

# Leadership Learning Program: Evaluation Study for Goodwill Industries

An Action Research Study Conducted by Faculty and  
Master of Arts in Teaching Students

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## Introduction

Graduate programs in education are challenged to assist students with authentic experiences in teaching, learning, and research. This paper is a result of responding to the challenge of assisting students with an authentic experience related to conducting action research as a partial fulfillment of a master's degree (Master of Arts in Teaching, or MAT) at a small Catholic liberal arts university in Central Texas. Students seeking the MAT degree are required to enroll in Action Research courses (two) and complete an action research paper at the end of the program. This study is the result of collaboration between two university instructors and six graduate students over one academic year (fall and spring terms).

### *Program under investigation*

Goodwill Industries began as a single retail store in 1958 and expanded to a network of over 180 cities in the United States and 34 foreign countries. Since 1958, by operating with a mission to assist people with disabilities, in an effort to help them become meaningfully employed and independent, Goodwill Industries has become a 2.4 billion dollar nonprofit organization. While each Goodwill store philosophy resembles the mission of the organization, the independent agencies are encouraged to adjust accordingly to meet the needs of their particular communities.

Goodwill Industries of Central Texas operates over 60 locations and employs over 60,000 individuals every year. Through employment programs and other services, the Goodwill Industries of Central Texas (GICT) assists more than 450 Central Texans, every day, and remains the largest Goodwill agency in the United States. GICT embraces an important concept called 'servant leadership,' through this approach leaders of the organization serve, coach, and enable employees to succeed (GICT, 2009c).

In 1997 the Austin economy was in a significant bubble. As is common during profitable time periods, turnover in retail organizations was great due to the overwhelming competing career opportunities. Gerald Davis, the CEO of GICT, recognized that, with an approximate 200% turnover rate, the organization was beginning anew with employees twice yearly. As Maltarich

states, and Lim affirms, human capital is one of the most salient organizational assets, and a critical component for generating an organization's competitive advantage—one that can have as much or more influence or affect than tangible or financial capital (Lim, 2006; Maltarich, Nyberg, & Reilly, 2010). Faced with this rapid and disruptive churn of human assets and resources, Mr. Davis sought to investigate and to act on the aspects of his company's culture that contributed to the detrimental pattern in his operations.

What he discovered was that the chief complaint of employees that were leaving was not tied to either the work or the pay they received, but was more often attributed to the lack of overall training and professional preparation that employees received when they were hired. This revelation is important when one considers the connection evident in the research literature (Huber, 1968; Glance, et al, 1997; and, Lowenthal, 1981) between an employee's training and their perceived chances of upward mobility within the company. Such research suggests that when an employee feels the skills they possess are relevant to the company's current and future needs, they are more likely to remain at said company. In addition, the research points to professional development as a means of promoting a sense of ownership in the company and increases satisfaction at one's current job.

Understanding his employee's motivation to participate in professional development, Davis implemented a program that focuses on leadership, self-management, task management, innovation and social responsibility. He recognizes that management is not the same as leadership—and he seeks to build leaders in his company that can help to inspire his employees, rather than just manipulate them. His goal is to empower his employees and to create a unification of purpose throughout his organization. Towards that goal, he and other administrative leaders have established a leadership communication program that is intended to expand and improve written and verbal communication skills, which is then tiered in complexity and course work to accommodate the differing levels of managerial experience and capabilities. The Leadership Learning Program (LLP) is designed to provide all management level employees with the opportunity to learn and practice Servant Leadership in all its aspects, and help them to improve the key communication competencies appropriate to the level of responsibility they hold.

The goal at this point, from Gerald Davis' perspective, is to empower his employees rather than retain them. Retention is an important consideration, and certainly is valued; however, employee professional development and growth is paramount. In this manner, the organization continues to move forward and alter and refine the training plan that is unlike any other in the nation.

## **Background and History of Goodwill**

The history of Goodwill Industries International is difficult to trace. While narratives concerning the history of this organization are available on various non-profit websites that offer information concerning many groups, little is direct from Goodwill, or from sources that have been reviewed. However, it is clear that Goodwill Industries International was created by a Methodist Minister named James Edgar Helms. While working at a poor church in Boston, Rev. Helms was called to assist the immigrant community who were struggling to find jobs and were experiencing

difficulty with assimilating into their new American neighborhood due to cultural and language barriers.

Rather than simply hand out the items he had collected, Helms had the parishioners mend the clothing and fix any donated items that required repairs. He then created a shop where people in the Boston community could buy these items at a low cost. Goodwill shops in cities across the country became well known for specific areas of expertise. For example: Fort Worth was known for fixing broken ranch equipment, Denver was accepted as the expert in furniture making, and collecting antiques was the specialty of the Goodwill In Norfolk (Lewis, 1977). This particular method of specialization allowed the neighborhood Goodwill outposts to train individuals on these special skills and make the individuals involved more marketable in the workplace.

While, the types of services Good will provides often depend on the needs of the community and their logistical ability to provide for those needs, it is important to note that employment services are at the heart of Goodwill industries. While they may be best known for their retail stores, the purpose of the retail division has historically been to provide employment (i.e. people to repair and sell the donated goods). It is important to state that while low income and advantaged consumers alike can enjoy goods purchased at Goodwill, it is a benefit, not the purpose of the organization.

Goodwill Industries International defines their mission: “We provide employment, job training and other community-based programs for people with disabilities, those who lack education or job experience, and others facing employment challenges (2010).”

The organization’s broad mission described above makes it difficult to analyze specific structure. However, according to Goodwill Industries press kit available on their organizational website, the over 2,400 retail stores serve to fund 166 community based Goodwill institutions. The community organizations are, “independent, community-based organizations, governed by local boards of directors. Each local Goodwill® must be accredited, apply for membership and meet the criteria and standards for membership established by Goodwill Industries International, Inc. (Goodwill Industries, 2010).”

Locally, Goodwill Industries of Central Texas (GWICT) is a private, 501(C) 3 non-profit organization dedicated to the mission of providing job-related services and opportunities for people with barriers to employment. GWICT operates primarily in and around their headquarter city of Austin, TX, with a physical presence in 15 counties overall and is the 6<sup>th</sup> largest nonprofit organization in Texas. They have been in operation for more the 50 years, and provide meaningful employment opportunities for well over 60,000 individuals every year.

Specifically, GWICT’s locations include, 21 retail stores; 9 bookstores; 14 attended donation centers; and 1 Computer Works store, with an additional 20+ Workforce Development service locations. GWICT also operates the 10<sup>th</sup> largest staffing organization in Texas, Goodwill Staffing Solutions (GSS). GSS provides employment opportunities for people with disabilities and other barriers to employment who are job ready.

GICT serves a very specific demographic in Austin, including people with mental, physical or emotional disabilities, people with welfare dependency, criminal histories, substance abuse, homelessness, advanced age, language barriers and lack of education or work experience (GICT, 2009b). Essentially, GICT serves all disadvantaged and/or discriminated populations. More specifically, in 2008, GICT served 60% males and 40% females; ages primarily between 16-54; 53% White, 31% African American, 14% multi-racial, and 1% each of Asian and American Indian (GICT, 2009b).

With community support, Goodwill generates revenue through four major business divisions to fund their mission, including Retail Sales, Staffing Services, Environmental Business Services and Contract Services (“2009 Annual Report”, 2009). All in all these “divisions” oversee over fifteen separate programs and/or initiatives. Many of these services are familiar, such as the retail shop. Each one of these services might be a stand-alone division of an individual Goodwill or integrated throughout the different levels of that center. At the Goodwill Industries of Central Texas Service Center, programs are organized into divisions, including, adult, youth, commercial, environmental, staffing, retail and Bookworks, which is the organization’s online book sales program. Innovative programs such as the computer museum and “Good Guides” youth mentoring program add to a diversity of services.

Finally, it speaks to the overall success of the company that it was named fifth among the top 100 most valued non-profit groups by marketing firms Cone and Intangible Business (Cone Inc., 2009). While an organization’s overall value to the community is somewhat arbitrary, Goodwill’s ranking in the above mentioned poll does reflect its dynamic organizational structure.

### **Deeper Division Descriptions**

GICT serves a very specific demographic in Austin, including people with mental, physical or emotional disabilities, people with welfare dependency, criminal histories, substance abuse, homelessness, advanced age, language barriers and lack of education or work experience (GICT, 2009b). Essentially, GICT serves all disadvantaged and/or discriminated populations.

Goodwill’s top five populations by disability, in order of largest population served first, include people with psychiatric and/or emotional disabilities; learning disabilities; other disabling conditions; those with developmental disabilities; and people with chemical dependencies (GICT, 2009b). Additionally, goodwill serves disabled groups with hearing impairments, visual impairments, neurological disabilities, and other physical disabilities.

In addition to the disabled, Goodwill provides aid for a large portion of the disadvantaged community. The top five populations by disadvantaging conditions, in order from most served first, include offenders or ex-offenders; at-risk youth; unemployed or dislocated workers; other disadvantaging conditions; and one the working poor (GICT, 2009b). Additional disadvantaged populations that are served by GICT include the homeless, non-English speaking, welfare recipients and older workers.

Each division offers many services under its umbrella. Workforce Development Services (WDS) are designed to help participants achieve a level of Independence, focus on meeting individual needs, and ensure participant progresses to reach their full potential (GICT, 2009c). The three major WDS's include youth service programs, community rehabilitation programs, and job source programs. Youth service programs also offer career counseling, tutorial assistance, GED preparation, Post-secondary education, job readiness training, and case management (GICT, 2009c). School-To-Work-Transition, a youth service program, is a cooperative effort between Goodwill stores, business' in the community and Central Texas school districts to assist high school students with disabilities to gain valuable work skills (GICT, 2009c). Job source programs, a WDS, offers assistance for people who have a disadvantaging condition for entry into the workforce, such as limited access to employment, education, housing or health care (GICT, 2009c). Job source program services include job search workshops, introductory self-assessments, pre-employment tips, application skills, computer training and many more (GICT, 2009c).

Retail services; generate funds for Goodwill to support their mission by processing, reselling or recycling donations. The three retail stores including the retail stores that offer used clothing accessories, house, wares, etc.; goodwill outlets offers prices below retail store costs; and the computer works store offer gently used, fully-tested computers and computer parts (GICT, 2009c). The retail stores in Austin also have a live auction every weekend, with a car auction every month.

Goodwill staffing services place people with disabilities in temporary government positions. Texas was the pilot state for this program, and its success extended to include positions in the private industry (GICT, 2009c). Goodwill staffing services in Austin is the second largest staffing firm in the United States for Goodwill, and is the leading staffing agency for the State of Texas, State Use Program (GICT, 2009c). The staffing service tests each candidate for qualifying skills, dependability, professionalism and work ethic (GICT, 2009c).

Environmental Business Services (EBS) is a department of GICT that addresses end-of-life electronics in the community by recycling used computers and peripherals (GICT, 2009c). EBS accepts donated computers, erases the data and either rebuilds and sells them at Computer Works, or disassembles them to be recycled. This division includes Computer Work Retail Stores, a computer museum, e-books, recycling management, and reverse logistics (GICT, 2009c). Through Electronic Recycling Goodwill is able to divert more than two hundred and thirty tons of computer electronics from Austin landfills each month (GICT, 2009c). Goodwill and Dell, Inc. formed an alliance in Austin known as the RECONNECT project, which makes it possible for Goodwill to offer free computer recycling to all Central Texans (GICT, 2009c). The Keep Austin Beautiful (KAB) award, recognizing the most outstanding environmental stewardship efforts in the community, was awarded to GICT in the Recycling and Waste Reduction for their efforts in the computer recycling program (GICT, 2009c). Everyday this program in Austin recycles about fifteen tons of old computer equipment and electronic waste, providing jobs and reducing toxic waste (GICT, 2009a). The local Goodwill will launch a new

website for online computer parts, offering people of Austin the ability to browse and purchase fully tested, slightly used and affordable computer parts online. The success of the project led many Goodwill members around the world to adopt the computer processing initiative (PR Newswire, 2008).

In the Commercial Services (CS) department, a broad range of business solutions including receptionist, custodial services, custom manufacturing, document management, data entry, scanning, grounds keeping, product fulfillment and mail services (GICT, 2009c). The value of CS is that it will lower organizations overhead and decrease staff turnover rates; therefore increasing return on investment by lowering operation costs (GICT, 2009c). Additionally, adaptable production space, experienced staff, and on-time delivery of services and personnel are all benefits with the services of CS (GICT, 2009c).

Goodwill holds several events, in Austin, that provide new opportunities for individuals in the community. The Weigh Good Community Donation Drive was held over the course of one weekend and generated seven hundred and twenty five thousand pounds of gently used goods, computers and cars to help put forty two individuals in jobs (GICT, 2009b). GICT partners with the City of Austin and the Austin American-Statesman to offer an annual Community Career Expo, the most inclusive job fair in Central Texas (GICT, 2009b). Fundraising campaigns including DollarWorks and WRKN 4 YOUTH, support Goodwill's employment programs for both adults and youth in the community (GICT, 2009b).

Goodwill, in the Austin area, offers five basic and advanced computer courses that provide people with disabilities an opportunity to learn computer skills including Word, Excel, typing, email and internet (GICT, 1009a). In 2009, Goodwill was awarded a Grant for Technology Opportunities, funded by the City of Austin, which they used to further expand on the their assistive technology resources (GICT, 2009a). Additionally, in 2009, GICT was awarded the Good A\$\$et\$ Strengthening Grant, from the Bank of America Charitable Grant (GICT, 2009a). Goodwill staff members met one on one with individuals to assist them in specifically learning skills to financially meet their needs (GICT, 2009a). These skills included household budgeting, learning about banking, reading credit ratings, assessing building strategies, and protecting against identify theft and predatory lending practices. Goodwill Industries, also, is involved in providing free tax assistance to the Austin community. For a few months of each year, Goodwill provides free income-tax preparation for low-to moderate income families drawing \$50,000 a year or less annual income and individuals making \$25,000 or less (The Austin Chronicle, 2010).

With the currently low economic state of the United States, Goodwill is experiencing strains. More people are in need and less are able to donate (GICT, 2009c). In 2009, four thousand more people than were expected visited Goodwill, in need of help. Goodwill Industries of Central Texas signed a lease for a 124,200 sq. ft. building in Southeast Austin, marking the largest industrial lease transaction of the year and one of the biggest deals across all real estate sectors in

2010 (Austin Business Journal, 2010). The new space is named the Goodwill Resource Center, and will provide a more accessible location for all Southern community members.

## **Purpose of the Study**

Like many companies nonprofit and for profit alike, Goodwill Industries of Central Texas faces unique challenges in the current economic climate. While operating budgets and discretionary funds shrink, the need to train and retain employees with relevant skills to today's job market has increased. Global competition has created an environment where every employee is expected to perform to the best of their ability and meet the technological and communication demands of the 21<sup>st</sup> century.

This research study sought to review the professional development program implemented at GICT and explore in what ways it is affecting the workplace skills, motivation, and attitudes of its participants. We explored the experiences of the trainers and students in this Leadership Learning Program. The following research questions were explored:

- What are the perceptions of the quality of the training from a participant viewpoint?
- Is the LLP making a difference in the daily and longer-term attitudes and success towards their leadership roles within the Goodwill culture?
- How are the skills gained by employees in professional development trainings translated into the employees working behaviors and professional output in the company?
- What specific training activities bring forth a constructive connection to the material being taught for the participants?

With these questions in mind, we attended training sessions, conducted a survey of over 30 LLP participants in the program in order to address a larger and more comprehensive question: Does the LLP training work?

## **Review of the Literature**

Saks and Belcourt (2006) looked at the factors involved with judging how effective training programs are at transferring the elements that are being trained to actual application within the workplace over time. The authors refer to this measure as positive transfer--the overall lasting impact that training has on a student over time. The Saks and Belcourt study (2006) examined several variables at once, instead of a single one in order to demonstrate that there is a multiple cross relationship between trainees' characteristics, work and job experiences, position, and organizational climate on learning and transfer outcomes. In the authors' opinion, few previous studies had explored the influences of the transfer variables on perceived or actual training outcomes and transfer at individual and organizational levels, and the purpose of their study was to explore to identify the cross-relationships and influence of the transfer variables in the three

transfer constructs (trainee characteristics, instructional factors, and organizational climate) toward the trainees' learning and learning transfer.

Lim (2006) spends quite a bit of time discussing transfer theories-- equity theory, expectancy theory, goal-setting theory, and motivation theory and relate how these impact the conditions that a student may enter the training with that can influence the effectiveness of the training process. They also examined factors relating the construction of the trainings themselves, and various studies that support this.

The framework that Lim (2006) used defined the learning outcomes in terms of learning retention before, immediately after, and three months after training, and they utilized a time-series data collection method to address research questions. Questionnaires and tests were used to collect study participants' perceived and actual data about training outcomes and training transfer results.

In *The Application of Behavioral Science Theory to Professional Development* (Huber, 1968) uses the proposition-strategy-consequence model as a means of analyzing the motivations and attitudes surrounding professional development. The study deals primarily with the self-esteem and self-actualization needs of professional development participants. Huber (1968) argues that *if* certain circumstances align to make the professional development experience more favorable, and *if* the administrator of such a program is in the capacity to produce a reward (extrinsic or intrinsic), the participant will perform better.

The study focuses on general and specific motivations, as well as competencies. It is in the discussion of competencies that Huber makes some of his most interesting propositions. First, Huber (1968) argues that feedback is necessary for performance improvement. Second, he argues that participants must be exposed to a variety of experiences within the development. He also suggests that people who are exposed to stress become more highly motivated.

For each of these propositions and others, he follows with consequences and strategies for improving professional development situations. The discussion of stress and relationship dynamics between participant and administrator speak to our original questions regarding the "purpose of graded essays" and why the professional development staff chose to use an outside party for grading. In summary, the Huber study confirms choices and decisions made by the Goodwill program staff.

In the article *Human Capital Measurement Systems As a Source of Competitive Advantage* (Becker, Huselid & Ulrich, 2001), the authors look at the competitive advantages that business firms can hope to see from investments into their human capital—professional development, training and other employee enrichment projects and programs. They researchers address the idea that the importance of intangible assets and the ability of conventional management accounting systems to effectively and accurately monitor and measure them are increasingly growing apart (2001). The authors stress that having control and awareness of these aspects can have a direct impact on the fiscal bottom line and therefore has a direct business value. They also assert that the use of this measurement system on an ongoing basis will help to make more effective decisions about the management of people. Moreover, they look at the fact that more

often than not, accounting systems perceive the costs of intangible resource development in an immediate sense (i.e., within the same quarter or fiscal period that the training occurs) when the return on investment may not begin to be actualized under much later, leading to inaccurate accounting judgments. They proceed to discuss various principles that support their position, and the value that having a HCMS in place can have on a business.

Their study has direct implications related to the assessment and validation of the professional communication training program at Goodwill, and lays groundwork for ongoing measurement tools for the longer term impact of this program on the intangible resources at Goodwill. The very basis of the professional development program under investigation is to improve the communication skills and inherent value of the employees—the Becker, Huselid and Ulrich study (2001) relates to a long term “scorecard” that can provide a long view and ongoing perspective of the value of this program.

The study titled *A Conceptual and Empirical Analysis of the Cognitive Ability–Voluntary Turnover Relationship* (Maltarich, Nyber, & Reilly, 2010) informs our study. The researchers provide sound reflections and insights about the value of human capital for a company, and the intrinsic profitability of investing in those assets to increase retention, especially those employees that exhibit the most value to the company. According to their study, employee turnover can be driven by several influences, including other employment opportunities, and the desire to move on—typified as job satisfaction or perceived employer valuation of the employee.

The essential focus of this study is an examination of the relationship between cognitive ability and turnover. The quantitative study suggests that if an employee is cognitively challenged in his job that they will generally remain in that job. The study, therefore, speaks to the heart of the rationale for the LLP program under investigation by showing that there can be direct correlations between job satisfaction and retention and cognitive challenges—that the training program—the LLP—not only improves the employee capital, but increases the likelihood that improved capital will remain at Goodwill due to the challenges that the training provides.

The *Corporate Training Pulse Check* (Woulfe, 2010) cites various concerns and issues regarding corporate training. The article points out common comments made by attendees specifically concerning the trainings which include: poor speaking skills of the trainer; trainer’s inability to engage the audience; trainer is unorganized; and, trainer has weak knowledge of the subject matter.

Moreover, the article addresses positive aspects of training. While the trainer’s speaking ability is noted highly, the pivotal area that leads to students retaining knowledge is the perception of high quality content: if the students view the content of a presentation as valuable to their specific career, it will be retained at a higher rate. Some of the speakers mentioned in this article utilized games or interactive activities for the group; however, none of these could alone improve the training experience if the activities were not supported with valuable content.

This article also addresses various methods of preparation for trainer/speakers. Noting review and thorough research, this article also recognizes energy raising practices many speakers utilize prior to any session. A clear theme in this article is the importance relevance plays in training

and that by allowing the students to offer their suggestions, emphasizing the idea of participant “buy-in.”

Chan, Miller, & Monroe (2009) explored the methods for developing a training plan that was implemented in a popular paid attraction focused on tourism. The organization was primarily focused on the downfall of their food and beverage teams within the company. Extensive training was needed in this business environment, but there were issues concerning the reliability and effectiveness of the standard training that was utilized. The workforce consisted of mostly undergraduate students and the high level of turnover due to the perception that the student workforce did not see their place in the job as relevant to a future career. The organization also assumed that due to this lack of connection between their work and their future careers, the employee-students best work was not being displayed.

In order to combat this issue, consultants engaged campus professors to develop an interactive training program working with the local university. The lead professor further included some students in the Information Technology department to develop a training program that would be cost effective and useful to the student employees. With the help of another group of students from the organizational psychology department, these students outlined a process flowchart splitting the tasks of the employees into trainable moments and the IT group was able to put these segments into an interactive training module.

Following the preliminary design stage, students made suggestions for areas of improvement for the process. In this way, the training developers were applying the method of action research on their own internal project.

The training was considered a cognitive apprenticeship and not only consisted of the interactive computer training that the students developed, but also utilized application and coaching with a mentor. With this multi-pronged approach, training was seen to decrease in length by 50% with the outcomes being the same as with traditional techniques. Utilizing the technology has also assisted with employees whose learning styles benefit from visual aids and “hands-on” experiences.

A study by Glance, Hogg, and Huberman (1997) explored the rates of turnover as it correlates to training programs within corporate settings. The authors created a computer model that explored the fluid nature of training as it impacts turnover and productivity. The authors did extensive research on concerning the cost and productivity motivations for an organization to develop corporate training. “A firm should take into account how it expects a training program to affect employee effort as well as employee turnover” (Glance, Hogg, & Huberman, 1997).

While many organizations hesitate to train their employees fearing they will be lured away before the benefits affect the bottom-line of their organization, training in many ways can improve morale and increase loyalty. Furthermore, the Glance, Hogg, and Huberman (1997) study also notes the impact an organization has on the greater community. If no organizations trained employees, then this would negatively impact the economy as a whole. “High levels of production can be sustained when groups are small or hierarchically structured into smaller groups” (Glance, Hogg, and Huberman, 1997). This is assumed to be because within a smaller

group, each individual's impact is much more obvious—whereas in a large organization each employee might view their impact as low.

Lowenthal (1981) argues that the current focus on professional education needs is a result of consumer and government oversight and the need for employees to prove that their skills in the workplace are valuable. Lowenthal begins his discussion by highlighting the way in which job security and mobility issues effect employee's motivation for learning new skills. "There is a need for some professionals to catch up, others to keep up, and some to get ahead. "In an effort to meet professional and societal expectations, practitioners continue to study" (Lowenthal, 1981, p.519). Moreover, when employees require the leadership skills cultivated in Business Education or MBA programs, but come from degree backgrounds that did not focus on issues of management, they will seek out other means of gaining said skills.

Furthermore, the second half of Lowenthal's research deals with mandatory versus voluntary workplace education. The author's background is in the healthcare industry; however, the discussion of the benefits and costs of mandatory development programs applies to all workplace scenarios. There is a particularly poignant discussion as to who is forced into workplace development. "Mandatory continuing educational efforts might be concentrated on those professionals whose performance has already been determined to be substandard (Lowenthal, 1981, p. 532)."

Job Training in U.S. Organizations (1994) considers the many institutional factors effecting job training programs in U.S. organizations. Knoke and Kalleberg (1994) begin their research by stating that a shift away from traditional training models (i.e. universities training professionals, unions training skilled workers, etc.) and towards training at the individual company level is now taking place. They also note that while the employer-employee relationship within the context of professional development programs has been examined, little research has been conducted about general company training practices.

Knoke and Kalleberg (1994) argue that while all industries are focusing on workplace training certain environmental or industry factors determine the extent of training provided. "Dummy variables reveal that public and nonprofit organizations are more likely than profit making firms to provide formal training (p. 541)." Several lines of reasoning are explored to address the increased level of professional development in nonprofits. First, the authors argue that industries that focus on "organizational citizenship" are more likely to promote professional development. Also, the authors note a connection between industries where skilled labor is challenging to come by and the need for workplace training. The researchers suggest that professional development programs are especially necessary when employees lack the skill sets needed to perform.

Grenier (2010) examines Museum-Initiated Professional Development with teachers. While this study does not specifically examine Professional Development in the same context as the Goodwill training program, much of the processes that are used could be beneficial. Additionally, examining the process and results of their case study questions and how they apply to professional development in a broader construct are informative for the needs of this Goodwill action research study.

The Grenier (2010) study sought to answer the following questions:

- (a) Why do educators participate in museum-initiated professional development, and
- (b) How are knowledge and skills gained through participation in the professional development and professional practice of educators. Grenier suggests that looking at the intrinsic motivations of why an educator attends a professional development program and also how they further apply the skills learned practically in their professional practice, can emulate possible motivations and skills needed to apply the learned skills professionally.

Findings of the Grenier (2010) study are as follows: a) participants expressed the importance of applying learning to the workplace and were dependent upon two issues: what is taught and how one teaches; b) importance of personal interest and its critical role is a strong determinant if attendees fully participate and in which professional development they choose to attend; c) the desire for participants to link their institute experience with their own personal interests and need to expand their own knowledge was important to all the participants in the study; d) participants were personally motivated to attend in order to address gaps in their professional knowledge base or pedagogical practices; e) participants expressed the need for direct application of the learning to their work setting; f) participants stressed the opportunity to share their learning with peers; and, g) participants wished to find "like-minded" peers and develop networks that lead to long-term friendship and camaraderie.

In *Not for the Profit, but for the Satisfaction? - Evidence on Worker Well-Being in Non Profit Firms* (Benz, 2005), the researcher uses empirical research methods to measure job satisfaction in non-profit work places. Benz states that because satisfaction had traditionally been viewed as an immeasurable utility in the workplace, little research had been done to compare nonprofit and for profit workers. Building on the work of Frey and Stutzer (2002), the author used The National Longitudinal Study of Youth (1979-2000) and the British Household Panel Survey (1991-1999) to analyze self-reporting data on issue such as income, working hours, education and finally, workplace satisfaction.

Prior to the data analysis, Benz (2005) relied on literature related to the donative-labor hypothesis to shape his research question. Essentially, the above mentioned hypothesis argues that non-profit employees are intrinsically motivated to produce a quality product or service and that they derive reward from non-monetary elements of their job. Examples of non-monetary rewards include workplace moral and atmosphere and vacation day policies. The author includes professional development opportunities as a fringe benefit that might affect worker satisfaction.

This particular study details the importance of integrating emotional intelligence into managerial training, particularly for project managers. Clarke (2009) builds on previous research suggesting that emotional intelligence plays a critical role in the effectiveness of project managers, including Salovey and Mayer's 1990 ability model study. Clarke clearly lays out an argument for the importance of emotional intelligence as a tool for communication and leadership development in the first section of the article.

Clarke then narrows the focus of his research by posing the question; can training affect a project manager's emotional intelligence? Moreover, can emotional intelligence be taught? The author used a quasi-experimental design and included pre and post testing to gauge whether emotional intelligence had improved. Specifically, the study measured emotional intelligence in general, empathy and managerial competence.

Clarke (2009) found that training resulted in statistically significant improvement in some aspects of emotional intelligence. However, the author cautions that the improvements were not noted in the one month follow up test, but at the six month follow up, which suggest training is only the first step in improving emotional intelligence skills in project managers.

Professional development is an important part of development for professional in any career field. Doctors, lawyers, and nurses have to be involved in practice oriented learning before they are able to obtain a license to practice. To maintain that license they must continue to educate themselves and develop a culture of learning within the profession. Many other careers would like to encourage professional development but lack the regulations to do so. It is suggested that many new employees lack the ability to transfer the knowledge that they have obtained in their education to the work place. In order to help new employees learn how to transfer knowledge from what they learned in school and what they will be doing in their career, professional development is necessary to bridge that gap (Murphy & Calway, 2008).

Many new employees may have the skills needed to perform a job but they tend to lack the ability to apply what they know practically without the proper training. It is suggested that professional development be designed around how to take what an employee knows in theory and teach them how to transfer it into a practical form that they will be able to solve everyday problems by implementing what they had learned in their education. It is suggested that professional development should be based more around building knowledge, skill and understanding rather than just focusing on teaching employees to be competent in their job (Murphy & Calway, 2008).

Rowold (2007) states that many employees who have had the opportunity for career exploration, are more open and gain more from subsequent training. The study included all new employees who were surveyed post training. The average age of the participants was 27 years old and was about half male and half female. The survey was designed off of the Career Exploration Survey that compares sixteen different dimensions of career exploration and training performance. The study looks at how people explore training, how they react to training, and what their beliefs are and how that affects their training. The study concluded that people who have had a chance to participate in extensive career exploration are more open to subsequent on the job training (Rowold, 2007).

Fitzgerald & Schutte (2009) conducted a study which examined whether a specifically designed intervention would increase the self-efficacy of business leaders by using an experimental design with 118 managers from an Australian retail travel company. Much like the LLP3 training session with Dr. Montgomery concerning emotional intelligence, this research examines the theory that transformational leadership interventions are more receptive to those with higher emotional intelligence. "Transformational leadership, a motivational leadership style which

involves presenting a clear organizational vision and inspiring employees to work toward this vision through establishing connections with employees, understanding employee's needs, and helping employees reach their potential, contributes to good outcomes for an organization," (p. 495).

In a study on leadership, McCall & Lombardo (1982) discussed how our view of leadership has not been well defined due to the apparent lack of methodical research in both what leadership is and how we study it. An important emphasis of this article is the idea of simulating leadership by offering participants the opportunity to become a leader for a day in a manner that allows for on-the-spot decision making and personal development. Problems in the simulation call for participants to react in ways in which they feel are best or ignore them and move on. Simulations were a part of the group activities used in the LLP trainings and this article gives insight into naturally occurring phenomena and how to use communication to remedy poor decision making.

Lewis, Lange, & Gillis (2005) presented research based on group dynamics for learning new strategies in the business model. Ideas presented identify higher level of cognitive learning through narrative discussions and group knowledge building as a way of creating sustainable learning. The reference is relevant to our study due to the group workshops used in the LLP as they were used to help participants build knowledge off of each other even though they came with different experiences from varying departments. The study stresses that Transactive Memory Systems (TMS), with their ability to create a collective memory system, are vital to business strategies due to the common mission of the corporation.

A study by Juhdi, Pa'Wan, Othman, & Moksini (2010) explored what factors influence employability. Specific factors discussed were career management practices, job experience, training, and education and tenure. For example, when career management includes mentoring for new employees, a positive experience and highly influential factor is realized because it allows new employees to learn from an experienced coworker allowing them to feel more comfortable at their specific job. Allowing for opportunities for training and development allowed for better career management. Job experience it is more broadly defined to include the practice of employees learning new jobs that may not have been in their original job description. Training is important factor in employability because the more training opportunities an employee has, the more valuable they become within the company. Employees who participate also reveal an employee's willingness to learn. Education and tenure were also discussed. Education level appears not to have an impact on employability; however, it has been seen that the longer the tenure of an employee the less versatile they become (Juhdi, Pa'Wan, Othman, & Moksini 2010).

A survey was sent out to seven hundred employees and only two hundred and sixty responses were received. The survey was broken into four different parts each addressing the four factors effecting employability. The study recommended after the collection of data and analysis of data that to increase internal employability, employers should offer employees many training and development opportunities. Having strong managers to support employees makes them happier and more willing to work (Juhdi, Pa'Wan, Othman, & Moksini, 2010).

Farahbakhsh (2010) surveyed the effectiveness of short-time training on managers and staff of governmental organizations. The researcher states that absence of success in many organizations comes from lack of knowledge and expertise in human resources to carry out their vocational duties, because knowledge and awareness are foundation of doing complicated and diverse duties, so, management and organization science theorists believed that always it should be an agreement between job, employee and qualification for obtaining a job. This focus that encourages managers to increase knowledge, in order, to support success within the organization underlines the value in such a study.

The main goal of this study is to determine the effectiveness of short-time training to the public organization managers and staff. The presented research question states: have the short-time training of managers and staff in the public organizations of this province been effective? The methodology included a sample of 384 participants. Data collection consisted of a questionnaire that included 40 short and simple items, including their vocational and managerial behaviors. Questionnaire results showed the behaviors, before and after training, of managers and employees.

Results show that job factors and performance of managers and staff in governmental organizations, after training, were higher than before training, so this short-time training for managers and staff in educational centers has been effective. Data showed that less than half of the managers and staff spent less than 30 hours in educational courses. There was a significant difference between the performance scores of managers before training and after it in different dimensions such as: organizational commitment measures; managerial decision making improvement; organizational technical duties accomplishment; the best use of organization resources such as material, financial and human resources; and finally creating motivation in staff.

Given the increase in performance among managers, the study concluded that short-time training of managers in educational centers has been effective. Additionally, one of the fundamental methods in increasing the organization's effectiveness is training and promoting knowledge level of staff. Courses resulted in increasing motivation and job satisfaction, increasing management or job skills, creating motion in staff, increasing loyalty to organization, increasing cooperative and participation senses and increasing self-confidence in managers and staff.

Smith (2011) focused on the professional experiences of instructors within steel mill learning centers, called Career Development Programs (CDP). The overarching purpose of these instructors' work is "to empower learners to access learning opportunities and realize individual goals". Deciding on what and how to teach is a negotiated process with the learners who derive great voice in the educational centers through instructors' need to impact and retain the voluntary participants.

Learners are largely responsible for their own growth; practitioners in these settings have reason to try to define success in terms that help their students acknowledge adequate personal growth. This process gives students a good deal of voice about what happens in the learning center. Smith (2011), pulling from Knowles' andragogical perspective (1980), states that such voice is highly conducive to development.

CDP's were designed to help people develop portable skills (in advance) that could assist workers in the event of job loss, and offer roughly 2,000 customized courses annually. The vision and mission enacted for learning situations depends on interactions of facilitators and participants. Evolving CDP policies enable administration of a flexible, learner-centered program and helps participants (a) choose to get started; (b) develop long-term learning goals; and (c) persevere to attain their self-evaluated outcome(s).

The study consisted of twelve teachers, six men and six women. Their perceptions of the learning they facilitated within a specific workforce education program was tracked and studied. Of the twelve CDP instructors three had 3-4 years' experience within CDPs as well as 3-10 years as adult educators. The remaining nine instructors had 9-16 years of experience working in CDPs as well as 9-28 years of adult education service. Data collection consisted primarily of interviews.

The findings concluded three themes: (1) learners develop themselves in ways that often cause joyful disbelief of their own accomplishments; (2) facilitators, to function as successful and enduring learning catalysts, must pay very close attention to the affective domain; (3) adventurous learning trumps book learning in an industrial workplace learning program. Data further suggested that the content that instructors regard as essential must be incorporated with the desired content that draws learners to class. Additionally, many times learners need access to instructors' advice outside of class, and so, facilitators who provide E-mail or phone access allow information about students' learning successes and trials, it will impact the retention of learners, and increase the quality and quantity of lessons learned.

Smith concludes that instruction must blend real experience (adventurous learning) with academic learning while simultaneously and skillfully merging their prescriptions for learning with participants' felt needs. The preference for non-book approaches among adult participants, encouraged facilitators learn to instruct actively with few or no printed materials. Further finding that paying careful attention to workers' feelings and self-perceptions enable veteran facilitators to help learners nurture themselves in many ways and discover joyful disbelief via their hands-on accomplishments.

Bulut & Osman (2010) attempt to uncover how training alters the commitment of the participants to the organization providing the training. Observations were conducted among employees of 13 four and five-star hotels in Turkey. The study consisted of a survey among the employees in these hotels and while most of the responders were men (64.4%) they ranged across all positions in the organizations.

The review of the literature in this study divides the information by the two aspects being observed, commitment and training. One example discussing training states, "many theoretical and empirical studies have supported the view that human capital is the most critical organizational asset because it is likely to provide the core element of sustainable competitive advantage" (Barney, 1991, 2001). It is clear through this information the perspective adopted by this study considers that training is vital to any organization.

The next section of the article outlines hypotheses derived from a careful study of the body of literature referencing this subject. The four imperatives outlined represent the perception of the employees on any particular training, including: motivation for training, access to training, benefits from training, and support for training. The researchers hypothesized that those items combined led to organizational commitment. With these ideas in mind the researchers were more prepared to ask questions that would lead to an understanding of the complex relationship between training and commitment.

Using a survey method to collect data, careful analysis was required to infer understanding. There were several Likert-style questions included as well several other methods outlined in the article and care was taken to translate this survey in the appropriate manner. Using measurement models outlined in previous studies, the researchers were able to assign a point system based on a participants' response. This type of calculation decreased variance across the surveys. The overall findings show that when the four imperatives are increased, meaning employees have high motivation, high access, recognize multiple benefits, and are offered greater support, then the commitment to the organization is also increased. This is valuable information because employees can enact change that will increase these aspects within their own organization.

Halm (2011) designed a study to root out how a particular organization was outperforming others in the same professional service organization. This article defines a new model, dubbed, Life Giving Workforce Design, for other offices in this organization to mimic and create similar success.

While the review of the literature in this article is substantial, the use of direct quotes from other studies makes the reading difficult. It would be helpful for the author to provide more commentary on the general body of work used as a basis for the findings. The focus of this study was on observation and on answering the question that arose concerning this particular regional office (RO) in comparison with its counterparts. Why does it work? Uncovering the resolution to why this RO works is the primary path to developing the Life Giving Workforce Design.

Some hypothesis was derived from the review of literature and several graphic organizers help to explain the manner in which the researchers developed the final model. This study references grounded theory several times, which means going "beyond descriptive analysis to disclose the causes or nature of a phenomenon." It is clear the researcher used a varied method for gathering the observations, including: acting as investigator/observer, interviewing participants, taking field notes, and researching archival evidence. This researcher also developed a careful method for organizing and tabulating the findings. A clear desire to make this qualitative data quantified is present throughout this study. Even the software that was used to organize data is listed in this study as a manner of legitimizing the work. The conclusion of the work is a design that can be duplicated throughout the organization

## Methods

**Design.** In order to assess the quality of the program the researchers lead interviews with the GICT participants, created and administered an online survey, and conducted observations throughout the training. The survey was anonymous and was used to gather both demographic information and personal reflection with open-ended questions. All four levels of LLP were expected to continue maintaining their personal departments while attending the trainings as GICT hoped that they would use the knowledge given and apply it to their departments. Higher-level LLP participants were additionally asked to write a report pertaining to a particular class of the month. These essays were submitted by GICT to the research team for evaluation and critique on their written skills.

**Participants.** The participants of this study were Goodwill Industries of Central Texas (GICT) employees who ranged among various levels of leadership positions within the corporation. Approximately 40 individuals participate in the Leadership Learning Plan (LLP) training program, with education levels of participants ranging between high school equivalence and post-graduate work. The Leadership Learning Plan (LLP) was created to help cultivate the learning environment of GICT and the research was conducted concurrently with the cooperation of a GICT Training Specialist. Managers from various departments were asked to attend monthly workshops where they were engaged by guest speakers and activities that were intended to enhance their leadership strategies. These adults are pre-selected and assigned to four categories which describe their relative leadership positions:

- LLP1- Entry level leaders (Supervisors, Assistant Managers)
- LLP2- Mid-level leaders (Managers)
- LLP3- Experienced leaders (Directors)
- LLP4- Senior leaders (VPs, Executives)

**Procedure.** For the purposes of this project, the team focused on three forms of data gathering techniques, with the primary aim being to create a diverse and multifaceted data pool from which to begin our analysis. This mixed –methods research design was intended to provide the team with a varied set of data from different perspectives from which we would be able to draw more valid and triangulated results. The team utilized these three formats in roughly chronological order--the observations took place before and concurrently with the survey, and the interviews took place once survey results were received.

The team agreed early on that a key part of this research process would necessarily come from a hands on observational methodology—direct observation during the training sessions conducted by different researchers. This rotation and varied participation by different group members at different training sessions was also facilitated by the fact that many of our research fellows were unable to attend all the sessions, and the desire to keep the presence, and occupation of the observers as “low key and unobtrusive” as possible throughout the training sessions. The observers that attended these sessions engaged in a “participant as observer role”—they did not actively take part in the trainings or directly interact with the parties from Goodwill during the

trainings, but were present as silent observers of the proceedings (Mertler, 2012). The observers garnered general information from these events—general behaviors, reactions, and insights on the type and delivery of the seminars themselves to provide perspective into what the participants were experiencing during these trainings.

The second data collection method that was an electronic survey, built using an online service known as SurveyMonkey. This survey consisted of a combination of different questions, including simple demographic questions, rank ordered *Likert-type* scales and open-ended short answer and essay style inquiries designed to provide opportunities to gather deeper insights and ideas from the responding participants. This survey was delivered via email sent by corporate officers and administrators to all participants. It was decided that if the email were sent from a Goodwill corporate account, especially from the offices of the CEO, that the response rate would likely be much higher; there would be greater imperative to respond to it, since the survey email came from the “top”, and not some outside agency.

The final method that was used for data gathering involved direct interviews conducted by the members of the research team with selected participants from Goodwill. The interviews were conducted using a combination of in person and phone interviews or, in some cases, email, depending on the availability and time permitted by the schedules of the interviewers and participants. The interviews themselves consisted of six questions and follow-ups and were uniform for all the interviewers. These in person interviews were intended to provide even more detail and insight than the online survey.

Questions used in the interviews:

1. Do you have a favorite/least favorite speaker? Why?
2. Have you integrated the training into your daily work life? Outside of your work life? In what ways?
3. How have your attitudes/impressions changed during the trainings?
4. Has this LLP given you a better understanding of the mission of Goodwill?
5. Do you think the training has allowed you to think more broadly about Goodwill, rather than focus on your specific department?
6. Were there any times that you felt you were challenged to the point that you might not be able to achieve the goal of any project or activity?

## Results

The survey, which consisted of 18 questions, was distributed to Goodwill participants during the spring 2011 semester. There were a total of 31 responses to the survey (see appendix for full report and complete responses). A summary of the results follows.

Table 1 (below) provides a description of the participants who participated in the survey revealing the numbers of participants from each of the training levels, LLP 1, 2, 3, and 4. Two groups, LLP 1 and LLP 3, had equal numbers (10) of participants. The remaining two training

levels, LLP 2 and LLP 4 had fewer numbers with 5 and 6 participants, respectively. Furthermore, the analysis of the data reveals a greater number of females (17) than males (13). Results for education level of participants revealed that 8 participants reported having graduate level courses or a graduate degree, 6 having a bachelor’s degree, 3 with an associate’s degree, and 7 participants reporting some college and a high school diploma, respectively.

<b>Table 1: Demographics</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
LLP 1	32.3%	10
LLP 2	16.1%	5
LLP 3	32.3%	10
LLP 4	19.4%	6
Male	43.3%	13
Female	56.7%	17
High school diploma/GED	22.6%	7
Some college	22.6%	7
Associate’s degree	9.7%	3
Bachelor’s degree	19.4%	6
Post Graduate courses or degree	25.8%	8
<b>Years at Goodwill</b>		
<1 year	6.5%	2
1-2 years	19.4%	6
3-4 years	29.0%	9
5+ years	45.2%	14

Table 2 (below) displays the data for question 5 regarding the quality of training, the qualification of the trainer, the use of time, and usefulness of the information obtained during the trainings. As seen in Table 2, the majority of participants selected a “3” or higher for each of the four components of question 5 with only a few participants ranking the components with a score of “2” or less.

<b>Table 2: Training Quality</b>						
<b>Answer the following questions using the following sliding scale: 1=poor 5=great</b>						
<b>Answer Options</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Response Count</b>
Quality of training	0	2	11	11	7	31
Qualification of trainer	0	2	8	13	8	31
Was this a good use of your time?	1	2	9	9	10	31

Was what you learned useful?	1	1	8	10	10	30
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## Results of Open-ended Questions, 6—18

**The following information is a summary of the responses contained for the open-ended questions contained in the survey. The complete responses are contained at the end of the report (see appendix). Each question will be summarized individually.**

*Question 6: Are there essential elements of your job not being addressed in training? If so, what would you like to see added to the training curriculum? 25 participants responded.*

Participants listed the following elements or topics NOT being addressed in the trainings: dealing with difficult managerial situations, cross-departmental and program communication (3), strategic and critical thinking (2) or problem solving, performance excellence and efficiencies, how to motivate, how to coach, managing your boss or supervisor, negotiation skills, time management.

*Question 7: What aspect of the training do you feel is most valuable for your specific job?*

Positive aspects of the training were listed as networking with others, alternative perspectives from other departments, servant leadership (2), reading, people skills, strategic planning ideas (2), business writing, interviewing, deepening organization awareness, learning policy and procedures, emotional intelligence (4), and time management.

*Question 8: Have you integrated any of the training lessons into your daily work life?*

**Participants noted that they have integrated elements such as servant leadership, strategic thinking, crucial conversations, non-verbal communications, more presentations, leadership styles, team building, delegation, 1-Minute Manager, LEAN techniques, emotional intelligence, and employee motivation. Eleven participants replied “yes” with no additional information listed.**

*Question 9: How could you implement emotional intelligence as a tool for professional development?*

**Participants listed the following emotional intelligence implementation strategies: helping people deal with changes, by thinking first and deeper understanding of**

the issues before acting, professional problem solving, self-awareness work (3), connecting better with employees, understanding personality types, focus on cognitive intervention skills, getting more training in EI, treating others respectfully, not getting emotionally attached to situations and just listening to others, sharing the EI skills with employees, to deepen understanding of others, and creating harmony in the workplace.

*Question 10: Describe your first impressions when you received notice that you were to attend these training workshops. What benefit did you expect to get from this training?*

First impressions and benefits described by participants were as follows: expected to be challenged, to learn new things, to grow as a leader and professional; excited to attend, nervous, worried about extra time, anxiety about presenting and lack self-confidence, curious, unsure, felt the company was committed to employees, felt special, felt good, thought it was going to be theory and speculation, and thought it would be a waste of time (I was wrong).

*Question 11: Did you find effective or useful ideas, techniques or concepts in the training? If so, describe them?*

Useful ideas in training were described as servant leadership, emotional intelligence, emotional piggy bank, connecting with team, presentation skills, team building, motivation, communication, self-awareness of actions, coaching skills, leadership competencies, alternative viewpoints and perspectives, understanding audience and selling ideas, time management and delegation, interview skills, and EQ information.

*Question 12: Based on the number of months that you have attended the LLP trainings, how have your initial impressions of the program changed?*

Participants noted that training has become more relevant and useful and improved over time, some classes are more useful than others, the program is growing over time and needs some deeper analysis, change, and follow through, needs more organization, curious about where it's going, seems to be settling down and not jumping around from topic to topic, classes have improved over time, and several participants responded with "yes" or "no" (which didn't address the question of "how").

*Question 13: What ways could this training be improved on? If so, how?*

Ways to improve: hold people accountable, people do not turn in work or are late for class, get more professional speakers, focus on quality not quantity, clear up

the homework assignments, I want to learn new things, evaluate what people know and want to know, let more people into the program and roll out a new level LLP 5, organize the program, pick a direction and dig deeper, better classroom setting (size and noise), more outside “experts”, no lectures and more homework in a timely manner, LLP 4 is not challenging and is disjointed, vote on topics, more small group discussions, more technical application training and projects, advanced notice of topics, and better rank/order of the way people are put in training levels.

*Question 14: Do you feel that the structure of the training was effective? (Pacing, team activities, group work, etc.?)*

Over half of the participants, 15 of 28, responded affirmatively to this question. The other comments were as follows: yes, especially effective shorter classes, it is difficult to get assignments done given work load, new 2011 structure is excellent (3); there should be structural modifications of the participant pool; a change to the pacing assignments and activities are geared toward “the middle” leaving fast-paced students bored; pacing is too fast, and 2 participants said “no” or “not really.”

*Question 15: Were there any key ideas/topics that you felt were not discussed or touched on?*

Of the 23 respondents, 11 participants replied “no” to this question. Other comments were as follows: helping each other with difficulties, crucial conversations or topics by Ken Leahy, cross-departmental collaboration, topics need more focus, making the company “green”, influence and negotiation, and how to work with or manage difficult direct reports.

*Question 16: Has reading and writing played a key role in your training? How?*

Of the 26 respondents, 9 said “yes”, 2 said “somewhat” and 4 said “no”. Other comments were as follows: lack of reading in LLP 1 and 2 is a problem; writing assignments in LLP2 is a good thing, but using a grading rubric is not good; like handouts for review; too much reading in LLP2; reading is good but not the writing; writing is being graded too harsh; like the books and discussions; deeper awareness to my writing; both were minimal, but I like it that way; reading yes, writing no; reading has increased my vocabulary, Jerry was correct; and, not sure about the grading of written work—it’s pretty subjective.

*Question 17: Have you seen an impact in your day to day work? Please explain.*

**For the day to day impact, 26 participants responded in several key ways. Five participants responded “no or not yet or not sure;” 14 responded positively with a “yes”. Other responses included specifics such as connections with other leaders, I think twice before I speak and think more about my actions and interactions, better communication, stronger supervisor and delegate more, more attuned to emotions and how I related to others, try harder to treat people with respect and follow servant leadership, team is more positive because of positive energy; see co-workers differently; have more confidence (2); more patient and understanding; more receptive and aware of others; employee moral; and, better leadership.**

*Question 18: In general, what would you say you have gained from the Leadership Learning Program?*

**The following gains from the LLP were noted as follows: confidence and speaking up more; deeper insight into staff commitment (2); team building (2); better skills; good information; networking opportunities (2); new information; better listening skills; courage and confidence (3); servant leadership; respect for others; more involved in the team; and, how to track my business.**

### **Workshops and Training Events**

The following field notes will be analyzed and summarized in the final paper. For now, the unedited results are included until further analysis can be conducted after more workshops are attended and field notes are collected.

Dr. Robert Emmerling was the presenter to begin the New Year, January 2011. He presented the training on issues related to emotional intelligence and how this information assists employees at

Goodwill Industries in their work and daily lives. There were around 40 employees which attended the training and participated in small group work throughout the day.

Documents were distributed to the trainees by Dr. Arlene Montgomery who led the workshop with insight into brain development and neuroscience. She has PhD in Licensed Clinical Social Work and is a lecturer at the University of Texas. This course consisted of older professionals (35-60 years of age) with about 12 females and 8 males. They were being prepared for executive management positions.

Dr. M's opening icebreaker exercise consisted of a discussion of brain function and emotional intelligence. Dr. M had three volunteers sit in the front of the room while facing the rest of the participants. She told everyone that these three would be looking at pictures taken from magazines such as National Geographic and would not be allowed to use any words to describe the photos. Rather, the rest of the participants were to focus on the facial expressions of the three to catch a glimpse of what they might be feeling or thinking. While most agreed that they saw little expression on their faces, there were some slight grins and looks of puzzlement. The picture was of two polar bears hugging. This exercise was repeated a few times with different volunteers and various photographs. The "so what factor" was that our emotional systems tend to take over in an immediate fashion and is controlled by the right side of the brain which develops faster than the left side. They are expected to retrain their brains to connect to their employees' body language noting that the eyes are the "truest" and that the mouth "tends to lie".

Next the topic of "mirroring" was discussed as it relates to the mapping of experiences of others in order to gain their knowledge. Mentioned was the concept of embodied simulation – we do not do what we see, but our brains are firing as though we were. They must take themselves to a place internally where they can empathize with their peers and subordinates in order to truly understand them and their processes. Many personal experiences were discussed as the participants began to open up to the ideas presented. Dr. M brought up her experience with social services stating that empathy takes going to harsh places mentally with people. One must find the side of these people that wants to live and discuss it; they should not be left alone with their pain.

The Goodwill Training Specialist and liaison to SEU, broke the trainees into groups according to their data profiles. She mentioned that the groups were purposefully assigned to that conflicting personalities would work together. Each group had a team leader who would act as coordinators and organizers along with other responsibilities that would come later. Once these groups were formed they watch a ten minute clip of the documentary *Hands on a Hard Body*, a film about rural east Texas natives who competed for a chance to win a new half-ton pickup truck by spending endless hours and days with their hands on the vehicle. The last one left standing would win. In their groups they discussed the traits seen and determined from the interviews of contestants. The discussed in their groups and then together about how they could empathize with the contestants once they were able to stop and listen to what they had to say. They understood that a new truck to many was a necessity for labor rather than merely a prize to be won. The insight they gained from this exercise allowed them to analyze how they could listen more to their employees.

The training seminar held on March 29, 2011 was dedicated to the Strategic Sales Solutions program developed and delivered by the keynote speaker Shelley K. Plemons, CEO and President. Ms. Plemons has a Master's of Science in Counseling from Amber University and a Bachelor of Arts in Speech Communication from Texas Christian University.

The focus of the seminar was to help the LLP trainees identify sales strategies that work well along with common failures of sales teams. Some examples of best practices which she employs are (1) identifying what sets off some one's "sales radar" and eliminating them, (2) appealing to the needs of specific individuals and markets, (3) rather than using engaging techniques have meaningful conversations, and (4) conducting target market analysis to find the ideal customer while mimicking the competition.

It was obvious from the beginning of the presentation that the Goodwill team was interested to hear what Ms. Plemons had to say as it focused on their day-to-day strategies and core goals: sales. It is important to note that the Goodwill LLP3 trainees extend a wide variety of departments such as retail management, janitorial services, commercial marketing, and staffing services. While there were many relative conversations dealing with what to place on end-caps in the stores and how to sell whole outfits rather than individual materials, there were also moments when trainees had to think about how they "sold" their department. An unexpected example of this was a discussion about how difficult it can be to sell staffing solutions to other companies when many see Goodwill as an outlet to employ ex-convicts, uneducated individuals, and non-English speakers. Ms. Plemons used this opportunity to evacuate her lecture in order to use group brainstorming and discussions to create solutions.

Part of Ms. Plemons' goal was to find out more about Goodwill Industries as she mentioned from the get-go that she knew little about the company and their work. She was able to keep her strategies relevant by utilizing the conversations of the LLP trainees and asking questions throughout her presentation. She was very quick to take on new information from the Goodwill employees and deliver techniques which were adapted to fit their mold. This engaged the trainees and kept the conversations going by allowing them to talk while she fed off their information. Relative to this course was research as the key to determining their target market. "Do your homework prior to venturing out or making sales calls; know the details of your market. Research corporations that meet your ideal customer profile." She elaborated on the importance of up-to-date research by stating that it helps to identify the holistic view of the customer base such as the single mother with two jobs and three kids or simply the specifics about the community in which a particular store resides.

#### *Peer Observation-A Second Perspective of S. Plemons*

Shelly Plemons with Strategic Sales Solutions was the guest speaker at the training. This class focused mainly on basic sales training. She was an outside speaker from a private organization. This type of speaker is brought in for LLP3 and LLP4 groups. The lower level training groups have guest speakers from within Goodwill. The main goal of this training (as stated by Chama) was to have the team members stop viewing the organization from their specific departments, but

rather to break out of their silos and view strategies for the entire organization. One member in this group successfully brought up topics concerning areas unrelated to his specific role in Goodwill. During this speaker's presentation she introduced several suggestions for improvements to the stores in Ft. Worth, all of these suggestions were highlighted as best practices already used in the Goodwill retail stores in Austin. This speaker lacked some political correctness and spoke with a folksy tone. While the members had materials during the presentation, they were not given information in advance of the session.

As is clear from the quantitative information, many of the trainees were not participating in the conversation. This was a very diverse group of individuals from various segments in the organization. They were not organized by business groups, and when they broke up into smaller groups for the assigned project, they were in mixed groups to allow them to solve problems with contrasting personalities. This opportunity to engage with one another at the end of the session seemed very beneficial for the group. Far more conversations were being held when the teams were in groups and lively conversations occurred more often when the members were interacting with each other, rather than passively listening to the presentations.

LLP2 training class was held on March 31, 2011. The time in this session was used entirely for student presentations. Students developed and presented their own vision statement to classmates, training specialist, and a panelist of three judges. The assignment required each student to develop individual vision statements that were specifically designed for their department goals and mission, while considering Goodwill's mission as well. Including department team members, in order, to collectively develop the vision statement, as well as receive feedback, was an important element in the assignment. The primary goal for the training specialist, through the assignment, was to develop and refine the students' skills necessary to design, build and implement successful presentations. Students' grades were based on content, structure, and style, critiqued by the three judges and the training specialist. Direct feedback and questions were provided, following each presentation, while the student remained at the head of the class. Common feedback included suggestions such as comfortableness; slide layout and design; breath and voice pitch; use of the words "um", "I" instead of "we"; and finally suggestions for creating smoother transitions from the introduction through the conclusion. Feedback was consistently constructive, and always followed with a positive observation. Questions, most commonly, included a focus that addressed the development of the vision statement, as well as the presenters' success and techniques for implementing the new vision statement into their department.

After the presentations were concluded and judges had left the class, the training specialist followed-up with a recap discussion including the suggestions and discussion offered from the panelists. With the entire class present, the training specialist walked through specific suggestions for each presenter. The class seemed extremely engaged and receptive to the training specialist's discussion on feedback. The discussion focused on adjusting and building new techniques, in order to improve presentation skills. This assignment's primary purpose is to develop, build on, and adapt the students' presentation skills throughout the entire course of the LLP2 training. Students in the LLP2 class will be presenting an additional two more times and

will be graded on their improvement from one presentation to the next. Students listened but did not take notes during the discussion of requirements.

This session of the LLP2 on April 21, 2011 consisted of presentations by the trainees. The previous sessions in the group were surrounding the ideas of vision, mission statements, and strategic planning to address those goals. Each trainee spoke in front of the class as well as a panel consisting of two managers and another LLP trainee from a higher level who managed others not in this group. The level of presentation ability varied greatly among this cohort. Some presented with very professional power point slides, while others struggled with the information included. One of the panelists noted that the slides should hold information of substance, not simply lists of items related to the topic. Several of the presenters exhibited signs of nervousness with speaking in a public forum. Issues of volume and vocal quality were apparent and also commented on by the panelist. Another aspect that varied greatly among the trainees was the content included in their presentation. Some delved into topics concerning future outcomes and problem solving while others produced a simpler explanatory tone in describing their particular position.

This session was training on many levels at the same time. They were allowing the individuals to share among colleagues their particular role as well as the wider department mission, thus allowing each of them a quick snapshot of the wide range of functionality present in GICT as a whole. Moreover, this training taught hard skills like presentation methods and basic computer literacy with software common among corporate environments. Several of the members commented that their position required much listening and helping those they manage to understand the importance of their own role in the organization. This idea of there being “no small parts” rings true throughout the company and these employees repeat the importance of every member of the team with such consistency that it is clear they believe in the mission of GICT.

It would be helpful to compare this class with an earlier section in which the trainers are teaching skills, however viewing the outcome was an interesting aspect of the learning process. The depth of feedback is an important aspect to record and we were not allowed access to this information, but trainees could learn much from specific critiques on their presentation skills and content development.

Training on April 26, 2011 was attended by 16 participants 8 were male and 8 were female. The speaker was introduced by a non-participant of the training. The topic for the training was emotional intelligence and the training group has been using this topic for the entire quarter. The speaker gets up and does a very short opening discussion and allows for an open forum for everyone to speak freely about the topic. After introducing the topic the speaker has each participant work on a short activity by writing down what different moods they can think of. The groups seems to have trouble thinking of moods off the top of their head so the speaker has them brainstorm as a groups for different moods and creates a list of moods to help them get thinking. There was about 1 minute given for the participant to complete the mood activity. Then the speaker goes back into the open forum of discussing what people thought of and came up with. Then the speaker talks about what moods enable learning and what moods hinder learning. After introducing this new idea the speaker allows the participant to discuss what moods they feel help

and hinder learning. After this discussion is completed they all get up and go in to a different room to do some physical exercises about mood. The physical exercises consist of five different poses that stem from yoga. There was the neutral pose, the resolution pose, the openness stance, the stability or monarch pose, and the flexibility pose. The participants are instructed to stay in the poses for about 2 minutes while listening to music that complements the mood to the poses. After each pose they talk about how it made each individual feel and who felt empowered or comfortable with the pose and what that meant. After the physical exercises the group took about a 20 minute break. The participant resumed their training session by completing presentations they have been working on. The presentations all were from material presented at a prior training session. There were four presentations total and all the presentation were about the same case study. After the presentation they were given some feedback from the speaker and the speaker graded the group as a whole and Shama graded individuals. After the training they recapped what they had spoken about through the training today and over the entire quarter.

Most people in the room seemed to be engaged in the training from the start. Some people were taking notes. The entire group seems comfortable and willing to be open with each other. I found this interesting because Jerry was one of the participants. I noticed that everyone seemed to know each other well on a personal level. I liked how the presenter, Paula Fracasso, allowed the conversation to flow from person to person only interjecting when it needed redirecting or a question needed to be answered. I did wonder how having Jerry in the room was affecting people and how they were acting. I also noticed during the body exercises everyone was willing to do them and participate as well as get a little silly. After the break they started on presentation they were in four different groups and did four very different presentations. The first group did a question and answer skit to allow the audience to determine who was who from the case study. The second group did a cute skit on how they felt the case study should have been resolved. The third group did a PowerPoint presentation. The fourth and final group did a board game on how to resolve the workplace issue properly. Through all of the presentation everyone was engaged and paying attention. In closing the speaker continued the open forum atmosphere. The interesting thing I found was that the case study presentation allowed the participant to talk about issues they have or have had in the past amongst themselves. She only intervened when necessary and when time had run out. Over all everyone was engaged in the training and it seemed to help open up some problems to be addressed that have occurred in the past or are still occurring.

May 27, 2011: Writing Workshop presented by St. Edward's Faculty members.

The session collaboratively planned with Goodwill trainers, presented information regarding quality writing. Tools and strategies for writing sound essays, memos, and other types of writing were discussed by the presenters. Engaging activities and models were presented to the employees of Goodwill. The presentation was on a Friday before a holiday weekend, therefore attendance was limited. It was recommended to present the workshop again in the fall 2011 session as it provided valuable information about strategies, techniques, and content related to the writing process.

## **Interviews**

Three interviews have been collected to date and we are hopeful that more will follow. For now, the complete interview data are included in the following section.

Interviewee 1

**Interview 1.1 Do you have a favorite/least favorite speaker? Why?**

I always enjoy the speakers who are interactive and organized. In our class, any speaker that had us do activities, games or group projects held my attention and made me think more. There were some speakers, though not many, who did not do these things and simply spoke what was on their notes. Organization is also a key. In one presentation, I felt the speakers were thoroughly unprepared for the class. The video they were using was not preset so they had to hunt through the DVD to find the appropriate scene, which took probably 10 minutes, and the activity they had us do was not clearly explained so it created confusion instead of enlightenment.

**Interview 1.2 Have you integrated the training into your daily work life? Outside your work life? In what ways?**

I have definitely integrated the training I received into my daily life. At work, I have learned to be more cognizant of how my decisions affect the company as a whole. I realize now, more than ever, how important it is to communicate well and build relationships both inside and outside the company. Internally, you realize that you cannot work in a silo and that pretty much every job is interconnected, you understand that communication is one of the most important aspects of any job. Transparency is very important. Externally, if you are able to build relationships with outside vendors/customers and create an environment of mutual respect, these people are more likely to work with you when issues arise.

In my non work life, I have incorporated my training in communication into my relationships with acquaintances, friends and family. I try to understand their views on things more instead of trying to “fix” a problem. The other thing I learned is that you make time for the things that are important. If I really feel that rock climbing, movie watching, or dinner with the family is important, then I will make time for those activities. This requires some sacrifice in other areas, but if I have decided on my priorities then it shouldn’t be a problem. I am working on time management a lot in my personal life as well as my work life.

**Interview 1.3 How have your attitudes/impressions changed during the trainings?**

I feel like I try to see the bigger picture on a lot of things now that I have completed the first LLP training. How does my work affect the company and their mission? I also feel like I am becoming more open in my perceptions of fellow employees. I have always tried not to judge but I probably do a better job of that now. You never really know where people are coming from.

**Interview 1.4 Has this LLP given you a better understanding of the mission of Goodwill?**

I think it has given me a better understanding of Goodwill’s mission. The class is pretty extensive in that it has people from all over the company present. You get to see a lot of

perspectives on how things work and the thought processes in the different departments and how everything fits together.

**Interview 1.5 Do you think the training has allowed you to think more broadly about Goodwill, rather than focus on your specific department?**

I definitely believe the training has allowed me to think about the whole company instead of just my own individual department. I work in accounting and sometimes we can get caught up in our own little world without regard to other areas of the company. Even if I am busy, I now have more awareness that I am just a part of the whole, but I also realize how important my area is in the overall health and success of the company.

**Interview 1.6 Were there any times that you felt you were challenged to the point that you might not be able to achieve the goal of any project or activity?**

To be honest, there wasn't a whole lot in this class that challenged me. The one thing I did feel challenged on was presenting to a group, even though I feel like I did very well. Like many people, I have never really been too comfortable with public speaking. I know that I can do it and I'm pretty confident that I can do it well, but I get nervous or feel like I would get emotional once I get going talking. I think in time I will be able to present with less anxiety and more confidence. Becoming a great leader is about facing fears head on and challenging yourself and others, so that particular part of the class I feel was the most beneficial for me.

Interviewee 2

**Interview2.1. Do you have a favorite/least favorite speaker? Why?**

While I received something valuable from each class, I mostly enjoyed a class taught by Kevin. Kevin discussed the philosophy that underlies Emotional Quotient (EQ), and it can effectively impact our organization. EQ involves self-awareness and how what you say and do around you, impacts people. EQ fits into our department areas, providing us with a lot of tools for the opportunity for leadership roles. During class and later in my department, the EQ discussion engaged the groups into a lot of good work. Because of additional career development opportunities I'm being provided within Goodwill I have had to miss several classes, and so, my response to a favorite class may reflect differently if I'd attended all classes. I did, however, enjoy the EQ course very much.

**Interview2.2. Have you integrated the training into your daily work life? Outside your work life? In what ways?**

Yes and Yes. I've noticed that the classes have been crucial in the effectiveness of my conversations with co-workers. The Emotional Quotient (EQ) class was interesting and helpful because as a person we tend to not enjoy conflict, and so, how to have that conversation that you know will be uncomfortable and get productive results. And then you get this new skill set and then you see them (co-workers) morphing and practicing it. Additionally I've been teaching some LLP1, LLP2, and LLP3 courses, and learned a lot from teaching it. I teach advance

financials and also the three sixty evaluations through the different groups, which has probably been my favorite.

**Interview 2.3. How have your attitudes/impressions changed during the trainings?**

The classes have been crucial to my communications with others, which was really interesting to me. The classes make you think about things in a different way, even things you may have though you already understand. It's a different way to think. I love to read and learn and study new ideas, so classes were an easy thing for me. However, I've watched my peers and some might go into the classes with the "I don't want to know" attitude, and watching the changes happen in this attitude and up-lifting them to different levels is really neat and valuable. Cohesive teamwork.

**Interview 2.4. Has this LLP given you a better understanding of the mission of Goodwill?**

Yes, absolutely.

**Interview 2.5. Do you think the training has allowed you to think more broadly about Goodwill, rather than focus on your specific department?**

Absolutely, we work cross functionally a lot at my level and these courses have exposed me to different sides of peers on a work team, a side that we probably wouldn't have seen otherwise. It shows you the value of getting to know someone, rather than just getting the job done. I'm a driver, and so, it's good for me to take time. It's all a part of the self-awareness process, and humbles us a little bit.

**Interview 2.6. Were there any times that you felt you were challenged to the point that you might not be able to achieve the goal of any project or activity?**

No, however I do believe there is value in getting to that point sometimes. I have some people in my department who will worry and then succeed. I've seen the team pull together, when peers are worried or feel too challenged, and this in itself helps build tools. Carmen called and needed someone to teach the Cuvey class last minute, and this pulled me out of my comfort zone quite a bit, in needing to prepare last minute for a class I hadn't looked at in a long time. So, actually yes. While I initially said no to this question, I'd have to change this to yes. I did it, and felt a great deal of accomplishment.

**Interviewee 3 (telephone)**

**Interview 3.1. Do you have a favorite/least favorite speaker? Why?**

- Cathy - Cathy the CFO was the favorite

“A lot of people in the class are store managers, and they are not used to dealing with a large budget, but she didn't dumb it down - she spoke to us like we were in grad school. It pushed a lot of people to see the larger picture.”

**Interview 3.2. Have you integrated the training into your daily work life? Outside of your work life? In what ways?**

- These assignments need to be required for trainees to implement
- She did not use outside of work

“Yeah - a lot of it is required. We have assignments with people we supervise.”

“When I was talking to a co-working, something from class popped into my mind, I should let them feel some sense of responsibility”

**Interview 3.3. How have your attitudes/impressions changed during the trainings?**

- More contact with VP and middle management
- Good opportunity to get face time with upper and middle management

“Before [the training] it felt like an organization where I couldn't email a VP, but now they know my name--it wouldn't be entirely inappropriate”

**Interview 3.4. Has this LLP given you a better understanding of the mission of Goodwill?**

- Due to her role, she understood the mission prior to training

“Because of my job, I'm in the mission everyday”

“With the store employees it has been good because they focus on making sales and making numbers [rather than the mission]”

**Interview 3.5. Do you think the training has allowed you to think more broadly about Goodwill, rather than focus on your specific department?**

- Possibilities of collaboration with the other service department are more obvious after the training

“[There is another] department dealing with disabilities, and we have never communicated before - now we have been able to connect and learn what we do”

**Interview 3.6. Were there any times that you felt you were challenged to the point that you might not be able to achieve the goal of any project or activity?**

- While the content was sometimes challenging, especially this final project, most of the problem was related to time management rather than content challenges

“I don’t know what the hell I’m going to do for it [final presentation]!”

“There have been times when I thought about dropping out”

“The presentation skills were worthwhile—I know I have

## Conclusions

This concluding section will address the four over-arching questions described above. These research questions were identified as:

1. What are the perceptions of the quality of the training from a participant viewpoint?
2. Is the LLP making a difference in the daily and longer-term attitudes and success towards their leadership roles within the Goodwill culture?
3. How are the skills gained by employees in professional development trainings translated into the employees working behaviors and professional output in the company?
4. What specific training activities bring forth a constructive connection to the material being taught for the participants?

*Research Question 1:* The information and insight gained through the survey/questionnaire, the observations, and the interviews suggest that the LLP has a generated a positive experience for the participants. The data from the survey alone, suggests that of the 31 survey respondents, 29 participants reported that the experience of the LLP based on 3 of the 4 criteria (quality, qualification, and usefulness of information) to be at least a “3” or higher on a “5 point” scale. For the “good use of time” criteria, 28 participants reported that the experience of the LLP was at least a “3” or higher on the same scale (see Table 2 above).

Furthermore, the observations obtained during training sessions indicate the following: high levels of engagement from employees and participants, high quality presenters and presentations, participants and employees at sessions were highly motivated to participate, the types of activities were of excellent value and quality, and a very positive productive environment was observed during all of the sessions.

*Research Question 2:* The open-ended questions on the survey and some of the interview data provide rich details regarding the answer to this question. In particular, questions 7, 8, and 17 provide very good insight into the “making a difference” question. Upon reviewing the responses to these survey questions, it is clear that aspects such as servant leadership, strategic planning, people skills, business writing, communication skills, and emotional intelligence were emphasized in the responses.

The following example from interview 1, serves to illustrate how the program is making a difference:

*“I have definitely integrated the training I received into my daily life. At work, I have learned to be more cognizant of how my decisions affect the company as a whole. I realize now, more than ever, how important it is to communicate well and build relationships both inside and outside the company. Internally, you realize that you cannot work in a silo and that pretty much every job is interconnected, you understand that communication is one of the most important aspects of any job (Interviewee 1).”*

*Research Question 3:* The application of principles and ideas, the “how are you using this information” question, is best supported by question 9 and 11 of the survey. Responses included responses such as continuing to require EI for all employees, assisting others by helping them to deal with changes, understanding EI can articulate the practical aspects, has created more professional problem solving, teaching the skills to direct reports, using skills to understand audience, helps to create harmony and to influence people, is being used in situations with customers, employees and colleagues. Other examples also emphasized previously were servant leadership, and more deliberate in interactions, better listening skills, creating a well-rounded highly motivated department, helping in team connections and team building, business communications and deeper awareness of actions, coaching skills have improved, leadership competencies have improved, and looking at things from multiple viewpoints.

Interview 1 serves to support this same idea:

*“I definitely believe the training has allowed me to think about the whole company instead of just my own individual department. I work in accounting and sometimes we can get caught up in our own little world without regard to other areas of the company. Even if I am busy, I now have more awareness that I am just a part of the whole, but I also realize how important my area is in the overall health and success of the company (interviewee 1).”*

*Research Question 4:* The specific training activities mentioned are described best by question 7. The ideas of networking, hearing perspectives from other departments, readings, people skills, strategic planning, working on departmental goals, working on financials, business writing, interviewing skills were helpful for new employees, organizational awareness and getting to know peers, policies, and procedures; EQ and leadership styles, communication and hands-on activities were helpful, coaching skills, human resources was valuable, crucial conversations, and time management.

## Recommendations

Overall, the data suggests that employees who are participating in the training are pleased with the experience and feel that as the program grows and develops, it is improving in a number of ways. The Lim study (2006), described in the literature review section, is an important study to consider for several reasons—it applies very closely to the themes of training effectiveness that have been discussed, and the data gathering models that they used permitted a time ranged approach that would allow Goodwill to establish a base line impression and then a comparative endpoint impression to compare against. Overall, this paper provides some very helpful ideas and contains some favorable examples of a testing apparatus and instruments that are instructive for this study and future studies that Goodwill may undertake.

A second study discussed in the literature, *The Application of Behavioral Science Theory to Professional Development* (Huber, 1968) uses the proposition-strategy-consequence model as a means of analyzing the motivations and attitudes surrounding professional development. We believe that the Huber (1968) and similar studies (Becker, Huselid & Ulrich, 2001; Chan, Miller, & Monroe, 2009; Woulfe, 2010; Lowenthal, 1981) will provide valuable insight into program enhancement and improvement.

The following additional recommendations follow from analysis of the survey, interviews, and program observations (site visits).

1. Provide a more structured design of the program which is clearly defined in terms of curriculum, objectives, and activities.
2. Communicate with participants more clearly and more often.
3. Build in more expectations and accountability for attendance and assignment submission.
4. Obtain regular input from participants regarding topics of interest and ideas for ongoing improvement.
5. Continue to bring in highly qualified individuals who are “experts” in the field.

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# Appendix

Goodwill Training Participant Survey—  
Open-ended question responses,  
Numbers 6—18

**6. Are there essential elements of your job not being addressed in training? If so, what would you like to see added to the training curriculum?**

- dealing with difficult managerial situations
- good enough
- I would like to see some cross-departmental and program communication. I'm not sure how this could be presented as a training, but this is a good opportunity for us all to learn what other parts of the agency are up to and establish contacts.
- I am not looking for job training. I am looking for leadership and management aspects of training, how to work and think strategically and how to better facilitate collaboration and eliminate silos.
- no
- Performance Excellence / Process Efficiencies: Yes, the integration of these elements into this leadership training program would be incredibly beneficial for the leaders involved. The ability to think critically of their specific operation and then apply performance excellence principles to their operations would strengthen these individuals, their departments, and our organization as a whole.
- none
- N/A
- Experience has been my best teacher. There are some things that cannot be taught. However, structured across the board guidelines on do's and don'ts in relation to HOW to coach, when to coach, using discretion with employees and HOW to motivate? Does that make sense? A lot of it I have learned by experience, yet I still feel frustrated with it all. Each case is different.
- It seems like we are getting a survey of different techniques and methods as opposed to focusing on a single model. Most organizations have a set of core competencies that they train to.
- Most of the information is a refresher from earlier training received or work experiences
- My job can be very technical so I also go out and obtain technical training for my certification. I don't believe this kind of training should be done in house.
- how to manage your boss, deal with issues related to your supervisor
- All of the training courses are very much useful.
- teaching not lecture
- yes they are
- na
- negotiation, persuasion, strategic thinking
- problem solving
- More technical application knowledge would be beneficial
- Time management
- no
- motivation
- nothing
- How to create inter-departmental cooperation

**7. What aspect of the training do you feel is most valuable for your specific job?**

- networking with other managers that I don't see on a regular basis
- good enough
- perspective of other students from different departments
- Servant leadership. I would, however, like to have staff from upper management discuss how they specifically implement this philosophy on a daily basis.
- Reading books and really digging in.
- people skills
- Strategic Planning: The ability to recognize departmental goals, apply a plan to accomplish these goals, and implement this plan successfully is absolutely key to sustaining the success of my

department.

- all of it is valuable
- Strategic planning and financials
- Business writing, what little I had of it. The servant leadership design, I really love taking someone brand brand new to our company and watching them grow. The tools of LLP1 have helped, especially the class on interviewing, how to conduct an interview, what it should look like.
- I am learning about the organization and my peers.
- Policies and procedures
- I have really enjoyed and used the training on EQ and leadership styles
- all - working with people from entire company
- Vision
- hands on hands, communication
- servant leadership and the coaching skills
- Emotional intelligence....
- I believe the speakers need to be familiar with the Austin Goodwill's when speaking about contract/revenue increase.
- Human Resources was the most valuable
- Emotional Intelligence, crucial conversations,
- communication skills
- Emotional Intel.
- Interaction with peers
- Time management
- all
- Emotional Intelligence
- How to read people and employees
- Time management and EQ trainings

**8. Have you integrated any of the training lessons into your daily work life?**

- I think about the theoretical perspectives but I'm not sure I have integrated any specific tools into my work day.
- good enough
- Servant leadership.
- Somewhat to the extent that I am learning anything new.
- yes, training techniques dealing
- Yes, specifically trainings involved with employee motivation and team building.
- yes
- Yes, especially the presentation skills.
- Yes
- not really
- yes. I better understand the budgetary report, and the progressive disciplinary procedures
- yes on leadership styles
- yes, more presentations
- Yes
- yes
- yes i have
- EI, strategic thinking, non verbal communication
- Not really.
- Yes I have
- yes, especially EQ, and Crucial conversations

- understanding my direct reports and creating an environment for the objectives I hope to accomplish
- yes
- Yes
- Delegation and one minute manager
- yes
- yes
- yes a little this and a little of that.
- I have added the LEAN techniques for efficiency and try to be more emotionally intelligent

**9. How could you implement emotional intelligence as a tool for professional development?**

- Not sure - but I know our managers need some work on this.
- good enough
- helping people deal with changes better
- Strangely worded question. If this is asking what kind of a training I could imagine based on emotional intelligence, my first thought is that it should be conducted by someone who knowingly uses it on a professional basis. A manager who thinks about it and can articulate it's practical application.
- By thinking first and understanding but the issue I have with emotional intelligence is that to some extent we have been on the surface of this subject matter for what seems like a year and we are never delving below the surface in a more meaningful way.
- more professional problem solving by not getting emotionally involved.
- By recognizing my own EI and being cognizant of its impact on my work, I can strive to improve the areas where I lack sufficient EI and capitalize on the areas when EI helps me to currently succeed.
- it will help connect better with the employees
- It's good in dealing with other people and understanding other personality types.
- Focus on cognitive intervention skills at the management level. A lot of a person's ability to lead is directly related to their emotional maturity and intelligence. Some are more "mature" than others. It doesn't adversely affect the way they lead, but emotional intelligence I believe is tied into a person's self confidence, self esteem, and so on.
- I believe that emotional intelligence is required training for anyone in a management role.
- By understanding that decisions and attitudes that I exhibit as a manager has long reaching effects.
- Increasing my self-awareness of my own EQ
- dealing with boss
- Always treat others the way we would like to be treated.
- try on a daily basic to take some of the knowledge and implent into the stores.
- N/A
- Can be used in all situations with customers, employees, and colleagues. Should drive all crucial interactions
- By not becoming emotional attached with employees situations, but by hearing them out and giving sound advice..
- use it every day
- teaching this skill to my direct reports so they can manage their own behavior and those they work with
- Use it to understand the audience I work with and how to get what I want from them professionally.
- Praise your people for the work they do
- Training of employees
- you have to know your employees
- I'm learning how to create harmony and influence people I have no authority over

**10. Describe your first impressions when you received notice that you were to attend these training workshops. What benefit did you expect to get from this training?**

- I expected to be challenged and learn and grow as a leader and a person and professional from the experience
- Growth in multiple areas.
- good enough
- excitement; learn about company direction and expectations for excellence
- I was pleased at the opportunity -- and hopeful that it would expand my understanding and involvement with the agency.
- I was excited. I thought we would learn and be challenged.
- very nervous, these classes have already made me a stronger leader.
- I was excited about the opportunity to work on a cross-departmental team of leaders and expected to gain ample leadership skills.
- be a better supervisor
- Worried about the extra time spent in meetings, but looking forward to making new friends in class.
- Training. Yet I have begun to loath the thought of LLP2 because I am not ready for presentations. Maybe presenting, but coming up with the material to do so is intimidating. My self confidence is lacking in the area of creativity. I'm a do'er, follow my lead, here let me show you how kind of person. But I feel high anxiety at knowing or hearing about being judged by upper management on how well I present. What does that have to do with how I lead? I guess I just don't see it right now, maybe my lack of emotional intelligence is getting in the way?
- No expectations, just curious.
- Excitement. Eager to learn about how Goodwill's financial structure and our policies
- New knowledge on subjects I would never have thought about. Reading articles and books that I would never pick up on my own.
- I was unsure of what expectations.
- First impression I knew our company was committed to it's employees.
- more growth & leadership
- really wasn't sure what to expect
- I expected to be challenged. To learn hard skills that are applicable to day to day job. I am surprised that we cover more soft skills.
- I will work this into my schedule, because I love gaining wisdom. I figured that I would soak in the training of interest, and sit through the rest.
- It made me feel "special"! I got what I expected lots of knowledge
- felt good at being included at this level.
- my impression was very positive because I enjoy the subject matter
- One of the contributing factors to my working at this organization is the learning model it has deployed. For an organization to grow this aspect of our business needs to exist and continue to expand.
- I thought it was probably going to be all based on theory and speculation. I was not expecting much more than I had learned in college on similar topics.
- excited, I would be learning some things that would help me be a better leader
- To be a better leader
- To become a better leader and person
- i thought this was going to be a waste of time. wow was I wrong.
- I was worried if I would have time to complete assignments. So far I have not been able to complete 100% of my assignments. I have missed 2.

**11. Did you find effective or useful ideas, techniques or concepts in the training? If so, describe them?**

- can't think of any one in particular

- good enough
- I think this is something of a repeat of an earlier question. I found the servant leadership training conceptually useful. I believe I have been more deliberate in my interactions with co-workers.
- I feel like I am answering the same questions over and over again. I get a little bit out of most classes. If it resonates with me I remember to use it. My goal is to be a better person and leader and I don't always feel the training is giving me new materials.
- yes, mostly how i listen to people
- Yes, concepts of servant leadership and emotionally intelligence were thoroughly covered in LLP1 and applied in LLP2. Both topics are integral in leading a well-rounded highly motivated department.
- i liked the emotional piggy bank, it taught me to connect with my team
- Presentation skills are important, and it was good to get that practice.
- Team building & motivation is great and useful.
- It is all pretty interesting.
- I have learned useful skills in each of the sessions. Business Communications pointed out ways to avoid being too wordy. Policy and procedures clarified aspects of GW's handbook.
- yes, realizing that i am seen as a leader and being more aware of my actions
- All of the sharing of information between each other.
- somewhat
- yes, the coaching skills and how to get the most out of your team. how to be the best leader
- See above
- Some.. I liked the trainer from California, however I did not find the lady from Dallas of interest.
- Yes the coaching methods they taught were very helpful
- Yes - leadership competencies.
- understanding when to ask for input and when to give directives
- Yes. I've had the opportunity to view situations from different perspectives.
- Yes. I learned how to better sell an idea by understanding my audience, their needs, and how to tailor my needs and wants to fit their needs.
- yes,time management and delegation as well as financials
- yes, the help with interview ideas.
- Yes. I had to learn myself so I can coach others.
- Yes, as stated above - I like the EQ information

**12. Based on the number of months that you have attended the LLP trainings, how have your initial impressions of the program changed?**

- haven't really changed
- They seem to be becoming more relevant and useful. Improved level of organization from training.
- good enough
- I think that some of the classes have been more useful than others. I am glad to be in a program with staff from other parts of the agency.
- no
- yes
- After nearly 1 year in the LLP program, I have seen the program pass through its infancy stages. Unfortunately the "terrible 2's" have arrived and the need for growth is apparent. A stagnant pool of leaders between LLP programs is growing with little room for movement into higher LLP programs. Leaders in LLP3 and 4 have been in these programs for months with little fresh blood. For these trainings to continue to have the impact that they started with, follow through must occur with leaders who pass out of a particular phase. Bi-monthly

seminars are not sufficient, nor are redundant trainings addressing menial tasks or subjects instead of continuous improvement in the skills of these leaders.

- yes, i think its a great class
- It's getting better; trainer could be more organized.
- I'm still having a hard time digesting the presentation part of it.
- Not much, still curious about where we are going.
- I have enjoyed the classes and look forward to continuing to the next phases.
- I think staying on one subject matter longer than a month has helped to really learn and think about the material. At first we were jumpng around too much - sort of like the flavor of the month. I also like the smaller groups that were formed.
- I see the benefit of going through training program and making sure others attend as well
- I love the training class.
- yes
- yes it sure has, im very glad i attended
- About the same.
- Thet have changed I look forward to every Wed.
- Better than expected.
- the training surpassed my expectations... usually we do enough to get by and this training was very professional, useful, and unbiased
- Initial impression has not changed, I was excited then and I'm still excited.
- I was resistant at first because I felt the classes started off slowly and a bit elementary. But they have really improved and I enjoy learning and interacting with others that I normally have limited interaction with. Did I just end that sentence with a preposition?! I think I did.
- They have not changed i'm always eager for the next class
- no
- The program has gotten better.
- Yes tremendously
- I'm learning there are a lot of things that I didn't know about when it comes to managing people. Things that I didn't know, I didn't know

### 13. What ways could this training be improved on? If so, how?

- I think people need to be held accountable more - I notice a lot of people don't turn in homework on time (or at all) and are late to class
- More professional speakers. Sometimes got the impression we were going for quantity (hours logged) instead of quality. Perhaps meet less frequently with more intense, challenging classes.
- good enough
- I think that some of the homework assignments have been confusing. There could be a little more clarification about what is expected, and feedback requested on how it works with an individual's work schedule.
- I would like to learn something new. I think we learn the same things over and over and sometimes I think that the person designing classes is not always aware of what people in the room have already learned. For instance we did a whole class on strategic planning when the majority of the people in the room had been intimately involved with strategic planning for several years.
- To deal with the growing pool of leaders not receiving training, the HR/Training staff should consider rolling out concurrent LLP3 and LLP2 seminars. Additionally, rolling out the "LLP5" program will help to allow LLP4 participants to move up if needed and LLP3 participants to remain or continue to progress.
- nothing
- Again, more organization.
- Let's pick a direction and dig a little deeper. The concepts are at a shallow level which makes it difficult to affect changes in behavior.

- Unfortunately, the classroom setting is not very good due to the size and background noise
- Bringing in more "experts" outside of Goodwill
- Shama has a good handle on the training.
- not lecture, give home work assignment in a timely manner
- N/A
- LLP4 is not sufficiently challenging...and is too disjointed. This should be a stretch that is at least as hard as GW senior leadership programs
- Have the LLP3 team vote on what should be topics.
- Im not to sure
- more speakers form successful for profits coming to speak to us.
- more small group discussions with different members to get different perspectives and learn from more experiences
- More technical application training and projects.
- A little more advance notice of what is to be discussed, and a little more clear direction on the homework/project pace would be nice for planning purposes.
- nothing
- none
- If it can I don't know the way.
- Training that addresses the individual abilities rather than. So far we are kind of lumped together. It would be great to seperate training levels by skill instead of rank or political concerns

**14. Do you feel that the structure of the training was effective? (Pacing, team activities, group work, etc?)**

- yes
- Overall, yes. Much more effective with shorter classes.
- good enough
- To be honest, it has occassionally been a struggle to get the assignments done along with my regular work load.
- The new structure in 2011 is excellent.
- yes
- The trainings could use structure modifications or a re-assessment of participant pool. The activities, pacing, assignments tend to be geared towards the middle percentile of the group leaving the fast-paced individuals bored, and slower-paced individuals struggling to keep up.
- yeah, the team activities are great practice
- It was okay. Pacing is a little slow.
- Pace is too fast and information crammed into 1 time a week. You're expected to create a presentation, practice it and have it ready in one week, meanwhile you're working 50 hours a week? I don't get that.
- Yes
- The structure is fine
- Yes - We must all keep in mind that we have jobs to do so going to fast and asking too much at one time would be harmful
- yes, effective. It also changes forcing us to get out of our comfort zone.
- Group work
- No
- yes
- See above
- Not really.
- Yes it was

- yes
- good pace, need more team activities (not just one big assignment), and want more small group work
- yes
- Yes.
- yes
- yes
- I think the way Shama have it set up is perfect.
- The structure is okay - maybe a little too long if the topic is dry

**15. Were there any key ideas/topics that you felt were not discussed or touched on?**

- helping each other with any difficulties we are having
- good enough
- I have not yet completed LLP1, so I may have a different answer in the future. I referred to this earlier, but discussion about access to other departments and contact-making would be really useful.
- Crucial conversations and anything taught by Ken Leahy
- no
- Cross-Departmental collaboration
- no
- No.
- Needs more focus.
- No sure
- unsure
- No
- somewhat
- N/A
- Making our company more green, and going out with action plans to get the job done.. What areas are we weak in and need improvement?
- not reallly
- influence, negotiation
- how to work with and/or manage difficult direct reports
- No.
- no
- none
- no
- n/a

**16. Has reading and writing played a key role in your training? How?**

- no, I feel pretty strong in these areas already
- good enough
- N/A
- I have always been an advanced reader and have written research papers, thesis, case studys, etc. so learning to read and write was not something I needed.
- yes better on E mails
- A lack of significant required reading in both LLP1 and LLP2 is disheartening as it can be a key to successful development. Writing assignments in LLP2 are an excellent addition to the program but grading and analyzing these assignments to meet the needs of the participant is crucial. Using a set grading rubric across all participants is detrimental to the program as it does not provide a structure for the grader to provide sufficient criticism of the participant and pin-point areas in need of growth.

- i like having handouts because i can go back and review what was taught
- Somewhat. There wasn't much require reading in LLP2.
- Reading and discussion is good.
- The small amount of reading assignments were good.
- Reading has but not the writing.
- yes/no. I feel as though the writing is being graded to harsh.
- Yes because reading cause you to continuing to grow.
- yes
- yes
- The best part of LLP has always been the books and related discussions. Its an odd idea to think we have sufficient expertise to teach ourselves at this level.
- I read and write all the time..
- Yes it gave a awareness of my writing
- yes - reading business books, writing essays - both key elements to shining in world of business.
- both were minimal and did not play a key role at all, however I preferred it that way
- Reading yes, writing no. Being exposed to new concepts, ideas, and knowledge points are critical to growth.
- Yes. When interacting with a team, it is vital to have good reading and writing skills so that everyone's input is accurately represented.
- no i get more out of listen to the speakers
- yes improving on writing
- It has. Jerry said that reading and writing will increase your vocabulary. I feel he was 100% correct.
- I'm not sure about the grading of written work. It is pretty subjective.

**17. Have you seen an impact in your day to day work? Please explain.**

- not sure
- Connections with other leaders in the group.
- good enough
- N/A
- I think twice before I say certain things. I think more about how my action and interaction is perceived.
- yes,better communication.
- Yes, the key aspects of the program are integral to operating a successful department, and focusing on these concepts has allowed me to apply them in my day-to-day operations.
- i think i'm being a stronger supervisor and i'm delegating more instead of doing everything myself
- Not yet.
- not really
- No
- I feel that I am more attuned to my emotions and how I relate to others. I definitely have noticed and now understand better my emotions that have been impacted by my boss.
- yes, i try even harder to treat people with respect and follow the servant leadership model
- My Team is very positive because of my positive energy.
- yes
- yes
- HAVE I !!!!! I can not get caught up.
- yes I have I notice I'm able to see my co workers different and I have more




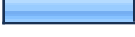
confidence

- yes. More confident in leadership abilities - awareness of what a great leader does and how my mood/leadership inspires (or doesn't at times) others
- day to day I've been more patient and understanding... I've concentrated on my direct reports strengths and not their weaknesses
- Yes, more receptive and aware of those around me.
- Not yet. Working on it.
- yes, I take what I have learned and try implementing things in my daily routine
- yes, employee moral
- yes. I am able to plan the day and effectively put it into action.
- I know I'm learning things that are helping me to be a better leader.


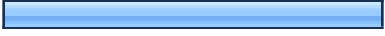
**18. In general, what would you say you have gained from the Leadership Learning Program?**

- I am trying to speak up more - and have more confidence in my opinions
- Some of the criteria above were difficult to measure because of varied topics. Some were very good, some not so much.
- good enough
- Better insight in to the commitment of other staff to the agency.
- Team building
- better skills at being a supervisor.
- An ability to more effectively ascertain the abilities of my peers and employees and utilize their particular skill-sets to assure success in whatever project I am currently tasked with.
- great information that will be useful for me now and in the future
- New skills, better understanding of how the organization works.
- I am learning about the organization and my peers.
- Other than the networking opportunities, I have gained knowledge in some area and been refreshed in others.
- New knowledge.
- allows us to work with people from all departments and in groups - this makes it a good experience and makes one think in a different perspective.
- That true leaders lead from the front, and develop other leaders.
- knowledge,
- I have learned to listen more to the employees and come up with a better way to make a great team and gain their respect
- I have built a strong relationship with other Goodwill employees, which has a lot of benefits with work..
- Courage and Confidence in myself and Goodwill
- Confidence and awareness of what great servant leadership looks like.
- Yes
- That's too broad of a question to answer here. To simplify, I have gained a greater respect for others in the organization, and I realize the depth to which everyone contributes to our success.
- How do be more involved in the progress of my team
- teamwork
- How to track my business and to be more confident.






**1. Please answer the following questions based on what training level you spent the most time attending. Which training level do you fall into?**

		Response Percent	Response Count
LLP 1		32.3%	10
LLP 2		16.1%	5
LLP 3		32.3%	10
LLP 4		19.4%	6
answered question			31
skipped question			0





**2. Gender**

		Response Percent	Response Count
male		43.3%	13
female		56.7%	17
answered question			30
skipped question			1

### 3. Please indicate the highest level of education you have achieved so far.

		Response Percent	Response Count
High school diploma/GED		22.6%	7
Some college		22.6%	7
Associates degree		9.7%	3
Bachelors degree		19.4%	6
<b>Post Graduate courses or degree</b>		<b>25.8%</b>	<b>8</b>
		<b>answered question</b>	<b>31</b>
		<b>skipped question</b>	<b>0</b>

### 4. How long have you been employed with Goodwill?

		Response Percent	Response Count
<1 year		6.5%	2
1-2 years		19.4%	6
3-4 years		29.0%	9
<b>5+ years</b>		<b>45.2%</b>	<b>14</b>
		<b>answered question</b>	<b>31</b>
		<b>skipped question</b>	<b>0</b>

**5. Answer the following questions using the following sliding scale: 1=poor 5=great**

	1	2	3	4	5	Response Count
Quality of training	0.0% (0)	6.5% (2)	<b>35.5% (11)</b>	<b>35.5% (11)</b>	22.6% (7)	31
Qualification of trainer	0.0% (0)	6.5% (2)	25.8% (8)	<b>41.9% (13)</b>	25.8% (8)	31
Was this a good use of your time?	3.2% (1)	6.5% (2)	29.0% (9)	29.0% (9)	<b>32.3% (10)</b>	31
Was what you learned useful?	3.3% (1)	3.3% (1)	26.7% (8)	<b>33.3% (10)</b>	<b>33.3% (10)</b>	30
<b>answered question</b>						<b>31</b>
<b>skipped question</b>						<b>0</b>

**6. Are there essential elements of your job not being addressed in training? If so, what would you like to see added to the training curriculum?**

	Response Count
	25
<b>answered question</b>	<b>25</b>
<b>skipped question</b>	<b>6</b>

**7. What aspect of the training do you feel is most valuable for your specific job?**

	Response Count
	29
<b>answered question</b>	<b>29</b>
<b>skipped question</b>	<b>2</b>

**8. Have you integrated any of the training lessons into your daily work life?**

	<b>Response Count</b>
	28
<b>answered question</b>	<b>28</b>
<b>skipped question</b>	<b>3</b>

**9. How could you implement emotional intelligence as a tool for professional development?**

	<b>Response Count</b>
	26
<b>answered question</b>	<b>26</b>
<b>skipped question</b>	<b>5</b>

**10. Describe your first impressions when you received notice that you were to attend these training workshops. What benefit did you expect to get from this training?**

	<b>Response Count</b>
	30
<b>answered question</b>	<b>30</b>
<b>skipped question</b>	<b>1</b>

**11. Did you find effective or useful ideas, techniques or concepts in the training? If so, describe them?**

**Response  
Count**

26

**answered question**

**26**

**skipped question**

**5**

**12. Based on the number of months that you have attended the LLP trainings, how have your initial impressions of the program changed?**

**Response  
Count**

28

**answered question**

**28**

**skipped question**

**3**

**13. What ways could this training be improved on? If so, how?**

**Response  
Count**

25

**answered question**

**25**

**skipped question**

**6**

**14. Do you feel that the structure of the training was effective? (Pacing, team activities, group work, etc?)**

**Response  
Count**

28

answered question

28

skipped question

3

**15. Were there any key ideas/topics that you felt were not discussed or touched on?**

**Response  
Count**

23

answered question

23

skipped question

8

**16. Has reading and writing played a key role in your training? How?**

**Response  
Count**

26

answered question

26

skipped question

5

**17. Have you seen an impact in your day to day work? Please explain.**

**Response  
Count**

26

answered question

26

skipped question

5

**18. In general, what would you say you have gained from the Leadership Learning Program?**

	<b>Response Count</b>
	24
<b>answered question</b>	<b>24</b>
<b>skipped question</b>	<b>7</b>

Goodwill Training Participant Survey—  
Open-ended question responses,  
Numbers 6—18

**6. Are there essential elements of your job not being addressed in training? If so, what would you like to see added to the training curriculum?**

- dealing with difficult managerial situations
- good enough
- I would like to see some cross-departmental and program communication. I'm not sure how this could be presented as a training, but this is a good opportunity for us all to learn what other parts of the agency are up to and establish contacts.
- I am not looking for job training. I am looking for leadership and management aspects of training, how to work and think strategically and how to better facilitate collaboration and eliminate silos.
- no
- Performance Excellence / Process Efficiencies: Yes, the integration of these elements into this leadership training program would be incredibly beneficial for the leaders involved. The ability to think critically of their specific operation and then apply performance excellence principles to their operations would strengthen these individuals, their departments, and our organization as a whole.
- none
- N/A
- Experience has been my best teacher. There are some things that cannot be taught. However, structured across the board guidelines on do's and don'ts in relation to HOW to coach, when to coach, using discretion with employees and HOW to motivate? Does that make sense? A lot of it I have learned by experience, yet I still feel frustrated with it all. Each case is different.
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- problem solving
- More technical application knowledge would be beneficial
- Time management
- no
- motivation
- nothing
- How to create inter-departmental cooperation

**7. What aspect of the training do you feel is most valuable for your specific job?  
networking with other managers that I don't see on a regular basis**

- good enough
- perspective of other students from different departments
- Servant leadership. I would, however, like to have staff from upper management discuss how they specifically implement this philosophy on a daily basis.
- Reading books and really digging in.
- people skills
- Strategic Planning: The ability to recognize departmental goals, apply a plan to accomplish these goals, and implement this plan successfully is absolutely key to sustaining the success of my

department.

- all of it is valuable
- Strategic planning and financials
- Business writing, what little I had of it. The servant leadership design, I really love taking someone brand brand new to our company and watching them grow. The tools of LLP1 have helped, especially the class on interviewing, how to conduct an interview, what it should look like.
- I am learning about the organization and my peers.
- Policies and procedures
- I have really enjoyed and used the training on EQ and leadership styles
- all - working with people from entire company
- Vision
- hands on hands, communication
- servant leadership and the coaching skills
- Emotional intelligence....
- I believe the speakers need to be familiar with the Austin Goodwill's when speaking about contract/revenue increase.
- Human Resources was the most valuable
- Emotional Intelligence, crucial conversations,
- communication skills
- Emotional Intel.
- Interaction with peers
- Time management
- all
- Emotional Intelligence
- How to read people and employees
- Time management and EQ trainings

**8. Have you integrated any of the training lessons into your daily work life?**

- I think about the theoretical perspectives but I'm not sure I have integrated any specific tools into my work day.
- good enough
- Servant leadership.
- Somewhat to the extent that I am learning anything new.
- yes, training techniques dealing
- Yes, specifically trainings involved with employee motivation and team building.
- yes
- Yes, especially the presentation skills.
- Yes
- not really
- yes. I better understand the budgetary report, and the progressive disciplinary procedures
- yes on leadership styles
- yes, more presentations
- Yes
- yes
- yes i have
- EI, strategic thinking, non verbal communication
- Not really.
- Yes I have
- yes, especially EQ, and Crucial conversations

- understanding my direct reports and creating an environment for the objectives I hope to accomplish
- yes
- Yes
- Delegation and one minute manager
- yes
- yes
- yes a little this and a little of that.
- I have added the LEAN techniques for efficiency and try to be more emotionally intelligent

**9. How could you implement emotional intelligence as a tool for professional development?**

- Not sure - but I know our managers need some work on this.
- good enough
- helping people deal with changes better
- Strangely worded question. If this is asking what kind of a training I could imagine based on emotional intelligence, my first thought is that it should be conducted by someone who knowingly uses it on a professional basis. A manager who thinks about it and can articulate it's practical application.
- By thinking first and understanding but the issue I have with emotional intelligence is that to some extent we have been on the surface of this subject matter for what seems like a year and we are never delving below the surface in a more meaningful way.
- more professional problem solving by not getting emotionally involved.
- By recognizing my own EI and being cognizant of its impact on my work, I can strive to improve the areas where I lack sufficient EI and capitalize on the areas when EI helps me to currently succeed.
- it will help connect better with the employees
- It's good in dealing with other people and understanding other personality types.
- Focus on cognitive intervention skills at the management level. A lot of a person's ability to lead is directly related to their emotional maturity and intelligence. Some are more "mature" than others. It doesn't adversely affect the way they lead, but emotional intelligence I believe is tied into a person's self confidence, self esteem, and so on.
- I believe that emotional intelligence is required training for anyone in a management role.
- By understanding that decisions and attitudes that I exhibit as a manager has long reaching effects.
- Increasing my self-awareness of my own EQ
- dealing with boss
- Always treat others the way we would like to be treated.
- try on a daily basic to take some of the knowledge and implent into the stores.
- N/A
- Can be used in all situations with customers, employees, and colleagues. Should drive all crucial interactions
- By not becoming emotional attached with employees situations, but by hearing them out and giving sound advice..
- use it every day
- teaching this skill to my direct reports so they can manage their own behavior and those they work with
- Use it to understand the audience I work with and how to get what I want from them professionally.
- Praise your people for the work they do
- Training of employees
- you have to know your employees
- I'm learning how to create harmony and influence people I have no authority over

**10. Describe your first impressions when you received notice that you were to attend these training workshops. What benefit did you expect to get from this training?**

- I expected to be challenged and learn and grow as a leader and a person and professional from the experience
- Growth in multiple areas.
- good enough
- excitement; learn about company direction and expectations for excellence
- I was pleased at the opportunity -- and hopeful that it would expand my understanding and involvement with the agency.
- I was excited. I thought we would learn and be challenged.
- very nervous, these classes have already made me a stronger leader.
- I was excited about the opportunity to work on a cross-departmental team of leaders and expected to gain ample leadership skills.
- be a better supervisor
- Worried about the extra time spent in meetings, but looking forward to making new friends in class.
- Training. Yet I have begun to loath the thought of LLP2 because I am not ready for presentations. Maybe presenting, but coming up with the material to do so is intimidating. My self confidence is lacking in the area of creativity. I'm a do'er, follow my lead, here let me show you how kind of person. But I feel high anxiety at knowing or hearing about being judged by upper management on how well I present. What does that have to do with how I lead? I guess I just don't see it right now, maybe my lack of emotional intelligence is getting in the way?
- No expectations, just curious.
- Excitement. Eager to learn about how Goodwill's financial structure and our policies
- New knowledge on subjects I would never have thought about. Reading articles and books that I would never pick up on my own.
- I was unsure of what expectations.
- First impression I knew our company was committed to it's employees.
- more growth & leadership
- really wasn't sure what to expect
- I expected to be challenged. To learn hard skills that are applicable to day to day job. I am surprised that we cover more soft skills.
- I will work this into my schedule, because I love gaining wisdom. I figured that I would soak in the training of interest, and sit through the rest.
- It made me feel "special"! I got what I expected lots of knowledge
- felt good at being included at this level.
- my impression was very positive because I enjoy the subject matter
- One of the contributing factors to my working at this organization is the learning model it has deployed. For an organization to grow this aspect of our business needs to exist and continue to expand.
- I thought it was probably going to be all based on theory and speculation. I was not expecting much more than I had learned in college on similar topics.
- excited, I would be learning some things that would help me be a better leader
- To be a better leader
- To become a better leader and person
- i thought this was going to be a waste of time. wow was I wrong.
- I was worried if I would have time to complete assignments. So far I have not been able to complete 100% of my assignments. I have missed 2.

**11. Did you find effective or useful ideas, techniques or concepts in the training? If so, describe them?**

- can't think of any one in particular

- good enough
- I think this is something of a repeat of an earlier question. I found the servant leadership training conceptually useful. I believe I have been more deliberate in my interactions with co-workers.
- I feel like I am answering the same questions over and over again. I get a little bit out of most classes. If it resonates with me I remember to use it. My goal is to be a better person and leader and I don't always feel the training is giving me new materials.
- yes, mostly how i listen to people
- Yes, concepts of servant leadership and emotionally intelligence were thoroughly covered in LLP1 and applied in LLP2. Both topics are integral in leading a well-rounded highly motivated department.
- i liked the emotional piggy bank, it taught me to connect with my team
- Presentation skills are important, and it was good to get that practice.
- Team building & motivation is great and useful.
- It is all pretty interesting.
- I have learned useful skills in each of the sessions. Business Communications pointed out ways to avoid being too wordy. Policy and procedures clarified aspects of GW's handbook.
- yes, realizing that i am seen as a leader and being more aware of my actions
- All of the sharing of information between each other.
- somewhat
- yes, the coaching skills and how to get the most out of your team. how to be the best leader
- See above
- Some.. I liked the trainer from California, however I did not find the lady from Dallas of interest.
- Yes the coaching methods they taught were very helpful
- Yes - leadership competencies.
- understanding when to ask for input and when to give directives
- Yes. I've had the opportunity to view situations from different perspectives.
- Yes. I learned how to better sell an idea by understanding my audience, their needs, and how to tailor my needs and wants to fit their needs.
- yes,time management and delegation as well as financials
- yes, the help with interview ideas.
- Yes. I had to learn myself so I can coach others.
- Yes, as stated above - I like the EQ information

**12. Based on the number of months that you have attended the LLP trainings, how have your initial impressions of the program changed?**

- haven't really changed
- They seem to be becoming more relevant and useful. Improved level of organization from training.
- good enough
- I think that some of the classes have been more useful than others. I am glad to be in a program with staff from other parts of the agency.
- no
- yes
- After nearly 1 year in the LLP program, I have seen the program pass through its infancy stages. Unfortunately the "terrible 2's" have arrived and the need for growth is apparent. A stagnant pool of leaders between LLP programs is growing with little room for movement into higher LLP programs. Leaders in LLP3 and 4 have been in these programs for months with little fresh blood. For these trainings to continue to have the impact that they started with, follow through must occur with leaders who pass out of a particular phase. Bi-monthly

seminars are not sufficient, nor are redundant trainings addressing menial tasks or subjects instead of continuous improvement in the skills of these leaders.

- yes, i think its a great class
- It's getting better; trainer could be more organized.
- I'm still having a hard time digesting the presentation part of it.
- Not much, still curious about where we are going.
- I have enjoyed the classes and look forward to continuing to the next phases.
- I think staying on one subject matter longer than a month has helped to really learn and think about the material. At first we were jumpng around too much - sort of like the flavor of the month. I also like the smaller groups that were formed.
- I see the benefit of going through training program and making sure others attend as well
- I love the training class.
- yes
- yes it sure has, im very glad i attended
- About the same.
- Thet have changed I look forward to every Wed.
- Better than expected.
- the training surpassed my expectations... usually we do enough to get by and this training was very professional, useful, and unbiased
- Initial impression has not changed, I was excited then and I'm still excited.
- I was resistant at first because I felt the classes started off slowly and a bit elementary. But they have really improved and I enjoy learning and interacting with others that I normally have limited interaction with. Did I just end that sentence with a preposition?! I think I did.
- They have not changed i'm always eager for the next class
- no
- The program has gotten better.
- Yes tremendously
- I'm learning there are a lot of things that I didn't know about when it comes to managing people. Things that I didn't know, I didn't know

### 13. What ways could this training be improved on? If so, how?

- I think people need to be held accountable more - I notice a lot of people don't turn in homework on time (or at all) and are late to class
- More professional speakers. Sometimes got the impression we were going for quantity (hours logged) instead of quality. Perhaps meet less frequently with more intense, challenging classes.
- good enough
- I think that some of the homework assignments have been confusing. There could be a little more clarification about what is expected, and feedback requested on how it works with an individual's work schedule.
- I would like to learn something new. I think we learn the same things over and over and sometimes I think that the person designing classes is not always aware of what people in the room have already learned. For instance we did a whole class on strategic planning when the majority of the people in the room had been intimately involved with strategic planning for several years.
- To deal with the growing pool of leaders not receiving training, the HR/Training staff should consider rolling out concurrent LLP3 and LLP2 seminars. Additionally, rolling out the "LLP5" program will help to allow LLP4 participants to move up if needed and LLP3 participants to remain or continue to progress.
- nothing
- Again, more organization.
- Let's pick a direction and dig a little deeper. The concepts are at a shallow level which makes it difficult to affect changes in behavior.

- Unfortunately, the classroom setting is not very good due to the size and background noise
- Bringing in more "experts" outside of Goodwill
- Shama has a good handle on the training.
- not lecture, give home work assignment in a timely manner
- N/A
- LLP4 is not sufficiently challenging...and is too disjointed. This should be a stretch that is at least as hard as GW senior leadership programs
- Have the LLP3 team vote on what should be topics.
- Im not to sure
- more speakers form successful for profits coming to speak to us.
- more small group discussions with different members to get different perspectives and learn from more experiences
- More technical application training and projects.
- A little more advance notice of what is to be discussed, and a little more clear direction on the homework/project pace would be nice for planning purposes.
- nothing
- none
- If it can I don't know the way.
- Training that addresses the individual abilities rather than. So far we are kind of lumped together. It would be great to sepearate training levels by skill instead of rank or political concerns

**14. Do you feel that the structure of the training was effective? (Pacing, team activities, group work, etc?)**

- yes
- Overall, yes. Much more effective with shorter classes.
- good enough
- To be honest, it has occassionally been a struggle to get the assignments done along with my regular work load.
- The new structure in 2011 is excellent.
- yes
- The trainings could use structure modifications or a re-assessment of participant pool. The activities, pacing, assignments tend to be geared towards the middle percentile of the group leaving the fast-paced individuals bored, and slower-paced individuals struggling to keep up.
- yeah, the team activities are great practice
- It was okay. Pacing is a little slow.
- Pace is too fast and information crammed into 1 time a week. You're expected to create a presentation, practice it and have it ready in one week, meanwhile you're working 50 hours a week? I don't get that.
- Yes
- The structure is fine
- Yes - We must all keep in mind that we have jobs to do so going to fast and asking too much at one time would be harmful
- yes, effective. It also changes forcing us to get out of our comfort zone.
- Group work
- No
- yes
- See above
- Not really.
- Yes it was

- yes
- good pace, need more team activities (not just one big assignment), and want more small group work
- yes
- Yes.
- yes
- yes
- I think the way Shama have it set up is perfect.
- The structure is okay - maybe a little too long if the topic is dry

**15. Were there any key ideas/topics that you felt were not discussed or touched on?**

- helping each other with any difficulties we are having
- good enough
- I have not yet completed LLP1, so I may have a different answer in the future. I referred to this earlier, but discussion about access to other departments and contact-making would be really useful.
- Crucial conversations and anything taught by Ken Leahy
- no
- Cross-Departmental collaboration
- no
- No.
- Needs more focus.
- No sure
- unsure
- No
- somewhat
- N/A
- Making our company more green, and going out with action plans to get the job done.. What areas are we weak in and need improvement?
- not reallly
- influence, negotiation
- how to work with and/or manage difficult direct reports
- No.
- no
- none
- no
- n/a

**16. Has reading and writing played a key role in your training? How?**

- no, I feel pretty strong in these areas already
- good enough
- N/A
- I have always been an advanced reader and have written research papers, thesis, case studys, etc. so learning to read and write was not something I needed.
- yes better on E mails
- A lack of significant required reading in both LLP1 and LLP2 is disheartening as it can be a key to successful development. Writing assignments in LLP2 are an excellent addition to the program but grading and analyzing these assignments to meet the needs of the participant is crucial. Using a set grading rubric across all participants is detrimental to the program as it does not provide a structure for the grader to provide sufficient criticism of the participant and pin-point areas in need of growth.

- i like having handouts because i can go back and review what was taught
- Somewhat. There wasn't much require reading in LLP2.
- Reading and discussion is good.
- The small amount of reading assignments were good.
- Reading has but not the writing.
- yes/no. I feel as though the writing is being graded to harsh.
- Yes because reading cause you to continuing to grow.
- yes
- yes
- The best part of LLP has always been the books and related discussions. Its an odd idea to think we have sufficient expertise to teach ourselves at this level.
- I read and write all the time..
- Yes it gave a awareness of my writing
- yes - reading business books, writing essays - both key elements to shining in world of business.
- both were minimal and did not play a key role at all, however I preferred it that way
- Reading yes, writing no. Being exposed to new concepts, ideas, and knowledge points are critical to growth.
- Yes. When interacting with a team, it is vital to have good reading and writing skills so that everyone's input is accurately represented.
- no i get more out of listen to the speakers
- yes improving on writing
- It has. Jerry said that reading and writing will increase your vocabulary. I feel he was 100% correct.
- I'm not sure about the grading of written work. It is pretty subjective.

**17. Have you seen an impact in your day to day work? Please explain.**

- not sure
- Connections with other leaders in the group.
- good enough
- N/A
- I think twice before I say certain things. I think more about how my action and interaction is perceived.
- yes,better communication.
- Yes, the key aspects of the program are integral to operating a successful department, and focusing on these concepts has allowed me to apply them in my day-to-day operations.
- i think i'm being a stronger supervisor and i'm delegating more instead of doing everything myself
- Not yet.
- not really
- No
- I feel that I am more attuned to my emotions and how I relate to others. I definitely have noticed and now understand better my emotions that have been impacted by my boss.
- yes, i try even harder to treat people with respect and follow the servant leadership model
- My Team is very positive because of my positive energy.
- yes
- yes
- HAVE I !!!!! I can not get caught up.
- yes I have I notice I'm able to see my co workers different and I have more

confidence

- yes. More confident in leadership abilities - awareness of what a great leader does and how my mood/leadership inspires (or doesn't at times) others
- day to day I've been more patient and understanding... I've concentrated on my direct reports strengths and not their weaknesses
- Yes, more receptive and aware of those around me.
- Not yet. Working on it.
- yes, I take what I have learned and try implementing things in my daily routine
- yes, employee moral
- yes. I am able to plan the day and effectively put it into action.
- I know I'm learning things that are helping me to be a better leader.

**18. In general, what would you say you have gained from the Leadership Learning Program?**

- I am trying to speak up more - and have more confidence in my opinions
- Some of the criteria above were difficult to measure because of varied topics. Some were very good, some not so much.
- good enough
- Better insight in to the commitment of other staff to the agency.
- Team building
- better skills at being a supervisor.
- An ability to more effectively ascertain the abilities of my peers and employees and utilize their particular skill-sets to assure success in whatever project I am currently tasked with.
- great information that will be useful for me now and in the future
- New skills, better understanding of how the organization works.
- I am learning about the organization and my peers.
- Other than the networking opportunities, I have gained knowledge in some area and been refreshed in others.
- New knowledge.
- allows us to work with people from all departments and in groups - this makes it a good experience and makes one think in a different perspective.
- That true leaders lead from the front, and develop other leaders.
- knowledge,
- I have learned to listen more to the employees and come up with a better way to make a great team and gain their respect
- I have built a strong relationship with other Goodwill employees, which has a lot of benefits with work..
- Courage and Confidence in myself and Goodwill
- Confidence and awareness of what great servant leadership looks like.
- Yes
- That's too broad of a question to answer here. To simplify, I have gained a greater respect for others in the organization, and I realize the depth to which everyone contributes to our success.
- How do be more involved in the progress of my team
- teamwork
- How to track my business and to be more confident.