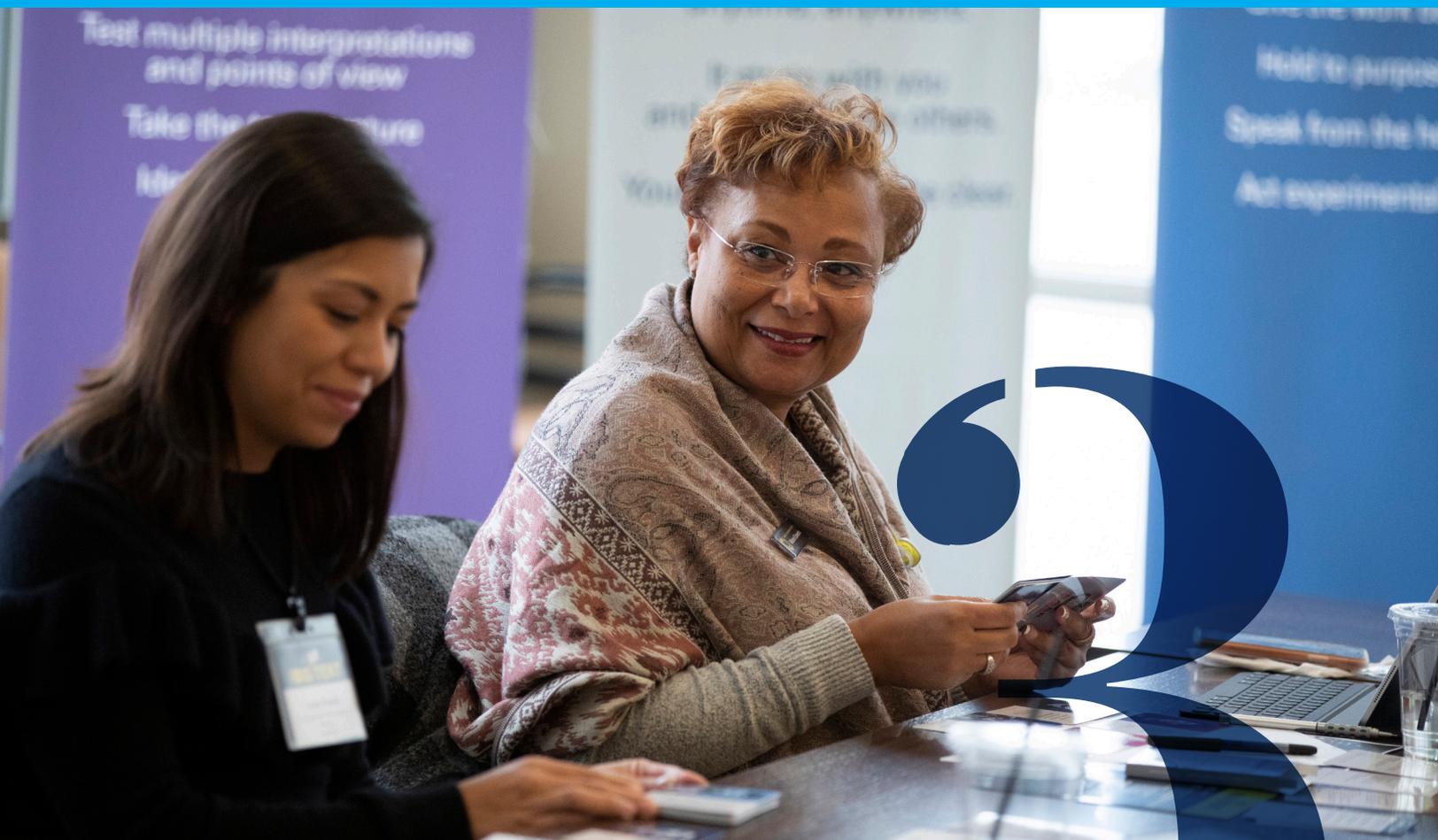


# Leadership Development *and* Employee Engagement *in* Nonprofit Organizations



THIRD FLOOR RESEARCH  
KANSAS LEADERSHIP CENTER

**Third Floor Research** reports are published by the Kansas Leadership Center, a first-of-its-kind educational organization founded to foster civic leadership for healthier Kansas communities.

Kansas Leadership Center (KLC) programs and teachings present leadership as an activity available to anyone at any time. KLC offers training for organizations, teams, and individuals as well as leadership development practitioners. It provides development grants for civically oriented organizations in Kansas, partners with local community leadership programs, and offers customized trainings for businesses. KLC hosts civic leadership forums and encourages Kansans to take active part in public life for the common good. KLC Press publishes books on leadership and hosts *The Journal*, a nationally recognized, award-winning civic leadership magazine. Based in Wichita, KLC receives core funding from the Kansas Health Foundation.

Third Floor Research is an applied research center operated through a partnership between the Kansas Leadership Center and Kansas State University's Staley School of Leadership Studies. Our research focuses on the impact of leadership training and contributes to global learnings in the field of leadership and adaptive change processes. We create useful findings that address individual development, organizational impact, and community capacity.

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**DATA TALKS:**

An important feature of 3rd Floor Research is an iterative design process to explore the usefulness of the research findings. Data talks offer panelists and community members a chance to provide input on the application and relevancy of the findings. These events explore how to apply research findings to develop leadership in organizations, companies, and communities. This report includes contributions generated at the data talks event.

The data talks panelists:

ANN FOX, *Habitat for Humanity*

CINDY MILES, *Non-profit Chamber of Service*

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# Executive Summary

## GAP

**One of the strongest predictors for retaining a quality workforce is an employee's level of engagement.** Nonprofit organizations with an aspiration to foster an engaged workplace are faced with these challenges:

**Responsibility for some public services** are shifting from government to nonprofit organizations

**Nonprofit employees** are commonly involved in front-line human services work that can lead to burnout

**Recruiting and retaining** talented workers in the non-profit sector can be difficult, particularly when for-profit companies can offer better compensation

**Nonprofit financial models** are changing with shifts in charitable giving and government budgets

## OUR CURIOSITY

*If a nonprofit organization saturated their organization with leadership development training, would employees have greater commitment to the organization and optimism for its future? Additionally, would employees start thinking and behaving differently with one another?*

## STUDY PURPOSE

*This research project investigated the influence that a leadership development program had on employee behaviors and organizational outcomes in a nonprofit organization.*

## USEFUL FINDINGS

### 1 Employee leadership = Enhanced employee engagement

Employees who are likely to use leadership concepts in their daily work are:

- more committed to their organization
- more hopeful about the organization's future
- more satisfied with their job

### 2 Saturation = Culture change

Saturating an organization with leadership development leads to employees thinking about and doing their work differently.

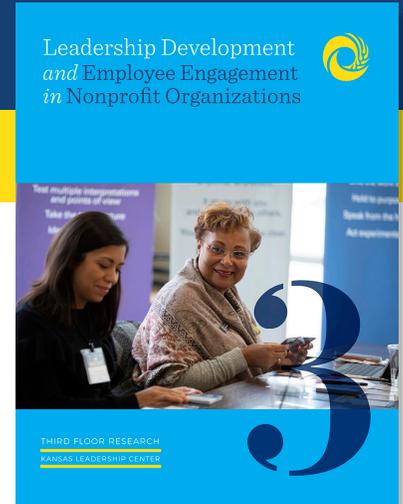
- Employees start thinking about the adaptive challenges in their work.
- Employees engage more collaboratively.
- Employees work across units in the organization.

### 3 Two doses = Most impact

Participating in two leadership trainings that cover the same set of leadership ideas has had the most impact on enhancing individuals' growth mindset. This approach provides time between sessions to experiment with the ideas and new behaviors.

### 4 In-person development = Increased confidence/usage

Leadership programs delivered in person increased individuals' confidence in and likelihood to use leadership concepts in daily work more than online trainings that were delivered asynchronously.



**Key Results Phase 1:**

- Individuals who plan to participate in **future strategic change groups** at the nonprofit organization had **higher levels of organizational efficacy and commitment.**
- As individuals' organizational efficacy increased, so did their organizational commitment.
- Individuals with a **stronger growth-based mindset** were more likely to **participate in one or more leadership development programs** (than those with a fixed mindset), and this effect was stronger if the program was **delivered in person.**
- As individuals' global workplace satisfaction increased, so did their organizational commitment.
- Organizational commitment, organizational efficacy, and global workplace satisfaction were positively associated with participants' **likelihood to use** the leadership development concepts in their daily work.
- Participation in more than one leadership program increased individuals' **confidence in and likelihood to use** the leadership development concepts in their daily work.
- Leadership programs delivered **in person** (vs. online, asynchronous) increased individuals' **confidence in and likelihood to use** the leadership development concepts in daily work.

**Findings: Phase 2 Leadership Concepts**

The focus group session indicated **three** themes describing leadership concepts that **resonated most** with participants:

- Multiple Interpretations**
- Process Challenges**
- Smart Experiments**

**FIGURE 2 Leadership Concepts that Resonated with Participants**

- Multiple Interpretations:** Involved new different perspectives at individual and group levels. Participants commented that their perspective, they became more patient, actively listened to others, and were better at understanding and considering multiple perspectives.
 

*"...taught me how to listen to other interpretations.... made me a more patient person."*
- Process Challenges:** Involved how to have come from identifying process challenges versus content challenges. Specifically, focusing on the process, identifying the underlying challenges that come from the process to getting the work done, as well as the work itself.
- Smart Experiments:** Participants resonated that shifting focus away from the content to the process. The experiential encouraged them to test out ideas more often. This shift opened more collaboration and greater openness to new ways for employees to engage in their work.

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# Research

## *Linking Theory to Practice*

This research project investigated the influence that a **leadership development program** had on employee **leadership behaviors** and **organizational outcomes** in a **nonprofit** organization. Behaviors assessed included organizational efficacy, organizational commitment, leadership mindset, and workplace engagement.

This research project was broken up into **two phases**. **Phase 1** focused on measuring the impact of adopting leadership concepts and initiatives on leadership behaviors and organizational outcomes in a nonprofit organization. **Phase 2** explored the experience of employees seeking to infuse their organization with leadership concepts after participating in a year-long leadership development program.

Participants were introduced to the Kansas Leadership Center's leadership principles and competencies that have lineage with the **adaptive leadership concepts** first introduced by Heifetz (1994). The goal for the leadership development initiative was to have **collective impact**, specifically, to broaden the role of leadership from a few individuals toward collective engagement and problem solving across the organization. The KLC

leadership concepts aim to enhance the capacity of an organization to innovate, lead change initiatives, and respond effectively to adaptive challenges (Steffensmeier & Chrislip, 2019). The collective set of tested measures draw from the program that participants engaged with through their KLC leadership development experience(s). These measures will be referred to as "**the leadership development concepts**" throughout this report.

# Methodology

## What did we do?

### Phase 1

**Phase 1** focused on quantitative data collection and analysis, with information gathered through workplace satisfaction **surveys**. **All employees** were invited to participate in Phase 1.

THE SURVEY COLLECTED INFORMATION ABOUT:

- *participant demographics.*
- *employment type, status, function and years with the organization.*
- *past and future participation in the non-profit organization's strategic change groups.*
- *leadership behaviors and organizational outcomes, including organizational efficacy, organizational commitment, global workplace satisfaction, fixed/growth mindset.*
- *familiarity with the leadership development concepts and initiatives before joining the non-profit organization.*
- *participation in KLC leadership development programs and what programs were completed.*

OF THE 45 (39%) INDIVIDUALS WHO COMPLETED THE 2019 ORGANIZATION'S ANNUAL SURVEY:

- **51%** reported completing one leadership development program.
- **29%** reported completing two leadership development programs.
- **20%** reported completing three or more leadership development programs.

LEADERSHIP DEVELOPMENT PROGRAMS COMPLETED INCLUDED:

- *Nonprofit Organization LEAD*
- *Your Leadership Edge Certification (online, asynchronous)*
- *You Lead Now (2 or 3 day onsite at KLC)*
- *KLC Intensive Program (Leadership Coaching, Teaching Leadership)*

Employees who identified having participated in a KLC leadership development program completed additional questions designed to measure **confidence in applying** and **likelihood to use** concepts.

### Phase 2

**Phase 2** focused on qualitative data collection and analysis. Only employees who had participated in a year-long leadership development program were invited to participate in Phase 2. Information was collected through focus group sessions and before and after questionnaires that asked participants to respond to the following three questions:

1. *What concepts **resonated** most from the KLC leadership development program?*
2. *What leadership development concepts have been the most **challenging** to practice?*
3. *How might leadership development – and KLC leadership development in particular – **connect** employees more deeply to the work of the organization?*

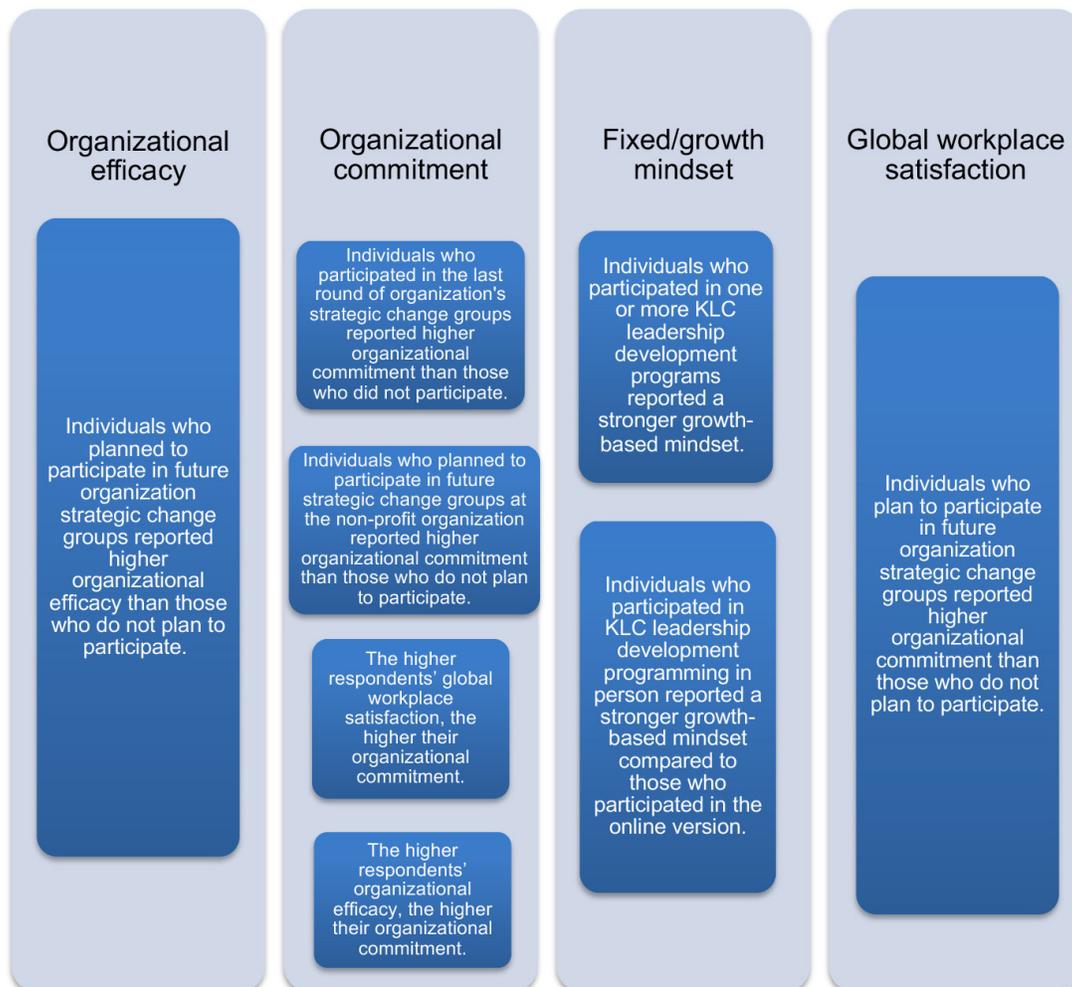
Please see Appendix A for **detailed** information about the **study's methodology**. For a detailed description about **how & why leadership behaviors** and **organizational outcomes** were measured, please see Appendix B.

# Findings: Phase 1

## *Leadership Behaviors & Organizational Outcomes*

The 2019 survey found that leadership development concepts and initiatives adopted in the nonprofit organization **significantly impacted** their leadership behaviors and organizational outcomes. These items are summarized in Figure 1.

**FIGURE 1**  
**Impact of KLC leadership development concepts & initiatives on leadership behaviors and organizational outcomes**



# Findings:

## *Confidence to Exercise Leadership Results*

### DATA FOR APPLYING AND LIKELIHOOD TO USE CONCEPTS

Measures of **confidence in applying** and **likelihood to use** leadership concepts were analyzed to determine correlations with individual behaviors and organizational outcomes. Both measures established strong reliability (confidence in applying: 0.86; likelihood to use: 0.92).

FINDINGS FROM THE 2019 SURVEY SUGGEST THAT, AMONG THE ITEMS TESTED, **SIGNIFICANCE** EMERGES FOR THE FOLLOWING:

The more leadership programs individuals completed, the higher their confidence in and likelihood to use leadership development concepts in their daily work.

Individuals who participated in leadership development programs in person compared to online reported more confidence in and likelihood to use leadership development concepts in their daily work.

The higher individuals' likelihood to use concepts, the higher their:

**ORGANIZATIONAL EFFICACY**

**ORGANIZATIONAL COMMITMENT**

**GLOBAL WORKPLACE SATISFACTION**

Comprehensive **statistical results** for Phase 1 are found at Appendix C.

# Key Results Phase 1:

Individuals who plan to participate in **future strategic change groups** at the nonprofit organization had **higher levels of organizational efficacy and commitment.**

Individuals who participated in **past strategic change groups** at the nonprofit organization had **higher levels of organizational commitment.**

As individuals' global workplace satisfaction increased so did their organizational commitment.

As individuals' organizational efficacy increased, so did their organizational commitment.

Individuals with a **stronger growth-based mindset** were more likely to **participate in one or more** leadership development programs (than those with a fixed mindset), and this effect was stronger if the program was **delivered in person.**

Organizational commitment, organizational efficacy, and global workplace satisfaction were positively associated with participants' **likelihood to use** the leadership development concepts in their daily work.

Participation in more than one leadership program increased individuals' **confidence in** and **likelihood to use** the leadership development concepts in their daily work.

Leadership programs delivered **in person** (vs. online, asynchronous) increased individuals' **confidence in** and **likelihood to use** the leadership development concepts in daily work.

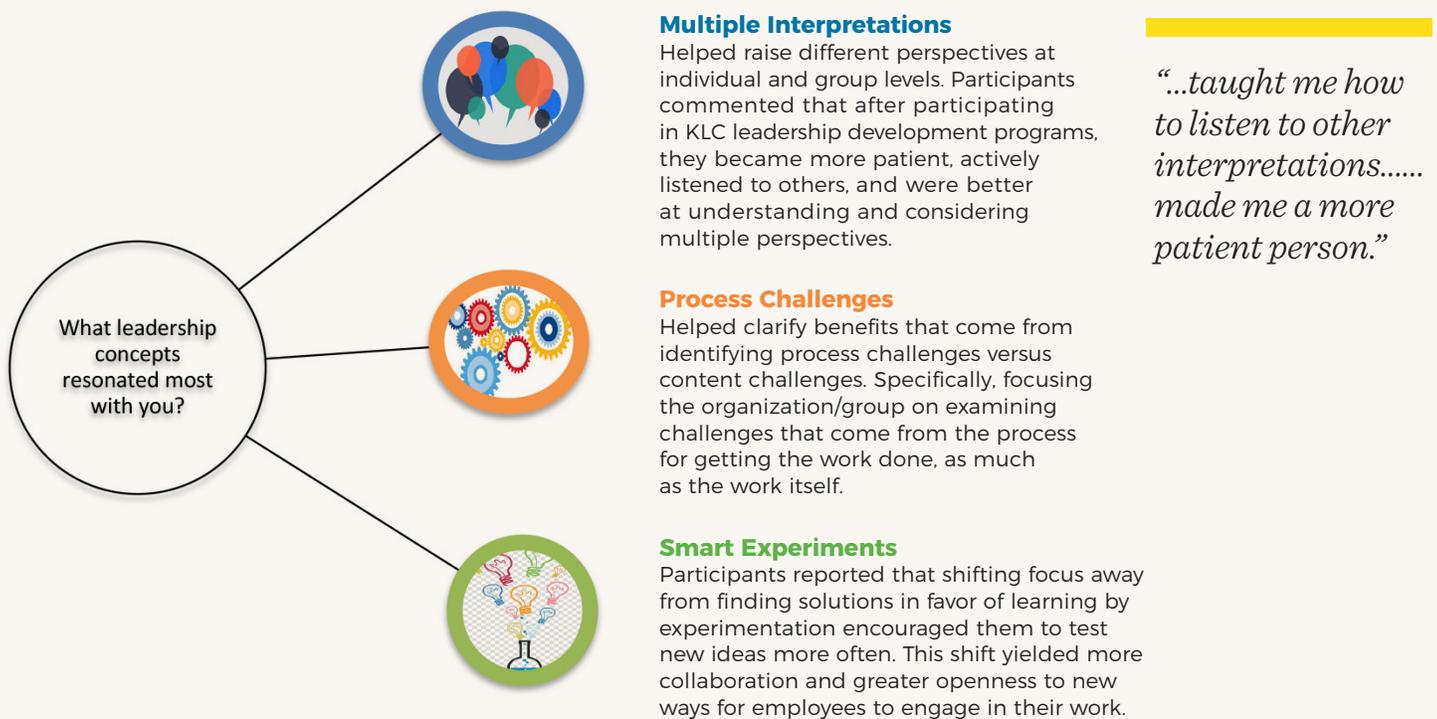
# Findings: Phase 2

## Leadership Concepts

The focus group session indicated **three** themes describing leadership concepts that **resonated most** with participants:



**FIGURE 2**  
Leadership Concepts that Resonated with Participants



# Findings: Phase 2

## Leadership Concepts

The focus group session data indicated **three** themes for KLC leadership concepts that **challenged most** participants:



**FIGURE 3**  
Leadership Concepts that Challenged Participants



# Findings: Phase 2

## *Connecting Employees More Deeply to the Work of the Organization*

When exploring **how** participation in KLC leadership development programming might **connect** employees more deeply to the work of the organization, **two** primary themes emerged: how employees **'see'** and **'do'** their work.

### 1. How They 'See' Their Work Differently

*Problems are perceived as 'adaptive' rather than 'technical.'*

*Different approaches are viewed as important to solving problems, from 'technical' solutions toward 'adaptive' solutions.*

*"...you're not spinning your wheels trying to solve an adaptive problem with technical solutions..."*

*"...75 to 80 percent of what we are impacted by are adaptive challenges... we tend to make them technical and try to solve them in a technical way..."*

### 2. How They 'Do' Their Work Differently

*More adaptable.*

*Adjusting old skills and employing new ones.*

*Working collaboratively.*

*Investigating different opportunities and interacting across the organization.*

*"...type of organization that [this organization] is, you have to be adaptive. You can't do everything under a technical lens."*

*"I may not actually know what their needs are. So reaching out to them to make an offer...it opens the door for them to start the conversation..."*

*"...helped me interact with staff and then work with them on certain projects."*

# Key Results Phase 2:

The leadership development concepts that **resonated most** with participants in their daily work life were:

- MULTIPLE INTERPRETATIONS
- IDENTIFYING PROCESS CHALLENGES
- UNDERSTANDING AND IMPLEMENTING SMART EXPERIMENTS

The concept of implementing smart experiments effectively was also identified as a **challenge**, due to existing organizational system barriers and a lack of support. Additionally, pressures to fall back into old behavior patterns and a skills and knowledge gap were also identified as challenging. This was especially true when there was ambiguity regarding how an employee's approach and behavior should change, as well as when they faced a lack of support in reinforcing KLC leadership concepts.

Participation in leadership development programs positively **shifted** how participants **"see"** and **"do"** their work.

## Key Recommendations:

### LEADERSHIP TEACHERS, COACHES & CONSULTANTS

1. Deliver leadership development programs in person, as opposed to online and asynchronous, as they yield better individual outcomes. Such outcomes include greater individual confidence in and likelihood to adopt the leadership development concepts into the workplace, as well as a stronger growth-based mindset.
2. Design leadership trainings that encourage:
  - *multiple interpretations to be raised*
  - *process challenges to be identified*
  - *experimentation*
  - *working collaboratively and exploring new ways of engaging in work*

### NONPROFIT ORGANIZATIONAL EXECUTIVES

3. Invest in leadership development training for employees across the workforce.
4. Encourage employees to participate in at minimum one leadership development program; if possible, a second, follow-up program helps employees transition from learning to applying.
5. Adopt and reinforce in the workplace the concepts and initiatives that align with the leadership training that employees are receiving.
  - *establish support networks, mentors, and/or workplace champions to teach and reiterate the leadership development concepts.*
  - *offer regular training opportunities.*
  - *provide readily available and up-to-date resources about the leadership development concepts and initiatives.*
  - *set up mechanisms, processes, and structures that allow opportunities for engagement, experimentation, and problem solving between workers and across departments and organizational levels on projects, processes, and/or strategies.*
6. Continually evaluate internal and external organizational barriers that may negatively impact the implementation of the leadership development concepts within an organization's workplace.

### EVALUATORS AND RESEARCHERS

7. Utilize network analysis methods to understand how employees interact across the organization and foster an adaptive organizational environment.
8. Conduct focus groups and/or interviews to examine how leadership principles – and their application in the work environment – are communicated at each organizational level.
9. Test measures, specifically in nonprofit contexts, to determine effects of an adaptive mindset on organizational and individual resilience.

# Data Talks: *Gathering Feedback*

Exploring the utility and application of research findings is the final phase of our process. To that end, KLC organized a *Data Talks* event to gather feedback on useful research findings (questions, comments, criticism). On March 10, 2020, more than one hundred people participated in person or via video conference in Data Talks. Participants included industry professionals, leadership developers, researchers, and community members. The discussion enriched our understanding of how these findings can be understood and put into action.

## A SUMMARY OF THE IDEAS ARE NOTED HERE:

### Useful Findings

A benefit of the leadership training is the increase in collaboration, which helps move away from working in silos.

The ability to distinguish technical problems from adaptive challenges is critical for nonprofits in light of the changing and uncertain environment.

Recruitment and retention are relevant challenges for nonprofit organizations because of the low wages and stressful work environment and burnout. Leadership training could be a benefit offered.

Leadership training is especially critical for those who are on the front lines – those with the least control of their schedule, time, and work.

Training has indirect benefits to the nonprofit's clients in terms of acquiring knowledge about the leadership principles.

The research findings are relevant for boards, top management, and funders who want to learn how to saturate the organization with leadership development

### What should be measured next

Compare effects of in-person and online and mixed delivery.

Compare effects of training offered for new nonprofits with those of well-established nonprofits.

Examine indirect effects of training: how training in nonprofits affects the environment (clients and the world).

### How could this report be improved:

See if the leadership development training outperforms other interventions targeting the same problem, such as employee burnout.

Examine if employee retention rates are connected to leadership trainings.

Offer more details on how the leadership trainings impact front-line workers.

# Third Floor Research *Big View\**

**Our modern world is constantly changing and becoming more complex.** Communities and organizations can no longer rely on a single expert having the knowledge and skills to perform a specific task. They have had to adapt, expand their knowledge, skills and capacities, and work in new ways.



When one community or organization responds more effectively to its challenges than another, we know that a single leader taking charge can't take all the credit. In these dynamic situations, many people are exercising leadership. Some have formal authority, while others energize change without position or title. To address this changing landscape, the field of leadership is rapidly advancing. New relationships are evolving and new terminology is emerging to describe the knowledge and skills required to respond to and make progress on adaptive challenges.

To imagine the future relationships of leaders and followers, we start from the experience of working in the civic arena. Think of the civic arena as a crossroads where interests converge and stories collide. As the notion suggests, issues in the civic arena cross boundaries, some formal, some less so but equally powerful. Everyone is part of the mess. The challenges are adaptive, not technical, and so require mutual learning and problem solving to make progress. Expertise either does not exist or is distrusted. Values conflict. Ends, processes and content are all subject to engagement rather than

predetermined by "leaders." No one has absolute authority to impose top-down solutions and followers do not necessarily follow.

As Kellerman (2015) demonstrated in her book, *Hard Times*, conditions in many other contexts mirror those in the civic arena (i.e. business, nonprofits). These trends are likely to continue well into the future. Kellerman concluded that leadership will have to learn to cope with these conditions.

**At Third Floor Research we are asking the Question: What kind of leadership does it take to make progress on future challenges under these conditions?**

We identify three interrelated dimensions to this question in Figure 4 below.

**FIGURE 4**  
**Three dimensions advancing the field of leadership.**



# Three Dimensions Advancing the Field of Research

## THREE DIMENSIONS ADVANCING THE FIELD OF LEADERSHIP INCLUDE:

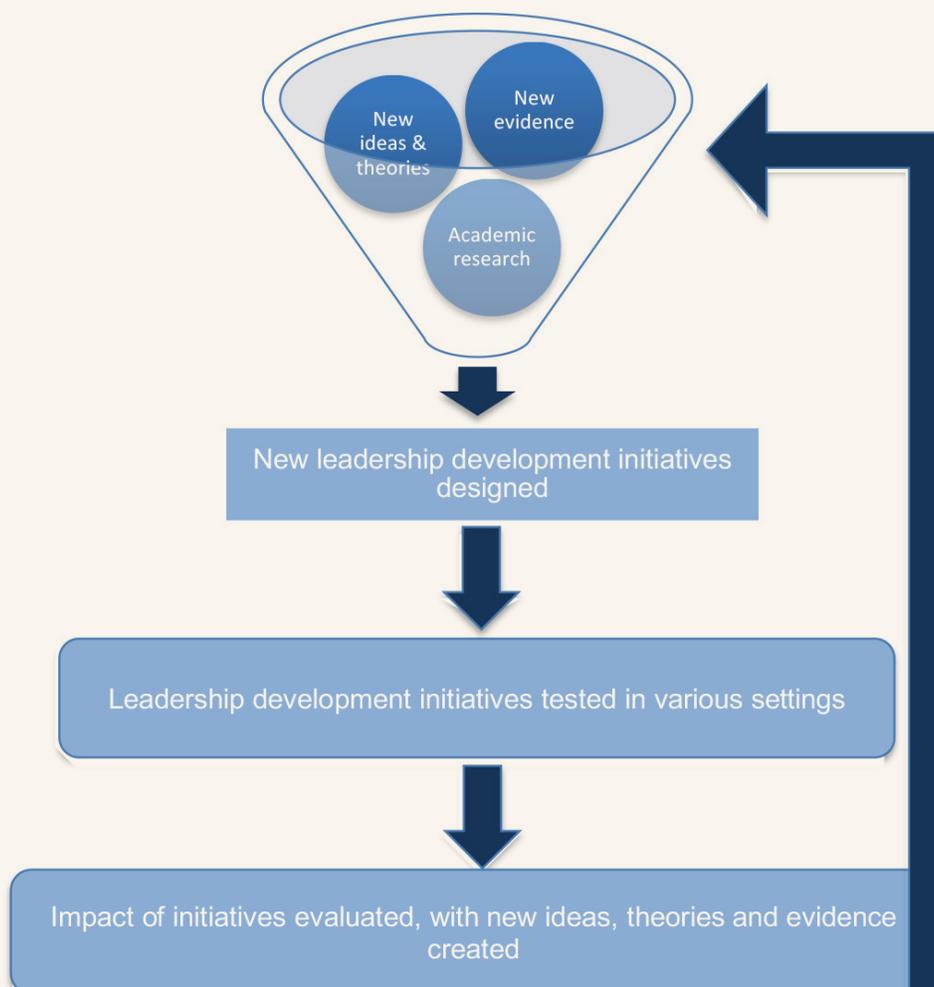
1. Leadership that shifts from one-size fits all to an activity that incorporates context. Leadership practices that are appropriate and conducive in one setting and time may not be appropriate in another (Wilson, Cummings, Jackson, and Proctor-Thomson (2018)). Therefore, in order to make progress, leadership involves **adapting** to new environments and **responding specifically** to challenges.
2. Leadership that shifts from an individual response to a collective response: Despite the overwhelming emphasis in leadership studies on leaders and followers, there is a growing effort to rethink leadership, in part, as the capacity of a social system to respond to challenges. According to Pares et al.'s (2017, p. 16) view, "leadership involves the collective efforts of multiple individuals to learn, adapt, and innovate in response to changing conditions." 'Leader' and 'follower' roles are predicted to disappear, as they become no longer significant in contemporary leadership practices that require **collective action** to solve complex and adaptive problems. The currently emerging leadership **competencies** encourage **shared learning and problem solving** through a **collaborative** environment.
3. Leadership that shifts from measuring success/failure to **measuring progress**. A central premise of leadership is that it is about making progress, creating change, getting results, and improving life. However, exactly what this means is contested terrain. What one faction views as progress another experiences as loss. Who benefits? Who decides what constitutes progress? Making progress on adaptive challenges in the civic arena demands a collective response. Progress is evolutionary rather than revolutionary. This suggests that comparative measures of progress may be more effective than measures of movement toward a grand vision. The economist and philosopher Amartya Sen (2009, p. 106) contends that the fixation on transcendental ideals of justice gets in the way of making progress. Our evaluative efforts should be focused on how the world is becoming less unjust (ibid., p. 106). Reorienting the work of leadership from an overweening focus on achieving a grand vision – usually that of the leader – to a collective agreement that proposed actions will improve the current situation more accurately reflects the adaptive nature of the challenges and the complications of the context.

# Big View:

## *The Missing Link*

Advances in the field of leadership have affected leadership behaviors, organizational outcomes, and community capacity; however, the precise effects of these advances have remained unclear. There is potential for embedding new ideas, theories, evidence, and academic research into large-scale leadership development initiatives, as well as testing those initiatives across various settings and evaluating their impact. The end aim of this is to create a feedback loop of theory-design-experiment-learning-theory. See Figure 5.

**FIGURE 5**  
**Feedback Loop**



Housed within the Kansas Leadership Center (KLC), Third Floor Research was established to seize this opportunity. The vision is to “Foster innovation on how leadership is exercised and advance the field of leadership development.”

THIRD FLOOR RESEARCH INITIATIVES ADDRESS 3 LEVELS OF WORK:

**Level 1:  
Leadership  
Learnings**

(findings to advance leadership teaching and learning)

**Level 11:  
Research  
Projects**

(research studies on leadership development)

**Level 111:  
Global  
Database**

(participant data from leadership development programs across the globe.)

FINDINGS FROM RESEARCH INITIATIVES UNDERTAKEN ADDRESS 3 AREAS OF IMPACT:

**1**

**Individual  
Development**

**2**

**Organizational  
Change**

**3**

**Community and  
Organizational  
Impact**

USEFUL FINDINGS ARE USED TO:

**Inform**

the leadership knowledge and skills required to make progress on adaptive challenges.

**Enhance**

leadership development work delivered by KLC and other leadership developers by improving concepts, program content and teaching methods.

**Improve**

improve evidence-based leadership development initiatives that are shared globally through a range of products (reports, podcasts, books).

\*Third Floor Research: Big View is a condensed version of Timothy Steffensmeier & David Chrislip. (2019). Changing the Game: Developing a New Lexicon for Leadership. Journal of Leadership Studies. 13 (2).

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# Appendix A.

## Methodology Table

	PHASE 1	PHASE 2
<b>How was information collected?</b>	<ul style="list-style-type: none"> <li>• 115 employees completed the organization’s annual workplace satisfaction survey (June 2019).</li> </ul>	<ul style="list-style-type: none"> <li>• 19 employees participated in one of three semi-structured focus groups. A semi-structured format was utilized to encourage participants to expand on their own or other participant responses.</li> <li>• Pre- and post-questionnaires were administered.</li> <li>• Participants were chosen from two employee cohorts who completed a year-long leadership development program in 2017-18 and 2018-19.</li> </ul>
<b>What information was collected?</b>	<ul style="list-style-type: none"> <li>• Demographics (age, race).</li> <li>• Employment information (job classification, employment type, department worked in, years at the organization).</li> <li>• Past and future participation in strategic change groups.</li> <li>• Information about the following leadership behaviors and organizational measures:                             <ul style="list-style-type: none"> <li>- Organizational efficacy</li> <li>- Organizational commitment</li> <li>- Global workplace satisfaction</li> <li>- Fixed/growth mindset</li> </ul> </li> <li>• Familiarity with the leadership development concepts before joining the nonprofit organization.</li> <li>• Participation in KLC-delivered leadership programs and what programs were completed.</li> </ul> <p>Note: Employees who participated in the KLC leadership development programming completed additional survey questions that collected information about measures that would test confidence in applying and likelihood to use the leadership concepts.</p>	<ul style="list-style-type: none"> <li>• Participants described their experiences in infusing their nonprofit organization with the leadership development concepts, as well as the impact this had on their work. They responded to three questions:                             <ul style="list-style-type: none"> <li>- What concepts resonated most from the KLC leadership development programming?</li> <li>- What concepts have been the most challenging to practice from KLC leadership development programs?</li> <li>- How might leadership development - and KLC leadership development in particular - connect employees more deeply to the work of the nonprofit organization?</li> </ul> </li> </ul>
<b>How was information analyzed?</b>	<ul style="list-style-type: none"> <li>• The information collected considered associations between the different measures.</li> </ul>	<ul style="list-style-type: none"> <li>• Focus group transcripts and questionnaire information were analyzed using qualitative data analysis procedures.</li> <li>• Responses were used to structure the interpretation of data. Thematic analysis was undertaken for each question.</li> </ul>

# Appendix B.

## *Explanations of leadership behaviors and measurement of organizational outcomes*

Leadership behaviors & organizational outcomes	How was it measured?	Why was it measured?
<b>Organizational efficacy</b>	Bohn (2010) organizational efficacy scale	<p>Organizational or collective efficacy has been defined in the literature as a shared belief among members of a group, that the group has the capacity to work as a system to achieve the outcomes they desire while also avoiding outcomes they do not desire (Bandura, 1998). As leadership moves towards becoming a function of a social system, with individuals engaging with one another at an organizational level to learn, experiment, and innovate in response to adaptive problems, it highlights the importance of developing the capacity of that system (Steffensmeier &amp; Chrislip, 2019).</p> <p>The nonprofit organization wanted to measure organizational efficacy, as their aim is to approach leadership development from a systems level, and they are seeking to shift organizational culture across levels, tasks, and responsibilities. Furthermore, they are focused on retaining developed talent and investigating how leadership development may enrich their employees' relationship with their organization so that they can engage better with one another when responding to adaptive challenges.</p>
<b>Organizational commitment</b>	Jaros (2007) organizational commitment scale	<p>Organizational commitment has been used to predict employee turnover, job performance, worker behavior, and attendance, including absenteeism and lateness (Meyer, Stanley, Herscovitch, &amp; Topolnytsky, 2002). The nonprofit organization is dedicated to creating organizational culture where staff:</p> <ul style="list-style-type: none"> <li>· feel valued and committed</li> <li>· want to contribute their skills and knowledge</li> <li>· feel connected to the organization, and find working for it personally and professionally rewarding.</li> </ul> <p>Therefore, this measure aimed to explore the impact of participation in using the leadership development concepts on encouraging engagement within the nonprofit organization. It also sought to assess how participation strengthened the connection that employees have with the organization.</p>
<b>Fixed/growth mindset</b>	6-point scale, strongly disagree to strongly agree	<p>Individuals with a growth-based mindset believe that they can increase their intelligence, and therefore expand their skills and capacities (Dweck, 2000). A growth and learning mindset is required to solve complex problems. The survey aimed to explore the relationship between participation in KLC leadership programs and changing a fixed mindset to a growth-based mindset.</p>
<b>Global Workplace Satisfaction</b>	7-point scale, strongly disagree to strongly agree	<p>Global workplace satisfaction has been linked to employee turnover, commitment, and job performance, and aims to predict overall organizational engagement. Therefore, this measure aimed to explore the potential influence of participation in KLC leadership programs on encouraging engagement within DCCCA.</p>

# Appendix C.

## *Phase 1 detailed statistical results*

### LEADERSHIP BEHAVIORS AND ORGANIZATIONAL OUTCOMES RESULTS

Leadership behaviors & organizational outcomes	Findings from the 2019 survey suggest that, among items tested (i.e., age, years at non-profit organization, employment type, etc.), significance emerges for:
<b>Organizational Efficacy</b>	<ul style="list-style-type: none"> <li>Individuals who planned to participate in future organization strategic change groups reported higher organizational efficacy than those who did not plan to participate (Yes: 5.56; No: 5.01; <math>p &lt; 0.01</math>).</li> </ul>
<b>Organizational Commitment</b>	<ul style="list-style-type: none"> <li>Individuals who participated in the last round of the organization's strategic change groups reported higher organizational commitment than those who did not participate (Yes: 4.81; No: 4.44; <math>p &lt; 0.038</math>).</li> <li>Individuals who planned to participate in future strategic change groups at the nonprofit organization reported higher organizational commitment than those who did not plan to participate (Yes: 4.83; No: 4.27; <math>p &lt; 0.01</math>).</li> <li>The higher respondents' global workplace satisfaction, the higher their organizational commitment (<math>p &lt; 0.001</math>).</li> <li>The higher respondents' organizational efficacy, the higher their organizational commitment (<math>p &lt; 0.001</math>).</li> </ul>
<b>Fixed/Growth Mindset</b>	<ul style="list-style-type: none"> <li>Individuals who participated in one or more KLC leadership development programs reported a stronger growth-based mindset (Participation: 4.89; No participation: 4.41; <math>p = 0.029</math>).</li> <li>Individuals who participated in KLC leadership development programming in person reported a stronger growth-based mindset compared to those who participated in the self-paced, virtual version (Not online: 4.98; Online: 4.63; No participation: 4.41).</li> </ul>
<b>Global Workplace Satisfaction</b>	<ul style="list-style-type: none"> <li>Individuals who planned to participate in future strategic change groups reported higher organizational commitment than those who did not plan to participate (Yes: 7.76; No: 6.84; <math>p &lt; 0.05</math>).</li> </ul>
Confidence in applying and likelihood to use KLC leadership concepts results	
<b>Number of Programs Completed</b>	<ul style="list-style-type: none"> <li>The more leadership programs individuals completed, the higher their confidence in (1 program: 3.87; 2 programs: 4.30; 3 programs or more: 4.38; <math>p &lt; 0.05</math>), and likelihood to use (1 program: 3.83; 2 programs: 4.32; 3 or more programs: 4.29; <math>p &lt; 0.05</math>) leadership development concepts in their daily work.</li> </ul>