

Impact of Community Leadership Programs *on Work Performance and Community Engagement.*



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.

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. Its 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 *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. This report includes contributions generated at the data talks event.

RESEARCH TEAM:

RANDY BARBOUR, *Wichita State University*
TIM STEFFENSMEIER, *Kansas State University*
KILEY MOODY, *Kansas State University*
KERRY PRIEST, *Kansas State University*

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.

The data talks panelists:

GREG MEISSEN, *Wichita State University*
KERRY PRIEST, *Kansas State University*
MARY TOLAR, *Kansas State University*
NORM DUNCAN, *Leadership Butler*
RANDY BARBOUR, *North Alabama Center for Education Excellence*
RACQUEL THIESEN, *Community Leadership Program Network*

Cover and layout designed by Clare McClaren
Photography by Jeff Tuttle Photography
Technical writing by Science Journal Editors: Hilaire Armstrong & Thomas Hardy
Consulting, editing and strategic communication by Sam Smith, Kansas Leadership Center



KANSAS LEADERSHIP CENTER
325 East Douglas, Wichita, KS, USA 67202
www.kansasleadershipcenter.org

A photograph of two women in a meeting. The woman on the left is seen in profile, wearing a dark top and a patterned jacket. The woman on the right is facing her, wearing glasses and a dark blue patterned shirt. They appear to be in a professional setting, possibly a conference room, with a presentation screen in the background that has some text on it, including "Your pur... clear."

Executive Summary

GAP

In 2007, the Kansas Leadership Center (KLC) was established.

One of its first actions was to conduct a listening tour of Kansans who were working for business, faith, nonprofit, religious, and government organizations. The strongest message from those conversations was that more leadership was needed for communities and organizations to become healthier and more prosperous. Furthermore, a different kind of leadership was required to understand and address tough challenges.

This leadership gap spurred the creation of dozens of community leadership programs (CLPs) in Kansas, and more than 1,000 such programs have formed across the United States over the past 30-40 years (Pautke 2018). CLPs vary in format, content, and scale. Traditionally, CLPs have aimed to generate awareness of local community challenges and build networks for emerging leaders.

More recently, CLPs have focused primarily on a developmental approach that builds leadership skills. In the 1990s, the Kansas

Community Leadership Institute (KCLI) started integrating a skill-building approach into its CLP curriculum (Wituk et al., 2003). Throughout this report, we label these two approaches as “generalist” and “KLC competencies.”

Until now, there is little evidence that describes the impact of CLPs, either on individual leadership behavior or on organizational and community outcomes. For individuals, organizations, and communities looking to invest in such programs, understanding the relationship between CLPs and their outcomes is valuable.

OUR CURIOSITY

This research project aimed to identify the impact of CLPs. We sought to answer the following question: If participants completed a CLP, would there be a change in their leadership behavior at work and involvement in their community? We focused our research on eight CLPs in Kansas. Of the eight CLPs, five focused primarily on KLC leadership competencies, and three on a generalist approach.

USEFUL FINDINGS

New Leadership Skills at Work

KLC competencies CLPs develop new leadership skills for the workplace. While all CLP participants report using leadership behaviors at their workplace after a leadership training, KLC competencies CLPs develop a new set of leadership skills at significantly higher degrees. The new workplace leadership skills include empowering others, addressing problems in new ways, and enhancing self-awareness.

Leadership behaviors that KLC competencies CLPs develop more than generalist programs:

I am aware of my triggers.
47% (KLC) VS. 27% (GENERALIST)

I engage in situations that stretch me beyond my comfort zone.
35% (KLC) VS. 27% (GENERALIST)

I empower others to get work done.
46% (KLC) VS. 37% (GENERALIST)

I can gauge the energy around a challenge in my workplace.
36% (KLC) VS. 27% (GENERALIST)

I test different solutions to address a challenging issue.
26% (KLC) VS. 12% (GENERALIST)

Three Times as Likely to Serve in a Civic Role

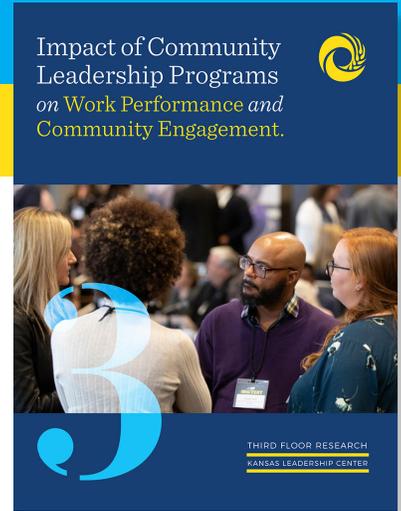
Alumni of KLC based community leadership programs are three times as likely to serve their community in a civic role (e.g., board member, elected official, advisory group, committee member etc.). 41% of alumni from KLC competencies CLPs serve(d) in these roles. 22% of participants in generalist CLP programs are involved in these roles. This compares to 14% of Kansans who serve(d) in civic/community roles, (KS Civic Health Index, 2016).

Community Engagement Outcomes Increase

Participating in CLP programs significantly increases community engagement outcomes (e.g., political involvement, volunteering, civic participation, donations). Most significantly, there was a 37% increase in aspiration to serve in an appointed or elected position for KLC competencies CLP participants versus a 29% increase in aspiration for generalist CLP participants.

Confident to Lead a Group

CLP alumni believe that they can successfully lead a group. Participants have an above average degree of confidence in their leadership efficacy – an ability to self-regulate stress and improve team performance.



Applications:

- COMMUNITY FUNDERS AND CHAIRMANS: SCALING THE IMPACT**
Involvement in CLPs has a significant, positive impact on community involvement and leadership skills that are applicable in the workplace. Evidence shows that individuals benefit greatly from these programs. Scaling from a few dozen alumni annually who are scattered throughout the community to an approach that develops a critical mass of diverse residents who collaborate together with a common leadership language and experience would create a different level of impact.
- EMPOWERERS: BUILDING A CULTURE OF LEADERSHIP**
Encouraging your employees to participate in a CLP is an effective way to build leadership capacity in your company/organization. Moreover, a team approach would provide the support and accountability for employees to adopt more leadership behaviors. Sending a team or group within your company/organization to a CLP program would begin to saturate your employees with employees who are better equipped to lead.
- CLP FACILITATORS & DIRECTORS**
CLP curriculum that emphasizes competencies to build a company's capacity for extensive leadership outcomes engagement and leadership behaviors significantly.

Contents

EXECUTIVE SUMMARY	2
<i>Gap</i>	2
<i>Our Curiosity</i>	3
<i>Findings</i>	3
RESEARCH – LINKING THEORY TO PRACTICE	5
METHODOLOGY – WHAT DID WE DO?	6
FINDINGS	8
<i>Who were the Participants?</i>	8
<i>Leadership Behaviors</i>	9
<i>Leadership Self-efficacy</i>	12
<i>Community Engagement</i>	13
<i>Key Results</i>	15
APPLICATIONS	16
<i>Data Talks</i>	17
THIRD FLOOR RESEARCH: BIG VIEW	18
REFERENCES	23
APPENDIX A. <i>Leadership behaviors in the workplace results</i>	24

Research

Linking Theory to Practice

This research project aimed to identify, understand and compare leadership behaviors, leadership self-efficacy and community engagement outcomes for individuals who participated in one of two types of Kansas community leadership programs (CLPs).

The two types of CLPs included:

PROGRAMS THAT FOCUSED ON **KLC LEADERSHIP DEVELOPMENT CONCEPTS** (KLC COMPETENCIES CLPS)

PROGRAMS THAT FOCUSED ON **COMMUNITY AWARENESS, NETWORKING, AND LEADERSHIP IDEAS** (GENERALIST CLPS)

Participants who attended CLPs that focused on KLC leadership development principles and competencies were introduced to KLC's four leadership competencies: Diagnose Situation, Manage Self, Intervene Skilfully, and Energize Others. These programs emphasized leadership skills to address adaptive challenges. Participants were specifically introduced to the KLC leadership principles and competencies that have lineage with the adaptive leadership concepts developed by Heifetz (1994) at Harvard's Kennedy School of Government. The KLC leadership concepts aim to enhance the capacity of an individual, organization and community to innovate, lead change initiatives and respond effectively to adaptive challenges.

Community leadership programs are designed to build individual leadership knowledge and skills, so individuals feel confident and are empowered to act effectively when responding to problems. Investing in large-scale leadership development programs that focus on behavior change at the individual level can help build the capacity of organizations and communities, and can lead to positive outcomes (Steffensmeier & Chrislip, 2019).

WHAT DO WE MEAN BY LEADERSHIP SELF-EFFICACY?

Leadership self-efficacy is an individual's confidence to lead and perform well in work groups/teams. A high degree of leadership self-efficacy is related to lower anxiety and better performance in groups/teams compared to lower leadership self-efficacy (Murphy, 2002).

WHAT IS COMMUNITY ENGAGEMENT?

Community engagement is referred to in the broad sense to include activities that better the community and civic participation. This includes serving on local committees, boards, advisory groups; contacting public officials; and expressing political opinions online or with friends/family (Census Civic Engagement Supplement, 2013).

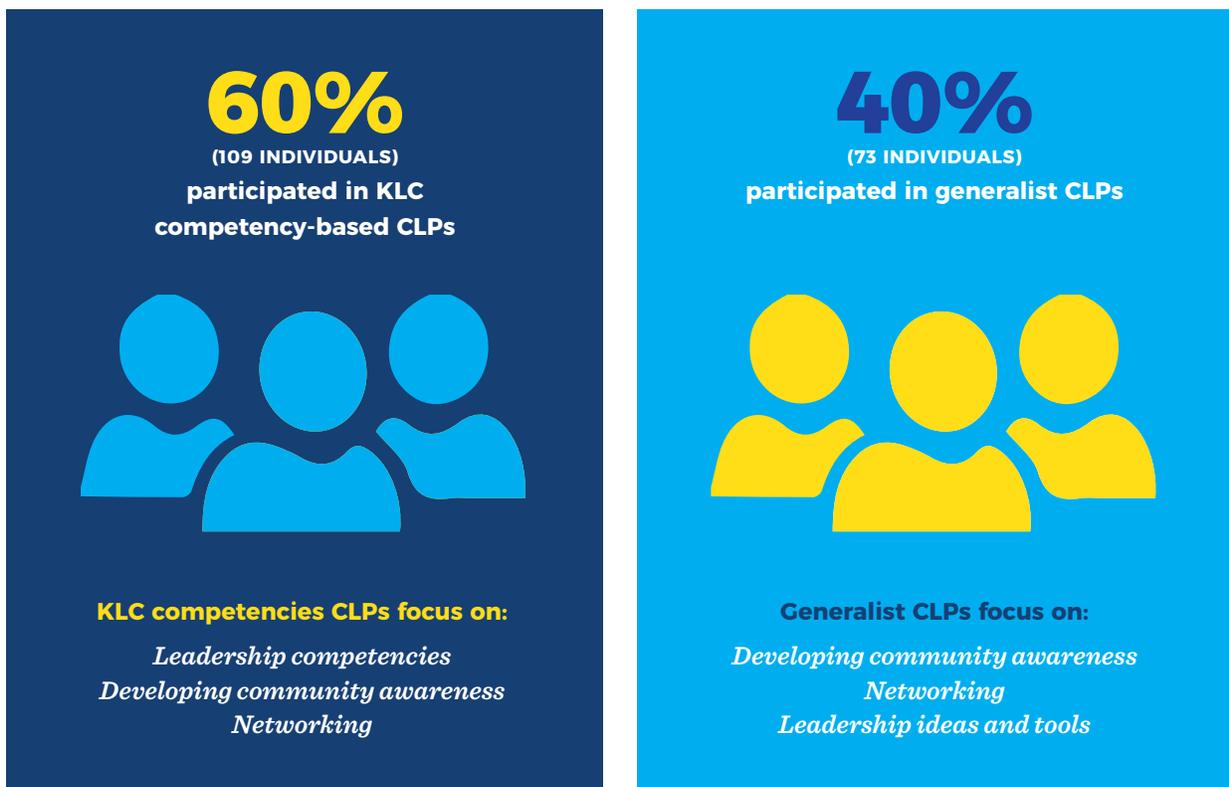
Methodology

What did we do?

This research project focused on quantitative data collection and analysis. Individuals who attended one of eight Kansas CLPs between 2017 and 2018 were invited to participate in a survey. The surveys were completed between March-August of 2019.

A total of 182 individuals participated in the survey, with participants broken up into two groups based on the type of CLP they attended. 60% (109 individuals) attended a KLC competencies CLP, and 40% (73 individuals) attended a generalist CLP. See FIGURE 1 for more detail.

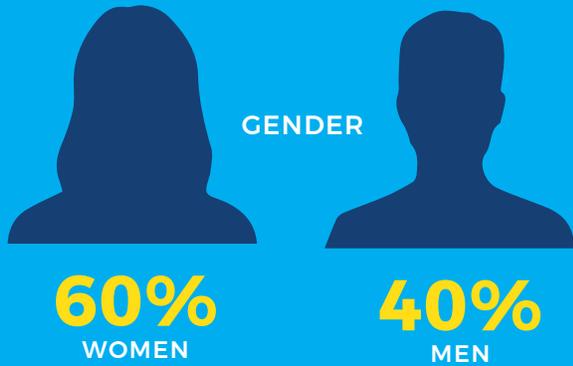
FIGURE 1
The Two Types of Community Leadership Programs



<p>HOW WAS INFORMATION COLLECTED?</p>	<ul style="list-style-type: none"> • Surveys were administered to alumni of 2017 and 2018 CLP programs between April-July 2019. 	
<p>WHAT INFORMATION WAS COLLECTED?</p>	<ul style="list-style-type: none"> • Demographics (age, race, gender, level of education, employment information including employment type, and hours worked). • Type of CLP attended (KLC competency-based CLP or general CLP). • Information about the following topics: <ul style="list-style-type: none"> ▶ Leadership behaviors ▶ Leadership self-efficacy ▶ Community engagement 	
<p>OUTCOMES MEASURED</p>		
	<p>HOW WERE OUTCOMES MEASURED?</p>	<p>WHY WERE THEY MEASURED?</p>
<p>Leadership Behaviors in the Workplace</p>	<ul style="list-style-type: none"> • Leadership behaviors were grouped into two questions, and were based on two areas of competency: <ol style="list-style-type: none"> 1. Intervene skillfully and energize others 2. Manage self and diagnose situation • After participating in their specific CLP, participants were asked in each question to identify from a list up to three leadership behaviors that they were using more in their work. • If the participants identified a leadership behavior, they were prompted to provide an example. 	<p>The KLC competency based approach to leadership development works from the premise that leadership is an activity. Each of KLC's four leadership competencies (Diagnose Situation, Manage Self, Energize Others, and Intervene Skillfully) includes a list of activities that embody the competency. This study attempted to assess what leadership activities were increased after participating in a CLP. Assessing the leadership behaviors that are being used the most in the workplace offers another way to understand the impact and value of CLPs.</p>
<p>Leadership Self-efficacy</p>	<ul style="list-style-type: none"> • Seven-point slider rating scale (ranging from strongly disagree to strongly agree) (Murphy 2001). • Participants responded to eight statements that measured how much they agreed or disagreed with the statement. • Average leadership self-efficacy scores were calculated for all participants, the KLC competency-based CLP group, and the general CLP group. 	<p>Self-efficacy has been defined as “the belief that one has personal capabilities and resources to organize and execute courses of action to attain designated goals” (Bandura, 2005). Leadership self-efficacy is an important outcome for CLPs as it allows individuals to have the confidence to control their behavior and social environment, including how they lead others and deal with goals, tasks, and challenges, thereby influencing individual and team performance (Bandura, 2005; Murphy, 2001). It is overall a good predictor for workplace performance and outcomes.</p>
<p>Level of Community Engagement</p>	<ul style="list-style-type: none"> • Participants responded before and after participating in their CLP to 10 community engagement activity statements, which measured how much they agreed or disagreed with the statement. • Statements were developed using the United States Census supplemental surveys on Civic Engagement and Volunteering (Washington Bureau of Census, 2013a, 2013b). • Participants also had the opportunity to identify: <ul style="list-style-type: none"> ▶ any organization(s) or group(s) they participated and/or volunteered in, in the previous 12 months. ▶ if they served in any community roles as appointed or were elected officials. 	<p>Prior research shows that CLPs increase civic engagement and community involvement (Garee, 1995).</p> <p>The 2013 US Census supplemental survey collected civic engagement population data, including state-level rates of engagement.</p> <p>This study used the US Census measures to determine the CLP participants' level of civic engagement one-two years after finishing a leadership program.</p>

Findings:

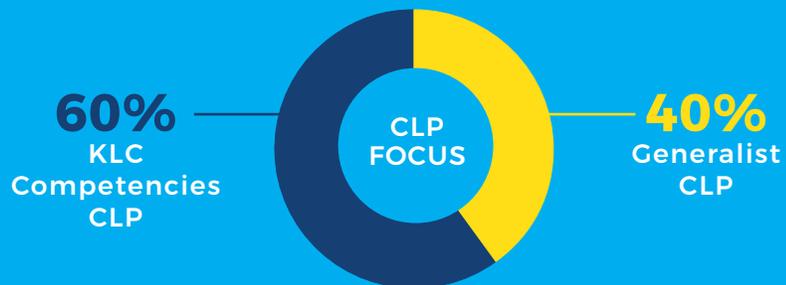
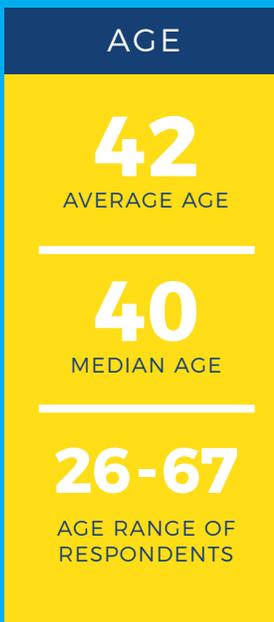
Who were the participants?



* The greater proportion of women reflects the CLP enrollment rates for the women on average.



3% Hispanic or Latino(a)
3% Other racial and ethnic groups
4% African American
89% Non-Hispanic whites



EMPLOYMENT



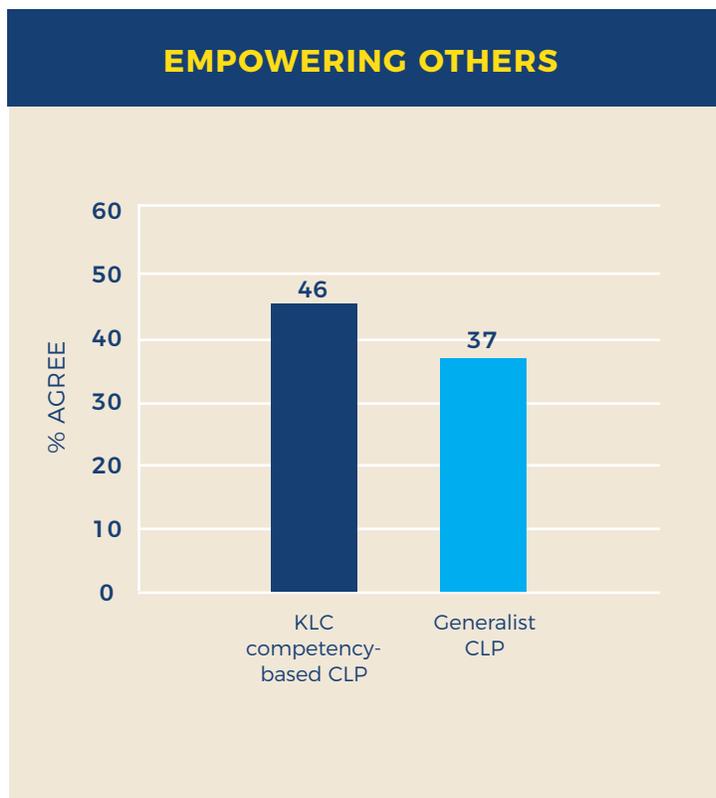
Findings:

Leadership Behaviors

This part of the study investigated leadership behaviors in the workplace. It compared the differences in leadership behaviors between participants who attended KLC competencies CLPs to participants who attended generalist CLPs.

Please see Appendix A for detailed results for each type of CLP.

When leadership behaviors were observed independently, there were differences between CLP groups. Specifically, a **larger percentage** of individuals who **participated in KLC competencies CLPs agreed** more strongly that they used the following two key **leadership behaviors** more often in their work:

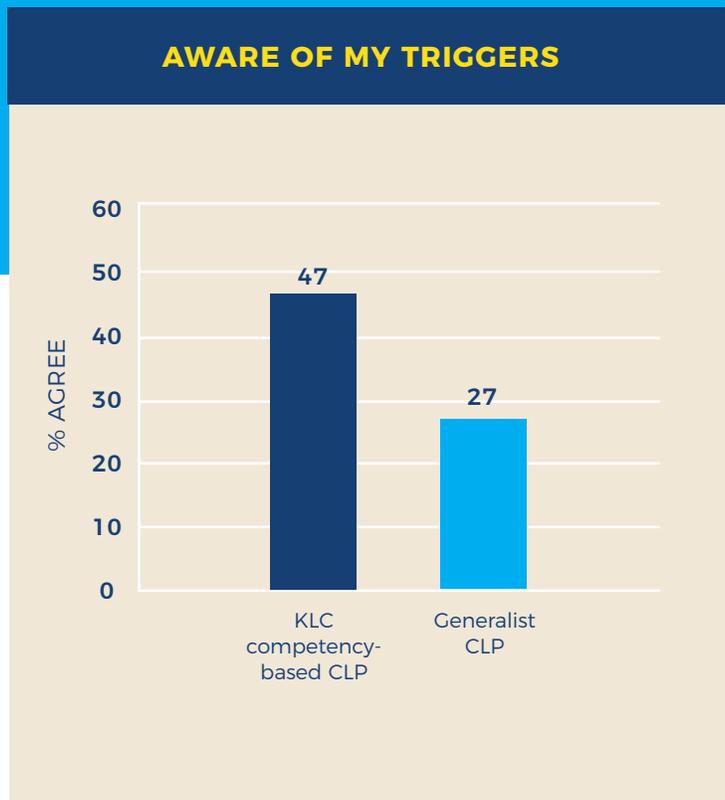


“This year alone I’ve managed hundreds of volunteers, with 5-10 of them being long-term interns or project coordinators. In the beginning, I take time getting to know them and then present a list of options that I think might both align with their skills and interests and our organizational needs. After that, we choose one or two goals and work on a project plan together. Then I “let them go,” and they take it from there. I check back in regularly to see if they have questions or need help. And once in a while I give actionable, constructive feedback. But mostly I let them run with it, which ultimately requires I let go of my vision of perfection but also frees up my time for other goals.”

“I have a number of staff that works with me. They do the majority of the design work while I manage the projects. I let them basically just run with the design, rather than hovering over them and telling them how to do everything. I will provide guidance to them as needed, but I let them try and figure it out for themselves first. I have also started asking them for their thoughts/solutions when they come to me to ask a question, rather than just giving them the answer.”

“I have become more aware of how to communicate with different personalities, and aware of how to react when I do become triggered. For instance, I work with an employee who does not prioritize well. Instead of letting it boil inside of me that something isn’t getting done, I approach this employee each morning to see what she has on her plate, and help her to prioritize.”

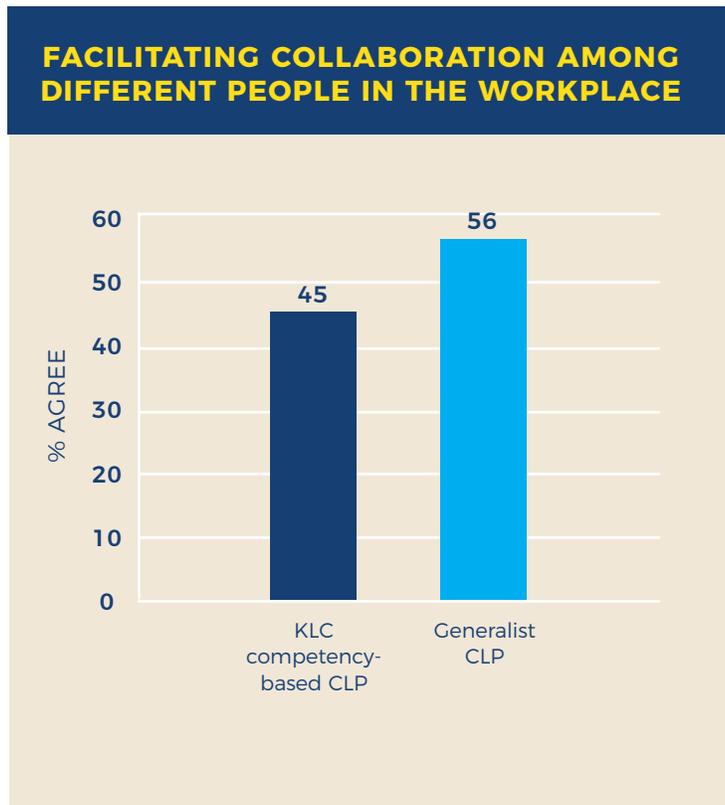
“I am just more aware of my triggers and am now able to take a step back and breathe most of the time before I react.”



Alternatively, a **larger percentage** of individuals who **participated in generalist CLPs** agreed more strongly that they used the following two **leadership behaviors** more often in their work:

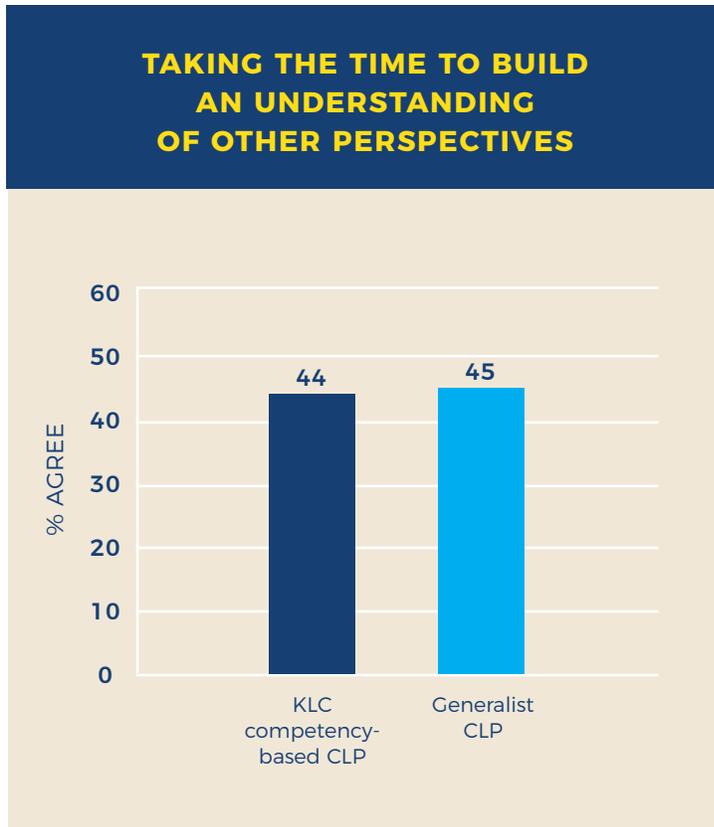
“I am currently facilitating a situation in which we are addressing parking issues shared across three separate units within the organization. Each unit has specific and sometimes conflicting priorities on needs and how the problems should be addressed. As we collaborate, I am making sure all issues/concerns are heard and all proposed solutions are vetted among the members of the group.”

“I am working with a multidisciplinary team to collaborate on issues that our consumers face in the community.”



Findings:

Leadership Behaviors



“My workplace is very stressful, and despite a stated interest in long-term planning, many decisions are by the seat of the pants. In that environment, it can be easy to assign any concerns about an issue to being obstructive. Taking the time to hear people out helps us to avoid mistakes, especially when we are hurried.”

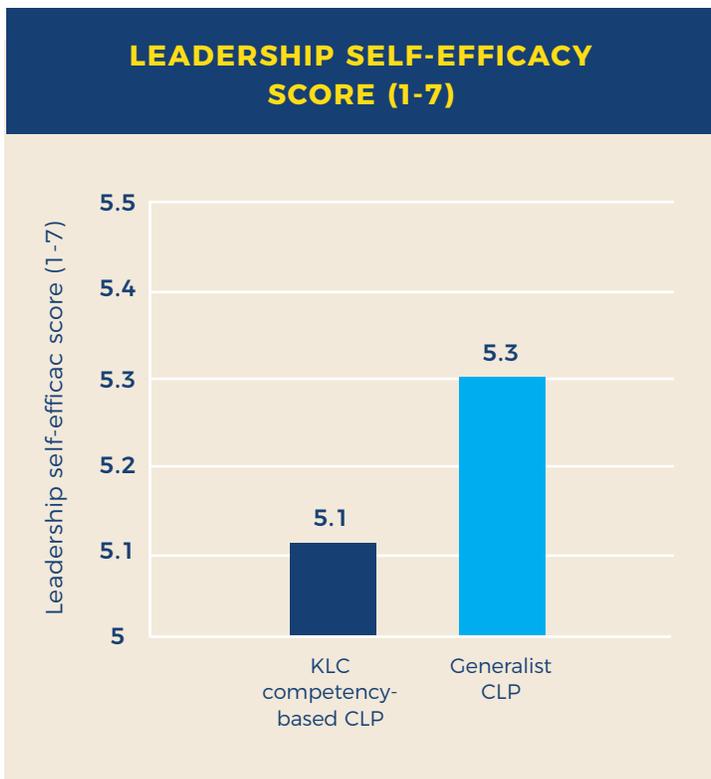
“During meetings I listen to the perspective others have to better understand the challenges they face. When there is an understanding of those challenges, progress towards goals can be more successful.”

Overall, one type of CLP was not superior in leading to positive leadership behavior outcomes for participants over the other. **All CLPs** were found to be associated with leaders presenting **positive leadership behaviors** more often in their work. The differences in leadership behaviors are nuanced but suggestive of how each group is thinking differently about the primary work of leadership. The **generalist CLPs participants** were most **improved in collaboration and understanding other perspectives**, whereas the **KLC competencies CLPs** were most **improved in empowering others and being aware of their triggers**. In the generalist group, leadership is a way to improve teamwork. In the KLC competencies CLP group, leadership is a way to develop the capacity of others and manage oneself.

Findings:

Leadership self-efficacy

This part of the study investigated if there were differences in **leadership self-efficacy** scores between participants who attended KLC competency-based CLPs compared to participants who attended generalist CLPs. 123 (68%) survey participants responded to all eight statements.



Findings from the survey found:

AVERAGE LEADERSHIP SELF-EFFICACY SCORE FOR THE GENERALIST CLP GROUP (50 PARTICIPANTS) WAS HIGHER, **5.3**, THAN THE KLC COMPETENCY-BASED CLP GROUP (73 PARTICIPANTS), **5.1**.

Overall, **both CLPs** led to similar leadership self-efficacy scores, with a large proportion of individuals agreeing that participating in a CLP led them to building greater confidence in leading them and others better in their work.

Findings:

Community Engagement

This part of the study investigated if CLPs impacted community engagement outcomes. Furthermore, it explored if there were any differences in community engagement outcomes between two types of CLPs.

Participants indicated whether they currently serve their community in an elected or appointed role. Specifically:

41% of KLC competency-based CLP participants reported serving in a community role.

22% of generalist CLP participants reported serving in a community role.

COMMUNITY ROLES

School board member

State board

Mayor

City council member

County advisory board member

City advisory board member

County commissioner

Member of a religious and school group/committee

Nonprofit board of directors

Sport or recreation role

Community association

Findings from the survey found that there was a **significant percentage increase** in **participants agreeing** with the community engagement activity statements listed in **Table 1** after they had participated in their respective CLP. * $p > .001$, ** $p < .01$

TABLE 1

Community Engagement Activity Statements	Percentage Increase After a KLC Competencies CLP	Percentage Increase After Generalist CLP
I have aspirations to serve in an appointed or elected position	37%	29%
I often discuss politics with family and/or friends	10%	11%
I volunteer often	8%	8%
I vote in local elections such as for mayor or a school board	8%	8%
I currently serve or have served on a committee or as an officer of any group or organization	13%	6%**
I spend time volunteering for an organization(s) and/or association(s)	8%*	9%*
I use the internet to express my opinions about political or community issues	4%*	-7%

Key Results:

LEADERSHIP BEHAVIORS

KLC competencies CLPs develop new leadership skills for the workplace. While all CLP participants report using leadership behaviors in their workplace after participating in leadership training, KLC competencies CLPs develop a new set of leadership skills at significantly higher degrees. The new workplace leadership skills include empowering others, addressing problems in new ways, and enhancing self-awareness.

LEADERSHIP SELF-EFFICACY

Alumni of CLPs report a high degree of leadership self-efficacy. They are confident in their ability to improve a team's performance and self-regulate stress.

COMMUNITY ENGAGEMENT

Alumni from KLC competencies CLPS are three times as likely to serve in a civic role (i.e. board member, elected official, advisory group, committee member etc.). 41% of alumni serve(d) in these roles. The participation rate of Kansans in civic/community roles is 14%. Generalist CLP program alumni participated in these roles at a 22% rate.

Participating in CLP programs significantly increases community engagement outcomes (e.g., political involvement, volunteering, civic participation, donations). Most significantly, long after the leadership program, there is a 37% increase in alumni from KLC competencies based CLPs who aspire to serve in appointed or elected positions following their leadership program, and a 29% increase for generalist CLP.

Applications:

COMMUNITY FUNDERS AND CHAMPIONS: SCALING THE IMPACT

Investing in CLPs has a significant, positive impact on community involvement and leadership skills that are applicable in the workplace.

Evidence shows that individuals benefit greatly from these programs. Scaling from a few dozen alumni annually who are scattered throughout the community to an approach that develops a critical mass of diverse residents who collaborate together with a common leadership language and experience would create a different level of impact.

EMPLOYERS: BUILDING A CULTURE OF LEADERSHIP

Encouraging your employees to participate in a CLP is an efficient way to build leadership capacity in your company/organization.

Moreover, a team approach would provide the support and accountability for employees to adopt more leadership behaviors. Sending a team or group within your company/organization to a CLP program would begin to saturate your workplace with employees who are better equipped to lead.

CLP FACILITATORS & DIRECTORS

CLP curriculum that emphasizes competencies to build people's capacity to exercise leadership enhances engagement and leadership behaviors significantly.

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 100 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 IS NOTED HERE:

Useful Findings

The GAP presented in the executive summary of the report not only reflects Kansas, it also mirrors national trends of declining civic engagement, distrust in leaders and disempowerment.

It is important to communicate the ripple effect of CLPs: it is not just about individuals participating in a program; they come back to their jobs and communities with a better understanding of the situation. Thus, the recruiting message should be: "Send your employee and we will make your organization better".

The message about the success story of CLPs should be disseminated among young people before they disappear from communities.

CLP boards of directors, municipalities, local governments, chambers of commerce, foundations, civic organizations and employers who sponsor and send participants to these local programs should see these findings.

What should be measured next

Compare the design of community leadership programs offering either single or multiple doses (i.e. follow-up sessions, weekend, or year-long training programs).

Study how the networks of CLP participants develop from leadership trainings.

Conduct this study with a community leadership program that recruits a group of participants who do not engage and participate in their community.

How could this report be improved

Provide clarity on whether it is the mindset change or the new skills acquired during the training that make a difference between CLP participants and the general population.

Connect the findings of this report to the aspirations of young people.

Provide more details about the design and content of the leadership programs.

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 crossroad 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 2 below.

FIGURE 2
Three dimensions advancing the field of leadership



Three Dimensions Advancing the Field of Research

THREE DIMENSIONS ADVANCING THE FIELD OF LEADERSHIP INCLUDE:

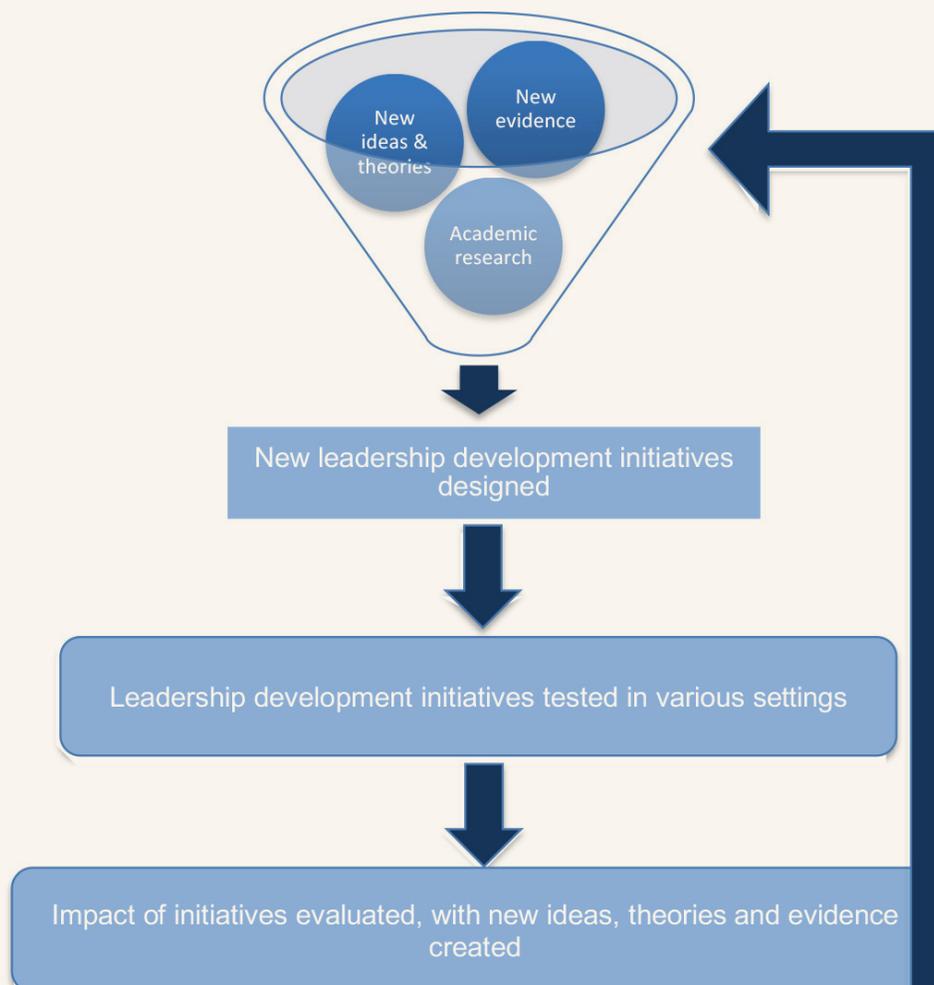
1. Leadership that shifts from one-size fits all to an activity that incorporates context. Leadership practices that are appropriate and conducive in one setting and time may not be appropriate in another (Wilson, Cummings, Jackson, and Proctor-Thomson (2018)). Therefore, in order to make progress, leadership 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 3.

FIGURE 3
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

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).

References

Bandura, A. (2005). *The evolution of social cognitive theory, great minds in management*. Oxford: Oxford University Press.

Garee, Earnest (1995). Evaluating Community Leadership Programs. *Journal of Extension* 34 (1) Retrieved at <https://www.joe.org/joe/1996february/rb1.php>

Heifetz, R.A. (1994). *Leadership without easy answers*. Cambridge, MA: The Belknap Press of Harvard University Press

Horton, R. S. (2010). Community leadership programs advance public leadership: public managers seeking to further develop their leadership skills and improve community awareness should consider CLPS. *The Public Manager*, 39(4), 53+. Retrieved from <https://link-gale-com.er.lib.k-state.edu/apps/doc/A390091673/AONE?u=ksu&sid=AONE&xid=f408062f>

Kansas Civic Health Index (2016) National Conference on Citizenship & Kansas Health Foundation. Retrieved from https://kansashealth.org/wp-content/uploads/2016/07/KCHI_Final2.pdf

Kellerman, B. (2015). *Hard times: Leadership in America*. Stanford, CA: Stanford University Books.

Murphy, S.E. (2001). Leader self-regulation: The role of self-efficacy and multiple intelligences. In R.E. Riggio, S.E. Murphy, & F.J. Pirozzolo. (eds.), *Multiple intelligences and leadership* (pp. 163-186). Lawrence Erlbaum Associates Publishers.

Pautke, B. (2018). What happened 30-40 years ago that spawned so many Community Leadership Programs. *LeadNews*. Retrieved from <https://app.cerkl.com/org/story.php?id=2010055>

Steffensmeier, T., & Chrislip, D. (2019). Changing the game: developing a new lexicon for leadership. *Journal of Leadership Studies*, 13(1), 1-5. doi: 10.1002/jls.21634

US Census: 2010, 2011, and 2013 Current Population Survey's Civic Engagement Supplements. Retrieved from https://www.census.gov/data/datasets/time-series/demo/cps/cps-supp_cps-repwgt/cps-civic.2013.html

Washington Bureau of Census (2013a). Current Population Survey, November 2013: Civic Engagement Supplement. Retrieved from <https://data.nber.org/cps/cpsnovc2013.pdf>

Washington Bureau of Census (2013b). Current Population Survey, September 2013: Volunteer Supplement. Retrieved from <https://www.census.gov/prod/techdoc/cps/cpssep13.pdf>

Wituk, Scott; Warren, Mary; Heiny, Pat; Clark, Mary Jo; Power, C. & G. Meissen (2003). Developing communities of leaders: Outcomes of a statewide initiative *Journal of Leadership & Organizational Studies*: 9(4), 76-86.

Appendix A.

Leadership behaviors in the workplace results

Leadership Behavior	Total (n=182)	KLC (n=109)	Generalist (n=73)
I facilitate collaboration among different people in my workplace.	90 (49%)	49 (45%)	41 (56%)
I take time to build an understanding of the perspectives of others.	81 (45%)	48 (44%)	33 (45%)
I empower others to get work done.	77 (42%)	50 (46%)	27 (37%)
I am aware of my triggers.	71 (39%)	51 (47%)	20 (27%)
I identify the key stakeholders and the persons needed to solve an issue.	67 (37%)	34 (31%)	33 (45%)
I stay aware of my purpose when performing my job tasks.	63 (35%)	36 (33%)	27 (37%)
I can gauge the energy around a challenge in my workplace.	59 (32%)	39 (36%)	20 (27%)
I engage in situations that stretch me beyond my comfort zone.	58 (32%)	38 (35%)	20 (27%)
I help others come to terms with changes that are necessary to address challenging issues.	48 (26%)	32 (29%)	16 (22%)
I engage people who have a stake in an issue but do not have formal authority.	47 (26%)	24 (22%)	23 (32%)
I rally people around a shared purpose to address challenges.	42 (23%)	24 (22%)	18 (25%)
I test different solutions to address a challenging issue.	37 (20%)	28 (26%)	9 (12%)
I am able to raise difficult issues that help my team make progress.	34 (19%)	20 (18%)	14 (19%)
I often test the popularity of different points of view.	34 (19%)	19 (17%)	15 (21%)
I am aware of how others perceive me.	29 (16%)	19 (17%)	10 (14%)
I can tolerate uncertainty.	28 (15%)	18 (17%)	10 (14%)
I can distinguish between a challenge that can be fixed by an expert and one that requires new learnings by stakeholders.	25 (14%)	17 (16%)	8 (11%)