seasoned while also encouraging continued development and reflection on current thinking. If expanded, this inquiry could include the perspective of leaders who have taken the LPI more than five times over the course of more than 5 years. In addition, the company or partner point of view may validate or enhance findings on how they strategically build relationships for the sake of leadership development and exemplary leadership. The findings from future research may aid others in remaining accountable and empowering them with new knowledge.
Recommendation 4: Replicate This Study Using a Mixed Methods Approach

Further research could expand to include quantitative and qualitative research. A mixed methods approach may provide different perspectives as to how individuals develop themselves and others, and advice they would provide for future leadership development professionals.

Conclusion

My aim in conducting this qualitative single-case study was to explore the practices of TLC CMs through three lenses: personal development, professional development or how these leadership development professionals know they have developed others, and mentorship; specifically, the practices they recommend for less-seasoned professionals. The results indicated that the study participants engaged in reflective practices while using TLC materials, including the LPI. Further findings showed that TLC CMs learned from others and engaged in self-directed learning.

On the professional front, the study participants set high expectations to ensure participants were active participants and engaged in the adult learning experience prior to, during, and after the program. They followed Kirkpatrick’s evaluation model, with some exceptions and additions. While they employed qualitative and quantitative surveys, few engaged in testing behaviors through formal tests, quizzes, or games. Instead, they engaged in “pop quizzing” verbally prior to, during, and after the program through coaching.

Study findings also showed that best practices for seasoned CMs included developing strong relationship-based partnerships. Together, they discussed ROI and ROE, but the CMs in this study reported that it was more effective for ROI to be determined primarily through the sponsoring agency and to determine ROE jointly. Both parties agreed to survey leaders quantitatively and qualitatively to evaluate short-term impacts. Longer-term impacts were
ascertained by comparing the behaviors of leaders with the LPI assessment prior to the workshop and approximately 1 year later.

On a personal note, and after some reflection from this experience, I wish to state that anyone desiring to be a part of the 13% who deliver effective leadership development programs should strongly consider exploring TLC and the associated LPI. The TLC CMs in the present study want to facilitate something that relies on empirical research and data and that is proven to work. As such, they fully committed to the process of taking things to the next level and undertaking 2 years of training through the TLC CM program. In time, they organically developed their own habits of reflecting, questioning, and engaging with their client partners.

They have shifted my paradigm. They appear to be doing a number of things that make sense for leaders and for the world. For one, I will no longer strive to be 100% accountable for a partner’s ROI. The seasoned LDEs would laugh at the thought. They stand in full confidence per the LPI results their leaders get on an annual basis, as well as their partner’s ROE/ROI.

There has never been a better time to be a part of the solution to the problem of lack of leadership in the world today. On behalf of the voices that I worked to represent with this dissertation, I challenge those who read it to reflect and explore the possibilities. While I am not yet a CM, I will speak as if I have earned the title and say, if you have an evaluation background, join us and help this to become an evidence-based program. If you have a coaching background, help us to create a TLC Coaching Institute with the International Coaching Federation. If you are a COP expert, we welcome your expertise in assisting us in developing the communications and framework necessary for best practices with true learning communities. If you are a master facilitator in another realm and are looking for the curriculum that really makes a difference, call on us. We can do this. We need to do this. Together.
REFERENCES


Kirkpatrick, J. D., & Kirkpatrick, W. K. (2016). Four levels of training evaluation. ATD Press.


APPENDICES
APPENDIX A:

RESEARCH QUESTIONS AND INTERVIEW PROTOCOL

I. Research Discovery

A. The purpose of the study is to discover:

1. how TLC CMs have developed new strategies to improve their own leadership development (in order to help others do the same),

2. how TLC CMs (leadership development experts) evaluate their program’s effectiveness through their participant’s growth, and

3. what TLC CMs recommend future aspiring TLC CMs do to ensure exemplary leadership, learning, and habitual practices continue to be developed.

II. Research Paradigms

A. Research questions are designed to build knowledge where there are gaps. Three research questions helped frame this study:

1. How do TLC CMs improve their own leadership development?

2. How do TLC CMs evaluate their participant’s growth in leadership development through participating in their program?

3. What do TLC CMs recommend future aspiring TLC CMs do to impact participants learning and create a positive impact on desired results over the long term (as per Kirkpatrick’s four levels of program evaluation).

B. As an aspiring TLC Master and former field faculty, I utilized Kirkpatrick’s evaluation model to advance gaps in the research within the framework of three paradigms:

1. TLC CMs from a paradigm of reflection on themselves:
   a. How did I get to new levels of mastery?
   b. What type of mastery was achieved (e.g., leadership, facilitation, program evaluation and/or another type of development)?

2. TLC CMs from a paradigm of reflection on their participants:
   a. How did my participants reach new levels of incorporating leadership practices and mastery
   b. How do I know they know?

3. TLC CMs from a paradigm of reflection in helping future TLC CMs:
a. How do future TLC CMs help themselves to Kirkpatrick’s levels 2, 3, 4?

b. How do future TLC CMs help their participants to Kirkpatrick’s levels 2, 3, 4?

III. Data Collection

A. Semi-structured interviews were conducted using an interview protocol that included the following questions aimed to gather data on each research question.

<table>
<thead>
<tr>
<th>Question</th>
<th>RQ 1</th>
<th>RQ 2</th>
<th>RQ 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tell me about your journey. How did you become involved with TLC?</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2. How long have you been teaching or coaching TLC?</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>3. Over the years, what type of individuals have you taught or coached TLC (e.g., executives, mid-management, individual contributors, students)?</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>4. Over the years, how many individuals do you estimate you have taught or coached TLC (e.g., executives, mid-management, individual contributors, students)?</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>5. What impact do you (typically) hope to make with TLC in the short- and long-term?</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>6. How has TLC content helped you to develop as a leader?</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>7. What new strategies do you employ to help yourself continually develop?</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>8. How do you evaluate your own growth in leadership development?</td>
<td>X</td>
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<tr>
<td>9. To what degree are participants actively involved in and contributing to the learning experience?</td>
<td>X</td>
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<tr>
<td>10. How have surveys aided you in helping your participants with leadership development (e.g., pre-surveys to manage expectations; in-between surveys to provide course corrections between sessions; immediate post-session surveys, &amp;/or 90-day+ surveys)?</td>
<td>X</td>
<td></td>
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<tr>
<td>11. Can you tell me about a time when you used a quiz or test to gauge learning (e.g., explore test design, between-session knowledge checks, 3 months afterwards; timing, frequency for adult learning, tweaks for best practices, results)?</td>
<td>X</td>
<td></td>
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<tr>
<td>12. How would you advise a new TLC CM to evaluate their efforts and the effectiveness of their TLC programs?</td>
<td>X</td>
<td></td>
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<tr>
<td>13. How can (someone such as yourself or) a new TLC CM know a participant has learned and actually adopted a new practice or behavior?</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
14. As facilitators of learning, how should aspiring TLC CMs evaluate their efforts related to TLC?

15. How do you recommend aspiring TLC CMs learn (determine) to what degree of success training participants have had with opportunities to apply what they have learned in TLC workshops back on the job?

16. How are TLC educators equipped to evaluate the effectiveness of their TLC offerings? If they are not equipped, what should they do to become equipped?

17. Recognizing that TLC authors and many TLC CMs may be nearing retirement age, what other advice can you offer an aspiring TLC CM?

18. How would you change or use the attached conceptual framework to improve your own leadership development or to help others?

19. If someone asked you to summarize three takeaways for participants to act on, how would you recommend participants continue their growth after class?

20. Part of this research is to review documents that may represent your experiences. Are you willing and able to share documents related to what we’ve discussed? If so, you can do so online at___________

<table>
<thead>
<tr>
<th>Question</th>
<th>RQ 1</th>
<th>RQ 2</th>
<th>RQ 3</th>
</tr>
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<tbody>
<tr>
<td>14.</td>
<td></td>
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<td>X</td>
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<tr>
<td>15.</td>
<td></td>
<td></td>
<td>X</td>
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<tr>
<td>16.</td>
<td></td>
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<td>X</td>
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<td>17.</td>
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<td>X</td>
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<tr>
<td>18.</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>19.</td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
<td>20.</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

B. Closing Questions

1. Is there any further information you would like to share that we have not covered?

2. Who should I contact to learn more?

3. Part of this study involves a review of relevant documents that may be a part of your experiences. Are you willing and able to share any documents related to what we’ve discussed?

IV. Final Remarks:

A. Thank you for your time and candor in discussing TLC today. If you find you have questions or remember something after our conversation that you would like to share, feel free to reach out.

B. I will be reaching back out to you with a copy of our transcript so you may review it and have the opportunity to provide member checking. I may be on a quick timeline, so please try to take a look at this information within a couple of days so you can give me a thumbs up or so we can engage in conversation.

C. At the end of this project, I would be happy to provide you with a summary or a copy of the final paper if you so desire.
APPENDIX B:
CODEBOOK

The purpose of this study was to explore:

- how TLC Certified Masters have developed new strategies to improve their own leadership development (in order to help others do the same),
- how TLC Certified Masters evaluate their program’s effectiveness through their participant’s growth,
- what TLC Certified Masters recommend future aspiring TLC Certified Masters do to ensure exemplary leadership, learning, and habitual practices continue to be developed

This information was used to inform:

- TLCM 1
- TLCM 2
- TLCM 3
- TLCM 4
- TLCM 5
- TLCM 6
- TLCM 7
- TLCM 8
- TLCM 9
- TLCM 10

Definitions and descriptions were recorded for the categories and subcategories that emerged.

Table B1. Definitions of Categories and Subcategories

<table>
<thead>
<tr>
<th>Categories</th>
<th>Subcategories</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership = Commonly known leadership programs</td>
<td>• “Leadership – my region or state.”</td>
<td>• Very well-known leadership program that helps individuals learn about and get a sense of their community—ultimately becoming an advocate</td>
</tr>
<tr>
<td>The Leadership Challenge</td>
<td>• TLC</td>
<td>• A 38-year program with curriculum, books, facilitators guides, formal assessment.</td>
</tr>
<tr>
<td></td>
<td>• TLC in academic settings</td>
<td>• TLC is taught in government, corporate, nonprofit, university, and other settings.</td>
</tr>
<tr>
<td></td>
<td>• TLC contributing author</td>
<td>• Contributors are those who help write the book or curriculum.</td>
</tr>
<tr>
<td>Categories</td>
<td>Subcategories</td>
<td>Description</td>
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<tr>
<td>------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Welcome back to TLC</td>
<td>• Welcome back to TLC</td>
<td>• Individual who left TLC and is returning to teach, become an active advocate, or coach</td>
</tr>
<tr>
<td></td>
<td>• Student Leadership Challenge</td>
<td>• SLC is the student version of TLC</td>
</tr>
<tr>
<td>Leadership Practices</td>
<td>LPI 360 per Wiley ($$)</td>
<td>• A 360-tool designed 38 years ago to discover best practices and leadership behaviors of individuals.</td>
</tr>
<tr>
<td>Inventory</td>
<td>• Student LPI</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Free version of LPI</td>
<td></td>
</tr>
<tr>
<td>Leadership in college</td>
<td>• Master’s degree in college</td>
<td>• Leadership in a Master’s or Bachelor’s degree program may/may not include TLC.</td>
</tr>
<tr>
<td></td>
<td>• Bachelor’s degree in college</td>
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<tr>
<td>Leadership is...</td>
<td>• An art</td>
<td>• Individuals’ perspectives on leadership</td>
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<td></td>
<td>• A science</td>
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<td></td>
<td>• EVERYTHING</td>
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<td></td>
<td>• Discovery of who we are as individuals</td>
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<td></td>
<td>• Opportunity to connect to values</td>
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<td></td>
<td>• Transformation</td>
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<td></td>
<td>• About doing</td>
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<td></td>
<td>• Action</td>
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<td></td>
<td>• SOLID</td>
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<td></td>
<td>• Flavor of the month</td>
<td></td>
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<tr>
<td></td>
<td>• Intentional</td>
<td></td>
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<tr>
<td></td>
<td>• A deliberate practice</td>
<td></td>
</tr>
<tr>
<td>Five Practices of</td>
<td>Model the Way (MTW)</td>
<td>• Based on extensive research, Kouzes and Posner identified 5 practices that exemplary leaders utilize when they are at their personal best, including 30 behavioral statements, 10 commitments, and challenges.</td>
</tr>
<tr>
<td>Leadership</td>
<td>Inspire a Shared Vision (ISV)</td>
<td></td>
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<td></td>
<td>Enable Others to Act (EOA)</td>
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<td></td>
<td>Encourage the Heart (ETH)</td>
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<tr>
<td></td>
<td>Challenge the Process (CTP)</td>
<td></td>
</tr>
<tr>
<td>TLC Certified Master</td>
<td>TLC CM</td>
<td>• Leadership of the highest level of expertise in a wide range of experiences including consulting, speaking, and publishing.</td>
</tr>
<tr>
<td></td>
<td>TLC Master</td>
<td>• Individuals attempting a 2-year process with TLC Mentors to become TLC CMs themselves.</td>
</tr>
<tr>
<td></td>
<td>Master</td>
<td>• CMs who mentor others CMs</td>
</tr>
<tr>
<td></td>
<td>CM in Training (CMIT)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Master-in-Training (MIT)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Aspiring TLC Master (AM)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TLC Certified Master Mentor</td>
<td></td>
</tr>
<tr>
<td>Values</td>
<td>Values in the “normal” sense</td>
<td>• Beliefs that motivate one’s actions and are critically important in leadership.</td>
</tr>
<tr>
<td>Categories</td>
<td>Subcategories</td>
<td>Description</td>
</tr>
<tr>
<td>------------------</td>
<td>----------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Categories</td>
<td>• Values per TLC activities</td>
<td>Values activities per the TLC curriculum</td>
</tr>
<tr>
<td></td>
<td>• Values alignment or misalignment</td>
<td>The degree to which an individual’s values lines up (aligns) with their actions</td>
</tr>
<tr>
<td></td>
<td>• Values clarification</td>
<td>Clarification is typically intentional</td>
</tr>
<tr>
<td>TLC Impacts</td>
<td>• Adopted Behavior(al) Change</td>
<td>Positive behavioral change over time</td>
</tr>
<tr>
<td></td>
<td>o Short-term</td>
<td>Various approaches to assess whether desired results are applied and sustained.</td>
</tr>
<tr>
<td></td>
<td>o Long-term</td>
<td>Questionnaires offer a method of analysis to formally or informally assess the impacts of TLC.</td>
</tr>
<tr>
<td></td>
<td>• Surveys</td>
<td>Quantitative and qualitative methods used to study the effects and influence of TLC.</td>
</tr>
<tr>
<td></td>
<td>o Formal</td>
<td>Longitudinal studies seek to discover impacts over time.</td>
</tr>
<tr>
<td></td>
<td>o Informal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Evaluation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Qualitative research</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Quantitative research</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Longitudinal Studies</td>
<td></td>
</tr>
<tr>
<td>TLC Wiley</td>
<td>• TLC Wiley Publishing</td>
<td>Wiley is the publishing company that owns TLC and has its own TLC team of paid employees.</td>
</tr>
<tr>
<td></td>
<td>• TLC Wiley Marketing</td>
<td>The Wiley team determines TLC content, updates schedules, marketing, etc.</td>
</tr>
<tr>
<td></td>
<td>• TLC Wiley social media</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• TLC Wiley updates</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• TLC Wiley team</td>
<td></td>
</tr>
<tr>
<td>TLC Business</td>
<td>• TLC Business Owner</td>
<td>TLC CMs who own their own business (not Wiley employees) and profit from selling seats to their program or classes</td>
</tr>
<tr>
<td></td>
<td>• TLC Contractor</td>
<td></td>
</tr>
<tr>
<td>TLC Participants</td>
<td>• TLC Participants – adults</td>
<td>Individuals who have voluntarily enrolled or have been instructed to attend TLC class(es).</td>
</tr>
<tr>
<td></td>
<td>• SLC Participants – students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• TLC Audience(s)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• TLC groups</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• TLC Cohorts</td>
<td>Once a group of X# is formed they are usually considered a cohort.</td>
</tr>
<tr>
<td>TLC Program</td>
<td>• TLC Program(s)</td>
<td>TLC programs are taught by TLC CMs.</td>
</tr>
<tr>
<td></td>
<td>• TLC Class(es)</td>
<td>The format may vary from days to months.</td>
</tr>
<tr>
<td></td>
<td>• TLC Session(s)</td>
<td>Sessions can be held outdoors, virtually, in-person, or a blended approach.</td>
</tr>
<tr>
<td></td>
<td>• TLC Workshop(s) = TLCW</td>
<td>Booster sessions are held after a TLC programs or workshops for those who previously attended.</td>
</tr>
<tr>
<td></td>
<td>• TLC Booster session(s)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• TLC Training of the month</td>
<td></td>
</tr>
<tr>
<td>TLC Program</td>
<td>• TLC Program Offerings</td>
<td>TLC Program offering primarily for CMs or CMITs or friends/fans of Jim &amp; Barry</td>
</tr>
<tr>
<td>Offerings</td>
<td>• TLC Summit(s)</td>
<td></td>
</tr>
<tr>
<td>Categories</td>
<td>Subcategories</td>
<td>Description</td>
</tr>
<tr>
<td>------------</td>
<td>---------------</td>
<td>-------------</td>
</tr>
<tr>
<td>• TLC Forum(s)</td>
<td>• TLC Annual Conference</td>
<td>• Offerings are typically held multiple days in a specific location or online.</td>
</tr>
<tr>
<td>• TLC Online</td>
<td>• TLC Roundtable(s)</td>
<td>• Might be free or at a cost.</td>
</tr>
<tr>
<td>TLC Authors</td>
<td>• Jim Kouzes</td>
<td>• Often has some Wiley involvement but may be held because Wiley is not offering specific session(s) CMs want or need.</td>
</tr>
<tr>
<td></td>
<td>• Barry Posner</td>
<td>• Two scholars who have written numerous best-selling books, curricula, and studied leadership for an extensive period of time (nearly 4 decades).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• In addition to writing, they have speaking engagements across the globe and hold roundtable sessions for TLC CMs.</td>
</tr>
</tbody>
</table>
APPENDIX C:

INFORMED CONSENT FOR SEMI-STRUCTURED INTERVIEWS

Title of the Project: Leadership and Learning Through the Lens of The Leadership Challenge® Certified Masters.

Principal Investigator (PI)/Researcher: Rachel Monteverdi

PI/Researcher email & phone number: rhmontev@ncsu.edu, 919-327-7626

Funding Source: N/A

Point of clarification related to funding:
This study is being conducted independently. There are no associations with Wiley Publishing. Your information will not be shared with Wiley Publishing.

What are some general things you should know about research studies?
You are invited to participate in a doctoral level dissertation research study entitled, “Leadership and Learning Through the Lens of The Leadership Challenge® Certified Masters”.

Your participation is 100% voluntary.
You have the right to be a part of this project, to choose not to participate, and to stop participating at any time without penalty. As part of the dissertation process, a qualitative research case study is being conducted. The purpose of this qualitative research study three-fold:

1. To discover how TLC Certified Masters improve their own leadership development,

2. To discover how TLC Certified Masters evaluate their participant’s growth in leadership development through participating in their program; and

3. What TLC Certified Masters recommend future aspiring TLC Certified Masters do to ensure participants learning, behavior change and a positive impact has been created on desired results over the long term.

For this study, Rachel Monteverdi will interview approximately 10 TLC Certified Masters who have been teaching and coaching leaders for more than 5 years. Recognizing there are less than 100 TLC Certified Masters in the world, and many are nearing retirement, these semi-structured interviews are expected to net significant insights to benefit both current and future TLC Certified Masters.
You are not guaranteed any personal compensation or benefits for participating.
You may want to participate in this research because you will be contributing to the general knowledge of The Leadership Challenge which could ultimately help future TLC Certified Masters to ensure they are effective. In addition, your contribution may generally or specifically help TLC as a whole in the short or long term.

Research studies also may pose risks to those who participate.
For example, you may not want to participate in this research because semi-structured qualitative interviews could cause emotional or psychological risks. There may be unexpected emotion before, during or after our interview when thinking about TLC and specifically how you transitioned towards becoming an effective TLC Master (possible stress, anxiety, regret, etc.). It is recommended that if you experience undue emotion for longer than 48 hours to contact a mental health professional.

Specific details about the research in which you are invited to participate are contained below. If you do not understand something in this document, please ask the researcher for clarification or more information. A copy of this consent form will be provided to you. If at any time, you have questions about your participation in this research, do not hesitate to contact Rachel Monteverdi.

What is the purpose of this study?
The purpose of this qualitative research case study is to discover how TLC Certified Masters improve their own leadership development, evaluate their participant’s growth in leadership development through participating in their program, and what they recommend future aspiring TLC Certified Masters do to impact participant’s learning and create a positive impact on desired results over the long term.

Am I eligible to be a participant in this study?
There will be approximately five to ten participants in the semi-structured interviews related to this study. In order to be a participant in this study, you must agree to be in the study and self-identify as a “Certified” TLC Master for more than five years. To clarify, this could be any combination of years adding up to 5 or more. For example, you may have certified as a TLC Master 30 years ago, taken some time off and returned to serving as a TLC Certified Master. Because you and your information will be coded and generalized, no one will identify you by name or double check your credentials. We are basically looking for individuals who are very seasoned in TLC and self-identify as having been a part of teaching and/or coaching TLC for more than 5 years as a TLC Certified Master (or a TLC Master Mentor).

You cannot participate in this study if you do not want to be in the study, or if you do not self-identify as a “Certified” TLC Master for five years or more.

What will happen if you take part in the study?
If you agree to participate in this study, you will be asked to do the following:

1. Sign a consent form stating you agree to be in the study
2. Determine an agreeable date/time for the one-hour meeting
3. Agree to be audio-recorded on Zoom during the entire one-hour meeting

4. Answer all questions to the best of your ability

5. Agree not to name any individuals by name but instead to speak of specific individuals by role

6. Agree to share any documents you feel comfortable sharing related to our discussion via a private NCSU Google Drive folder

7. Be willing to be available after the interview to ‘member check’ the transcript to ensure your voice has been represented fairly

8. Agree to ask questions at any point in time for clarification

The total amount of time that you will be participating in this study is 90-120 minutes. While the interview will last about 60 minutes, there is some flexibility in the semi-structured interview process. In addition, you may be asked to ‘member check’ the transcript or a portion of the transcript afterwards to ensure reliability.

Right to withdraw your participation
You can stop participating in this study at any time for any reason. In order to stop your participation, please contact: Rachel Monteverdi, rhmontev@ncsu.edu, 919-327-7626. If you choose to withdraw your consent and stop participating in this research, you can expect the researcher(s) will redact your data from their data set, securely destroy your data, and prevent future uses of your data for research purposes wherever possible. This is possible in some, but not all, cases.

Confidentiality, person privacy, and data management
Trust is the foundation of the participant/researcher relationship. Much of that principle of trust is tied to keeping your information private and in the manner that we have described to you in this form. The information shared will be held in confidence to the fullest extent allowed by law. Protecting your privacy related to this research is of utmost importance to us. There are very rare circumstances related to confidentiality where we may have to share information about you. Your information collected in this research study could be reviewed by representatives of the University. How we manage, protect, and share your data are the principal ways we protect your personal privacy. Data that will be shared with others about you will be de-identified.

Anonymous. Anonymous data means that at no time can we or anyone else link your identity to the select information collected during this research. Our definition of anonymous means that we cannot identify you at all, even when the data is combined with other information. We will also not seek to identify you using any techniques or technology.

De-identified. De-identified data is information that at one time could directly identify you, but that we have recorded this data so that your identity is separate from the data. I will have a master list with your code and real name that I can use to link to your data. When the
research concludes there will be no way your real identity will be linked to the data we publish.

**Re-identifiable.** Re-identifiable data is information that we can identify you indirectly because of our access to information, role, skills, a combination of information, and/or use of technology. This may also mean that in published reports others could identify you from what is reported. For example, if a story you told us is very specific, your data may be re-identifiable. Please know that we will report data in such a way that you are not directly identified in reports. Based on how we need to share the data, we cannot remove details from the report that would protect your identity from ever being figured out. This means that others may be able to re-identify from the information reported from this research.

**Identifiable.** Identifiable data is information that directly links you to the data. This includes, but is not limited to, your name, email, phone number, or other details that makes you easily recognizable to us and others. Identifiable data has your real identity directly on the information that are shared with us and other people.

**Emergency medical treatment**
If you are hurt or injured during the study session(s), the researcher will call 911 for necessary care. There is no provision for compensation or free medical care for you if you are injured as a result of this study.

**Consent to Participate**
By signing this consent form, I am affirming that I have read and understand the above information. All of the questions that I had about this research have been answered. I have chosen to participate in this study with the understanding that I may stop participating at any time without penalty or loss of benefits to which I am otherwise entitled. I am aware that I may revoke my consent at any time.

_______ Yes, I consent to participating in this research study

Name ____________________________________________________________

Today’s Date____________________________________________________
APPENDIX D:

INTERVIEWING SCHEDULING TEMPLATE FOR QUALTRICS

After the consent form was provided, participants received an interviewing scheduling message, regardless of whether they provided broad consent. The content of the message appears below.

Thank you for agreeing to participate in a semi-structured, audio-recorded interview with me on Zoom for research purposes.

Which type of interview do you prefer? Please select one:

1. Zoom interview – If this option was chosen, the participant’s email address and phone number was collected.

2. e-interview – If this option was chosen, the participant’s email address was collected.

Please select at least 5 dates and times below that work for you to participate in an interview with me. Please rank selections by your order of preference.

<insert option 1: Day and Time>
<insert option 2: Day and Time>
<insert option 3: Day and Time>
<insert option 4: Day and Time>
<insert option 5: Day and Time>
<insert option 6: Day and Time>
<insert option 7: Day and Time>
<insert option 8: Day and Time>
<insert option 9: Day and Time>
<insert option 10: Day and Time>
<insert option 11: None of these days and times listed above work for me. Here are some days and times that do work for me. <insert section for participant response narrative>

How would you like for me to confirm your interview date and time?

1. By phone – If this option was chosen, the participant’s phone number was collected.

2. By email – If this option was chosen, the participant’s email address was collected.

I will respond with an email confirming your interview date and time and provide information about the web-conferencing platform details that I will use for your interview.

Thank you.
Hello,

I hope this e-mail finds you well. I am contacting you to request that you review the interview transcript from our time together. This process is referred to as “member checking” and will involve the following steps:

1. I will share your interview transcript via my private North Carolina State University Google Drive folder.

2. Please access the document(s) using your personal computer and a secure network. The two of us will be the only individuals with access to this private folder. I suggest completing this activity in a private location, on a private internet connection, and accessing this folder using a web browser that is in private/incognito mode.

3. Next, please read through the document(s) in the private folder and comment in the document if you agree, disagree, or would like to clarify or change the content of a document and how you would like to do so. I expect this will take about 20 minutes of your time.

4. Finally, please e-mail me to inform me that you have read your document(s) and commented, as appropriate. Further, I am requesting that you do this within two weeks of this email. Please do not provide information or feedback in the email you send to us regarding your completion of the task.

5. Once you have completed the verification process, I will remove your access to the private NC State University Google Drive folder with your document(s) in it.

I expect that the total member-checking activities will take about 30–60 minutes of your time. Please let me know if you have any questions.

Thank you!

Sincerely,
Rachel Monteverdi

[Redacted]
APPENDIX F:
INFORMED CONSENT FOR QUALITATIVE E-INTERVIEW

Title of the Project: Leadership and Learning Through the Lens of The Leadership Challenge® Certified Masters

Principal Investigator (PI)/Researcher: Rachel Monteverdi

PI/Researcher email & phone number: rhmontev@ncsu.edu, 919-327-7626

Funding Source: N/A

Point of clarification related to funding: This study is being conducted independently. There are no associations with Wiley Publishing. Your information will remain confidential.

What are some general things you should know about research studies?
You are invited to participate in a doctoral-level dissertation research study entitled, Leadership and Learning Through the Lens of The Leadership Challenge® Certified Masters.

Your participation is 100% voluntary. You have the right to be a part of this project, to choose not to participate, and to stop participating at any time without penalty.

As part of this dissertation process, a qualitative research case study will be conducted. The purpose of this qualitative research study is three-fold:

1. To discover how TLC Certified Masters improve their own leadership development,

2. To discover how TLC Certified Masters evaluate their participant’s growth in leadership development through participating in their program; and

3. To discover what TLC Certified Masters recommend future aspiring TLC Certified Masters do to ensure participants learning, behavior change and a positive impact has been created on desired results over the long term.

For this study, Rachel Monteverdi will interview and provide qualitative e-interview questions to TLC Certified Masters.

Am I eligible to be a participant in this study?
In order to be a participant in this study, you must agree to be in the study and self-identify as a “Certified” TLC Master. To clarify, this could be any combination of years, whether you have been a TLC Master for almost 40 years or almost 4 days.
Because your information will be coded and generalized, no one will identify you by name or double-check your credentials. We are seeking individuals who self-identify as having been a part of teaching and/or coaching TLC as a TLC Master (or a TLC Master Mentor) and who wish to participate in this study.

If you participated in the semi-structured interview and have more to add to the discussion, contact Rachel Monteverdi via email, rhmontev@ncsu.edu or by phone, and please do not participate in this e-interview.

**You cannot participate in this study if** you do not want to be in the study, or if you do not self-identify as a “Certified” TLC Master.

**What will happen if you take part in the study?**

If you agree to participate in this study, you will be asked to do the following:

- Sign a consent form stating you agree to be in the study.

- Agree to follow a cadence of 3-day windows. This means that once a set of questions has been forwarded, you agree to respond in 3 days. From there, I have a 3-day window to respond as well. With this cadence, one set of questions will take up to 6 days or 1 week to complete. There are four sets of questions; therefore all questions should be answered within the next 4 weeks.

- Commit to not rushing responses. It may take up to 1 hour to respond to a particular set of questions each week. You will need to determine dates/times to invest up to 1 hour reflecting on each group of questions and writing comprehensive responses in order for your voice to be heard.

- Agree to submit any supporting documentation with the email interview by or emailing

- Answer all questions to the best of your ability. Please do not worry about grammar or misspellings. Because we cannot see or hear you, please use CAPITAL LETTERS when you feel STRONGLY about a subject. If you desire, you are also encouraged to use **bold** words, exclamation marks, *italics* and different color fonts, acronyms (e.g. LOL for laugh out loud) and emotions such as : ) or : ( 

- Agree not to name any individuals by name. Instead, speak of specific individuals by role.

- Ask questions or engage in conversation via email when there are concerns.

- Provide a security question and answer so your identity can be authenticated throughout the e-interview process.

- Use the same email address, retain emails, and use a private computer. Your emails are a copy of your transcript.
To manage expectations, the total amount of time that you may be participating in this study is approximately one hour per week for four weeks. While the email interview may last about an hour each week, there is some flexibility in recognizing it may take time to submit additional supporting documentation.

**The Qualitative e-interview**

The e-interview is made-up of four main categories:

- The first set of questions collect personal background and demographic information.
- The second set of questions seek to discover how you improve your own leadership development.
- The third set of questions explore how you evaluate your participant’s growth in leadership development following participation in your program.
- The fourth and final set of questions solicit your recommendations for future aspiring TLC Certified Masters to ensure participants’ learning, behavior change, and positive impact is long term.

You are encouraged to submit supporting documents as you complete the e-interview. Within each category, you may be asked to rank statements using the following scale:

- \( N = \) Not started,
- \( I = \) In progress,
- \( A = \) Achieved, or
- \( M = \) Maintaining.

A percentage has been created to accompany the rank so as to provide a more tangible measure. All participants will have an opportunity to submit comments/evidence with each rank. This qualitative e-interview must be completed individually and should be submitted online. The responses will not be distributed to any other individuals besides the researcher, Rachel Monteverdi.

**Right to withdraw your participation**

You can stop participating in this study at any time for any reason. In order to stop your participation, please contact: Rachel Monteverdi, [rhmontev@ncsu.edu](mailto:rhmontev@ncsu.edu), 919-327-7626. If you choose to withdraw your consent and stop participating in this research, you can expect the researcher(s) will redact your data from their data set, securely destroy your data, and prevent future uses of your data for research purposes wherever possible. This is possible in some, but not all, cases.
Confidentiality, person privacy, and data management
Trust is the foundation of the participant/researcher relationship. Much of that principle of trust is tied to keeping your information private and in the manner that we have described to you in this form. The information shared will be held in confidence to the fullest extent allowed by law.

Protecting your privacy related to this research is of utmost importance to us. There are very rare circumstances related to confidentiality where we may have to share information about you. Your information collected in this research study could be reviewed by representatives of the University. How we manage, protect, and share your data are the principal ways we protect your personal privacy. Data that will be shared with others about you will be de-identified.

Anonymous. Anonymous data means that at no time can we or anyone else link your identity to the select information collected during this research. Our definition of anonymous means that we cannot identify you at all, even when the data is combined with other information. We will also not seek to identify you using any techniques or technology.

De-identified. De-identified data is information that at one time could directly identify you, but that we have recorded this data so that your identity is separate from the data. I will have a master list with your code and real name that I can use to link to your data. When the research concludes there will be no way your real identity will be linked to the data we publish.

Risks/Benefits. There are no foreseeable risks involved in participating in this research beyond those experienced in everyday life. There are no direct benefits to you from participation, but other TLC Certified Masters or aspiring TLC Certified Masters may benefit from the findings of this study.

TLC Confidentiality. Names will not be gathered on the Qualitative e-interview. The researcher will not share participant information with other TLC Certified Masters, members of the TLC community, or Wiley Publishing.

Re-identifiable. Re-identifiable data is information that we can identify you indirectly because of our access to information, role, skills, a combination of information, and/or use of technology. This may also mean that in published reports others could identify you from what is reported. For example, if a story you told us is very specific, your data may be re-identifiable. Please know that we will report data in such a sway that you are not directly identified in reports. Based on how we need to share the data, we cannot remove details from the report that would protect your identity from ever being figured out. This means that others may be able to re-identify from the information reported from this research.

Identifiable. Identifiable data is information that directly links you to the data. This includes, but is not limited to, your name, email, phone number, or other details that makes you easily recognizable to us and others. Identifiable data has your real identity directly on the information that are shared with us and other people.
**Emergency medical treatment**

If you are hurt or injured during the study session(s), you or the researcher will call 911 for necessary care. There is no provision for compensation or free medical care for you if you are injured as a result of this study.

**Consent to Participate**

By signing this consent form, I am affirming that I have read and understand the above information. All of the questions that I had about this research have been answered. I have chosen to participate in this study with the understanding that I may stop participating at any time without penalty or loss of benefits to which I am otherwise entitled. I am aware that I may revoke my consent at any time.

______ Yes, I consent to participating in this research study

Name ____________________________________________________________

Today’s Date ______________________________________________________

What is your security question? ________________________________________

What is your security answer? _________________________________________

This security question and answer is provided to ensure your identity can be authenticated throughout the e-interview process

**Ideas for security question:**

- Name of the town or city of your first full time job?
- Who was your childhood best friend?
- What is your oldest cousin’s first name?
- What are the last 4 digits of your childhood telephone number?
APPENDIX G:

QUALITATIVE E-INTERVIEW

Leadership and Learning Through the Lens of TLC CM
Qualitative E-Interview in 4 parts

Directions: First, thank you for serving as a Certified Master of The Leadership Challenge and for participating in this qualitative e-interview. If you have not submitted your informed consent, please do so at this link prior to responding to the questions:
https://ncsu.qualtrics.com/jfe/form/SV_3wwmXOPaXin45BY

The purpose of this study is to discover three areas:

1. How TLC Certified Masters, Master Mentors &/or Coaches have used TLC content and developed new strategies to improve their own leadership development;

2. How each evaluates their program’s effectiveness through their participant’s growth; and

3. What each recommends new, aspiring leadership development masters do to ensure exemplary leadership, learning and habitual practices continue to be developed.

All are welcome to provide documents used for these purposes. For any supporting documents you submit, please provide a little context.

1. How was each document, survey, quiz, spreadsheet, calendar, planning tool or other item used (for self, participants, both)?
2. How did these tools help you with your own leadership development &/or how did they help participants with leadership development?
3. How would you recommend future CMs or CMITs use them, or something similar?

You will receive a total of 4-sets of e-interview questions. Once a set of questions is sent, you will have 3 days to respond. This will allow you time to provide a reflective reply. Recognizing some of you will provide your comments almost immediately, all are welcome to invest time to provide a thorough response within 3 days. This cadence will allow us to complete the e-interviewing process within the next month. Please keep a copy of your response for your records.

To maintain privacy, please use a private browser, a private computer, and do not respond from a public wifi. In addition, if you want to use a different or more private email address, feel free to do so, but please inform me so I can delete the current email address on file and replace it with your private email address. If you have questions or concerns, feel free to email those as well. Because of the occasional unreliability of email, any message not responded to will be sent again after a couple of days, in case it may have been lost.

When you feel strongly about a certain topic, feel free to write in ALL CAPITAL LETTERS
or emphasize points by using different color fonts, **bold words**, *italics*, and emoticons or use emojis such as : ) or : ( or others. With each item, please share fully and to the best of your ability. Do not to be concerned with grammar, misspelled words, or “proper” writing conventions. The goal is for you to take ownership of your narrative in a time and space that is convenient for you so you may easily provide a rich description of your thoughts.

In the column labeled *Comments/Evidence*, please provide any comments, explanations, and/or evidence to your thoughts as a Certified Master of The Leadership Challenge.

All supporting documentation can be shared by using the link below or by emailing me at:

If there are questions, or if you would like to arrange a semi-structured interview via zoom to respond to these questions, I can be reached at the email address above or by phone at . Thank you again for participating in this important research. Comments or questions related to these instructions (or this process) may be submitted below.

**Part 1**

<table>
<thead>
<tr>
<th>Getting to know you: Demographic information</th>
<th>Feel free to expand on your comments here</th>
<th>N/A or list supporting documents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.  What is your educational level and background?</td>
<td></td>
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</tr>
<tr>
<td>2.  Tell me about your journey. How did you become involved with TLC in general? Please elaborate.</td>
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<td></td>
</tr>
<tr>
<td>3.  How long have you been teaching or coaching TLC? Feel free to elaborate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.  Over the years, what type of individuals have you taught and/or coached TLC (e.g., executives, mid-management, individual contributors, students)? Feel free to elaborate on the various audiences you have impacted.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.  Over the years, how many individuals would you estimate you have taught and/or coached TLC? You are welcome to share in any way you would like to (e.g., by year, by audience, or by company, etc. For example: YR 2015–2020 = 200 students at NCSU; YR</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Getting to know you: Demographic information


Feel free to expand on your comments here

N/A or list supporting documents

6. What impact do you typically hope to make with TLC in the short-term and in the long term?

7. When you facilitate a TLC program, what impact do you hope to make?

8. You are invited to share any supporting documents you would like to share.

Part 2

Directions:
First, thank you for serving as a Certified Master of The Leadership Challenge and for participating in this qualitative e-interview.

This is set 2 of the 4 sets of e-interview questions. Once a set of questions is sent, you will have 3 days to respond. This will allow you to provide a more reflective reply. Recognizing some of you will provide your comments almost immediately, all are welcome to invest time to provide a thorough response within 3 days. Please keep a copy of your response for your records.

If you have questions or concerns, feel free to email those as well. Because of the occasional unreliability of email, any message not responded to will be sent again after a couple of days, in case it may have been lost (Bampton & Cowtown, 2002).

When you feel strongly about a certain topic, feel free to write in ALL CAPITAL LETTERS or emphasize points by using different color fonts, bold words, italics, and emojis such as : ) or : ( or others. In responding to each item, please share fully and to the best of your ability. Do not be concerned with grammar, misspelled words or “proper” writing conventions. The goal is for you to take ownership of your narrative in a time and space that is convenient for you in order to easily provide a rich description of your thoughts.

In the column labeled Comments/Evidence, write any comments, explanations, and/or evidence relevant to your response as a Certified Master of The Leadership Challenge.

All supporting documentation can be shared by using the link below or emailing
If there are questions, or if you would like to arrange a semi-structured interview to respond to these questions, I can be reached at the email address above or by phone at . Thank you again for participating in this important research.

**Further Directions:**
In responding to each item below, please use the following response scale:

- **Not Started** (N) = The activity occurs less than 25% of the time.
- **In Progress** (I) = The activity occurs approximately 25% to 74% of the time.
- **Achieved** (A) = The activity occurs approximately 75% to 100% of the time.
- **Maintaining** (M) = The activity was rated as achieved previously and continues to occur approximately 75% to 100% of the time.

For each item below, please write the letter of the option (N, I, A, M) that best represents your response in the column labeled **Status**. In the column labeled **Comments/Evidence**, please provide any comments, explanations, and/or evidence relevant to your response as a Certified Master of The Leadership Challenge. Supporting documents can be shared by following this link or emailing rhmontev@ncsu.edu

<table>
<thead>
<tr>
<th>Getting to know: TLC CMs development and mastery</th>
<th>Status</th>
<th>Comments/Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How has TLC content helped you to develop personally? Be specific and share deeply.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. How has TLC content helped you to develop as a leader? Be specific and share deeply.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. What new strategies do you employ to help yourself continually develop?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. How do you evaluate your own growth in leadership development?</td>
<td></td>
<td></td>
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</tbody>
</table>

**Part 3**

**Directions:**
First, thank you for serving as a Certified Master of The Leadership Challenge and for participating in this qualitative e-interview.
This is set 3 of the 4-sets of e-interview questions. Once a set of questions is sent, you will have 3 days to respond. This will allow you to provide a more reflective reply. Recognizing some of you will provide your comments almost immediately, all are welcome to invest time to provide a thorough response within 3 days. Please keep a copy of your response for your records.

If you have questions or concerns, feel free to email those as well. Because of the occasional unreliability of email, any message not responded to will be sent again after a couple of days, in case it may have been lost (Bampton & Cowtown, 2002).

When you feel strongly about a certain topic, feel free to write in ALL CAPITAL LETTERS or emphasize points by using different color fonts, **bold words**, *italics*, and emoticons or use emojis such as : ) or : ( or others. In responding to each item, please share fully and to the best of your ability. Do not to be concerned with grammar, misspelled words or “proper” writing conventions. The goal is for you to take ownership of your narrative in a time and space that is convenient for you in order to easily provide a rich description of your thoughts.

In the column labeled Comments/Evidence, write any comments, explanations and/or evidence that are relevant to your response as a Certified Master of The Leadership Challenge.

All supporting documentation can be shared by using the link below or emailing

If there are questions, or if you would like to arrange a semi-structured interview to respond to these questions, I can be reached at the email address above or by phone at [redacted]. Thank you again for participating in this important research.

**Further Directions:**
In responding to each item below, please use the following response scale:

- **N = Not Started:** The activity occurs less than 25% of the time.
- **I = In Progress:** The activity occurs approximately 25% to 74% of the time.
- **A = Achieved:** The activity occurs approximately 75% to 100% of the time.
- **M = Maintaining:** The activity was rated as achieved previously and continues to occur approximately 75% to 100% of the time.

For each item below, please write the letter of the option (N, I, A, M) that best represents your response in the column labeled “Status”. In the column labeled “Comments/Evidence”, please write any comments, explanations and/or evidence that are relevant to your response as a Certified Master of The Leadership Challenge. Supporting documents can be shared by following this link or emailing
<table>
<thead>
<tr>
<th>Getting to know: TLC Certified Masters evaluating participants growth</th>
<th>Status</th>
<th>Comments/Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To what degree are participants actively involved in and contributing to the learning experience?</td>
<td></td>
<td></td>
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<tr>
<td>2. How have surveys helped your participants with leadership development (e.g., pre-surveys to manage expectations; in between surveys to provide course corrections between sessions; immediate post-session surveys &amp;/or 90-day+ surveys?)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Can you tell me about a time when you used a quiz or test to gauge learning (explore test design, in between session knowledge checks, 3 months afterwards; timing, frequency for adult learning, tweaks for best practices, results)?</td>
<td></td>
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<tr>
<td>4. How do you evaluate your participants’ growth after they have completed your program?</td>
<td></td>
<td></td>
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<tr>
<td>5. If someone (a company, a participant) asked you to summarize three takeaways for participants to act on, how would you recommend participants continue their growth after class?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Part 4**

**Directions:**
First, thank you for serving as a Certified Master of The Leadership Challenge and for participating in this qualitative e-interview.

This is set 4 of the 4-sets of email interview questions. Because this set of questions is a little larger than the previous, you have 4 days to respond. This will allow you to provide a more reflective reply. Please keep a copy of your response for your records.
If you have questions or concerns, feel free to email those as well. Because of the occasional unreliability of email, any message not responded to will be sent again after a couple of days, in case it may have been lost (Bampton & Cowtown, 2002).

When you feel strongly about a certain topic, feel free to write in ALL CAPITAL LETTERS or emphasize points by using different color fonts, **bold words**, *italics*, and emoticons or use emojis such as : ) or : ( or others. In responding to each item, please share fully and to the best of your ability. Do not be concerned with grammar, misspelled words or “proper” writing conventions. The goal is for you to take ownership of your narrative in a time and space that is convenient for you in order to easily provide a rich description of your thoughts.

In the column labeled Comments/Evidence, write any comments, explanations, and/or evidence relevant to your response as a Certified Master of The Leadership Challenge.

All supporting documentation can be shared by using the link below or emailing rhmontev@ncsu.edu

If there are questions, or if you would like to arrange a semi-structured interview to respond to these questions, I can be reached at the email address above or by phone at 919-327-7626. Thank you again for participating in this important research.

**Further Directions:**

In responding to each item below, please use the following response scale:

- **N** = Not Started: The activity occurs less than 25% of the time.
- **I** = In Progress: The activity occurs approximately 25% to 74% of the time.
- **A** = Achieved: The activity occurs approximately 75% to 100% of the time.
- **M** = Maintaining: The activity was rated as achieved previously and continues to occur approximately 75% to 100% of the time.

For each item below, please write the letter of the option \( N, I, A, M \) that best represents your response in the column labeled *Status*. In the column labeled *Comments/Evidence*, please provide any comments, explanations, and/or evidence relevant to your response as a Certified Master of The Leadership Challenge. Supporting documents can be shared by following this link or emailing rhmontev@ncsu.edu

<table>
<thead>
<tr>
<th>Getting to know: TLC Certified Masters recommendations for CMITs</th>
<th>Status</th>
<th>Comments/Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How do you advise a new TLC Master to evaluate their efforts and the effectiveness of their TLC programs?</td>
<td></td>
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</tbody>
</table>
## Getting to know: TLC Certified Masters recommendations for CMITs

<table>
<thead>
<tr>
<th>Status</th>
<th>Comments/Evidence</th>
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<tbody>
<tr>
<td>2. How can (someone such as yourself or) a new TLC Master know a participant has learned and actually adopted a new practice or behavior?</td>
<td></td>
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<tr>
<td>3. As facilitators of learning, how should aspiring TLC CMs evaluate their efforts related to TLC?</td>
<td></td>
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<tr>
<td>4. How do you recommend aspiring TLC Certified Masters learn (determine) to what degree of success the training participants have had to apply what they have learned in TLC workshops back on the job?</td>
<td></td>
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<tr>
<td>5. How are TLC educators equipped to evaluate the effectiveness of their TLC offerings? If they are not equipped, what should they do to become equipped?</td>
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<tr>
<td>6. Recognizing the TLC authors and many CMs may be nearing retirement age, what other advice would you give an aspiring TLC Master?</td>
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</table>

### Closing questions:

1. Is there any further information you would like to share that we have not covered?

2. Please remember to submit any supporting documents through the link supplied here.

3. If there are questions or you would like to communicate with the researcher, reach out to Rachel Monteverdi via email at rhmontev@ncsu.edu or by phone, 919-327-7626.

Thank you again for participating in this e-interview.
APPENDIX H:

DOCUMENT SUMMARY FORM

This document has been adapted from Bloomberg & Volpe’s Appendix Q to provide focus, identify themes, and write comments as recommended by Merriam and Tisdell (2016) to ensure exemplary leadership, learning, and continued development of habitual practices. All participants were invited to share documents used for these purposes.

The goal is to find themes that capture patterns that cut across the data and to code “data, focusing on patterns and insights related to your purpose and questions and guided by your theoretical frame” (Merriam & Tisdell, 2016, p. 208).

Name or Type of Document (e.g., Level 1 smile sheet, Level 2 quiz, Level 3 evidence of behavior change - metrics, Level 4 ROI/ROE; Kirkpatrick, 2007):
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Document Number: ____________________________________________________________

Date Received: ________________________________________________________________

Date of Document: _____________________________________________________________

Event or contact with which document is associated (e.g., semi-structured interview, e-interview, other):
______________________________________________________________________________

How is this document used? What is its purpose? For what is it used to accomplish?

_____ Descriptive  _____ Evaluative  _____ Other _______________________________

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

For whom is the document intended? What was/is the maker’s bias?
(Merriam & Tisdell, 2016)
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
<table>
<thead>
<tr>
<th>Page #</th>
<th>Keywords/Concepts</th>
<th>Comments: Relationship to Research Questions</th>
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</thead>
<tbody>
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</tbody>
</table>

**Brief Summary of Contents:**
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

**Significance of Document:**
______________________________________________________________________________

Is there Anything Contradictory about Document?  _____ Yes  _____ No

**Salient Questions/Issues to Consider:**
______________________________________________________________________________
Additional Comments/Reflections/Issues:

______________________________________________________________________________

______________________________________________________________________________

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______________________________________________________________________________

Did the author of the document provide express permission to reproduce or share contents with others? _____ Yes _____ No
APPENDIX I:

EXCERPT OF THE STRUCTURE OF INITIAL CODING FOR ONE INTERVIEW

Transcript for qualitative analysis

(Reminder: themes should emerge from a transcript, not predefined although you may start with a loose framework based on the original line of questioning)

Code: 301

Interview length: 104 minutes
APPENDIX J:

COMMUNICATION TO TLC PANEL OF EXPERTS

Greetings TLCM Panel of Experts,

Thank you for agreeing to lend your expertise to my study, Leadership & Learning Through the Lens of the Masters, a Qualitative Case Study Dissertation.

Purpose of the Study:

To discover the answer to the following questions:

1. How do TLC Certified Masters (leadership development experts) improve their own leadership development?

2. How do TLC Certified Masters evaluate their participant’s growth in leadership development through participating in their program?

3. What do TLC Certified Masters recommend future aspiring TLC Certified Masters do to impact participants’ learning, behavior change, and positive impacts on desired results over the long term (e.g. Kirkpatrick’s evaluation model)?

This panel of experts is needed to:

1. review research questions for a qualitative case study to ensure they are spot on.

2. supply feedback for semi-structured interview questions (and the process).

3. provide feedback for the e-interview questions (and the process).

4. pilot test the interview questions by participating in an interview.

The steps above will take place as soon as possible and prior to the research commencing in late August. Once the research has begun, this panel of experts is also need to:

1. Gently encourage TLC Certified Masters to engage and respond to questions; and to lend their voice, best thoughts, and experiences so we can capture them.

2. Locate retired TLC CMs who are no longer on email lists to ensure we don’t exclude or miss anyone.

Once the research is complete (October), I require your assistance to engage in peer debriefing by means such as:

1. clarifying terms
2. confirming assumptions
3. reviewing the research process
4. lending thoughts related to data collection analysis & the process
5. lending thoughts related to interpretation for validity, reliability, and rigor.

These steps should be completed by late November.

NOTE: Since we last spoke, my Chair asked if all panel experts would be available to pilot the interview questions prior to conducting the actual interviews. That said, I can capture your voice in writing a white paper (which will allow me to cite your thoughts) or by quoting you within the dissertation. At the end of this dissertation, I hope to write a paper to contribute to the literature on leadership.

Who are the The Leadership Challenge® Panel of Experts?
- Jim Kouzes
- Barry Posner*
- Steve Coats
- Steve Skarke
- Ron Siers

Unless you have other preferences, I will forward you the semi-structured interview questions within the next day or two. Please let me know if you have any questions I can answer.

Otherwise, thank you for making a difference in the lives of others and for helping to explore the best practices of our favorite leadership development experts, The Leadership Challenge® Certified Masters.

SECOND COMMUNICATION TO THE PANEL OF EXPERTS

Greetings TLC Panel of Experts,

Thank you for agreeing to lend your expertise to review questions for my study, Leadership & Learning Through the Lens of the Masters, a Qualitative Case Study Dissertation.

Please find a copy of the research and interview questions below. The research questions (RQs) are what I am actually trying to discover. The interview questions are inquiries to help explore each TLC Certified Masters’ perceptions and experiences relative to the RQs. Your perspective is needed to ensure these are the best questions to ask, roughly in the order they are provided.
Please note, you have been asked to serve on the TLC Panel of Experts because your perspective is valuable, unique, and necessary. Recognizing most of us do not review research or interview questions on a daily basis, please do not feel stressed by this request. While the goal is to use these questions to encourage thoughtful, comprehensive responses, I will be serving as the “instrument” by utilizing my voice and stance. My hope is that each question will be selected based on what the participant says. As such, not every question will be asked and answered.

One of the interview goals is to build trust in order to encourage TLC Certified Masters’ best thoughts. As such, the final questions should be simple, straightforward, and deliberate. As of today, July 15, 2021, all but one of the questions have been discussed, debated, and vetted by a number of PhDs who are not experts in TLC.

**Who qualifies to participate in the semi-structured interviews?**

- Professionals who self-identify as a TLC Certified Master for more than 5 years
- CMs who are willing to sign a consent to be recorded for this interview on Zoom for 60 minutes (ideally no more than 75 minutes)
- CMs who agree not to name any individuals by name but instead speak to specific individuals by role
- CMs who are willing to invest time after the interview to member check the transcript or a portion of the transcript in a private NCSU Google Drive folder to ensure they have been represented fairly
- CMs who may be willing to share documents related to their experiences; documents could be survey templates, quizzes, planning tools, or others
- CMs who are willing to ask questions at any point in time for clarification

You are welcome to share the contact information of individuals you feel should be interviewed for this study. When doing so, I may or may not share that you have recommended them to be interviewed as we do not want to twist their arm or cause undue stress to them in any way.

**Recommended Panel Activities and Process**

1. Allocate some uninterrupted time to review the questions within the next 3 weeks.
2. Note the FINAL due date as August 9 (August 5 if you like to work under pressure ;)
3. Review the questions silently and then aloud.
4. Use MS Word → Review → New Comment for comments.
5. Use MS Word → Review → Track Changes for changes to the questions.
6. Ask questions along the way as needed. I will make myself available via email, phone, or zoom.

7. Return the MS Word Document by August 9; the IRB is slated to review the questions on August 11th.

8. Maintain fidelity to this process, and please do not share specific questions or the document with others.

While I am looking for each person to work independently, I do want you to know how you will be introduced in the dissertation as The Leadership Challenge® Panel of Experts:

- Jim Kouzes*, Author, The Leadership Challenge®
- Barry Posner, Author, The Leadership Challenge®
- Steve Coats, TLCM, 1987; Author; President, International Leadership Associates
- Steve Starke, VP, Kaneka; A.A. Professor, UTSA; President, Leading Elements; TLCM,
- Ron Siers, Professor, Salisbury University; TLCM, 2020

*limited availability/limited ability to contribute due to previous obligations

For Your Information

The beginning of the dissertation reads:

A large majority of Americans believe the United States will decline as a nation unless we get more effective leaders (Rosenthal, et al., 2007). Although the leadership literature is abundant and funds spent on leadership training have continually increased over time, organizations report that only 13% believe they have done a quality job in increasing leadership skills (Schwartz & Pelster, 2014). According to Deloitte, building global leadership has been rated as a highly urgent and important need across all levels, in all geographies. With a 38-year track record, authors and certified masters of The Leadership Challenge® strongly maintain their educational offerings provide the tools necessary for exemplary leadership. As such, this study aims to discover the experiences and practices of The Leadership Challenge® Certified Masters.

The theoretical framework for this study is Kirkpatrick’s Evaluation Model (2016). This means the questions were designed with the following framework in mind (see Figure J1).
Figure J1. Kirkpatrick’s New World Evaluation Model.

Level 1: Reaction – The degree to which participants find the training favorable, engaging and relevant to their jobs.

- Original Framework
  - Customer Satisfaction – The original definition measured only participant satisfaction with the training.
- New World Framework Additions:
  - Engagement – The degree to which participants are actively involved in and contributing to the learning experience
  - Relevance – The degree to which training participants will have the opportunity to use or apply what they learned in training on the job

Level 2: Learning – The degree to which participants acquire the intended knowledge, skills, attitude, confidence, and commitment based on their participation in the training.

- Original Framework
  - Knowledge – “I know it.”
  - Skill – “I can do it right now.”
  - Attitude – “I believe this will be worthwhile to do on the job.”
- New World Framework Additions
  - Confidence – “I think I can do it on the job.”
  - Commitment – “I intend to do it on the job.”
Level 3: Behavior – The degree to which participants apply what they learned during training when they are back on the job

- New World Framework Addition
  - Required Drivers – Processes and systems that reinforce, encourage, and reward performance of critical behaviors on the job.

Level 4: Results – The degree to which targeted outcomes occur as a result of the training and the support and accountability package.

- New World Addition:
  - Leading Indicators – Short-term observations and measurements suggesting that critical behaviors are on track to create a positive impact on desired results

Research Questions (RQs) and Interview Protocol

I. Research Discovery

A. The purpose of the study is to discover:

1. how TLC CMs have developed new strategies to improve their own leadership development (in order to help others do the same),
2. how TLC CMs (leadership development experts) evaluate their program’s effectiveness through their participant’s growth, and
3. what TLC CMs recommend future aspiring TLC CMs do to ensure exemplary leadership, learning, and habitual practices continue to be developed.

II. Research Paradigms

A. Research questions are designed to build knowledge where there are gaps. Three research questions helped frame this study:

1. How do TLC CMs improve their own leadership development?
2. How do TLC CMs evaluate their participant’s growth in leadership development through participating in their program?
3. What do TLC CMs recommend future aspiring TLC CMs do to impact participants learning and create a positive impact on desired results over the long term (as per Kirkpatrick’s four levels of program evaluation).

B. As an aspiring TLC Master and former field faculty, I utilized Kirkpatrick’s evaluation model to study gaps in the research using the framework of three paradigms:
1. TLC CMs from a paradigm of reflection on themselves:
   a. How did I get to new levels of mastery?
   b. What type of mastery was achieved (e.g., leadership, facilitation, program evaluation and/or another type of development)?

2. TLC CMs from a paradigm of reflection on their participants:
   a. How did my participants reach new levels of incorporating leadership practices and mastery
   b. How do I know they know?

3. TLC CMs from a paradigm of reflection in helping future TLC CMs:
   a. How do future TLC CMs help themselves to Kirkpatrick’s levels 2, 3, 4?
   b. How do future TLC CMs help their participants to Kirkpatrick’s levels 2, 3, 4?

III. Data Collection

A. Semi-structured interviews were conducted using an interview protocol that included the following questions aimed to gather data on each research question.

<table>
<thead>
<tr>
<th>Question</th>
<th>RQ 1</th>
<th>RQ 2</th>
<th>RQ 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tell me about your journey. How did you become involved with TLC?</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2. How long have you been teaching or coaching TLC?</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>3. Over the years, what type of individuals have you taught or coached</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>TLC (e.g., executives, mid-management, individual contributors,</td>
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<tr>
<td>students)?</td>
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<tr>
<td>4. Over the years, how many individuals do you estimate you have taught</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>or coached TLC (e.g., executives, mid-management, individual</td>
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<tr>
<td>contributors, students)?</td>
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<tr>
<td>5. What impact do you (typically) hope to make with TLC in the short-</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>and long-term?</td>
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<tr>
<td>6. How has TLC content helped you to develop as a leader?</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. What new strategies do you employ to help yourself continually</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>develop?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. How do you evaluate your own growth in leadership development?</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. To what degree are participants actively involved in and contributing</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>to the learning experience?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>RQ 1</td>
<td>RQ 2</td>
<td>RQ 3</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>10. How have surveys aided you in helping your participants with leadership development (e.g., pre-surveys to manage expectations; in-between surveys to provide course corrections between sessions; immediate post-session surveys, &amp;/or 90-day+ surveys)?</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>11. Can you tell me about a time when you used a quiz or test to gauge learning (e.g., explore test design, between-session knowledge checks, 3 months afterwards; timing, frequency for adult learning, tweaks for best practices, results)?</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>12. How would you advise a new TLC CM to evaluate their efforts and the effectiveness of their TLC programs?</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>13. How can (someone such as yourself or) a new TLC CM know a participant has learned and actually adopted a new practice or behavior?</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>14. As facilitators of learning, how should aspiring TLC CMs evaluate their efforts related to TLC?</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>15. How do you recommend aspiring TLC CMs learn (determine) to what degree of success training participants have had with opportunities to apply what they have learned in TLC workshops back on the job?</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>16. How are TLC educators equipped to evaluate the effectiveness of their TLC offerings? If they are not equipped, what should they do to become equipped?</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>17. Recognizing that TLC authors and many TLC CMs may be nearing retirement age, what other advice can you offer an aspiring TLC CM?</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>18. How would you change or use the attached conceptual framework to improve your own leadership development or to help others?</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>19. If someone asked you to summarize <em>three takeaways</em> for participants to act on, how would you recommend participants continue their growth after class?</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>20. Part of this research is to review documents that may represent your experiences. Are you willing and able to share documents related to what we’ve discussed? If so, you can do so online at</td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

**B. Closing Questions**

1. Is there any further information you would like to share that we have not covered?

2. Who should I contact to learn more?
3. Part of this study involves a review of relevant documents that may be a part of your experiences. Are you willing and able to share any documents related to what we’ve discussed?

IV. Final Remarks:

A. Thank you for your time and candor in discussing TLC today. If you find you have questions or remember something after our conversation that you would like to share, feel free to reach out.

B. I will be reaching back out to you with a copy of our transcript so you may review it and have the opportunity to provide *member checking*. I may be on a quick timeline, so please try to take a look at this information within a couple of days so you can give me a thumbs up or so we can engage in conversation.

C. At the end of this project, I would be happy to provide you with a summary or a copy of the final paper if you so desire.
### APPENDIX K:

### LPI 360 SAMPLE REPORT

#### MOST FREQUENT

<table>
<thead>
<tr>
<th>Practice</th>
<th>PRACTICE</th>
<th>SELF</th>
<th>AVG +/-</th>
<th>M +/-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treats people with dignity and respect</td>
<td>Enable</td>
<td>10</td>
<td>9.6</td>
<td>10.0</td>
</tr>
<tr>
<td>Follows through on promises and commitments</td>
<td>Model</td>
<td>10</td>
<td>9.0</td>
<td>10.0</td>
</tr>
<tr>
<td>Seeks challenging opportunities to test skills</td>
<td>Challenge</td>
<td>10</td>
<td>8.9</td>
<td>9.0</td>
</tr>
<tr>
<td>Sets a personal example of what is expected</td>
<td>Model</td>
<td>10</td>
<td>8.7</td>
<td>10.0</td>
</tr>
<tr>
<td>Talks about future trends influencing our work</td>
<td>Inspire</td>
<td>10</td>
<td>8.6</td>
<td>10.0</td>
</tr>
<tr>
<td>Identifies measurable milestones that keep projects moving forward</td>
<td>Challenge</td>
<td>10</td>
<td>8.4 -</td>
<td>7.0 -</td>
</tr>
<tr>
<td>Takes initiative in anticipating and responding to change</td>
<td>Challenge</td>
<td>9</td>
<td>8.4</td>
<td>9.0</td>
</tr>
<tr>
<td>Develops cooperative relationships</td>
<td>Enable</td>
<td>8</td>
<td>8.4</td>
<td>8.0</td>
</tr>
<tr>
<td>Actively listens to diverse points of view</td>
<td>Enable</td>
<td>9</td>
<td>8.2</td>
<td>9.0</td>
</tr>
<tr>
<td>Actively searches for innovative ways to improve what we do</td>
<td>Challenge</td>
<td>8</td>
<td>8.2</td>
<td>8.0</td>
</tr>
<tr>
<td>Gives people choice about how to do their work</td>
<td>Enable</td>
<td>10</td>
<td>8.1</td>
<td>9.0</td>
</tr>
<tr>
<td>Makes certain that people adhere to the principles and standards that have been agreed upon</td>
<td>Model</td>
<td>9</td>
<td>8.1</td>
<td>8.0</td>
</tr>
<tr>
<td>Challenges people to try new approaches</td>
<td>Challenge</td>
<td>9</td>
<td>7.9</td>
<td>8.0</td>
</tr>
<tr>
<td>Involves people in the decisions that directly impact their job performance</td>
<td>Enable</td>
<td>8</td>
<td>7.9</td>
<td>8.0</td>
</tr>
<tr>
<td>Paints &quot;big picture&quot; of group aspirations</td>
<td>Inspire</td>
<td>6</td>
<td>7.9 +</td>
<td>8.0 +</td>
</tr>
<tr>
<td>Describes a compelling image of the future</td>
<td>Inspire</td>
<td>7</td>
<td>7.8</td>
<td>8.0</td>
</tr>
<tr>
<td>Is clear about his/her philosophy of leadership</td>
<td>Model</td>
<td>8</td>
<td>7.6</td>
<td>8.0</td>
</tr>
<tr>
<td>Builds consensus around organization’s values</td>
<td>Model</td>
<td>9</td>
<td>7.4</td>
<td>8.0</td>
</tr>
<tr>
<td>Gets personally involved in recognizing people and celebrating accomplishments</td>
<td>Encourage</td>
<td>8</td>
<td>7.4</td>
<td>8.0</td>
</tr>
<tr>
<td>Asks &quot;What can we learn?&quot;</td>
<td>Challenge</td>
<td>8</td>
<td>7.3</td>
<td>8.0</td>
</tr>
<tr>
<td>Shows others how their interests can be realized</td>
<td>Inspire</td>
<td>7</td>
<td>7.3</td>
<td>8.0</td>
</tr>
<tr>
<td>Speaks with conviction about meaning of work</td>
<td>Inspire</td>
<td>6</td>
<td>7.2</td>
<td>7.0</td>
</tr>
<tr>
<td>Praises people for a job well done</td>
<td>Encourage</td>
<td>6</td>
<td>7.1</td>
<td>8.0 +</td>
</tr>
<tr>
<td>Makes sure that people are creatively recognized for their contributions to the success of our projects</td>
<td>Encourage</td>
<td>5</td>
<td>7.1 +</td>
<td>8.0 +</td>
</tr>
<tr>
<td>Expresses confidence in people’s abilities</td>
<td>Encourage</td>
<td>9</td>
<td>7.0 -</td>
<td>7.0 -</td>
</tr>
<tr>
<td>Ensures that people grow in their jobs</td>
<td>Enable</td>
<td>8</td>
<td>6.8</td>
<td>6.0 -</td>
</tr>
<tr>
<td>Appeals to others to share dream of the future</td>
<td>Inspire</td>
<td>9</td>
<td>6.4 -</td>
<td>6.0 -</td>
</tr>
<tr>
<td>Recognizes people for commitment to shared values</td>
<td>Encourage</td>
<td>5</td>
<td>6.0</td>
<td>8.0 +</td>
</tr>
<tr>
<td>Tells stories of encouragement about the good work of others</td>
<td>Encourage</td>
<td>6</td>
<td>5.9</td>
<td>8.0 +</td>
</tr>
<tr>
<td>Asks for feedback on how his/her actions affect people’s performance</td>
<td>Model</td>
<td>7</td>
<td>5.0</td>
<td>7.0</td>
</tr>
</tbody>
</table>

#### LEAST FREQUENT
The Five Practices Bar Graphs

These bar graphs, one set for each leadership Practice, provide a graphic representation of the numerical data recorded on The Five Practices Data Summary page. By Practice, it shows the total response for Self and the average total for each category of Observer. Average refers to the average for all categories of Observers (including Manager). Total responses can range from 6 to 60, which represents adding up the response score (ranging from 1-Almost Never to 10-Almost Always) for each of the six behavioral statements related to that practice.

APPENDIX L:

SAMPLE DAILY PRACTICES FROM JIM KOUZES

DAILY PRACTICE

Leadership Development Is a Process and Not an Event

The end of one learning experience is the beginning of another. The next step on the journey is the application of what you’ve learned. Four hours, two days, or even two weeks in a training program are important steps, but insufficient ones if you’re going to be the best you can be.

Barry Posner and I have been researching leadership for over 30 years, and we know that you will see better results when you engage more frequently and more effectively in The Five Practices of Exemplary Leadership®. You’ll also feel better about yourself. Resolve to do a few things every day to become a better leader.

On the following pages there are about three dozen actions you can take. There are thousands of other possibilities. The ones on the next five pages are just ideas to get you started. Select from this list one thing you will do immediately and two things you’ll do in the next month to keep the momentum of this meeting going. If you don’t find anything on this list that appeals to you, add something.

The other thing we suggest you do is tell at least one other person what you intend to do. We’re all more likely to follow-through on a resolution if we tell other people. The more people you tell, the more likely it is that you’ll do it. So, tell someone what you’re going to do and then check in with that person in three weeks to talk about how it’s going.

We also urge you to continue the coaching process. As Anders Ericsson, professor at Florida State University and the world’s leading authority on developing expertise, has said, “The development of expertise requires coaches who are capable of giving constructive, even painful, feedback.” Ongoing feedback and coaching should be a part of every professional’s development process, and we encourage you to incorporate it into your routine.

We wish you continuing success on your leadership journey.

DAILY PRACTICE

Model the Way

To Model the Way, you clarify values by finding your voice and affirming shared values and you set the example by aligning actions with shared values. Here are some suggestions on what you can do to apply this practice.

1. Review your personal credo — the values or principles that you believe should guide your part of the organization. Remember what we said about the importance of personal values clarity, so take the time to express them in your own voice; don’t just copy the organization’s values.

2. If you haven’t yet done so this year, review the vision and values of your organization. If you’ve never taken the time to compare your values to the organization’s values, now is a perfect time. Reflect on the “fit” between your personal values and what the organization espouses. Are there any points of tension? If so, what can you do to get resolution?

3. Ask your direct reports and other team members to write their personal credos and share them at team meetings. Have a conversation about the “fit” of personal values and organizational values. Are there any points of tension? What can be done to get resolution?

4. Check your values-action alignment. For the next month keep track of how you spend your time relative to each of your shared values. What percentage of your time is spent on each? Is this the proper balance? Are their values you should be devoting more time to right now given where your business is?

5. At the end of each day ask yourself these three questions: What have I done today that demonstrated my personal commitment to our shared values? What have I done today that might have, even inadvertently, demonstrated a lack of commitment? What can I do tomorrow to make sure I set a good example?

6. Ask a trusted colleague for feedback on these same three questions.

7. What else can you do to Model the Way?