THE PUBLIC OFFICIAL LEADERSHIP EXPERIENCE: A CASE STUDY OF
LEADERSHIP COLLIER AND ITS IMPACT ON MOTIVATING AND
EMPOWERING SELECT CITIZENS

by

Courtney Curatolo

A Dissertation Submitted to the Faculty of

The College of Education

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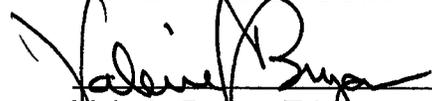
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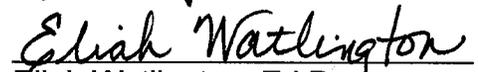
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This dissertation was prepared under the direction of the candidate's dissertation advisor, Dr. Valerie Bryan, Department of Educational Leadership and Research Methodology, and has been approved by the members of her supervisory committee. It was submitted to the faculty of the College of Education and was accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy.
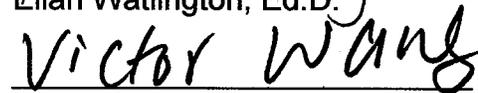
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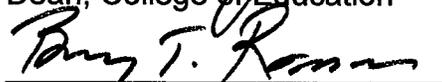Eliah Watlington, Ed.D.

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ABSTRACT

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This dissertation explored a type of qualitative case study based on the experiences of 11 graduates from Leadership Collier, a Naples, Florida-based leadership program, who had run for public office after completing the program. The researcher assessed the program goals, participant experiences and motivation with regard to community involvement and running for elected office. It was the belief of the researcher that there was a need for more qualified and effective leaders to run for public office at the local, state, and national levels of government. Therefore, the purpose of this dissertation study was to understand what leadership experiences gained through participating in a leadership training program could empower and motivate a person to run for public office. Information provided in this dissertation includes an introduction, the study's purpose and research questions, methodology, critical terms, an examination of

the literature review, study findings, researcher reflections, and

recommendations for future studies. Data analysis codes in this study include

sense of community, social capital, program design, confidentiality, diversity,

bonding, empowerment, and motivation. Research findings showed that

Leadership Collier has motivated and empowered select citizens to run for public

office by providing experiences that have enabled individuals to develop

leadership skills, become aware of community issues, develop confidence and a

sense of community, expand social capital, and increase engagement in the

community.

Keywords: leadership, public office, empowerment, motivation

DEDICATION

      This dissertation is dedicated to Leadership Collier alumni that have served the community of Collier County and increased the quality of life for all residents and to my mother, Kathleen Curatolo, who has shown me how to be confident and courageous in everything I do.

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Chapter 1

Introduction

On a night in the late 1960s, several business leaders and elected officials

decided to take a boat out into Tampa Bay to assess Tampa's waterfront and

assess the needs for future growth. There was a storm coming in and the boat

was somewhat unstable. As the men on board began to realize the boat could

actually sink in the bay, one man looked at the others and said, "if this boat were

to sink, Tampa won't recover this leadership for years" (M. McComas, personal

communication, May 29, 2013). Since most of the leadership from Tampa was

on the boat, the men decided on that stormy night to figure out a way to start

developing future leaders. Thus was the beginning of Leadership Tampa,

founded by Parke Wright III, who was on that unstable boat in Tampa Bay that

evening.

After overseeing an empire of cattle ranching and citrus growing in

Tampa, Florida and establishing Leadership Tampa to ensure that the future of

Tampa's leadership was safe, Parke Wright III retired to a small fishing town in

southwest Florida called Naples in Collier County in the 1980s. He saw the

similar need for future leaders in south Florida and wanted to create the same

type of program, based on what he saw as the need for a shared common

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experience. In the 1980s, Naples was growing from a small fishing town into an

urban center with people flocking to the area from all parts of the world. There

was little history in the town and Mr. Wright sought out others to help him build a

common experience for new members of the community that focused on building

leadership. His experience and dedication to the community helped create the

program that is known today as Leadership Collier. In 2014, the program will

hold its 25th anniversary with over 800 graduates of the program.

Leadership Collier was established using the history of Leadership

Tampa, a leadership development program begun in 1971, to create an arena to

build leaders and collaboration to ensure the future of Collier County was

sustainable. Leadership Collier's focus has remained the same over the past

twenty-five years, to educate and support future leaders about the different

issues affecting the community. Several communities across the country have

used the same focus in developing their local leadership development programs.

These programs have become so influential that several national organizations

have been developed in order to sustain them. One of these organizations,

Association of Leadership Programs, was chartered in 2010 to provide

"professional educational activities and to engage, educate, and train leaders"

(Association of Leadership Programs, n.d., p. 1). Organizations such as this one

help local county programs instill elements of recognizing excellence, fostering

innovation, shared best practices, building of social capital, and providing

enhanced educational training in the area of leadership. Through implementing

these elements, programs such as Leadership Collier can enhance their

communities by providing stronger leaders and greater involvement that are

critical to solving complicated issues that will continue to take place from local

issues to statewide and national issues.

History has shown repeatedly that leadership is the critical element to

motivate the formation of governments, partnerships, industry sectors,

volunteerism, and the change needed to better the quality of life among citizens.

According to many historians, including Dickerson (2012), the Founding Fathers

of the United States were the most exemplary of leaders. Their leadership

included the "courage of convictions…sanctity of sacrifice…fulfillment of

faith…the power of purpose" which enabled a great nation to form (Dickerson,

2012, p. 2). These elements remain the same today and local leadership

development programs are enabling and encouraging people to gain the skills

needed to make a difference in their communities. These programs are unique

examples of fulfilling the statement of Margaret Mead, who stated, "Never doubt

that a small group of thoughtful, committed citizens can change the world,

indeed, it's the only thing that ever has" (Dickerson, 2012, p.2). Through

developing an arena for citizens to come together to gain experiences and skill

sets, effective leadership is developed. It is through effective leadership that

communities are developed, economically and socially. According to Clark and

Clark (1994), people can become community leaders by sharpening their

leadership skills through training, resulting in more effective community

leadership and transformational leaders who contribute to the awareness of social and economic community needs.

Furthermore, Avolio and Bass (1994) studied a group of community leaders who completed a basic and advanced leadership development program and found that most became leaders that are more transformational. In order for these programs to be effective, they must be grounded in the knowledge of local conditions (Raftery, 1993). There is a need to examine the experiences some people have gained by participating in a local leadership development program, specifically Leadership Collier in Collier County, Florida. This study will specifically explore the impact of these experiences on motivation and empowerment for some participants that decide to run for public office after completion of Leadership Collier.

This chapter will include an introduction of the dissertation study, the problem being examined, the purpose of this study including specific questions and the significance of the study, operational term definitions, delimitations imposed by the researcher, limitations imposed by the situation, and an outline of the remainder of the dissertation. There is also a brief explanation of the Leadership Collier program and purpose, which plays a significant role in the research.

According to the National Association for Community Leadership, an organization established to help local leadership development programs share

information; there are approximately 750 community leadership programs throughout the United States (Fredricks, 1999). Many of these programs are established to develop, motivate, and cultivate the skills of participants in order to improve their communities, allow fundamental change, and create, replenish and diversify leadership for these changes (Fredricks, 1999). From these programs, participants can also learn and build upon the skills needed to become civically involved.

These leadership development programs often lead individuals on a path to lifelong learning, greater community involvement, and sometimes a candidate for public office. Leadership development programs also offer citizens with the opportunity for greater knowledge and skill in order to become community leaders and elected officials. Therefore, it is important to analyze and understand the aspects of community leadership programs along with their impact on empowering participants to become more involved and effective community leaders.

The Problem, Significance, and Purpose

The Study Problem

The study of leadership can be dated back to Plato, Aristotle, and Machiavelli. In the United States, the history of leadership training can be traced back to the early 1700s when Benjamin Franklin had the desire to bring people together to discuss scientific matters, morals, and political philosophy. A century

later, John Vincent led the Chautauqua movement, which to this day promotes life-long learning and leadership development. In the 1900s, Frederick Taylor focused on the development of training in the workplace and the importance of continuing education. During this time, many land grant universities offered service programs on farming, economics, and public affairs.

In the late 1900s, Malcolm Knowles popularized the notion of andragogy, which encourages learners to identify needs, set objectives, and enter learning contracts. He set the precedent to not only educate people, but also help them learn (Knowles, 1950). He also found that organized courses are better instruments for new learning of an intensive nature because "educators can make a difference in what people learn and how well they learn it" (Experiential Learning, n.d., p. 1). His theories on education and learning can be found in the start of many local leadership development programs that began in the 1970s and 1980s.

It is through the element of self-directed learning that many people make the decision to apply to a leadership training program in order to better themselves and their communities. Furthermore, many leadership development programs have provided the opportunity for learning organizations to be established. Learning organizations enable participants to continually learn, new ideas to be nurtured, desired outcomes are expanded, and collective aspiration is encouraged (Senge, 2006). Leadership development programs can also enable Communities of Practice learning to take place. Communities of Practice is a

process of social learning within a shared domain where members interact and engage in shared activities over an extended period of time and learn how to do something they are passionate about using best practices (Wenger, 2006). Some of the activities that ensue include problem solving, requests for information, coordination and synergy, discussions, tours, and identifying gaps in knowledge. The concept is being applied in the private, public, and non-profit sectors due to the recognition that "knowledge is a critical asset that needs to be managed strategically" (Wenger, 2006, p. 3).

Learning organizations and Communities of Practice have also facilitated social capital and transformational leadership to grow throughout communities across the country. Social capital can be defined as networks, norms, and social trust that facilitate coordination and cooperation for mutual benefit (Van De Walk & Constas, 2010). These networks have enabled people to collaborate in the process of solving community challenges and developing community stewardship. Transformational leadership is the process that motivates individuals by appealing to their higher ideals and moral values by creating a culture where individuals feel empowered (Paarlberg & Lavigna, 2010). Social capital and transformational leadership are elements that have a significant impact on the process of running for public office and enabling knowledge to be transferred throughout a community (Van De Walk & Constas, 2010; Paarlberg & Lavigna, 2010; Northouse, 2007).

However, a need exists for more qualified and effective leaders to run for public office at the local, state, and national level of government. In a community similar to Collier County, Florida, with a population of 320,000 residents, at any given time there are approximately 100 elected positions available within county government, city governments, school board, constitutional officers, state representatives and senators, and US congressmen and senators (Collier County Government, 2013).

Often few people run in a specific race, and of those, many do not have the skills needed for the position. According to Azzam and Riggio (2003), the rise in number of civic leadership programs is due to the need for increased numbers of trained community leaders. Fredricks (1999) also states that communities have established leadership development programs to ensure citizen activism and leadership in order for a community to grow to its fullest potential.   These programs have also led to a decrease in crime rates, better schools, and more effective governments (Azzam & Riggio, 2003).

The Study Significance

This study is significant due to the possible benefits of the findings that would be helpful for community leaders, leadership program planners, and those looking to be more involved in their communities to understand what motivates and empowers people to run for office. It is also important to understand that current and future leaders need to learn about the issues and challenges facing

their communities and develop programs for this specific learning to take place. With that knowledge, communities may be able to have more influential candidates that are truly servant leaders and can make a difference in the quality of life of each citizen.

Moreover, this dissertation study may have a significant impact on social issues and action as described by Marshall and Rossman (1999). Contributions may illuminate the lived experiences of participants by providing rich description and to foster taking action at the local, state, or national level of government. The challenge of this study was to explain how and in what way the experiences of a local leadership development program impact a person to become more involved within the public sector. Furthermore, the potential contributions of this study will possibly affect future leaders in Collier County, Florida, those involved in program planning for Leadership Collier and other community leadership programs, the alumni network of graduates, and voters who may be more likely to elect a candidate that has graduated from Leadership Collier. The transferability of the findings may also be useful to others in similar situations, with similar questions, or questions of practice (Marshall & Rossman, 1999).

Leadership Collier, a well-established program in the Naples, Florida, provides education and support to current and future leaders about the different issues and industries that have an impact on the community. The knowledge gained from participating in Leadership Collier may motivate more people to learn about the real issues and solve the challenges being faced by the

community in a more logical and sustainable manner. This program has been selected because the researcher currently lives in this county and has previous experience and knowledge with the program. It has also been selected due to its size, number of program graduates, and the researcher's personal relationships with many of the possible study participants.

The Study Purpose

The purpose of this study was to understand what leadership experiences gained through participating in Leadership Collier can empower and motivate a person to run for public office. At this stage in the research, empowerment will be generally defined as the development of personal competence that enables people to use their full potential and take action in their local communities. Motivation will be generally defined as the act or process of giving someone a reason to do something. The significance of the research will aid community leaders to train more qualified and effective leaders to run for public office.

The research questions used in this case study include the three following questions:

1) What leadership skills were learned from participating in the Leadership Collier program?

2) What leadership experiences gained from the Leadership Collier program motivated some graduates to run for public office?

3) How did participation in the program empower and motivate individuals to run for public office?

These questions were the focus of the interview questionnaire used by the researcher to produce findings and conclusions.

Definitions of Critical Terms in the Study

Communities of Practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact over an extended period of time (Wenger, 2006).

Diversity is defined in this study as different sets of demographics, industries, ages, and ethnicities.

Empowerment will be generally defined as the development of personal competence that enables people to use their full potential and take action in their local communities.

Learning Organization is an organization or program where people continually expand their capacity to create the outcomes they desire, where new patterns of thinking are nurtured, collective aspiration is encouraged, and people are continually learning how to learn together (Senge, 2006).

Lifelong Learning is voluntary and self-motivating. In order to enable adults to become empowered learners, educators must incorporate critical elements involving the spirit of ownership, responsibility, teamwork, and autonomy

(Thornton, Mattocks, & Thornton, 2001; Merriam, Caffarella, & Baumgartner, 2007).

Motivation will be generally defined as the act or process of giving someone a reason to do something.

Sense of community is a concept based on the experience of a community rather than its structure. It is related to "a feeling that members have of belonging, a feeling that members matter to one another and to the group, and a shared faith that members' needs will be met through their commitment to be together" (McMillan & Chavis, 1986). There are four key elements to the sense of community concept including membership, influence, integration, and shared emotional connection (McMillan & Chavis, 1986).

Servant leadership is a theory developed by Greenleaf (1977) to define a leader as a person that serves first by stating and restating a goal in order to point the direction for others that have difficulty achieving certain goals for themselves.

Social Capital activates financial and human capital with features of networks, norms, and social trust that facilitate coordination and cooperation for mutual benefit (Van De Walk & Constas, 2010).

Spillover Effect is the knowledge that people take from a training program, use it in their homes, work, and communities, and therefore share with others to use in their homes, work, and communities.

Transformational Leadership can be defined as a process that motivates individuals by appealing to their higher ideals and moral values by creating a culture where individuals feel empowered and are encouraged to try new things (Paarlberg & Lavigna, 2010; Northouse, 2007).

Transformational Learning is about fundamental change in ourselves and our communities (Merriam et al., 2007).

The Leadership Collier Context

Leadership Collier is a program establish by the Greater Naples Chamber of Commerce in 1988 based on the belief that knowledge is the key element and prime motivator of leadership (Greater Naples Chamber of Commerce, 2012). One of the founders, Parke Wright III, was instrumental in the development of Leadership Tampa and provided his knowledge of leadership development programs to the development of Leadership Collier. The objective of this program is to educate local business leaders about the societal and economic challenges facing the community today. It is a nine-month program and includes ten full day sessions focused on human services, government, education, healthcare, agriculture, growth management, arts and media, law enforcement, commerce, and environment. These sessions are interactive and hands on with a focus on networking and learning. Many citizens in Collier County apply to the program in order to learn more about the community and develop business contacts and networks.

Delimitations Imposed by the Researcher and Limitations Imposed by the Situation

All studies have inherent delimitations imposed by the researcher and limitations imposed by the situation. Moustakas (1994) explains that the researcher must write about his or her own experiences and the context and situations that have influenced those experiences (as cited in Creswell, 2007, p. 60). According to Miles and Huberman (1994), qualitative data requires care and self-awareness on the part of the researcher. Therefore, the researcher has spent time reflecting on her role in this study and the delimitations caused by her involvement in the Leadership Collier program.

Delimitations

Delimitations of this study include the researcher's career history and involvement in the Leadership Collier program. Her first career after graduating from college was as the program director of Leadership Collier while working as the Public Affairs Manager at the Greater Naples Chamber of Commerce. As the director, she worked with several committees to create agendas for each session, was involved in the selection of participants for two years, and became part of the network created within the class of 2001 and 2002. She was also a class member of the Leadership Collier Class of 2007. Due to her involvement in the program there may be biases related to the impact of the program on graduates. In particular, being a part of this program led the researcher on the path to a doctoral program because it enabled her to understand herself and her

passion for community leadership and interest in the process of running for public office. Furthermore, a member of her family ran for public office after graduating from the program. While this person will not be a participant in this study, this individual's opinions of the program and community leadership have influenced the researcher and have been an integral part of her preliminary self-reflection regarding this study.

While the researcher's experiences with the program have been positive, this may lead to limitations in her ability to keep this research project focused solely on the bounded system of a case study and limit her personal opinions and motivation gained from the program. On the other hand, because she has been very involved in the program and its alumni association, she has access to many alumni from the program, as well as a list of those that have run for public office since graduating.

Limitations

Since this research project is a case study within a bounded system, it was important to stay within that boundary. The boundaries of the study may also lead to limitations regarding the particular place, time, circumstances, and limited generalization that is warranted (Wolcott, 2009). There is a need for more people with effective leadership skills to run for public office. Due to the limited number of people that run for office and the boundaries of only one local leadership development program in a community composed of approximately

320,000 residents (some seasonal), the sample size of this study is small. While pseudonyms in the form of letters were used for each study participant, it is possible that their involvement in the study will be known since many of the subjects are currently public officials and well known throughout the community. More detail on these issues are included in Chapter 3 under validity and reliability.

Dissertation Outline

This chapter includes an introduction to the problem and purpose of the research, significance and possible contributions of the research. Chapter 2 includes a literature review focused on general themes within local leadership development programs, community engagement, social capital, motivation, empowerment, adult learning, and servant and transformational leadership. Chapter 3 provides information regarding the methodology of this study including information on the subjects, sampling method, procedures, type and description of instrumentation, reliability and validity, and document collection. There is also a detailed description of qualitative research and why a case study method was used. Chapter 4 examines the results and findings of the data collected and includes an in depth history of the Leadership Collier program. Themes include sense of community, social capital, program design, confidentiality, diversity, bonding, empowerment, and motivation. The focus in chapter 5 is to conclude the study by integrating the results with the theoretical framework, provide the

researcher's reflections on the study, and discuss recommendations for future

studies.

Chapter 2

Literature Review

This chapter is a detailed literature review of seminal authors that have focused their research on leadership development programs including objectives and design, adult learning, themes of empowerment and motivation, theories of servant and transformational leadership, transformative learning, the importance of community engagement and volunteerism, social capital, networking and alumni collaborations within leadership programs, and running for public office after participating in a leadership development program. Other themes examined in this chapter include the development of learning organizations and a sense of community through local leadership development programs.

Leadership Program Objectives and Themes

As stated in chapter 1, according to the National Association for Community Leadership, there are approximately 750 community leadership programs throughout the United States (Fredricks, 1999). There are several similarities within these programs and their designs. The core for many of these programs stems from knowledge, skills, and attitude (Rosenbaum & Kauzya, 2007; Sogunro, 1997). This section will examine the importance and similarities of these programs that enable program planners to achieve their objectives

through setting goals, developing leadership curriculum, establishing program design, building scholarship opportunities, ensuring class populations are diverse, engaging in a sense of community throughout each session, and instilling learning organization themes.

Mission and Vision

Many community and statewide programs reviewed have been created with the mission to develop, motivate, and cultivate the skills of participants in order to improve their communities, allow fundamental change, and create, replenish and diversify leadership for these changes (Fredricks, 1999). According to Clark and Clark (1994), leadership and managerial competencies can be developed and improved through training and other leadership and educational programs as well (as cited in Sogunro, 1997). Important elements to each of these programs are head quarter location, program goals, session curriculum, format and logistics, diversity of participants, and further contact after graduation (Fredricks, 1999).

Program Design

Program design is similar throughout many leadership programs in the country, statewide programs and local community programs. Program design includes the length of the program, cost, number of participants, demographics of participants, session themes, and organizations involved in planning and implementing the programs. For example, the length of most programs is one

year (Fredricks, 1999; Azzam & Riggio, 2003). However, some programs last as long as two years. Tuition for the programs ranges from $50 to $5000 and is related to the length and sometimes the location of the program, rural or urban settings (Fredricks, 1999; Azzam & Riggio, 2003). Furthermore, statewide programs tend to be more expensive due to the large amount of area they cover and travel costs involved with each session. For example, the tuition fee for Leadership Florida is approximately $4500 for the class beginning in 2012 (Leadership Florida, n.d.). The tuition covers costs such as travel during the session, meals, and overhead costs. Leadership Collier's tuition is approximately $2000 for the Class of 2012 (Greater Naples Chamber, 2012), while the tuition for Leadership Hendry and Glades is only $500 due to the rural setting of the program (Leadership Hendry and Glades, n.d.).

Program Format and Curriculum

Furthermore, the average number of participants in each program ranges from 30-50 individuals from diverse backgrounds (Fredricks, 1999). Many statewide programs have up to 50 people in the program, such as Leadership Florida. Most programs run from 9 to 12 months with an average of 10 sessions per class along with a two-day retreat at the beginning of the program. Statewide programs tend to have fewer but longer sessions. For example, Leadership Florida holds six sessions during a nine-month period, with each session lasting two-three days, while Leadership Collier offers ten-day sessions during a nine-month period (Leadership Florida, n.d.; Greater Naples Chamber, 2012).

According to Azzam and Riggio (2003), many sessions tour locations in the morning giving individuals the opportunity to interact with community business leaders and elected officials out in the community and spend the remainder of the session focused on instruction in the classroom. However, many of the programs that take place in southwest Florida spend the entire session out in the community due to the size of the county. Instruction takes place on location or on the bus during the transportation portion of the day.

The design and theme of programs is also similar across the country. For example, most programs use formal classroom instruction while incorporating involvement in the community on behalf of the participants. This leads to what Azzam and Riggio (2003) call an "action learning" approach to leadership development. According to many researchers, leadership programs see leadership as an interaction between a leader, an organization, and the larger society (Azzam & Riggio, 2003; Ricketts & Ladewig, 2008). Furthermore, Sogunro (1997) suggests that ideal objectives for leadership development programs include: need to help participants develop an understanding of the complexities and relationships between individuals, groups and leaders; develop skills in communications, meeting arrangement, public speaking, and group consensus; and create opportunities for individuals to explore their own leadership abilities through concepts of power, decision making, motivation, time management, risk taking, understanding group dynamics, and working in teams.

In order to incorporate each part of the community, many programs structure their curriculum using formal classroom training (instructional approach) and exposure to community organizations, and prominent community members (orientation approach) to facilitate the learning process. Azzam and Riggio (2003) define the instructional approach as training focused on teaching participants leadership skills through courses and structured lessons. Common topics include leadership styles, developing personal and team communication skills, and effective leadership strategies. This type of approach is important to provide the educational activity of debate and discussion within the class and with current leaders (Fredricks, 1999). Classroom settings can also help planners to incorporate self-awareness activities and leadership skill development including networking, communication, decision-making, mediating, and understanding (Fredricks, 1999). These sessions also need to incorporate current technology that can help in assessment and evaluation of the participants and the program.

On the other hand, the orientation approach is focused on orienting participants to the functions of the community and introduction to different leaders in the community (Azzam & Riggio, 2003). Within this type of approach, the topics cover areas important in the community. For example, Leadership Collier sessions cover the following topics: human services, government, education, healthcare, agriculture, growth management, arts and media, law enforcement, commerce and the environment (Greater Naples Chamber, 2012).

These sessions enable participants to learn about critical issues within the community and provide empowerment and important knowledge for those making the decision to get more involved in the community, in particular as a public official that needs to have a diverse knowledge of a community. Incorporating both approaches give participants the opportunity to learn about leadership and develop leadership skills in a controlled setting as well as interact with community leaders to provide a better understanding of the community through issue awareness. Once they have developed their skills, they can apply what they learned by becoming civically involved in the community (Azzam & Riggio, 2003). Moreover, according to Fredricks (1999) these sessions also help individuals learn through experience, which is one of the best ways to learn about leadership. Yukl (1998) also examines the importance of leader experience in order to establish leader credibility, which can lead to follower motivation and empowerment (as cited in Farling, Stone, & Winston, 1999, p. 53).

Lucente and Lacy (2003) also included information in their research regarding community leadership programs and the elements used for learning to lead in communities. Their data showed a difference in curriculum between a general leadership development program and a civic leadership development program focused more on leading communities in a public official manner. Instead of community issues such as law enforcement and agriculture, the program sessions focused more on public service, conducting effective meetings, communicating and working with the media and citizens, building sustainable

communities, team building, conflict management, intergovernmental relations, technology, effective decision making, and leadership skills and styles (Lucente & Lacy, 2003).

Diversity

Various types of leadership training programs are established to develop community leaders; therefore, it is important for the class population to be diverse. According to research done by Azzam and Riggio (2003) on leadership programs in the state of California, the occupational background of participants included: 28% from government or the public sector, 48% from the private sector, 22% from the non-profit sector, and 2% from retired or local community activists. It is also important that members of the private sector come from different types of organizations such as banks, small business owners, agriculture, law, arts and media, and other diverse private businesses in the community. It is important for each class to be diverse in order to incorporate their different backgrounds and experiences to increase the opportunity for the transfer of knowledge. Sogunro (1997) discusses the need for diversity within each leadership program class in his study of a rural program that was nineteen years old at the time of the study. He argues that each class must have adults from different age groups, educational backgrounds, and experience. Ages can range from 21-85 with some having no high school diploma and others having various higher education degrees (Sogunro, 1997; Fredricks, 1999).

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Scholarships

Another common theme in the design of leadership programs across the country is the importance of providing scholarship opportunities. Scholarships are provided by the organization that plans the programs, corporations supportive of participation, grants, alumni dues, and higher education institutions (Fredricks, 1999; Azzam & Riggio, 2003). Research has shown that many corporations within a community continue to support chambers of commerce and local leadership programs because employee participation and performance in an organization improves if the organization provides opportunities to contribute to a larger cause or principle, which can be found in leadership training programs (Paarlberg & Lavigna, 2010). Sogunro (1997) also found that many businesses are concerned about leadership inadequacies among employees and are therefore supportive of leadership training programs. Ricketts and Ladewig (2008) found similar results and posit that community leadership training programs should market to those already in public leadership roles and younger leaders looking to grow their skills and take on more responsibilities. Finally, the Chambers of Commerce in the community offer most community leadership programs (Fredricks, 1999; Azzam & Riggio, 2003). This aspect of leadership programs has helped corporations from public, private, and non-profit sectors of industry to build unique partnerships that enable employees to build upon leadership skills, production capabilities, and community awareness.

Sense of Community

Sense of community is a concept based on the experience of a community rather than its structure. It is related to "a feeling that members have of belonging, a feeling that members matter to one another and to the group, and a shared faith that members' needs will be met through their commitment to be together" (McMillan & Chavis, 1986, p. 14). According to McMillan and Chavis, (1986) there are four key elements to the sense of community concept. They include membership, influence, integration, and shared emotional connection. The element of membership includes a sense of belonging, personal investment, and a common symbol within a bounded system. There are two dynamics to influence in this definition. On one hand, a member needs to feel he/she has influence in a group environment. On the other hand, there needs to be influence by the group on its members. The third element is integration and takes place when members feel rewarded based on their participation in the community. Finally, the "definitive element for true community "includes a shared emotional connection based on history and participation by its members (McMillan & Chavis, 1986, p. 14).

Research has shown that many of the cities that have leadership programs have a strong sense of community and personal ownership (Azzam & Riggio, 2003). This idea has also spread to corporations and higher education institutions. In fact, over 60% of the largest companies in the United States offer some form of leadership development training for their employees and spend

close to $50 billion on training annually (Fredricks, 1999). These training programs have led individuals on a path to lifelong learning and greater community involvement. Research by Short (1998) also found that schools that provide opportunities for leadership and professional development training enable teachers to be more empowered and participate in the decision making process with more effective influence. The programs also provide opportunities for teachers and principals to build networks and partnerships with the community, foundations, and other organizations to support school programs.

According to a study conducted by Sogunro (1997), participants believed their knowledge and skills increased and their attitudes changed from pre-workshop to post-workshop due to the training from leadership development programs. These programs also help adult learners challenge themselves and provide professional assessment opportunities.

Furthermore, leadership development programs offer citizens the opportunity for change in knowledge and skill in order to become community leaders and elected officials. Lucente and Lacy (2003) studied the effects of these programs on elected officials in the state of Ohio by bringing together participants in a roundtable discussion and evaluating them in pre and post-tests focused on concepts associated to community leadership. Participants included elected officials from county, municipal, and township governments, and appointed officials who serve on local government committees, boards or task forces, and commissions. The leadership development program was offered by

the Ohio Local Government Leadership Academy in partnership with the local

chamber of commerce and Ohio State University. Themes that emerged related

to elements important to adult learners such as effective decision making,

conducting effective meetings, ethics, media relations, and working with

community residents. The authors found that the most effective learning was

gained during interactions with experts because new insights and skills helped

improve an already effective leader (Lucente & Lacy, 2003).

Learning Organizations

Important in promoting these programs and helping adult learners become

empowered are the ideas of trust in others, positive self-image, positive

expectations and attitudes, and effective interaction with others (Thornton et al.,

2001). Leadership development programs are attractive to lifelong learners

because they provide opportunities for innovation and the ability to become part

of the culture of a community. In this sense, these programs become learning

organizations.

A learning organization can be defined as an organization or program

where people continually expand their capacity to create the outcomes they

desire, where new patterns of thinking are nurtured, collective aspiration is

encouraged, and people are continually learning how to learn together (Senge,

2006; Merriam et al., 2007). According to Senge (2006), there are five

dimensions of a learning organization, which include systems thinking, personal

mastery, mental modes, building shared vision, and team learning. These

dimensions should be included in ideal leadership training programs in order to

encourage lifelong learning.

Leadership Training for Lifelong Learning

Learning in adulthood is very different from learning throughout childhood.

Due to changes in technology and population demographics as well as the

growing global world we live in, individuals need to be engaged in continuous

learning (Thornton et al., 2001; Merriam et al., 2007). Included in this section is

information regarding learning in adulthood, the lifelong learning desires of

different generations, and how adults can build leadership skills by participating

in development programs.

Learning in Adulthood

According to Caffarella (2002), there are five primary purposes for training

programs conducted for adults. They include a) to encourage continuous growth

and development of individuals, b) to assist people in responding to practical

programs and issues, c) to prepare people for work opportunities, d) to assist

organizations in achieving desired goals and adapting to change, and e) to

provide opportunities to examine community and societal issues, foster change

for the common good, and promote a civil society (Caffarella, 2002).

Thornton, et al. (2001) also posits that lifelong learning, in particular with

adult learners, must incorporate proactive instruction and the empowerment of

adult learners in order to be successful. In order to enable adults to become

empowered learners, educators must incorporate critical elements involving the

spirit of ownership, responsibility, teamwork, and autonomy (Thornton et al.,

2001).

Other themes important to lifelong learning and citizenship education are

politics and civic involvement in the community (Annette, 2009). Annette (2009)

also analyzes new ways to engage people in civic participation, which he

believes, can provide lifelong learning for a democratic citizenship. For example,

volunteer activities can provide unique opportunities for adult learners regarding

personal growth, self-confidence, and skills and capabilities. Leadership

development programs and volunteer activities are two excellent opportunities for

adults to learn in the settings of formal institutional settings, non-formal settings,

and informed contexts which Merriam et al. (2007) posits are the three types of

settings in which adult learning occurs.

One method used to educate adults to take ownership and develop

autonomy is the transformative learning theory developed. According to Mezirow

(1997), adults have a need to find collective experiences, which can be

established within local leadership development programs. Transformative

learning theory is an adult education theory that provides opportunities for adults

to make meaning of their lives (Transformative Learning Theory, n.d., p. 1).

This theory looks beyond content or process learning and focuses on mechanisms required to identify, assess, and evaluate a variety of information sources to enable learners to reframe their views and belief systems by incorporating new knowledge. In other words, this is a theory of deep learning to help adults learn to think for themselves leading individuals to take ownership of social roles (Transformative Learning Theory, n.d., p. 2).

Moreover, this theory provides "a structure and process through which to better understand adult growth and development" (Transformative Learning Theory, n.d., p. 2). Through this structure and process, adults can take part in a shared experience and "place an emphasis on seeking areas of common good" (Transformative Learning Theory, n.d., p. 7).

According to Mezirow (1997), education that fosters reflective and problem discourse is learner centered, participatory, interactive, and includes group deliberation and problem solving. Because this type of education requires group interaction and can lead to transformative learning, program planners of local leadership development programs can incorporate this theory into the class agendas through instructional materials, leadership experiences, and group discussion.

Leadership for Adults

While Merriam et al. (2007) discusses lifelong learning's focus on personal development and social unity, Sogunro (1997) also found that many individuals

decided to participate in a leadership development program because they had

difficulty in applying parliamentary procedures in meetings, recruiting and

retaining personnel, written communication, giving direction and using words of

authority, assertiveness, time management, consensus building, getting one's

point across, coping with change, conflict management and resolution, stress

management, and lobbying. Using a nine-point scale, Sogunro (1997) found that

participants' leadership abilities in these areas improved significantly by attending

the program. His study also found that participants were in high agreement that

the applicability and usefulness of the leadership training program contributed to

increased job satisfaction due to leadership growth and interest in lifelong

learning. In fact, 86% of the study participants found the leadership training

program of great value (Sogunro, 1997). One participant commented,

> The training elicits a broader understanding of the leadership
>
> concept. For example, it improves the communication and public
>
> speaking skills of participants just within a short period of time. I
>
> think that is one of the most valuable things that the program brings
>
> to people and I don't think we always recognize it. (Sogunro, 1997,
>
> p. 731)

Thornton et al. (2001) also examines the needs of adult learners and why

they participate in leadership development programs. Similar to Sogunro's

(1997) findings, Thornton et al. (2001) found that adults return to the classroom

for reasons such as specific job requirements, possible financial rewards, or personal satisfaction.

In this sense, educators must be aware of Maslow's (1943) Needs Hierarchy, which presents growth, achievement and advancement as related to self-actualization. Thornton et al. (2001) states, "for adult learners, meaningful learning is an intrinsic motivator that can increase the quality and quantity of learning" (p. 3). Thornton et al. (2001) also found a direct correlation between levels of self-actualization and performance, which can motivate an individual to achieve higher levels of success. Participation in leadership development programs can help adult learners assess their own abilities and motivate them to transfer their knowledge through mentoring others, which is a spill-over effect that is discussed later is this literature review.

Kouzes and Posner (2001) argue that leaders are at their best when they challenge the process, inspire a shared vision, enable others to act, model the way, and encourage the heart. By following these principles, ordinary people can accomplish extraordinary things (Kouzes & Posner, 2001; Northouse, 2007). Therefore, when educating adult learners to become more effective leaders, individuals need to receive feedback, observe other positive models, learn how to set clear goals, be given opportunities to practice the principle behaviors, receive updated performance feedback, set new goals, and understand the desire within themselves (Kouzes & Posner, 2001).

Furthermore, Illeris (2002) demonstrates a triangle of three dimensions to explain the areas that need to be in the learning process for adults to have successful learning experiences (as cited in Merriam et al., 2007, p. 35). These dimensions include cognition, which involves knowledge and skills; emotion, which focuses on feelings and motivation; and society, which is the dimension focused on the environment and external interaction in communities and society (Illeris, 2002, as cited in Merriam et al., 2007, p. 35). Finally, programs for adult learners need to focus on social action and community change for the betterment of the community (Merriam et al., 2007).

Leadership for an Older Generation

Leadership development programs are not only for younger up and coming leaders or current leaders in the work force that want to do more, but also for retirees that have more time on their hands and want to make a difference in their communities. In fact, in 1987 Americans over the age of sixty-five outnumbered those under twenty-five, and in 2004 there was a 13.4 percent increase of adults over eighty-five years old since the 2000 census (Merriam et al., 2007).

According to Hentschel and Eisen (2002), the demographic of older adults form a social group with unique lifelong learning needs that want to help society address its many challenges. Fredricks (1999) also analyzes this older adult population in her definition of leadership development as an "umbrella encompassing all of the activities in a life span…childhood experiences, higher

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education institutions, and workplace settings" as well as throughout retirement (p. 132).

Another researcher and author that focuses on older adults is Brintnall (2001) who examines the challenges facing senior officials in the realm of public administration. Senior officials need to participate in leadership development programs in order to understand the challenges taking place in society, locally and across the world, as well as be agents for change and managers of its consequences (Brintnall, 2001). For older adults and senior managers it is important to be involved in professional and community associations to remain connected to society and maintain networks, social capital, and partnerships.

Leadership development is the continuous cultivation of skills and abilities from childhood until the end of one's life (Fredricks, 1999). Older people between midlife and old age (defined by the onset of significant disability) have the ability to take on challenges with their experience, wisdom, and need to continue to learn and grow (Hentschel & Eisen, 2002).

Many older adults are interested in leadership development programs and more substantial volunteer opportunities. Leadership Greater Hartford understood this need and capitalized on it through establishing the Third Age Initiative. Hentschel and Eisen (2002) analyzed this program and found that the initiative and the effectiveness of the graduates can make a difference in the world and be a catalyst not only for societal change but also the view of older

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people in the United States. The program design is different from other community leadership programs in that it takes an action learning approach by creating teams that plan and implement community action projects over the course of a year. The emphasis is to engage individuals as policy makers, change agents, program developers, and project managers while also connecting them to organizations that can use their experience and time through a collaborative leadership model (Hentschel & Eisen, 2002).

The program includes five weekly daylong workshops followed by a two-day retreat. Like other programs, the curriculum includes community tours, presentations by current community leaders, and opportunities to assess their leadership skills as well as a focus on networking and building social capital. Unlike other programs, the sessions do not have themes such as agriculture day or education day.

Instead, their workshops focus on sample projects such as common sense curriculum, enhancing perspectives of Hartford, and opening doors for children, voter education, and the neighborhood. Participants were put in teams for each workshop. The team involved in the common sense curriculum developed a plan to teach young adults a common sense approach to life that reflects the collective wisdom of the team. The neighborhood team was tasked with enhancing the quality of life in Hartford, Connecticut. Finally, the voter education team researched the issue of low voter turnout and developed ideas to increase it (Hentschel & Eisen, 2002).

The primary measurement of the program's success was the ongoing civic engagement of participants (Hentschel & Eisen, 2002). According to Hentschel and Eisen (2002), 70% of participants involved in the first two classes of the program reported that they have been engaged in new community leadership responsibilities due to their participation in the program. Some of these new roles include joining boards and commissions, taking on leadership roles with organizations they belong to, and running for public office and subsequently being elected to citywide office.

Leadership Training for the Public Good

Communities across the country have established leadership training programs to increase citizen activism, community engagement, volunteerism, civic leadership, and motivate individuals to run for public office. According to Azzam and Riggio (2003), the rise in number of civic leadership programs is due to the need for increased numbers of trained community leaders. Fredricks (1999) also states that communities have established leadership development programs to ensure citizen activism and leadership in order for a community to grow to its fullest potential. These programs have also led to a decrease in crime rates, better schools, and more effective governments (Azzam & Riggio, 2003).

The programs can also lead to positive long-term impact on change for the betterment of the community when graduates engage with the community, become involved in public office, and use the knowledge gained throughout the

programs to discuss and implement solutions to the challenges facing the

communities where they live. The knowledge gained from these types of

programs is also transferred throughout the community when graduates take the

opportunity to share their learning experiences.

Many leadership development programs are intended to develop leaders

for the public good (Fredricks, 1999; Ricketts & Ladewig, 2008). Brungardt and

Seibel (1995) argue that one of the main goals of community leadership

programs is to create "an active network of informed, concerned citizens to guide

the future growth of their communities…and take an active role of leadership

within their communities especially in addressing issues and concerns" (as cited

in Fredricks, 1999, p. 135). Moreover, Sogunro's (1997) study of a leadership

development program included an open-ended questionnaire and an area for

comments. One participant stated, "I believe the skills gained would enhance my

competency as a member on the Board" (Sogunro, 1997, p. 731). Another

commented, "with the experiences acquired at this training, I think I'm competent

enough to run for office in the next local election in my community" (Sogunro,

1997, p. 731). A supervisor of one of the participants commented, "from what

I've gathered and observed from past participants, the key difference is that they

feel more confident, more empowered to try to improve their meetings and the

functions of their organizations" (Sogunro, 1997, p. 731).

Schweigert (2007) also presents a schema for education in community

leadership programs that includes key elements for learning to lead in

communities. Critical to this model is authoritative action of citizens on behalf of the public good. He believes that leadership development programs must focus less on individual leaders and more on the social settings, processes, and needs that require and facilitate authoritative action: action to power, legitimation through support and accountability, effective community practices, and public work in public spaces (Schweigert, 2007). Ricketts and Ladewig (2008) also argue that in order to have effective community leaders, activities should be less focused on individual interests and more focused on the needs and concerns of the community. Because "leadership works through people and culture," the leader must incorporate the development of vision and strategies in order to align and empower people to be involved in their communities (Schweigert, 2007, p. 326). There are no boundaries within community leadership, and as such, followers can replace leaders, change their powers, and can become empowered to run for public office. Schweigert (2007) also posits that citizens must become engaged and realize they need public action in order to successfully pursue their own interests and those of the community. Community educational programs thus must empower leaders and followers to "choose to participate and take responsibility to act" (Schweigert, 2007, p. 328).

Leadership and Partnerships

According to Seidman (2007), leadership through connections and collaborations inspire the best in people. Participating in leadership development programs not only provides opportunities for developing corporate partnerships,

but also enables participants to build individual collaborations. Social capital,

networking, alumni programs, the transfer of knowledge opportunities, and the

spillover effect of a leadership training program are themes that enable

partnerships to build within a community. These themes are also critical to

graduates who make the important decision of running for public office after

graduating from one of these programs.

As a candidate, individuals need to rely on the social capital and networks

that have been developed within a class program. Candidates can also build

social and financial capital within an alumni organization and transfer their

knowledge to potential voters through the spillover effect that takes place after

participating in leadership development programs.

Social Capital

Leadership development programs serve as a type of community

education, a primary component for building social capital (Kliminski & Smith,

2003). Berry (2003) argues that social capital is what activates financial and

human capital and must be incorporated in both forms of capital in order for

investments to be effective. Social capital features include networks, norms, and

social trust that facilitate coordination and cooperation for mutual benefit and take

an investment of time and effort to establish and sustain these networks (Van De

Walk & Constas, 2010; Ricketts & Ladewig, 2008; Berry, 2003).

Van De Walk and Constas (2010) have done empirical research on the topic of a relationship between leadership development programs and social capital. While the authors do not dispute the relationship, they conclude that the existing literature does not support a causal inference that participation in a leadership program enhances social capital.

However, there are many arguments that suggest that a relationship does exist between leadership effectiveness and social capital, as well as the idea that participation in a leadership development program increases an individual's social capital and networking base (Van De Walk & Constas, 2010; Ricketts & Ladewig, 2008). Through a four-stage search process to identify literature on leadership development programs, evaluation, and social capital, the researchers found in all the studies analyzed, except one, that participation in a leadership development program did lead to an enhanced social capital or network (Van De Walk & Constas, 2010). However, their research found that social capital and networks developed during leadership programs often falls apart if alumni fail to maintain those (Van De Walk & Constas, 2010). Therefore, it is critical that a focus be maintained on the development and implementation of continuous learning through alumni programs.

However, Ricketts and Ladewig (2008) argue that a sense of community and social capital work with leadership to establish change. Using a path analysis, they found community empowerment and building social capital through

leadership development programs and trust has a direct effect on community change.

In his analysis of active citizenship, Annette (2009) found that social capital is a theoretical basis for understanding the importance of community. Through leadership development programs, individuals are able to establish social capital and develop networks and collaborative partnerships with organizations, governments, businesses, and other sectors of a community. With these partnerships, citizens are able to create solutions and change for the common good by working with allies and collaborators with the purpose of effective community leadership (Ricketts & Ladewig, 2008).

Social capital also helps establish a shared purpose or vision for the community. This finding comes from a study of rural leadership programs in Florida using the definition of leadership as, "an influence relationship among leaders and collaborators who intend real changes that reflect their mutual purposes" (Pig, 1999 as cited in Ricketts & Ladewig, 2008, p.139). Through this definition and their study of leadership programs, they concluded that community leadership is dependent on networks and influence, relationships, and other interactions within the community. Finally, the three important dimensions of social capital are trust, organizational involvement, and community involvement (Ricketts & Ladewig, 2008).

The Spillover Effect

Leadership development programs not only help those that participate but can have a spillover effect onto the entire community. Graduates of these programs can provide a transfer of knowledge, which can improve the execution and formation of community projects and solutions to diverse community challenges (Azzam & Riggio, 2003). Due to the social and contextual interactions and formal training that takes place in these programs, the participants and graduates are able to establish a relational network among members of the community, which leads to better retention and application of what is learned during the program (Azzam & Riggio, 2003). The interaction with community leaders provides the critical element of networking for incoming leaders and those considering public office opportunities.

Fredricks (1999) also argues that maintaining continuous contact for alumni is critical to sustaining networks and encouraging long-term community change. Sogunro (1997) and Crippen (2004) call this a spillover effect. The networks from participating in civic and developmental leadership programs can create the change needed to accomplish tasks that make a difference in the community. The spillover effect enables graduates to use the training in these programs not only in the workplace, but also with family, friends, colleagues, and acquaintances in the community (Sogunro, 1997). Sogunro (1997) found that many participants believed that by participating in a leadership development program they were able to enhance their own capabilities in training others in

their organizations and communities. Crippen (2004) also found that after

conducting a study of a servant-leadership program with over 200 teachers

participating from across Canada, those teachers went back to their communities

to expose others of what they learned. This program took place in Manitoba,

Canada, and over the past seven years, over 1200 people have been exposed to

the concepts learned in the program due to the spillover effect (Crippen, 2004).

Networking and the Importance of Alumni Programs

Several leadership programs incorporate the importance of networking

into their missions and objectives. For example, one of Leadership Florida's

goals is to organize a network of Florida leaders that are expected to use their

acquired skills and talents to develop communities that find viable and

sustainable solutions to problems (Fredricks, 1999; Leadership Florida, n.d.).

Moreover, the concept of networks and relationships is critical to community

learning. On one hand, individuals belong to families. On another level, these

families belong to larger communities, alliances, and networks (Schweigert,

2007). Within these communities, there is also the relationship between leader

and follower that must incorporate the practice of a moral community in order to

sustain the leadership education taking place in these programs across the

country and even the world.

Once an individual completes a leadership program, it is important for the

planning organization, often a chamber of commerce, to keep them involved as

alumni. Approximately 73% of the programs researched by Azzam and Riggio (2003) have an alumni program and use different methods to keep alumni involved such as holiday parties, newsletters, community projects, monthly meetings, annual retreats, volunteer opportunities, and refresher courses. An important aspect of Leadership Collier is that each participant in the current class must be involved in planning a session for the next year's class. This has provided one opportunity for people to continue the experience the year following the program. However, many programs face the challenge of keeping alumni connected and informed. Some of these challenges are caused by funding, recruiting, time, and staff (Azzam & Riggio, 2003) as well as lack of skills in using social media outlets.

While keeping alumni connected is a challenge, it is critical for the continuous success of creating partnerships and collaborative efforts. These efforts are another critical element to adult learning and civic community involvement. Partnerships between the public, private, and non-profit sectors can allow for more resources, shared visions, and stronger collaborations on community projects. Kouzes and Posner (2001) said it well, "leadership is everyone's business; therefore, leadership is critical in every type or relationship, relationships within the home, inside an organization, and within the community (p. 1). Similar to Kouzes and Posner's description of leadership, Ricketts and Ladewig (2008) posit that communities are places where "people live, work and

interact on a daily basis…it is their lives." These descriptions demonstrate the

critical partnership between leadership and community in today's global society.

Leadership for Empowerment and Motivation

Many of these leadership training programs can serve as a source of

motivation and inspiration for participants to be involved in their communities and

become effective leaders. According to Seidman (2007), we are in an era of

behavior where "inspiration is the ultimate renewable energy resource" (p. xxix).

In his analysis, he posits that inspirational leadership is the most powerful,

efficient, and shareable source of human connection that is needed in order for

more individuals to be capable of inspiring behavior changes in the global society

we are living in (Seidman, 2007). Moreover, two of the most critical elements of

leadership development programs, in particular with adult learners, are the

concepts of motivation and empowerment that can be developed through

different methods of inspiration. According to Thornton et al. (2001)

empowerment is a tool used to enhance successful adult learning. Sitterly

(1998) defined empowerment as a process that enables people to use their full

potential by encouraging them to "more fully participate, to take action, risks and

ownership of their decisions" (as cited in Thornton et al., 2001, p. 1).

Empowerment can also strengthen an individual's sense of effectiveness and

self-esteem. It also includes an adult learner's excitement and pride to meet new

degrees of success and productivity (Thornton et al., 2001). Short (1998) also

argues that participant empowerment is part of a new kind of leadership. She

defines empowerment as the development of personal competence, which leads

to opportunities a person then has to demonstrate those competencies (Short,

1998).   In order to experience true empowerment, individuals must also take part

in the decision making process, on an individual and collaborative level. Once

adults have been motivated to take part in the decision making process, they are

more likely to become empowered to get involved in their communities because

they can now understand the process that went into making decisions and can

support the outcomes (Thornton, et al., 2001). Ricketts and Ladewig (2008) also

found that community empowerment is the strongest determinate of openness to

change and community vision.

At the core of community and civic leadership programs is the goal to

motivate people to take action and adopt some form of behavioral change

(Fredricks, 1999; Lucente & Lacy, 2003). Behavioral change can take on

different shapes and be as simple as viewing issues through different lenses or

volunteering on non-profit boards, or as complicated as creating a volunteer

organization focused on a community issue or becoming a candidate for public

office (Fredricks, 1999; Sogunro (1997). Sogunro (1997) also found that

leadership development programs provide techniques to enable a "change in

attitude…an attitude that things can be better" (p. 731). This change in attitude

enables participants to motivate people and make informed decisions in the work

environment, private lives, and in the community (Sogunro, 1997). Inspirational

motivation and intellectual stimulation also enable followers to be creative,

innovative, and to change their own beliefs and values in order to accomplish the higher expectations of leaders (Northouse, 2007). Moore (1988) argued that fundamental change occurs through awareness, networking, and training individuals through community leadership programs (as cited in Fredricks, 1999, p. 135). Eleven years after Fredrick's article, Paarlberg and Lavigna (2010) further argued that behavioral change is illustrated through motivational logic. A major finding in their research showed evidence that individuals are not always motivated by financial rewards, but more so, by the opportunity to make a difference in the lives of others, which can lead to increased performance at work and home (Paarlberg & Lavigna, 2010). However, in the area of motivation and behavioral change, Lucente and Lacy (2003) found that there is often a time lag between program content and the application of the ideas within the environment of a public official.

Therefore, motivation is a critical element of community leadership development programs. Motivation is defined as the beliefs, values, and attitudes that go beyond self-interest to energize individuals to do good for others and contribute to the well-being of the community (Paarlberg & Lavigna, 2010). Sogunro (1997) also found similar data regarding motivation due to leadership program participation in his study of 234 graduates. For example, many respondents stated that their listening and presentation skills had improved and that they were able to organize people and were motivated to get things done due to an increase in their ability to be more outspoken and assertive (Sogunro,

1997). All participants felt that there was some type of behavioral change within them, which lead Sogunro (1997) to conclude that leadership development programs had positive effects on participants.

In many cases, these programs motivate participants to get more involved in their communities, in particular, by inspiring people to run for public office (Fredricks, 1999; Sogunro, 1997). By participating in leadership programs, individuals have become influenced by the idea to affect the broader public policy process (Paarlberg & Lavigna, 2010). In order to accomplish the goals in the public policy process, leaders must use influence, a critical element of the leader-follower relationships (Farling, et al., 1999). In a comparison of Burns (1978) and Greenleaf (1977), Farling et al. (1999) further the discussion of empowerment and motivation by incorporating the aspect of "persuasive communication" (p. 55). This type of communication incorporates language of motivation and influence as important elements in effecting leadership and for shaping expectations and beliefs in political, social, religious affairs, and attitude change (Farling et al., 1999). Sogunro (1997) also found an increased recognition of the importance of communication ability for a successful leadership role.

Often before going through a leadership program, participants believed that key elements of leadership included confidence, cooperating, competence, and determination skills. After completing the program, Sogunro (1997) found that participants changed their opinions on leadership and believed that listening, empathy, and fair-minded skills helped motivate them and others to be better

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leaders. In one of Sogunro's (1997) studies, he found that eight out of nine

participants became more active in organizing community educational programs,

in particular as volunteers. One participant stated that by participating in the

program, he was able to grow his knowledge and leadership skills and was

motivated by the program to run for public office in his community. Eighty

percent of those interviewed by Sogunro believe that the spillover effects of the

leadership program they participated in allowed them to grow their competencies

and were better able to conduct effective board, club, cooperative and

community meetings due to having a better understanding of their leadership

roles.

Furthermore, Tracy (1992) developed a list of ten principles for educators

to use when teaching adult learners to empower others. They include: a) tell

people what their responsibilities are, b) give authority equal to the

responsibilities assigned to them, c) set standards of excellence, d) provide

training that will enable them to meet the standards, e) provide feedback on their

performance, f) give knowledge and information, g) recognize their

achievements, h) trust them, i) give permission to fail, j) treat them with dignity

and respect (as cited in Thornton et al., 2001, p. 6). By implementing these

principles, empowerment can be achieved as a positive component of motivation.

Short (1998) also argues that setting clear responsibilities leads to greater

empowerment. However, program planners and educators need to be proactive

and reinforce activities related to empowerment because individuals can only grow when they feel invested and encouraged (Thornton et al., 2001).

Finally, there are different types of motivations that affect participants going through a leadership development program. According to Barbuto and Scholl (1998) there are five sources of motivation including intrinsic, instrumental, external and internal self-concept, and goal internalization. The intrinsic process of motivation focuses on the desire for fun and enjoyment in activities. The instrumental process focuses on tangible rewards such as pay and bonuses. The external self-concept involves the desire for individual acceptance and affirmation of competencies and values. Internal self-concept focuses on the desire to meet personal standards of competencies and values. Goal internalization motivation focuses on the desire to attain goals consistent with internalized values (Barbuto & Scholl, 1998). It is important for leadership program planners to take all of these types of motivations into consideration when planning sessions for different types of learners.

In order to focus on developing leaders for public office, planners must include sources for goal internalization motivation in order to provide opportunities for individuals to adopt attitudes and behaviors congruent with their personal value systems. In this process, individuals believe in different causes and are motivated to work towards the goal of the collective community (Barbuto & Scholl, 1998). Furthermore, when one of the goals of a leadership development program is to develop leaders for public office, it is critical to focus

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on themes of servant and transformational leadership when developing

motivational sources and empowerment.

Transformational Leadership and Servant Leadership

There is a need in each community for managers and leaders to use

transformational leadership in order to create behavioral changes and create and

implement sustainable change (Paarlberg & Lavigna, 2010). One of the primary

elements of motivation through leadership should be to serve others (Farling et

al., 1999). Serving others is at the heart of servant and transformational

leadership and can inspire other leaders and followers. In a society marked by

political, economic, and environmental change and upheaval, servant and

transformational leadership is key to thriving, innovating, and establishing values

of behavioral change. These types of leaders can inspire others to understand

that "real, sustainable value can be achieved only when you pursue something

greater than yourself that makes a difference in the lives of others" (Seidman,

2007, p. xxxvi).

Transformational leadership can be defined as a process that motivates

individuals by appealing to their higher ideals and moral values by creating a

culture where individuals feel empowered and are encouraged to try new things

(Paarlberg & Lavigna, 2010; Northouse, 2007). Transformational learning is

about fundamental change in ourselves and our communities (Merriam et al.,

2007). Community leadership programs can be instrumental in developing

transformational leaders that can influence and motivate others with confidence

and vision to create problem-solving solutions and achieve their goals. Transformational leaders also have the ability to impact their communities by developing a shared vision, articulating clear goals and objectives, empower others, and model ethical and trustworthy behavior (Paarlberg & Lavigna, 2010; Northouse, 2007). Furthermore, many researchers studying effective community leadership tend to use models of transformational leadership and servant leadership in developing surveys and other study methods (Ricketts & Ladewig, 2008).

Servant leadership includes variables of vision, influence, credibility, trust, and service as identified in academic literature according to Farling et al. (1999). A major finding in the literature suggests that servant leaders are transformational leaders. This finding can be concluded by comparing and contrasting different perspectives of the two terms. For example, Greenleaf (1977) argues that natural servants are individuals who believe they are servants first while Burns (1978) argues that a transformational leader is a leader and follower acting in collaboration to assist each other's improvement in every aspect of life (as cited in Farling et al., 1999, p. 50).

Northouse (2007) also uses Burn's description of transformational leadership in his analysis of the topic and its concentration with the collective good. Both Greenleaf and Burns focus on people in the leader-follower model and process. Furthermore, by comparing both researchers, Farling et al. (1999) identified the five variables of vision, influence, credibility, trust and service in a

servant leader-follower transformational model. Greenleaf and Burns believe

that servant leadership is a form of transformational leadership and thus should

work to build both the leader and the follower (Farling et al., 1999).

Ricketts and Ladewig (2008) also use the definition of servant leadership

as developed by Greenleaf. Their findings include servant leadership as having

the six components focused on developing people, building communities,

displaying authenticity, providing leadership, sharing leadership, and establishing

values (Rickett & Ladewig, 2008). As Greenleaf posits, Ricket and Ladewig

(2008) believe that servant leadership is service first, then leadership and argue

that it is important to serve the community first. Once that happens, an individual

will be considered a leader by the community in which he serves. This can lead

to trust and respect, which help a leader create change for the public good.

Furthermore, previous leadership definitions from the 19th and 20th century

suggested leadership as a hierarchical premise related to wealth and influence.

In today's global society, this premise has moved in the opposite direction to a

more servant-leadership model (Block, 1996 as cited in Crippen, 2004, p. 12;

Schweigert, 2007). This model is inclusive of personal service to community

regardless of wealth and power. In his book, *Twilight of the Elites,* Hayes

(2013b) examines this premise and the need to focus on putting talented people

in government positions rather than members of the elite. Local leadership

development programs can aide in this objective by training individuals from

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different demographics to be transformational leaders, regardless of their annual income.

Crippen (2004) also incorporates Robert Greenleaf's (1970) paradigm of servant leadership in her discussion of an effective model for educational leadership and management. Greenleaf (1970) believed that an individual has to "first serve society and through one's service a person will be recognized as a leader" (as cited in Crippen, 2004, p. 12). Based on Greenleaf's teachings, ten characteristics of servant-leadership include: a) listening, b), empathy, c) healing, d) awareness, e) persuasion, f) conceptualization, g) foresight, h) stewardship, i) commitment to the growth of others, and j) building communities (Crippen, 2004).

In her article, Crippen (2004) discusses these characteristics as they were applied to an educational leadership program for over 200 teachers across Canada. After completing the program, the participants were asked to respond to incomplete sentences. For example, one of the incomplete sentences was "A servant-leader is____." Responses included: a) a true humanitarian, b) puts others before self, c) caring and compassionate, d) balanced, e) one who empowers others, and f) transformational. The second incomplete sentence was, "In my school (work environment) I will introduce servant-leadership by_____." Responses included: a) modeling my actions, b) serving my colleagues and students, c) providing in service and acting as a speaker, d) emailing Greenleaf quotes, and e) discussion at staff meetings. Finally, the participants were asked to complete the following sentence, "The most difficult

concept of servant-leadership is _____." Reponses included: a) consistency, b) living it and living in the now, c) trust, d) sacrifice and patience, e) persuasion, f) helping myself and others to grow, and g) teaching others that it is a privilege and honor to serve (Crippen, 2004). Crippen (2004) posits that one of the next steps in the realm of servant leadership is to incorporate it into an effective educational leadership and management model.

Finally, transformational and servant leadership involves leaders advocating change for others, which is consistent with society's notion of what leadership means (Northouse, 2007). Bass and Avolio (1990) argue that transformational leadership can be taught to people and can be used to improve team development, decision making, quality initiatives, and reorganization within a business and a community. Using servant and transformational leadership themes and curriculum may enable more people to gain the empowerment, motivation, and leadership skills needed to run for public office and serve in an effective manner.

Conclusion

Integral to developing leaders for the public good is creating a successful leadership development program. Critical to that success is clearly defining the mission and vision of the program, program design, providing scholarship opportunities, establishing program format and curriculum focused on leadership and learning for adults, diversity among class members, developing a sense of

community, and ensuring that learning organizations are created within the class and alumni program.

There are several examples of collaboration and partnership development and maintenance due to the spillover effects that enable individuals and corporations to transfer knowledge throughout a community, build social capital, provide networking opportunities, and participate in strong alumni programs. However, the most important elements of developing leaders for the public good is instilling motivation and empowerment in the curriculum and program format as well as focusing on transformational and servant leadership. A leadership development program not only needs to focus on community issue awareness but must also build on the goal to challenge participants to be engaged in their communities.

Chapter 3

Methodology

The purpose of this study was to understand what leadership experiences gained through participating in Leadership Collier can empower and motivate a person to run for public office. Empowerment was operationally defined as the development of personal competence that enables people to use their full potential and take action in their local communities. Motivation was defined as the act or process of giving someone a reason to do something.

The use of qualitative methodology was selected to enable the researcher to find answers to the research questions. While there are several types of qualitative methodology, this study focused on the case study process as it is the preferred strategy when questions being posed include the terms "how" and "why" (Yin, 2003). The research questions in this study included the terms "how" and "what;" however, the interview questions also included the term "why" in order to answer the research questions. Moreover, case studies are also used within real-life contexts in order to contribute knowledge of individual, group, organizational, social, and political phenomena. Furthermore, case studies can be used to help researchers illuminate a decision or set of decisions, which was a main purpose of this particular study (Yin, 2003).

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Further, qualitative methods were used to understand how people make sense of their experiences through a case study methodology (Merriam, 2009). This research design was selected because there is a need for a "complex, detailed understanding of the issue" (Creswell, 2007, p. 40). The data detail and data analysis came from talking to people about their stories and allowing them to share without restriction so that more in depth knowledge was gained regarding their experiences. To establish a solid understanding of the purpose and focus on the research questions, the study's framework took place within a qualitative bounded system, or case study. Merriam (2009) describes a bounded system as something around which there are boundaries that can be examined by analyzing the finite number of people involved in the experience or process. According to Creswell (2007), this type of study is a strategy of inquiry or methodology in a qualitative research design to examine a bounded system over time. The data collection is from interviews, documents, reports related to a case description, and the researchers understanding of Leadership Collier over time (Creswell, 2007).

This chapter will focus on sharing design decisions that align to qualitative case study methodology. This including information on methodological procedures, a sampling plan, participants of the study, document review processes, data collection, data analysis, and the interview questions that were used when meeting with study participants. Two previous studies were

conducted by the researcher, an Institutional Review Board focus group and pilot study as a directed class project, which are also explained in this chapter.

Sampling Plan

Context

The context of this study was bounded by the Leadership Collier program focusing on participants' experiences within the Leadership Collier program and its impact on a person's decision to run for public office. The Leadership Collier program is a nine-month experience to educate local business leaders about societal and economic challenges facing the community of Collier County (Leadership Collier Foundation, 2012). Within this framework, the study was centered on in depth interviews and document reviews. Because this study is not taking place during an election year observations were not be part of the study. Instead, the study focused on residents of Collier County, Florida who had run for public office after completing the Leadership Collier program. To date, approximately 800 people have gone through the program; however, a small percentage have gone on to run for public office.

Participants

The study population was selected based on an individual's completion of Leadership Collier, a nine-month experience to educate local business leaders about societal and economic challenges facing the community of Collier County. Participants not only had to be graduates of Leadership Collier, but also must

have run for public office after completing the program. However, participants were not selected based on whether or not they won the seat for public office.

The researcher used an open-ended interview question format with 11 participants. This was a purposeful sample based on graduates of the program that ran for public office after graduating. The sample size was selected based on the number of people that had run for public office after completing the program and the available contact information for those participants. Initial contact was made via email with follow up phone calls. Interviews with 9 individuals took place in person and at the convenience of the participant, while 2 interviews took place over the phone. Participants were selected based on the researcher's knowledge of their involvement in the Leadership Collier Foundation, discussions with the President of the Foundation, and through the snowball method, where participants were recruited from acquaintances of other participants.

Data Collection

Thick, rich data is critical to qualitative studies in order to answer the research questions. This type of data was collected and analyzed through interviews, surveys, and document reviews. It was also important to maintain confidentiality throughout the research and presentation process.

As part of the data collection process, the researcher provided each study participant with a pseudonym. As the data collection process was conducted, the researcher changed the names to letters. This was done in order to provide

another layer of privacy and to ensure anonymity because each study participant either was currently or previously an elected official in a small county.

The researcher also did not include the specific elected office for each individual to further ensure anonymity; instead, she included information regarding the size of the office, whether it was a single district within the county, countywide, regional, or statewide office. An interview protocol, including an invitation script, introduction of the study, and important questions, were developed before the study began in order to gain approval from the Institutional Review Board (IRB) at Florida Atlantic University.

Instrumentation: Interview

This research study was qualitative in nature; and therefore, a complex understanding of the case was developed through the process of interviews using open-ended questions. Interviews of approximately one hour with each participant took place in order to collect thick, rich data for a qualitative research study. Interview questions focused on reasons for applying to Leadership Collier or other leadership development programs, skills learned while participating in those programs, the impact of diversity on their learning experiences, expansion of professional and personal networks, leadership experiences, and motivations for running for public office, community issues, and unique experiences that empowered them to become more engaged in their communities. Specific

questions based on these themes and the dissertation research study is composed in the appendix section of this paper (See Appendix C).

Demographic information was also collected during the interview including gender, ethnicity, age, and highest educational degree earned. Participants were also asked if they have a family member that had run for public office and if their current company or organization has sponsored other applicants to the Leadership Collier program. One founder of the Leadership Collier program was also interviewed in order to develop a solid background of the program, why it was formed, how its mission was developed, how class members are selected, and to form a historical perspective of the program in Naples, Florida.

Document Review

According to Stake (1995), a detailed description of a case emerges from data collection and analysis. Document review can aid the researcher in gathering information related to the history of the case, a chronology of events, and case activities. They can also help the researcher establish a clear understanding of the case for a diverse set of readers.

In order to provide a detailed case description, the researcher reviewed Leadership Collier documents that included the application and common session agendas from the ten sessions that took place during each yearly program. Session agendas for Environment Day and Education Day from 1999, 2007, 2010, and 2012 were reviewed and compared to gain an understanding of the similarities and changes in the program over the past 15 years.

The application was reviewed because it includes questions of previous leadership experience and thoughts on current challenges and solutions for today's societal issues. The researcher used the questions listed in the application to develop supplemental interview questions.

Each study participant was asked if he or she has a copy of the application submitted for entrance into the program in order to better understand the participant's experience before entering the program and their thoughts on critical issues facing the community at the time the application was submitted. Unfortunately, none of the participants was able to locate their original applications; however, many were able to remember some of their answers to the application questions and were able to discuss them during the interview.

Furthermore, the study participants have been written about in local, regional, national, and other community newspapers on several occasions due to their involvement in public service and their campaign efforts. Therefore, articles were analyzed to gain insight on campaign and leadership experiences that are important to learning about the background of each study participant. The researcher also reviewed articles written specifically about the Leadership Collier program in order to gain background information on the program.

Finally, e-newsletters from the Naples Chamber of Commerce, the Leadership Collier Foundation, and the Center for Ethical Leadership were reviewed in order to gain insight into current events and updates. Websites for

the Naples Chamber and Leadership Collier were also reviewed to gain a better understanding of the mission and vision of the sponsoring organization and all of the leadership programs under the umbrella of the Leadership Collier Foundation.

One of the founders of Leadership Collier recently wrote a detailed history of the reasons and processes that went in to establishing the program to help program planners and volunteers plan events for the 25th anniversary which will take place in 2014. This document was provided to the researcher for review and was extremely helpful in developing a clear understanding of why the program began and who was involved in the inception and implementation. Through this document, the researcher was able to develop a summary of the changes that have taken place since the inaugural class began.

For this research study, the researcher designed a document table, (See Appendix D), listing each document reviewed and a summary of its contents. The document table includes the following information: name of the document, the date it was received and reviewed, its significance to the research study, a summary of its contents, and which research question it addressed. Documents also included websites, newspaper articles, other documents directly related to the Leadership Collier program, and documents related to other leadership centered organizations.

Data Analysis

As noted, the information obtained throughout the data collection process was analyzed using a form of descriptive coding, marginal remarks, and inductive and deductive coding methods. Descriptive coding is a method used to identify the topic being discussed or written about (Saldana, 2009). The researcher first wrote marginal remarks throughout each interview transcript, and then used the descriptive coding method to highlight emerging themes. According to Miles and Huberman (1994), marginal remarks are helpful to establish pre-analytic remarks and add meaning to field notes.

Based on a pilot study and a focus group completed previous to the start of this dissertation study, and discussed after the validity and reliability section of this chapter, the researcher assumed similar themes, include learning and involvement, diverse perspectives, networks, and leadership skills, would be found in this study. Once the marginal remarks and descriptive coding was completed, a solid summary of the text was established. In reviewing the summaries, the researcher used what Merriam (1998) refers to as data bits, key words, phrases, and statements that best represent the overall idea or theme found within the interview discussions.

Eighteen data bits were established in the research that support the research questions posed in this study. In order to narrow the themes, the researcher used the method of inductive and deductive coding to produce eight final codes that are examined in chapter 4. This coding method was used to

clearly define the connections between discussions while honoring both the group collectively and the individuals within the study group. Fereday and Muir-Cochrane (2006) posit that a balance of inductive and deductive coding can produce a thorough and accurate balance in the research.

Furthermore, they explain inductive codes as "themes emerging from participant's discussions" and deductive codes as codes that are "derived from the philosophical framework" (Fereday & Muir-Cochrane, 2006, p. 9). The final 8 codes include: 1. sense of community, 2. social capital, 3. program design, 4. confidentiality, 5. diversity, 6. bonding, 7. empowerment, and 8. motivation. Below is an example of the inductive and deductive coding for this particular research study.

Table 1

Example of Inductive Coding Method

Participant letter	Transcript statement	Inductive code
A	I really think that the things that are gained in Leadership Collier are the people you meet, the networking that you have. The social get togethers have kept it alive and I really think that's critical.	Social Capital
B	It was nice having a lot of contacts in town and knowing people and being there to be of some help and moving their requests forward. Without Leadership Collier, I don't know how I would walk into a room and know that many people.	Social Capital *(Table continues)*

Table 1 *(continued)*

Participant letter	Transcript statement	Inductive code
C	My campaign committee was my Leadership Collier class.	Social Capital
D	The opportunity to meet more people. Leadership Collier provided a network of friends that I knew would help me campaign for election. The network that was built up through Leadership Collier, quite frankly, and the connections I made through Leadership Collier…when I walked into that room for the debate it was full of friends. The confidence, the networking, the ability to talk to people who have done it before…I met new friends and advisors through Leadership Collier, and not just in my class but other folks who had been through the program who I was connected to as a result of the program, that then helped me go forward. The networking was everything. The network that I built through Leadership Collier and the connections that I made that led to more connections, actually then bridged the gap for me…and those people introduced me to a bunch of people throughout the district which built my network even more. Leadership Collier was very helpful and important to me to create a network and a base of support that would allow me to win my last election, no question.	Social Capital
E	I had just gone out on my own, and I went in for a couple reasons. One was the networking.	Social Capital

(Table continues)

Table 1 *(continued)*

Participant letter	Transcript statement	Inductive code
	Leadership Collier certainly gave me familiarity and it gave them familiarity with me so that when I needed to run for office, I had resources in terms of supporters, financially and people that vote. Members from my class were on my campaign committee. The most important connection I made were with the women in my class who are all business leaders in the community.	
F	I think there's an intangible result…you're in contact with more people than you would be in contact with in your regular business. It gave me closer interaction with people that I normally wouldn't. I think Leadership Collier is a great opportunity for anyone in the community to have the interaction with others…people that you become friends with and gain respect for…if you hadn't gone through the program.	Social Capital
G	It helped with that engagement of business and community members and allowed me to provide more information about myself to them and solicit information from them that helped me. When you go through Leadership Collier you develop connections with people from all areas. The first thing I think is the uniqueness of meeting and getting to know personally other professionals at my level or above.	Social Capital
H	You meet a lot of people. You broaden your base of people that you know. I've gotten a lot of good friends that were supporters of mine from Leadership Collier.	Social Capital
		(Table continues)

Table 1 *(continued)*

Participant letter	Transcript statement	Inductive code
	You cannot under emphasize what networking you get out of Leadership Collier. I didn't know people in other business sectors that I now know because I met them in Leadership Collier. Leadership Collier has the kind of people you want to know. When you are in public office it is all about your base of support. And I think that you definitely meet people in Leadership Collier that you would like to get as part of your support.	
I	Leadership Collier was a vehicle to meet people…to network with people, and quite frankly, to make contacts that would help me grow my business. Leadership Collier exposed me to a lot of different personalities…so that expanded my horizon on people and gave me the opportunity to watch other people in action and take from other people precious lessons. My take away from Leadership Collier were the relationships. Leadership Collier brings you right up from with the movers and shakers in the community.	Social Capital
J	Learning a lot more about who the players were and getting to know those people. Absolutely…not only the people from the Class of 2000, which is still the best class, but the people from other classes. *(Table continues)*	Social Capital

Table 1 *(continued)*

Participant letter	Transcript statement	Inductive code
	For me, Leadership Collier was about learning about the community and developing the relationships. I wouldn't have the relationships with the other movers and shakers if not for the program. Being able to pick up the phone and call whomever, and the fact that you may not know them well, but the fact that you were in Leadership Collier and they were in a different class just gives you an access that you wouldn't have otherwise.	
K	It expanded my sphere of friends. It is nothing to have a classmate call you up or you call a classmate for help with something. There were people in my class that I would have never known otherwise. The networking aspect and the diversity that's in Leadership Collier is why they build those classes the way that they are and chosen the people that are in them. If you call up someone from Leadership Collier, if they don't know the answer, they know someone that does. Each class there is about 40 people and they put that network out there. So you get to know those 40 people and then they know 40 more people and so on. It helps with the election.	Social Capital

Table 2

Example of Deductive Coding Method

Participant letter	Transcript statement	Deductive code
A	You build camaraderie with your classmates. It's not just sitting and listening, so you really get to know people. When you see these people after graduating, there is still a bond.	Bonding, Trust, and Respect
B	You have the affiliation of being a class graduate and the experience, the bonding, the camaraderie, the support, the continued growth, continues with other alumni as they come out. A program like Leadership Collier lets you meet people and find out they had parents, they have a spouse, they have children, that while you may disagree on the issue, they are genuine and real people, and more often than not you learn to respect them. You continue to meet with your class members and meet new alumni. And while you don't have the same bond as being in that class, you do have the affiliation of being a class graduate and the experience, the bonding, the camaraderie, the support, the continued growth, continues with other alumni as they come out. You meet people…as you just bond and learn more about them as a person, then it's easier to have respect for their opinion, even if you don't agree.	Bonding, Trust, and Respect
		(table continues)

Table 2 *(continued)*

Participant letter	Transcript statement	Deductive code
C	The opening retreat helped break down barriers and was an incredible bonding experience that lead to respect and trust with my class members.	Bonding, Trust, and Respect
D	You get to know people at a personal level so that when you have disagreements you have the opportunity to actually listen and discuss them. Sometimes it changes your opinion and sometimes it doesn't, but you can respect what the other person believes because you respect the person.	Bonding, Trust, and Respect
E	The bonding experience from my class enabled me to have resources in terms of fundraising and people that vote.	Bonding, Trust, and Respect
F	I might have met him peripherally because he is a builder in town, but I met him in the leadership program and because of that I saw what kind of work he did, we hired him to do construction on the office building. Then I got to know him and his wife and he was my first campaign chair. I trusted him because I got to know him in Leadership Collier.	Bonding, Trust, and Respect
G	I had a lot of support from people in my class. When you go through Leadership Collier you develop connections with people from all different areas, with all different viewpoints, but what it does, really, is it gives you the opportunity to discuss a lot of things as a group, and you learn a lot that you probably would not do in an open public setting because of the trust that is built in your Leadership Collier class.	Bonding, Trust, and Respect *(table continues)*

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Table 2 *(continued)*

Participant letter	Transcript statement	Deductive code
H	I got a lot of good friends that were supporters of mine from Leadership Collier. You cannot under emphasize what networking you get out of Leadership Collier. You meet people, you're with them, you're on the bus with them, you get to know them. It all contributes to the phenomenon of networking but also building that trust through bonding. You develop those relationships with people who have got your back because you bond with them over a period of time. The bus time was probably as important as some of the time you spent once you got out there because of the bonding that takes place on the bus.	Bonding, Trust, and Respect
I	Leadership Collier changed acquaintances into friends. My take away from Leadership Collier was the relationships and the friendships, and they were more easily bonded at the end of the day during the social hour. It's easier to pick up the phone and call somebody from your class and say, "Hey, I need your blunt opinion." If you don't know somebody, you are going to get a guarded response, but if you've got a relationships built on trust then you can ask blunt questions and receive blunt answers.	Bonding, Trust, and Respect
J	Leadership Collier was more for me a) learning about the community and b) developing the relationships within the community built on the bonding experience.	Bonding, Trust, and Respect
		(table continues)

Table 2 *(continued)*

Participant letter	Transcript statement	Deductive code
K	It expanded my sphere of influence and my sphere of friends. It's nothing to have a classmate call you up and say, hey I've got a problem with this, can you give me some advice…and that's because you get pretty tight as a class, you end up like brothers and sisters. There were people in my class I would have never met, so you get a different perspective. We didn't always agree on things, but we respected each other because of the bonding in the program. There was a person that helped me in my campaign, believed in me enough, and we are on opposite sides of the political spectrum.	Bonding, Trust, and Respect

Validity and Reliability

Merriam (2009) put it simply when she wrote, "all research is concerned with producing valid and reliable knowledge in an ethical manner" (p. 209). She defines validity as the extent to which the study findings can be generalized, while reliability is the extent of consistency in the findings (Merriam, 2009). In a qualitative study there are several strategies that can be used to ensure these matters are addressed including triangulation, member checks, adequate engagement in data collection, researcher's reflexivity, peer review and examination, audit trails, rich and thick descriptions, and maximum variation.

In this dissertation study, validity and reliability were established via an audit trail including analytic memos, a research log, and weekly entries in a journal. The analytic memos focused on what the researcher was learning throughout the data collection process, methodological concerns, and emerging themes in the findings. The research log provided information on the type of activity, date, and length of time the activity was conducted. The researcher also kept a journal throughout the research process to write notes on fieldwork and thoughts on what the research means personally and professionally. This process also provided the researcher the opportunity for reflexivity and critical self-reflection regarding assumptions, worldviews, biases, and her relationship to the study.

Collecting rich, thick descriptions was also an important aspect of this study in order to gain validity and reliability. According to Merriam (2009), this strategy provides description to contextualize the study so that readers will be able to match the research to their situations, and thereby enable findings to be transferred. The interview questions used for this study were specifically vague and often did not mention the term Leadership Collier. While the purpose of the study was read to each participant, their answers referring to the specific leadership development program were their own and not solely focused on Leadership Collier. Furthermore, a process of member checking took place in this study. Member checking is a strategy where data and tentative interpretations are provided to the subjects to confirm plausibility (Merriam,

2009). Interview transcriptions were emailed to each study participant to confirm information provided during the original interviews. Participants were provided one week to review and provide comments related to additions or deletions to the transcripts.

Finally, research suggests the researcher should have someone else read the interview transcripts to find similar patterns (Miles & Huberman, 1994). For this study, the researcher used analytic memos to create reports on what others had told her they found in the interview transcripts. Once the researcher completed the coding process, she reached out to peer reviewers that had received their doctorates in the past five years to confirm the findings and conclusions she had come to throughout the data collection and analysis processes. This was a helpful exercise since both peer reviewers are familiar with the coding process. The data bits they found throughout the interview transcripts were similar to the codes found by the researcher and provided validity to the process.

Past Studies: Focus Group and Pilot Study

Before this dissertation study, a focus group composed of 8 Leadership Collier alumni was conducted during a field project experience during the summer of 2011 that enabled the researcher to learn about the IRB procedures at Florida Atlantic University. The researcher also conducted a pilot study where four participants completed an online survey and one participant completed three

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interviews conducted during three different sessions with the researcher. This

pilot study was conducted in the Spring 2012 semester while taking an advanced

qualitative research course at Florida Atlantic University.

Leadership Collier Focus Group Study

This class field project was an examination of procedures that must be

accomplished before embarking on an institutional study as well as an analysis of

a focus group consisting of Leadership Collier alumni that met during a two-hour

long session. Before the focus group was established, the researcher focused on

IRBNet software and form templates in order to gain approval from the IRB at

Florida Atlantic University. Once approval of the field project was attained, the

researcher followed through on intended methodology, purpose of the study,

central research questions, findings, and conclusions. The Leadership Collier

Focus Group Proposal included the project summary, possible questions for the

focus group to begin the dialogue, objectives of the research, background and

rationale, the research plan, benefits and risks, the informed consent process,

methods for research material privacy, and resources needed to complete the

research.

The purpose of this focus group project was to create appropriate

interview questions for a future dissertation study to determine the perceived

significance of involvement in Leadership Collier for individuals who ran for public

office after graduation from the program. Therefore, the objective of the study

was to design a questionnaire utilizing the collective knowledge of a focus group comprised of 8 Leadership Collier alumni. The discussion and questions obtained from this focus group were incorporated in the interviews used for this dissertation study of Leadership Collier alumni that have run for public office. The questions focused on how Leadership Collier impacted an individual's desire to get more involved in the community of Collier County and run for public office. At the time of this focus group, the central research question of the potentially ensuing study was to find out if Leadership Collier directly affected an individual's decision to run for public office through motivation and empowerment that ensued during the class program.

Benefits of this focus group research study included the opportunity for Leadership Collier alumni to come together to discuss their own experiences in the program and help the researcher develop interview questions for other alumni in a future study. The field project methodology was a focus group design that took place in August 2011.

The focus group met over a two-hour session in one afternoon and included eight alumni of Leadership Collier, including the researcher. The small sample size of alumni members was selected based on the researcher's knowledge of their involvement in the Leadership Collier Foundation and discussions with the President of the foundation.

The focus group consisted of three current public officials, one former public official, one individual that ran for public office but was not elected, and other members based on their involvement on the board of directors of the Leadership Collier Foundation. Furthermore, the focus group included a diverse representation of age, gender, and reflected a wide range of class graduation years. Participants included a female state representative from the Leadership Collier Class of 1991, a female Collier County School Board member from the Class of 2001, a female county judge from the Class of 2010, a male attorney that ran for commissioner before and after graduating from the Class of 2008, two male business leaders from the Class of 1991, and the current male program director who graduated from the Class of 2004. Each came prepared and excited to help with this project, and each provided ideas that have affected this dissertation study. The focus group members also helped in the creation of a list of Leadership Collier alumni that have run for public office since participating in the program.

Finally, going through the procedures of establishing a small focus group was extremely helpful to the student researcher before embarking on a major dissertation research proposal. Not only were future research recommendations offered, but also the researcher was able to expand on her own thoughts on the project.

Leadership Collier Pilot Study

In 2012, a pilot study was conducted based on many of the themes that emerged from the focus group composed in 2011. This was a qualitative case study based on the experiences of five people that graduated from Leadership Collier and went on to run for public office after completing the program. Information provided in this section includes the study's purpose and research questions, methodology used, findings, and conclusions. Because this pilot study was conducted during a qualitative research course required in the Educational Leadership PhD program at Florida Atlantic University, the IRB process was not required. The pilot study was supervised by a full professor, with extensive credentials in qualitative research methodology.

The purpose of this case study pilot project was to research the three following questions: 1) What leadership skills were learned from participating in the Leadership Collier program; 2) What leadership experiences gained from the Leadership Collier program motivated some graduates to run for public office; and 3) How did participation in the program empower and motivate individuals to run for public office? The conceptual framework included theories of empowerment and motivation. Research included in the pilot study also provided information on limitations and delimitations, significance and potential contribution of the problem, methodology including a sampling plan, data collection procedures including interviews, an online survey, and document

review, data analysis, findings, conclusions, and recommendations for future research.

The pilot study methodology was similar to this dissertation study in that it was a qualitative case study within a bounded system. This research study was bounded by the Leadership Collier program and used the instrumental case study approach focusing on one person's experience combined with parts of a collective case study based on the survey results of others questioned regarding the Leadership Collier experience and its impact on a person's decision to run for public office (Stake, 1995). According to Stake (1995), there are three types of qualitative case studies including an instrumental case study, collective case study, and the intrinsic case study (as cited in Creswell, 2007, p. 74). The instrumental case study focuses on one bounded case; the collective case study uses multiple case studies to illustrate the issues; and the intrinsic case study focuses on the case itself due to a unique situation (Creswell, 2007).

The study sample included 4 people that were surveyed and one individual that was interviewed in person on three separate occasions regarding their experiences within the program. Survey participants were selected based on the snowball method, where subjects are recruited from acquaintances of other participants. Participants were also selected based on their completion of the Leadership Collier program, as well as their efforts to run for public office after graduating from the program. Each ran for public office after completing the program, and only one did not win the elected office being sought. The public

offices ranged from local to state positions including Collier County Board of County Commissioners, Collier County Judge, Golden Gate Fire and Rescue Commissioner, Collier County School Board, and Florida State Representative. Since qualitative research includes open-ended questions, the survey used in this research study included general questions for background information as well as open-ended questions to gain insight into the leadership skills and experiences gained by participating in the Leadership Collier program and its impact on four participants who ran for public office after graduating from the program. The survey included nine questions related to when they participated in the program, what office they sought after graduating, and if their campaigns were successful as well as questions asking participants to list some examples of their experiences. A program called Survey Monkey with open-ended questions was used to allow easy electronic access to survey respondents at convenient times for them. The software also enables the researcher to gather and analyze responses.

One person who ran for public office after graduating from Leadership Collier was interviewed over a period of three sessions. She was selected based on her election to the local school board after graduating from Leadership Collier and her close relationship with the researcher.   The interviewee was interviewed on three separate occasions, each lasting approximately forty-sixty minutes. Each session focused on a different time during her path to leadership in the public arena. Questions focused on issues of leadership, empowerment,

and motivation before her participation in Leadership Collier, during her participation, and after graduating from the program.

Validity and a reliable audit trail were established through analytic memos, a research log, and journal entries. The analytic memos focused on what the researcher was learning throughout the data collection process, methodological concerns, and emerging themes in the findings. The research log included information on the type of activity, date, and length of time the activity was conducted. The researcher also kept a journal throughout the research process to keep notes on fieldwork and thoughts on what the research meant personally and professionally.

Themes that emerged from the data collection process throughout this pilot study included learning and volunteerism, access and awareness to diverse opinions, leadership skill building, relationship and network building, and motivation and empowerment from participating in the Leadership Collier program. Data collection results from surveys, interviews, and document summaries showed that graduates of Leadership Collier tend to increase the amount of time they spend volunteering throughout their communities. Each person surveyed believes that participating in the Leadership Collier program was a catalyst that led him or her on the path to public service and getting more involved in the community. For example, one survey participant stated, "Leadership Collier was a catalyst experience and gave me a wider perspective

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on what was going on around me in my community" (Survey transcript, 2012, March 18).

All four survey participants also credited Leadership Collier with helping them learn about different sectors of industry in Collier County and issues taking place in the community that they were not aware of previously. A survey member of the law enforcement community had no idea how important the agriculture industry is throughout Collier County and how much food is produced locally. Two other survey members learned more about the school system during education day and how poverty and language barriers play a large role in the challenge to educate all students in the county. When asked why a person would run for public office after graduating from Leadership Collier, one participant answered, "because of a new awareness that something needs to be done and the belief that I can make a difference" (Survey transcript, 2012, March 18).

After learning more about the issues and challenges facing residents in the county, all survey and interview participants were inspired to get more involved on non-profit boards, government committees, political campaigns, and running for public office. One survey participant credits Leadership Collier directly with her decision to get involved with the shelter for abused women. Another organization that has benefited with an increase in volunteerism is the Greater Naples Chamber of Commerce. The Chamber sponsors and runs the Leadership Collier program, and several people interviewed and/or surveyed

have gone on to volunteer on Chamber committees and the board of directors because they enjoyed the experience so much. By getting more involved in the Chamber, graduates also expanded their network of relationships that helped them win their elections. Finally, through learning about different issues, participants were able to move towards enhancing their leadership skills needed to become an effective volunteer in the community.

Furthermore, Leadership Collier incorporated both learned and inherent skills throughout the program. The interviewee in this study believes that the three most important qualities a leader must have are good communication, integrity, and vision. Both interviewee and survey respondents strongly believed that they were able to enhance these leadership skills through the Leadership Collier program; however, some leadership qualities are inherent and cannot be learned in a yearlong program. For example, integrity can be defined as sincerity, a core code of values, and a cultural skill gained from family (Interview transcript, February 27, 2012). Although values can be enhanced in leadership programs, respondents do not believe this trait can be learned but rather is inherent in servant leaders. On the other hand, participants were able to enhance communication skills and the ability to create visions in their personal and professional lives. The pilot study found that the program further enabled participants to integrate their skill strengths in terms of their diverse professions and build upon teamwork skill sets in order to tackle community issues in a synergistic manner. Another critical leadership skill enhanced by the Leadership

Collier experience was that of listening. The program provided numerous

opportunities for people to listen to each other and expert speakers, which has

helped many of the research respondents in their roles as public officials and

their work with constituents.

Each Leadership Collier class has 35-40 people from different industry

sectors, genders, ages, and ethnicities. One of the programs strict rules is that

confidentiality be kept throughout the program. This includes discussions among

class members and dialogue with the speakers that provide information to the

class. This rule has enabled people to feel freer to speak candidly and ask the

tough questions. One survey participant appreciated the access to public

officials already holding office because she realized they were "regular people

who had a career here and then decided to get involved." Through this

experience, she was motivated to consider running for public office (Survey

transcript, 2012, March 18). Another participant was amazed at the exposure to

different people with different values who are now among his closest friends

(Survey Transcript, 2012, March 18).

The program also provided the opportunity for individuals to hear different

perspectives and think outside their normal behavior patterns. One participant

was shocked by how much he learned during social services day, because he

was introduced to issues outside his normal experiences in the affluent part of

the county compared to the homeless conditions in other areas (Survey

transcript, 2012, March 18). Several others surveyed learned more than they

expected because each class session was so focused on a specific issue. These sessions provided opportunities to hear from experts regarding current critical issues, pros and cons to different solutions, and how various groups in the community are addressing issues. By learning about the critical issues and challenges in Collier County, many respondents gained the confidence that they needed to gather the necessary support within the community for a campaign and debate opponents more intelligently.

The social capital aspect of participating in Leadership Collier was a main theme of all research participants in this pilot study. One participant stated that the exposure to so many different people with diverse leadership skills and backgrounds was one of the greatest strengths of the program, and his "life would be much less full without those individuals" (Survey transcript, 2012, March 18). The relationships that developed during the Leadership Collier experience not only provided resources, support, and gained knowledge for participants, but each person believes these networks have empowered them in their pursuit of public office. Each person had several members of their Leadership Collier class on their campaign committee and continues to seek out their input when making decisions on behalf of the community. Three of the research participants specifically discussed the encouragement by fellow classmates to follow their passion and run for public office.

As mentioned, one study participant took part in three in depth interview sessions. These sessions enabled the researcher to collect rich, thick data and

contributed significantly to the study findings and conclusions. Throughout the year this individual was in the program, she gained a deeper and more sustaining understanding of the issues and had the opportunity to engage and listen to others with different viewpoints. Throughout the experience she also appreciated the ability it gave her to get her owns views across (Interview transcript, 2012, March 1). These interactions enhanced her communications skills as a leader and have aided her when listening to constituents as a public official.

Furthermore, the sessions she gained the most insight from included Education Day and Social Services Day (Interview transcript, 2012, March 1). Throughout these sessions, she learned about the changing demographics in terms of student population, the needs of the poor in the community, and the need for more affordable housing. Not only did she learn about different sectors in the county, but also learned how she could become involved in helping "develop and implement solutions for problems facing these sectors" (Interview transcript, 2012, March 1).

In fact, her motivation to run for public office stemmed from her desire to help solve major challenges in the public school system with the help of a colleague she met in the class. The relationships she gained in the program enabled her to get feedback on whether she should run, develop an effective campaign, and solicit her "most trusted" campaign committee members (Interview transcript, 2012, March 15).

The Leadership Collier experience as a whole created "a light" of inspiration and confidence in her own abilities and opened her eyes to the opportunity of running for Collier County School Board. When asked what leadership experiences gained from the program empowered her to run for this position, she stated, "gaining valuable insight into the pressing issues facing our community and having the opportunity to discuss them and the potential solutions through interaction with a diverse array of leaders" (Interview transcript, 2012, March 15). The interviewee believes that the education and networking from the program helped her become a more effective leader and public servant in the community.

Since graduating from Leadership Collier, she won her campaign for school board and has been re-elected for two more terms. When talking to Naples Daily News journalists, she often mentions that she is a graduate of Leadership Collier, which has enhanced her qualifications to serve on the school board (Hawkins, 2008). She continues to rely on her Leadership Collier network for input on critical issues facing the district and seeks volunteers from different Leadership Collier classes to serve on various advisory committees. As a candidate and elected official she believes the effect of the program is immeasurable. It provided her with the network of support, financial and idea resources, and confidence to make Collier County a better place to live (Interview Transcript, 2012, March 15).

The findings of this pilot study have provided positive information for each of the research questions. The first question was related to the leadership skills that were learned from participation in the Leadership Collier program. The second question asked about experiences from the program that led to individuals' motivation to run for public office. Finally, the third question sought out the opportunities that led to empowerment from the program to run for public office.

Pilot study findings showed that the Leadership Collier experience led graduates to enhance their leadership skills, as well as motivated and empowered some to go on to become servant leaders as public officials in their community. The program has enabled significant and sustainable change to take place throughout the county because it has enabled the transfer of knowledge between participants and community experts as well as other citizens. It has also lead to increased volunteerism throughout the community, which has increased the quality of life for all residents.

Leadership Collier enabled participants to learn more about their communities, the issues and challenges business leaders and public officials are faced with, and provided the knowledge base for graduates to build the confidence they needed to run for public office. The words *inspiration, encouragement,* and *confidence* were used in several responses when asked how the program affected their decision to run for public office, because the program provides the avenues and support for community stewardship and

matching competencies and strengths to community needs for leadership. Each research participant discussed the impact Leadership Collier had on their motivation and empowerment to run for public office and how their leadership skills were enhanced through the experience. Their pride in the experience is evident by their increased involvement in the community, openness to new perspectives, enhanced leadership skills and social networks, and their belief that the class they graduated from is "the best class."

Finally, program planners and session chairs involved with the Leadership Collier program can learn from alumni and their experiences. It is critical that alumni remain involved in the program and share the reasons why they were impacted so profoundly. By sharing their experiences, program planners can incorporate that knowledge and create more opportunities to empower future leaders.

While there have been over 20 classes conducted since the program was founded in 1989 and community involvement by graduates has increased overwhelmingly, only a small percentage of graduates have gone on to run for public office. By learning from these graduates, the Naples Chamber and Leadership Collier session planners can implement new ideas to motivate more people to run for office and create more effective and efficient leaders in Collier County.

Conclusion

Finally, the findings from this dissertation study have relied on the qualitative research found within the bounded system of a case study, detailed methodological planning, proven methods for data collection, and the knowledge gained from past research. The researcher believes this study may provide critical information to ensure leadership development programs are stronger within any community across the nation by producing civically minded, servant leaders. Furthermore, the findings from this research may help improve communities by enhancing individual leadership skills that will motivate and empower citizens to become knowledgeable about local, state, and national challenges so that a collaborative effort can ensue for implementing sustainable solutions and encouraging community stewardship.

Chapter 4

Findings

This dissertation study is a qualitative case study analysis of a bounded system, the Leadership Collier program, and its impact on motivating and empowering select citizens to run for public office. In order to develop a solid understanding of the purpose, focus on the research questions, and establish clear findings within the bounded system of Leadership Collier, data collection and analysis came from researching documents and talking to people about their stories and allowing them to share without restriction so that more thick, rich data and in depth knowledge was gained regarding their experiences (Creswell, 2007).

This chapter will focus on the findings learned from interviewing 11 study participants and one of the three founders of Leadership Collier, several documents that were analyzed, demographics collected on study participants, and the themes that emerged from interview transcripts. The chapter will begin with an in depth summary of Leadership Collier, including its history, mission, goals, and the program as it continues to develop today. Demographics of the study participants are then listed in order for the reader to understand the

background of the selected citizens. Finally, the findings that emerged from the research are discussed at length.

Leadership Collier: Then and Now

In 1986, the Board of Directors of the Naples Chamber of Commerce congregated for a retreat to discuss the business needs of Collier County. Once the business of the day had commenced, the board members decided to share their social time over a few cocktails. That evening, the president of a bank in Naples mentioned to another board member, Michael McComas, that he had participated in several leadership programs and felt there was a need in Naples. When looking back on the twenty five years since the inaugural class of Leadership Collier, Michael McComas, wrote, "and so, as with many brilliant ideas, the original idea for Leadership Collier was hatched over the consumption of substantial quantities of adult beverages" (McComas, 2013). Twenty-five years later, Leadership Collier has become a prestigious program in Collier County with the objective to educate local business leaders about the societal and economic challenges facing the community (Leadership Collier Foundation, 2012).

Three years went into creating and implementing Leadership Collier before its inaugural class began in 1988. Michael McComas and Scott Salley, a lifelong resident of Collier County, were tasked with researching other county leadership programs in order to better understand how and why they were

created and learn about different program designs. The programs they researched included Leadership Tampa, Leadership Orlando, Leadership Lee, and Leadership Manatee. Both men reached out to people in each of those locations to learn about the size of classes, funding, class selection procedures, class program format, different sessions including opening and closing retreats, and other events related to the programs such as Christmas parties, kick off events, and graduations (M. McComas, personal communication, May 29, 2013). While researching these other programs they were introduced to Parke Wright III, a retired CEO from Tampa who had recently moved to Naples and was instrumental in developing Leadership Tampa and Leadership Florida (McComas, 2013). Wright provided invaluable information regarding program design, class selection, funding opportunities, and general advice on how to implement a successful program that would provide community leaders for decades to come.

The inaugural year of Leadership Collier began with monthly half day sessions (today they are full day sessions) that concluded with a social hour. The size of the class was simply decided based on the number of people who could fit on the bus available at that time; therefore, the class size was 32 people. Sessions included an opening retreat for class introductions and discussions on city, county, state, regional, and federal governments, media day, healthcare day, human services day, education day, industry day (which later became known as commerce day), agriculture day, law enforcement day, quality of life

day (which no longer exists), an ending retreat, and graduation (McComas, 2013).

Class selection procedures were developed after an analysis of the community was completed. Participation was limited to no more than three members from an industry group and only one class member from a participating company. It was recommended that the inaugural class include several community CEOs and leaders with the hope that once the CEO completed the class, he/she would encourage others in his/her company to apply for future classes (McComas, 2013). Several industries were targeted for recruitment including government agencies, media, the medical community, banking, law, tourism, major corporations, and independent entrepreneurs. Meetings took place with leaders from the Golden Gate Chamber and the Marco Island Chamber to ensure that a wide geographical representation was established in the inaugural class (M. McComas, personal communication, May 29, 2013). The committee worked with local leaders in the community with knowledge regarding the individual session topics to create agendas.

Procedures were also established regarding attendance requirements, and these procedures are still in place today. Participants must attend the opening retreat and at least 80% of the sessions. If the individual requirements were not completed, members were permitted one year to attend the missed session in order to graduate. A policy of confidentiality was also implemented to ensure that all information discussed within a session was off the record.

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A cocktail reception was held at the Registry Resort to introduce the class members to the community. Members of the Leadership Collier Class of 1989 included industry leaders in banking, law, healthcare, non-profit organizations, development, government, hotel management, media publication, and fine arts.

An opening retreat took place at the Marco Island Marriott and began with self-introductions. As the program continued in years, members of the class were provided a "secret buddy" and were required to find out information about that person, and then introduce him/her at the opening retreat. At the close of the retreat, class members adjourned to the bar for cocktails. McComas writes, "Unlike Saturday morning where the group consisted of strangers, Sunday morning found a group of class members who had become acquainted over that great social lubricant, cocktails." In fact, participant I stated that the opening retreat was the first experience in Leadership Collier that enabled "acquaintances to become friends" (Interview I Transcript, 2013, May 30).

Furthermore, as the final session, Law Enforcement Day, that year neared it was suggested that class members be given the opportunity to participate in a ride along for a shift with a sheriff's deputy. The ride along has become an integral part of each class since the inaugural class. It was one of the most commented upon experiences at the ending critique of the inaugural class program that year, and was stated as being one of the best learning experiences of the program by over half the participants in this dissertation study.

Finally, in order to continue to provide credibility to the new program, a graduation was held at the Ritz Carlton with Senator Bob Graham as the keynote speaker. His speech that evening summarized the importance of understanding our communities and the role of leadership programs in providing that learning experience (McComas, 2013).

In 1980, a business was hired to study the dynamics of Collier County during a one year research project. The Naisbitt Group reported 192 standards that could improve Collier County. One major void in the community was the lack of a viable leadership program for educating various members of the community (McComas, 2013). As community leaders approach the 25th anniversary of Leadership Collier, the founders of the program are proud that this void has been filled (M. McComas, personal communication, May 29, 2013). To date, the prestige of the program has grown tremendously. For example, the entire Collier County Sheriff's Office Command Staff are all graduates of Leadership Collier. Today's focus by many in the community is "how do I get in the class" instead of how will the class be filled.

Study Participant Demographics

The demographics of each Leadership Collier class, from the inaugural class to the Class of 2014, have been a critical aspect throughout the selection process in order to obtain diversity. While demographics were not part of the primary focus in this dissertation study, it is important to understand the diversity

among the individuals who took part in the research. Table 3 represents the

profiles of study participants including gender, ethnicity, age range, educational

degrees earned, whether or not a family member has run for public office,

whether or not the participant's company/organization has supported other

applicants for Leadership Collier, and what level of government the participant

campaigned or was elected to. As stated previously, study participants were

given letters instead of pseudonyms, and the specific political office is not listed

in the study in order to provide a stronger layer of anonymity.

Table 3

Participant Profiles

Participant letter	Gender	Ethnicity	Age	Degree	Family member that ran for public office	Company has supported others in Leader ship Collier	Public office government level
A	F	White	71-80	BA	Yes	Yes	County
B	M	White	51-60	BA	No	Yes	District within County
C	F	White	60-70	BA and MA	No	Yes	County
D	M	White	41-50	BA and JD	No	Yes	Regional (multi-county)
E	F	White	61-70	BA and JD	No	Yes	Regional (multi-county)
F	F	White	51-60	BA and JD	Yes	Yes	State *(table continues)*

Table 3 *(continued)*

Participant letter	Gender	Ethnicity	Age	Degree	Family member that ran for public office	Company has supported others in Leader ship Collier	Public office government level
G	M	White	51-60	BA and MA	No	Yes	County
H	M	White	61-70	BA and MBA	No	Yes	County
I	M	White	61-70	BA	Yes	Yes	State
J	M	White	61-70	BS and MBA	No	Yes	City
K	M	White	41-50	BA	No	Yes	District within County

Of the 11 study participants, seven were male and four were female. All were Caucasian including two individuals within the age range of 41-50; three in the age range of 51-60; five in the age range of 61-70; and one in the 71-80 age range.

All eleven participants hold bachelor's degrees in areas such as history, biology, physical education, English, agriculture, and business management. Four study participants hold master's degrees, and three have juris doctorates. Of the 11 interviewed, three individuals are related to someone who has either run for office or been elected to public office in the past. Finally, each study participant's company or organization has supported Leadership Collier by

sending other colleagues through the program. In fact, the Collier County

Sheriff's Office provides an applicant for every Leadership Collier class.

The primary requirement to participate in this research study was that an

individual had to have run for public office after graduating from the Leadership

Collier program. However, it was not a requirement to win the election. Of the

study participants, individuals have run for, and were often elected to, local and

state offices including county judge, circuit judge, school board, county

commissioner, fire commissioner, city council, mayor, state representative, state

senate, and various constitutional offices.

Critical Themes

Several critical themes have emerged from the data collection which,

included document review and open ended, qualitative interview questions.

Interview questions focused on reasons for applying to participate in Leadership

Collier, motivations for running for public office, empowerment that led to running

for public office, leadership learning experiences, the impact of diversity within a

leadership development program class, effective leadership skills needed by

elected officials, and the expansion of social capital. Documents that were

reviewed for this study included the Leadership Collier application, Leadership

Collier session agendas from 1999, 2007, 2010, and 2012, articles from local

media sources, a history of Leadership Collier created by one of the founders of

the program, and e-newsletters from the Leadership Collier Foundation and The Center for Ethical Leadership.

Data analysis of these documents and interview transcripts shows findings related to the unique learning experiences that take place in Leadership Collier and the impact the program had on study participants in their decision to run for public office at the local, regional, and state levels of government. The final codes in this study included sense of community, social capital, program design, confidentiality, diversity, bonding, empowerment, and motivation. These codes led the researcher to identify the findings that emerged from the critical themes including: 1. the importance of confidentiality and diversity within the program, 2. the sense of community that evolves, 3. networking that enhances a person's social capital, 4. increased community engagement due to class participation, 5. the importance of the alumni program, 6. the program design and curriculum, and 7. Leadership Collier's impact on the campaign process and on the individual once elected to office.

Question One:
What leadership skills were learned from participating in the
Leadership Collier program?

There are several approaches to leadership and developing leadership skills. According to Northouse (2007), some approaches to leadership include the trait approach, which posits that individuals are born with traits, as well as the skills approach, which posits that skills can be learned. Other approaches include the situational approach, contingency theory, path goal theory,

transformational leadership, and the leader member exchange theory. For the sake of this dissertation, the research is focused on the trait and skills approaches of leadership as several study participants discussed traits that are inherent as well as skills that they were able to learn throughout professional development and participation in leadership development programs.

Traits that were discussed as inherent in individuals included *integrity, honesty*, and *ethics* (Interview Transcripts, 2013, May 28-June 13). According to study participants, people are born with these traits. However, participant I believes that people can be "encouraged to bring these skills out in themselves" by participating in a leadership development program (Interview Transcript, 2013, May 30). On the other hand, leadership skills can be developed throughout different learning experiences in life. For example, Bass and Avolio (1990) argue that transformational leadership can be taught to people in order to improve collaboration among teams and decision-making. Leadership Collier's program design enhances skills that lead to transformational leadership by promoting *listening, communication, budgetary competence,* ability to *engage* and be *collaborative, public speaking,* ability to *work in a team*, *decision making, dependability,* and *gaining a sense of doing the right thing through collaboration for the public good* (Interview Transcripts, 2013, May-Jun2). The leadership skills discussed the most by study participants included listening, public speaking, communication, and collaboration.

Listening

        According to many study participants, many leadership skills can be learned or built upon by participating in a leadership development program like Leadership Collier. One of the ten servant leadership characteristics developed by Greenleaf (1970) is listening which was often discussed by study participants.

        For example, study participant A believes that honesty and integrity are innate, but a person can learn to listen and expand on the ability to "close your mouth, listen first and then if you have something to say, then say it" (Interview A Transcript, 2013, June 5). Study participant J believes that listening is an integral part of being an effective leader and stated, "Leadership Collier definitely helped me listen better…working particularly on listening and understanding other people's perspectives was probably one of the better situations" in Leadership Collier (Interview J Transcript, 2013, May 30). Another study participant, interviewee K, stressed that as a public official, he is dealing with the public and the public trust. He stressed that an elected official has to be a good listener and should be able to "hear" what people are saying and to understand the "pulse of what is going on, how it affects you and how it affects the community" (Interview K Transcript, 2013, May 28). He went on to argue that "you've got to not only be able to listen, you've got to be able to get information out," and Leadership Collier helps a person do that by putting you in different situations during each session where a person can learn about unique information pertinent to that topic or issue (Interview K Transcript, 2013, May 28).

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Several of the study participants in the higher age ranges discussed the fact that they had built several leadership skills before participating in Leadership Collier but were able to re-establish those skills. For example, study participant J stated, "Leadership Collier helped me re-establish listening skills" (Interview J Transcript, 2013, May 30). Another participant, interviewee F, stated that Leadership Collier "helps you become more seasoned, you become more capable" (Interview F Transcript, 2013, June 4). Finally, developing stronger listening skills was critical to the Leadership Collier experience because study participants were able to listen to new ideas and the different issues challenging the community in order to have intelligent discussions and debates about those issues.

Public Speaking

Another skill that several study participants discussed was public speaking, which is critical for someone who is campaigning for public office and once in elected office. In fact, in his research on leadership development programs, Sogunro (1997) found that they have a significant impact on improving an individual's communication and public speaking skills. Study participant D, currently in office representing a multi-county district, believed that he "absolutely" learned better public speaking skills through Leadership Collier and went on to state, "there are certain skills you're born with, but everybody has to practice them, and you can do that through Leadership Collier" (Interview D Transcript, 2013, May 29). He explained that he was very nervous when starting

the Leadership Collier program, but through several discussions that took place during different program sessions, he was able to relax while speaking in front of groups of people due to "sheer volume and repetition" (Interview D Transcript, 2013, May 29).

Communication and Collaboration

Honing in on listening and public speaking skills through participating in Leadership Collier also enabled several study participants to develop better communication skills, which enabled them to work more collaboratively within teams and throughout the community. Interviewee B, a study participant that was elected to a district position in Collier County, explained that he was able to develop better communication skills throughout the year he was in Leadership Collier because "it provided insight on how to ask questions to currently seated public officials and get them in the right environment" (Interview B Transcript, 2013, May 29).

Another county wide elected official, interviewee G, believes that Leadership Collier enabled him to communicate better with different leaders throughout the private and public sector; and therefore, he was able to build on his ability to engage and work together with businesses and other government entities and members of the community. When focusing on challenging issues and developing solutions he stated, "if you can't get everybody on the same train

then you will not be as successful" so communication and collaboration are critical to being in elected office (Interview G Transcript, 2013, June 12).

Furthermore, he believes that participating in Leadership Collier enabled him to communicate his credentials to more people, and "it helped with that engagement of business community members and allowed me to provide more information about myself to them and solicit information from them that helped me" (Interview G Transcript, 2013, June 12). Another study participant, interviewee E, explained that "being able to make connections between issues and information and also then being able to communicate" that information was something she was able to develop through her experience in Leadership Collier (Interview E Transcript, 2013, June 13).

Moreover, many of these skills were developed during the different Leadership Collier session doing different activities such as ride-alongs with sheriff deputies, traveling to Immokalee (a rural part of Collier County), picking oranges on Agriculture Day, visiting non-profit organizations on Human Services Day, and other activities that took place in the community. However, skills were also developed by interacting with other class members during social times throughout each day. For example, study participant J, who has been elected to state government, stated,

> Leadership Collier exposed me to a lot of different personalities, men and
> women with a lot of different goals, with a lot of different leadership styles,

different strengths, and so that expanded my horizon on people and gave

me the opportunity to watch other people in action and take from other

people precious lessons. (Interview J Transcript, 2013, May 30)

Another study participant, interviewee E and elected to a multi county

position, believes that she was able to take away a lot of learning lessons from

the women in her class related to developing her career. In fact, the social

periods in Leadership Collier "certainly gave me familiarity and it gave them

familiarity with me so that when I needed to run for office, I had resources in

terms of fundraising and people that vote" (Interview E Transcript, 2013, June

13).

The learning experiences that took place during Leadership Collier

included learning about the community but also learning from other people with

leadership skills. Combined, these experiences helped several interview

participants build a sense of community and the skills needed to be an engaged

member of the community. Leadership Collier enabled people to be leaders that

are more effective "because it provides a network of leaders from which to

discuss issues facing the community" (Interview F Transcript, 2013, June 4).

Furthermore, many study participants came to the Leadership Collier program as

leaders in their respective fields, but the program helped to integrate skill

strengths with one another in order to focus on how they could "tackle community

issues in a synergistic manner" (Interview I Transcript, 2013, May 30).

Question Two:
What leadership experiences gained from the Leadership Collier program motivated some graduates to run for public office?

According to Fredricks (1999) leadership development program sessions help individuals learn through experience. This premise was widely discussed by study participants throughout each interview. The leadership experiences that took place in Leadership Collier enabled graduates to learn about the issues facing the community and develop skills and networks that motivated them to become more engaged in the community. In fact, when asked why a person would apply for Leadership Collier, all of the study participants stated that they wanted to learn more about the community and get a better understanding of the issues taking place. All participants came from companies or organizations that support the program and had heard good things from colleagues that had graduated from Leadership Collier (Interview K Transcript, 2013, May 28). Some were encouraged to apply by leaders in the community who believed the individual would be able to get more involved and serve Collier County due to the learning experience (Interview D Transcript, 2013, May 29). One participant stated that she believed Leadership Collier would help her advance her career and take ownership of personal and professional development because she had recently made the decision to open her own company (Interview E Transcript, 2013, June 13). In addition, many study participants believed that the program was unique and it would challenge them to get more involved and become better leaders. Other reasons for applying to the program included the interest in

meeting other people and expanding their networks and taking part in the fun that was going on in each class.

Moreover, the learning experiences that took place throughout each Leadership Collier class that the study participants were involved in enabled them to be included in a broad leadership experience that led to building a sense of community by gaining a greater awareness of the community, increased engagement in the community, and feeling challenged to make the community a better place to live and work. These experiences were impacted by the diversity of each class, learning from each other, being encouraged by each other, and being exposed to issues, organizations, and leaders. Each of these themes led to building individual confidence, which motivated and empowered many of the study participants to run for public office.

Diversity

As stated previously, each Leadership Collier class is selected based on a diverse set of demographics, industries, genders, ages, and ethnicities. The class size has grown to approximately 40-45 members in each class from different sectors of the community with participation limited to no more than three-four members from an industry group and only one class member from a participating company or organization (McComas, 2013). The diversity of each class had a significant impact on empowering and motivating study participants to run for public office.

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When asked if the diversity of an individual's class had an impact, study participants had a wide range of answers related to its impact on learning about different people, issues, and organizations that they never would have known about if not for the program. One participant stated,

> When you go through Leadership Collier you develop connections with people from all different areas, with all different viewpoints, but what it does, is it gives you the opportunity to discuss a lot of things amongst yourselves as a group, and you learn a lot, and you probably would not do that in an open public setting. (Interview G Transcript, 2013, June 12)

Another participant stated something very similar when discussing the aspect of being in a program with people from all areas, not just locations within the county but also different professional backgrounds (Interview K Transcript, 2013, May 28). One participant compared his Leadership Collier class to "a melting pot" which enabled him to learn about different attitudes and opinions from a diverse group of individuals in his class (Interview D Transcript, 2013, May 29). In fact, he believes that the diversity of his class was a leadership experience that enabled him to develop a better understanding of the issues because it reinforced the idea of diverse opinions and viewpoints (Interview D Transcript, 2013, May 29).

The diversity in the Class of 2008 is "what made it fun" according to another interviewee (Interview D Transcript, 2013, May 29). He explained that

the experience of getting to know people on a personal level influenced many of the discussions that took place during the different sessions. It also helped him open his mind to different perspectives, and sometimes it changed his own opinion on an issue. He was particularly interested in the discussions that took place during Government Day once people started learning more about the specific issues related to the cities in Collier County and the entire county (Interview D Transcript, 2013, May 29).

Similarly, interviewee I believes the impact of diversity in his class was immense. In fact, he stated, "looking back at the experience, Leadership Collier had a lot to do with me getting involved in the public arena because of the different things I learned from all the different people in my class" (Interview I Transcript, 2013, May 30). The exposure to the way other people live and the different professions in the region affected study participants because it helped them learn more about the demographics of the entire county.

While most of the study participants believe the diversity of the program influenced their leadership experience, some did not. One study participant argued that the diversity of her class did not affect her in terms of looking at things in a different way because she believes that she had developed the ability years before participating in the program. However, it did give her closer interaction with people that she normally would not have had (Interview F Transcript, 2013, June 4). Another study participant, interviewee J, who came from a military background also did not believe the diversity of his class impacted

his experience or motivated him to see different points of view because according to him, in the military a person's background does not matter, rather the person's skills impacts "who the best person for the job is" (Interview J Transcript, 2013, May 30).

Awareness of the Community

The ten Leadership Collier sessions focus on specific themes that are important to the community of Collier County. As stated previously, session topics include agriculture, education, environment, media and arts, human services, law enforcement, growth management, government, commerce, and healthcare.

Each session is a full day beginning at 7:30am and concluding after 5pm. According to several session agendas that were reviewed for this study, learning takes place in several different formats, including formal and informal. Each session lends to learning about the issues the community is faced with and explores possible collaborative efforts for solutions and progress. Within each session, Leadership Collier class members are provided the leadership experience of becoming more aware of Collier County as a whole as well as the smaller communities within the county.

For the purpose of this study, Environment Day and Education Day session agendas from 1999, 2007, 2010, and 2012 were reviewed and compared in order to gain a clear understanding of what participants experienced

throughout each day. The agendas change slightly from year to year, but often

have remained the same.

For example, each Environment Day session agenda included a tour on

the water either at Rookery Bay, near Marco Island, Florida or on Lake Trafford,

in Immokalee, Florida. The sessions also included tours of natural habitats

ranging from the Nature Conservancy of Southwest Florida, Corkscrew Swamp

Sanctuary, Panther Refuse, or the Naples Botanical Gardens (Leadership Collier,

1999b, 2007b, 2010b, 2012b).

During these sessions the class had the opportunity to tour the facilities

and hear from experts on panels discussing specific topics such as the

environmental history of Collier County, water issues (in particular, water quality,

diversity, preservation, and responsible development within the environmental

habitats in Collier County), wildlife issues (in particular, discussion of panthers

and their endangerment), and natural resources. One outlier includes the topic

of recycling which was not discussed in 1999 but became part of the environment

day in the late 2000s. Several of the same experts spoke to each class from

1999 to 2012 and included several Leadership Collier alumni (Leadership Collier,

1999b, 2007b, 2010b, 2012b).

Another session that was reviewed for this study was Education Day from

the same years as Environment Day. However, from 1999 to 2013 the session

agendas change dramatically. In 1999, the agenda included information on the

K-12 public schools in the county and only included interaction with students in elementary and middle school. The major theme of the day was the grading system in Florida (Leadership Collier, 1999a). In 2012, the agenda included several more topics including curriculum and instruction, business operations, school operations, strategic planning, human resources, and communications on behalf of the public school system. Also included was a presentation from The Education Foundation of Collier County, information on alternative programs and career and technical education, as well as a trip to Hodges University to learn about the higher education opportunities (including Hodges University, Florida Gulf Coast University, Edison State College, Ave Maria University, Wolford College, and Nova Southeastern University) in Collier County (Leadership Collier, 2012a).

The difference in these agendas was caused by the immense growth that took place in higher education in Collier County between 1999 and 2012. Furthermore, the 1999 session only had four speakers including a reading specialist, a principal, and two administrators in the public school system (Leadership Collier, 1999a). The sessions in the late 2000s and 2012 included several more speakers from within the school system and educational organizations in Collier County as well as each of the universities that have been opened and grown over the past thirteen years (Leadership Collier, 2007a, 2010a, 2012a).

During the different sessions of Leadership Collier, a great deal of learning took place that influenced each study participant. When asked what leadership experiences took place during their year of the program, individuals had a copious list of experiences they learned from and discussed how those experiences affected their decision to run for public office. In fact, one study participant stated, "I think each session was very unique" (Interview G Transcript, 2013, June 12). Out of the eleven people interviewed, seven mentioned the impact of the Sheriff's Ride Along that was a voluntary opportunity included in Law Enforcement Day. Several individuals also discussed the impact of traveling to Immokalee and experiencing the agriculture businesses in that region of Collier County. One study participant discussed learning about the interesting aspects of how everything operated and the "enormous impact agriculture has on the economy of Collier County" (Interview E Transcript, 2013, June 12). An individual who has been elected to state office stated that she learned the most from the agriculture day because she did not have an appreciation for the vast agricultural opportunities in this community until she participated in the program (Interview F Transcript, 2013, June 4). Another individual commented that she "got a better sense of the community in terms of how large it was and the type of businesses that it had" (Interview E Transcript, 2013, June 13).

Furthermore, part of the mission of Leadership Collier is to educate community members on the "societal and economic challenges facing the community," a significant aspect of each session includes becoming aware of the

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community and gaining a better understanding of the issues (Leadership Collier Foundation, 2012). As several study participants discussed, the learning that takes place in Leadership Collier does not end with graduation. The alumni program has also influenced graduates and enabled the leadership experiences to continue. One study participant stated, "Leadership Collier is a continuing experience beyond the sessions and has a formalized alumni association with ongoing alumni events…so it's more than just the ten sessions, it's an ongoing experience" (Interview B Transcript, 2013, May 29). That same individual also stated, "after getting a better awareness of the community, the current community leaders, it seemed like, I can do that" (Interview B Transcript, 2013, May 29).

In fact, many of the study participants discussed becoming more aware of the community and learning about the issues that affected their decisions to run for public office. One study participant believes "a light went off" during education day, and that is why she was motivated to run for office (Interview C Transcript, 2013, May 30). Yet another individual was "amazed how it really opened your eyes to the community and what the potential was" (Interview D Transcript, 2013, May 29). He went on to say, "the benefit to me of this program was truly understanding this community and how this community operates at the various levels" (Interview D Transcript, 2013, May 29). Two more study participants believed that becoming aware of the community and its issues made them want to make a difference in the community for their children and future

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generations. Furthermore, when asked what motivated him to run for office, interviewee B stated that having a "better awareness of the community and the knowledge that an individual has the ability to make a difference" led him on the path to run for office (Interview B Transcript, 2013, May 29). Another stated a similar response,

> Leadership Collier was an orientation into the community, the leaders, challenges facing the community…that better knowledge of where we were, where we were trying to go as a community and how I might be a piece of that, all came together to help motivate me. (Interview D Transcript, 2013, May 29)

Increased Engagement

With an increased awareness of the community, graduates are challenged to become more engaged. The Leadership Collier website states that applicants are "expected to become active participants in advancing the community and making a positive contribution to Collier County post-graduation" (Leadership Collier Foundation, 2012). Leadership Collier graduates begin their community engagement by planning a session for the following year's class. They are also encouraged to be active in the alumni association and its committees and "continue their networking through social outings, holiday parties, educational seminars, events and outings specifically tailored to LCF Alumni and the graduation of the current Leadership Collier class each year" (Leadership Collier

Foundation, 2012). This tenant of Leadership Collier is discussed throughout

each session during the year, and class members are encouraged to get

involved in many of the organizations that are included in each day's agenda

(Interview B Transcript, 2013, May 29). One study participant, interviewee B,

stated that the program "has accountability built into the system" and was a

"catalyst for community involvement" (Interview B Transcript, 2013, May 29).

One of the final interview questions asked of participants in this study was

related to specific organizations that they became involved with directly due to

their participation in Leadership Collier. One study participant who ran for county

office after graduating stated,

Each session is a learning experience, the programs gave an in depth

insight into the various sector of Collier, issues facing these sectors, and

how people can become involved in helping develop and implement

solutions for programs facing these sectors. (Interview K Transcript, 2013,

May 28)

In particular, Human Services Day includes several non-profit

organizations in the community that people can volunteer for. In fact, interviewee

F stated that Human Services Day "was a huge eye opener," and she became

engaged in the Shelter for Abused Women and Children because of the tour and

discussion that took place in their facility that day (Interview F Transcript, 2013,

June 4). Another study participant explained that he also got involved with the

shelter, an organization that now has many Leadership Collier alumni on its board of directors (Interview G Transcript, 2013, June 12). Another explained that learning about the opportunities to serve helped him get more involved in the community (Interview H Transcript, 2013, May 28). Many study participants also described the encouragement they received from other class members to get involved in non-profit organizations with which their class members were already involved. For example, one participant explained that he got more involved in Rotary because a class member asked him to join him at a meeting and volunteer at an event (Interview G Transcript, 2013, June 12).

Interviewee I who is currently in state office explained that "Leadership Collier provided an environment for discussion and individuals realized they wanted to be part of the decision making process" (Interview I Transcript, 2013, May 30). Due to the involvement, he went on to participate in Leadership Florida and got involved in statewide organizations. Another interviewee decided to get more involved with the local bar association and from there was appointed to a committee with the Florida Bar Association (Interview E Transcript, 2013, June 13).

More than 50% of the study participants stated that they got more involved in the Naples Chamber of Commerce due to their participation in the program because the chamber is the sponsoring organization of the program. One study participant stated, "Leadership Collier was a key event in my increased participation in the Chamber of Commerce," and he later went on to becoming

the chamber's chairman of the board (Interview B Transcript, 2013, May 29). Finally, four of the participants were appointed to the board of directors of the Leadership Collier Foundation and have been instrumental in the growth of the program over the past twenty-five years.

Sense of Community

As previously discussed in the literature review of this dissertation, a sense of community is a concept based on the experience of a community rather than its structure. It is related to "a feeling that members have of belonging, a feeling that members matter to one another and to the group, and a shared faith that members' needs will be met through their commitment to be together" (McMillan & Chavis, 1986). Research has shown that many of the cities that have leadership programs have a strong sense of community and personal ownership (Azzam & Riggio, 2003).

Participants of this study often discussed the sense of community they gained from participating in Leadership Collier. One of the countywide elected officials argued, "Leadership Collier provides the avenues and support for community stewardship and matching your competencies and strengths to community needs for leadership" (Interview G Transcript, 2013, June 12). A state wide elected official agreed with this thought and stated, "Leadership Collier inspired participants to want to do things in the community because it changed a person's outlook on the community" (Interview F Transcript, 2013, June 4).

Another study participant was very direct in stating, "Leadership Collier solidified the sense of community" (Interview C Transcript, 2013, May 29). This sense of community was developed through two formats. First, the learning that took place throughout each program session enabled individuals to develop an awareness of the community. Second, the bonding that took place from the start of the opening retreat of the program through to the ending critique session led to a great deal of trust and respect among class members. This theme will be discussed in depth in the next section of this paper, but it is important to understand that the bonding led to the sense of membership and enhanced the sense of community within Leadership Collier.

Question Three:
How did participation in the program empower and motivate individuals to run for public office?

Several Leadership Collier graduates were motivated and empowered to run for public office due to the experiences they had throughout the yearlong program and in the alumni program. The program design of Leadership Collier enabled participants to have unique confidential discussions with members of the media and other elected officials, special bonding experiences that led to respect and trust among class members, an increase in social capital, and developed knowledge of the community and enhanced leadership skills that helped them build the confidence needed throughout their campaigns and once in office. This section will discuss these themes as well as provide insight into what the study

participants stated about Leadership Collier and how it influenced them in terms of motivation and empowerment.

Confidentiality

Marie Wilson, women's issues advocate and founder of The White House Project, has trained women to run for public office over the past thirty years. Before discussing this topic in a presentation at Chautauqua Institution during the 2013 summer season, the researcher had a chance to discuss this dissertation with her. She stated that many women are motivated to run for public office after they see other women in elected office, and having the chance to talk to these women helped them make the decision to run for office (M. Wilson, personal communication, August 10, 2013). The idea of seeing and talking to other people who are in public office was also discussed in several of the interviews for this study.

Several study participants discussed the importance of the phrase "everything that happens in Leadership Collier, stays in Leadership Collier" and the fact that people take this mantra very seriously even years after they have graduated from the program (Interview I Transcript, 2013, May 30). This mantra provided the unique opportunity for class members to talk to members of the media and elected officials in a more open and candid format (Interview K Transcript, 2013, May 28).

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One graduate of Leadership Collier that went on to run for county office

stated that the confidentiality born of this mantra was instrumental in motivating

him to run for public office because he was able to have more candid discussions

"with no filter" (Interview D Transcript, 2013, May 29). Another stated that more

learning took place because "issues were not filtered through the media, and due

to the environment, the discussions were more open whereas they might be

packaged differently for a media interview" (Interview K Transcript, 2013, May

28).

Four other interviewees also discussed the impact of being able to speak

to members of the media and public officials in a more open format because they

were able to ask questions they would not have asked otherwise. Due to the

candor of many elected officials, class members were able to realize "I can do

this, these people are just like me" (Interview B Transcript, 2013, May 29). In

fact, five of the eleven study participants raised the issue of confidentiality as a

motivation to begin thinking about running for office.

Bonding

The theme of bonding and its impact on participants in the Leadership

Collier program was discussed by every single study participant and became a

major deductive code in this study. The program design enabled bonding to take

place and many interviewees believed that it led to respect and trust with people

they may have never known but for the program. The respect and trust led to

encouragement to run for office and support throughout the campaign process and as elected officials. One interviewee said it perfectly when he said, "Leadership Collier turned acquaintances into friends" (Interview I Transcript, 2013, May 29).

The format of Leadership Collier includes a kick-off event where alumni are invited to meet the newest class members. A two-day retreat where the history of the program is discussed, team building exercises are conducted, and class members are asked to introduce each other after learning a little bit about the other individuals follows this event. Each session is a full day beginning around 7:30am and ending with a social hour at a local bar or restaurant. While it is not mandatory to attend the social hour, class members are encouraged to do so. The program year finishes with an ending critique to discuss experiences and start planning the following year sessions. Graduation is also an exciting event that includes alumni from previous years to celebrate the class's accomplishments.

According to one study participant, "the opening retreat helped break down barriers and was an incredible bonding experience" (Interview I Transcript, 2013, May 30). Another stated, "you get to know people on a personal level so that when you have disagreements you have the opportunity to listen and discuss them…even if you don't agree you can respect what the other person believes" (Interview K Transcript, 2013, May 29). Other interviewees discussed the experience of not always agreeing with other class members' views, but

because they had built a bond throughout the opening retreat and through the cocktail hour after each session, there was a great deal of respect regardless of differing opinions or disagreements (Interview C Transcript, 2013, May 30). In fact, one participant stated, "my take away from Leadership Collier was the relationships and friendships, and they were more easily bonded at the end of the day during the social hour (Interview I Transcript, 2013, May 30).

The Leadership Collier bond led to increased support and encouragement for each other, and many interviewees stated that the down time traveling on the bus was just as important as the formal learning experience, because it led to conversations that are more informal between people. For example, one interviewee who was elected to a district seat within Collier County stated,

You develop those relationships with people who have got your back because you bond with them over a period of time…the bus time was probably as important as some of the time you spent with speakers because of the bonding that takes place on the bus. (Interview K Transcript, 2013, May 28)

Another study participant stated, "you build a camaraderie with your classmates…it's not just sitting and listening, so you really get to know people" (Interview B Transcript, 2013, May 29). According to another study participant,

I got a lot of good friends that were supporters of mine from Leadership Collier; you cannot under emphasize what networking you get out of

Leadership Collier; you meet people, you're with them, you're on the bus with them, you get to know them; it all contributes to the phenomenon of networking but also building that trust through bonding. (Interview H Transcript, 2013, May 28)

Furthermore, the bonds that were formed provided the opportunity for encouragement within each class. One interviewee who has run for two different elected positions stated that due to the bonding in the class, "there was a person that helped me in my campaign, believed in me enough, and we were on opposite sides of the political spectrum" (Interview K Transcript, 2013, May 28). He further went on to say, "it expanded my sphere of influence and my sphere of friends" (Interview K Transcript, 2013, May 28).

Several study participants also discussed the aspect of encouragement that took place in Leadership Collier. Many of them referred to discussions with their class members who encouraged them to volunteer on different non-profit boards and run for office. One study participant stated, "everybody was just pushing everybody else to do something…to do something different…because you learn that Leadership Collier is about giving back" (Interview K Transcript, 2013, May 28). One of this participant's class members ran for public office, and he mentioned that every single person in the class encouraged him and supported him regardless of their political views because of the respect they had gained for him throughout the year (Interview K Transcript, 2013, May 28). The same study participant stated, "It's nothing to have a classmate call you up and

ask for advice because you get pretty tight as a class, you end up like brothers and sisters" (Interview K Transcript, 2013, May 28).

Moreover, the bonding and respect led to support financially and on election-day for all of the study participants. According to a multi county elected official, "the bonding experience from my class enabled me to have resources in terms of fundraising and people that vote" (Interview G Transcript, 2013, June 12).

Many study participants also discussed the element their class members played after graduation and once he or she was elected to office. One member of the study argued that "it's easier to pick up the phone and call somebody from your class and say, hey, I need your blunt opinion…and since you have a relationship built on trust you can receive blunt answers" (Interview J Transcript, 2013, May 30). Another talked about a debate he attended when he ran for a county office and explained that he believed he won the debate because when he walked in the room it was full of friends from Leadership Collier (Interview D Transcript, 2013, May 29). He went on to say, "the program got me engaged in the community in such a way that it got me to run for office, and actually the class convinced me to run again" (Interview D Transcript, 2013, May 29).

Social Capital

According to Berry (2003), social capital activates financial and human capital with features of networks, norms, and social trust that facilitate

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coordination and cooperation for mutual benefit. Of all the research, discussions,

questions, comments, and themes throughout this research project the one word

mentioned the most was "network." Below are some examples:

Table 4

Network theme

I really think the things that are gained in Leadership Collier are the people you meet, the networking that you have (Interview A Transcript, 2013, June 5).
Without the networking in Leadership Collier, I don't know how I would walk into a room and know that many people (Interview B Transcript, 2013, May 29).
My campaign committee was my Leadership Collier class (Interview C Transcript, 2013, May 29).
Leadership Collier provided a network of friends that I knew would help me campaign for election. The network that was built up through Leadership Collier, quite frankly, and the connections I made through Leadership Collier was everything (Interview I Transcript, 2013, May 30).
The networking was everything. The network that I built through Leadership Collier and the connections that I made that led to more connections, actually then bridged the gap for me…and those people introduced me to a bunch of people throughout the district which built my network even more (Interview J Transcript, 2013, May 30).
Leadership Collier was very helpful and important to me to create a network and a base of support that would allow me to win my last election, no question (Interview J Transcript, 2013, May 30).
It gave me closer interaction with people that I normally wouldn't. I think Leadership Collier is a great opportunity for anyone in the community to have interaction with others…people that you become friends with and gain respect for (Interview F Transcript, 2013, June 4). *(table continues)*

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Table 4 *(continued)*

You meet a lot of people. You broaden your base of people that you know. I've gotten a lot of good friends that were supporters of mine from Leadership Collier. I didn't know people in other business sectors that I now know because I met them in Leadership Collier. Leadership Collier has the kind of people you want to know (Interview K Transcript, 2013, May 28).
Leadership Collier was a vehicle to meet people, to network with people, and quite frankly, to make contacts that would help me grow my business. Leadership Collier exposed me to a lot of different personalities…so that expanded my horizon on people and gave me the opportunity to watch other people in action and take from other people precious lessons. My take away from Leadership Collier were the relationships. Leadership Collier brings you right up front with the movers and shakers in the community (Interview I Transcript, 2013, May 30).
For me, Leadership Collier was about learning about the community and developing the relationships. I wouldn't have the relationships with the other movers and shakers if not for the program. Being able to pick up the phone and call whomever, and the fact that you may not know them well, but the fact that you were in Leadership Collier and they were in a different class just gives you an access that you wouldn't have otherwise (Interview J Transcript, 2013, May 30).
The networking aspect and the diversity that's in Leadership Collier is why they build those classes the way that they are and chose the people that are in them. If you call up someone from Leadership Collier, if they don't know the answer, they know someone that does. Each class there is about 40 people and they put that network out there. So you get to know those 40 people and then they know 40 more people and so on. It helps with the election (Interview H Transcript, 2013, May 28).

From these different comments from interview participants, it is apparent

that the networking and relationship building that takes place in Leadership

Collier is a critical element to building social capital. Moreover, that social capital

helped several study participants not only grow their businesses but also their

campaigns and win elections. Some even believe that they would not have been

elected to office if not for the social capital that was developed by participating in

Leadership Collier. The networking does not just take place within one

Leadership Collier class, but continues to grow in the alumni association.

Furthermore, not only does a program participant build relationships with

other class members, but also other leaders in the community that they can learn

from. One participant also commented that, "the program also helps you get

better at networking" (Interview H Transcript, 2013, May 28). Another

commented that "the program introduces you to the kind of people you need to

know…as a person in the community and as a campaign candidate and as an

elected official (Interview J Transcript, 2013, May 30). Another interesting

outcome from the discussions with study participants included information related

to what some call the snowball effect, when a person meets people in Leadership

Collier and then in the Chamber and those people introduce them to more people

and so on.

Motivation and Empowerment

While many of the comments already stated are related to being motivated

by Leadership Collier, several study participants honed in on this theme

throughout the interview process and directly stated that they were motivated by

Leadership Collier. According to Marie Wilson, many people who run for public

office are motivated by three elements. First, some people are motivated to run

for office when they see other people they know and can relate to in elected

office. Second, individuals are motivated to run when they are simply asked to

run because being asked gives them courage. And third, people are motivated when they believe they can change something and make a difference in their communities (M. Wilson, personal communication, August 10, 2013).

Examples of three of the study participants that honed in on these elements while discussing the factors that motivated them to run for public office are discussed in this section. Interviewee D ran for office before and after he participated in Leadership Collier, and believes that participating in the program motivated him to run again even after he lost his first race before participating in the program (Interview D Transcript, 2013, May 29). In fact he stated, " I ran for [office] originally because I had some issues with how the county was behaving and once I identified those issues I couldn't just sit back and not do something about them" (Interview D Transcript, 2013, May 29).

He went on to discuss the fact that the issues were still bothering him and several Leadership Collier class members encouraged him to run again. He further stated that he ran after graduating from Leadership Collier because he had a "much deeper appreciation of the community, wanted to address the issues that weren't being addressed, but also had a network of friends that I knew would help me...and that network of friends helped me win the election" (Interview D Transcript, 2013, May 29).

Interviewee D also specifically referred to his class members and the program when discussing the topic of motivation. He stated, "so the program

both got me engaged in the community in such a way that it got me to do it again, and actually the 2008 class convinced me to run again in 2010" (Interview D Transcript, 2013, May 29). He also explained

> The program points out to you things about the community and challenges you to be engaged in things you care about…there's accountability built into the [program], and you develop a passion for something that you found out that you might not have known before and you have a group of people who stand up and says 'you know what, you need to do this'…without that encouragement you're not necessarily going to do it. (Interview D Transcript, 2013, May 29)

Finally, he believes that having the opportunity to talk to currently elected officials throughout the different Leadership Collier sessions motivated him to run because he "could relate to these people, they were just like me with families and businesses" (Interview D Transcript, 2013, May 29).

Another study participant, interviewee B, that honed in on the elements related by Marie Wilson was so motivated by the program that he not only ran for public office, but also went on to be the Chairman of the Board of the Naples Chamber of Commerce, the sponsor of Leadership Collier, and the Chairman of the Leadership Collier Foundation. He believes that the program curriculum and design helps people learn about different sectors and issues of the community

and provides the opportunity to discuss ways to get involved and develop solutions.

He argued that Leadership Collier helps motivate individuals and creates the desire to help solve major issues facing the community. By challenging class members, Leadership Collier provided him "the desire to run for office to become a decision maker to solve problems" (Interview B Transcript, 2013, May 29). He went on to state that the program "was a catalyst or a gateway" for him to get more involved in the community (Interview B Transcript, 2013, May 29). Furthermore, he stated that Leadership Collier helped him believe that he could make a difference because he gained an "enhanced sense of community" (Interview B Transcript, 2013, May 29). According to him, due to the program, "I think I'm a better citizen, able to participate more intelligently and without Leadership Collier, I don't know how I would walk into a room and know that many people" (Interview B Transcript, 2013, May 29).

However, when the researcher first asked him what motivated him to run for public office, he stated that he ran simply because someone asked him to. Over breakfast with a currently elected official, that person mentioned that there was a seat open and thought this individual would be a good fit. His response, "why not, it's my town; maybe I can help a little bit" (Interview B Transcript, 2013, May 29). It was not until about twenty minutes into the dissertation interview that he realized what an impact Leadership Collier had on his desire to get more involved in the public sector as an elected official.

The third individual highlighted in this section believes "if you live in a community, you should give back to the community," so he applied to Leadership Collier to focus on that goal and was able to expand his "sphere of influence" (Interview K Transcript, 2013, May 28). He was motivated by the opportunities the program provided him, such as talking to currently elected officials and seeing them in practice, being encouraged by his class members when they said he should run, and gaining a better awareness of the community so he was more familiar with the issues and felt he could make a change for the betterment of his family, friends, and neighbors.

He said of each Leadership Collier session, there was always an "eye opener" of information that was discussed either on a panel or by traveling to different locations in the county (Interview K Transcript, 2013, May 28). He was also amazed by the different perspectives he gained by the learning experiences and by being in a class with people he would have never met if not for the program. When discussing his campaign, interviewee K referred to a person in his class that

> Believed in me enough, and we are on opposites of the political spectrum,
> but she believed that I would do a good job just from our
> conversations…that's something that I had, you know, after Leadership
> Collier, that I did not have prior. (Interview K Transcript, 2013, May 28)

He was motivated by the encouragement that everyone gave to each other throughout the class. He stated, "everyone was just pushing everybody else to do something, to do something different" (Interview K Transcript, 2013, May 28). Due to that motivation, many of his class members sit on several boards of non-profits with each other. Furthermore, throughout many of the sessions, class members were continuously telling other class members, "you ought to be involved in this, you ought to run for this, you would be a great elected official" (Interview K Transcript, 2013, May 28).

The program also solidified his desire to do things in the community because he was able to see other people doing things. He believed that it "was interesting to not have [information] filtered through the media" but "get it straight from both sides" in a candid and open manner due to the reputation of confidentiality in the program. He also went on to say, "nobody killed each other in there so it was neat" (Interview K Transcript, 2013, May 28).

Finally, when mentioning things that other class members went on to do for the community after graduation, this individual discussed another class member that went on to run for public office, the same individual discussed in the second paragraph of this section. He stated that everyone in the class encouraged him to run for office again after graduating from Leadership Collier, and that he did not know anyone that did not support him (Interview K Transcript, 2013, May 28).

Motivation continued to be a theme in each of the study interviews for this dissertation. Other comments related to this theme included being motivated through Leadership Collier to change and gaining the desire to improve Collier County. One study participant stated, "Leadership Collier got individuals engaged which led to discussions and encouragement to run for office" (Interview F Transcript, 2013, June 4). Another stated that her class encouraged her to "follow my passion and run for office" (Interview C Transcript, 2013, May 30). One individual believed that the session focused on government motivated some to run for office (Interview K Transcript, 2013, May 28). Finally, an elected official at the state level believes that "Leadership Collier gave incentive and the kick I needed" (Interview I Transcript, 2013, May 29).

However, Leadership Collier was not the only motivator that led these individuals to run for public office. Three people that were interviewed have other family members that previously ran for public office, which had a significant impact on their desire to get more involved in the public sector. Another individual came from a long history in the military, and he believed that his past military experience motivated him to run for office (Interview J Transcript, 2013, May 30). Another believed that having a career in the service industry motivated her to get more involved in the community and motivated her to run for a multi county elected position (Interview E Transcript, 2013, June 13). Finally, one individual stated that he was motivated because a member of the local business community asked him to run for office, which goes back to what Marie Wilson

believes is one of the key elements in motivation to run for public office (Interview

B Transcript, 2013, May 30).

Empowerment

In this study, empowerment is defined as the development of personal

competence that enables people to use their full potential and take action in their

local communities. In an analysis of opportunities to civically engage people,

Annette (2009) found that volunteer activities provide adult learners personal

growth, self-confidence, and skills. Thornton et al. (2001) also discuss the

impact of self-esteem and confidence in their research on empowerment and

engaging individuals to take action and ownership of their decisions.

Throughout the interviews for this dissertation study, every participant

used the word confidence when discussing the theme of empowerment and how

Leadership Collier affected them as individuals and their decision to run for public

office. In fact, the word was used 27 times throughout the 11 interviews that

were conducted. Study participants also used the word empowerment within

discussions on the topic of Leadership Collier and how it affected them. For

these individuals, empowerment was gained by speaking to previous or currently

elected officials, the increased social capital gained from their class and the

alumni program, and the confidence gained by developing leadership skills and

the knowledge that was obtained on various issues. In fact, interviewee I actually

stated, "the confidence, the networking, the ability to talk to people who have

done it before" empowered him to run for public office (Interview I Transcript, 2013, May 29).

Before even participating in the kick-off event that introduces each new class to the community, one person believed that she was "empowered just by being accepted into the program which helped build individual confidence" (Interview E Transcript, 2013, June 13). She also believed that being part of Leadership Collier affected the way people treated her, and stated that she felt people treated her like a leader once she was accepted into the program (Interview E Transcript, 2013, June 13). Furthermore, the Leadership Collier sessions "broaden your horizon and empower you to be part of the decision making process and allows you to be with like-minded people, which is empowering" (Interview E Transcript, 2013, June 5).

Meeting Previous or Current Public Officials

In different words, each study participant mentioned that they gained a deeper appreciation for the community by participating in Leadership Collier. They also increased their engagement in the community after graduating due to the learning and leadership experiences they had in the program. One significant theme was the impact that speaking to previous or currently elected officials had on a person's decision to consider running for public office.

While this theme was also discussed in the previous sub-section on motivation, it is important to relate some of the information study participants

stated on the topic in this section as well. Because each session provided the

opportunity to learn about different aspects of the community, public officials and

other experts in the field relay a great deal of information on any given topic.

One study participant discussed the impact of learning about the process of

being a public official had on him. He posits that having the "ability to talk to

others that have run for office before empowered me to think about the

possibilities" (Interview G Transcript, 2013, June 12).

Another study participant was amazed by the opportunity to speak with

public officials at each level of government in a "candid manner and learn how it

works" (Interview K Transcript, 2013, May 28). The opportunity to speak to

elected officials enabled another study participant to "relate to those people and

gain the realization that I can do that" (Interview I Transcript, 2013, May 30).

Social Capital

In terms of gaining social capital, the networking aspect of Leadership

Collier empowered many to believe they could gain the financial support and

votes needed to win an election. As stated previously, the networking aspect of

Leadership Collier expanded an individual's "sphere of influence" (Interview K

Transcript, 2013, May 28). When asked if a local leadership development

program expanded a person's social capital, several interview participants stated

Leadership Collier "absolutely" influenced them. The program provided the

sense that they could raise the sort of local support and awareness they needed

to succeed in a political race. Furthermore, most of the study participants discussed the reasons for getting involved in Leadership Collier was to learn about the community and develop relationships within the community.

Two study participants specifically discussed the snowball effect of Leadership Collier by discussing the fact that they met not only the 40-45 people in their class, but also gained support for the 30 people that those people knew, and 30 more people from them, and so on (Interview D and K Transcripts, 2013, May 28 and 29). One individual discussed the impact of networking by stating that if he needed advice or had a question during his campaign, he was able to pick up the phone and call someone, and if that person did not know the answer, he/she knew someone that did (Interview K Transcript, 2013, May 28). He went on to state that he met people in his class that he "would never run in the same circles with" (Interview K Transcript, 2013, May 28). Another study participant stated, "the network was everything" and "actually bridged the gap for me" to run in a multi county race (Interview D Transcript, 2013, May 29).

Every study participant discussed the impact of the increased social capital on the campaign process. One city official developed his Committee of 100 from Leadership Collier class members and alumni. This committee pledged to help raise money, get votes, and support him throughout two successful campaigns at the city level (Interview J Transcript, 2013, May 30). A state official reached out to several of his class members when he was considering the opportunity to run and was given "solid advice" that empowered him to run for

office. He also stated, "as I've glanced over my shoulder or scanned the

rearview mirror there have always been a team of people back there that are

smiling and saying 'keep going'' (Interview I Transcript, 2013, May 30). Another

state official stated that the bulk of her campaign "worker bees" were people she

was involved with through Leadership Collier (Interview F Transcript, 2013, June

4). Her campaign manager was a person she met in her Leadership Collier class

that she never would have known if not for the program.   An official in a county

constitutional seat stated that he "didn't realize how much [Leadership Collier]

would help someday when it came time for me to run for elected office" (Interview

G Transcript, 2013, June 12). Due to his class members in Leadership Collier,

he was able to gain a great deal of financial support for his campaign (Interview

G Transcript, 2013, June 12). Participating in Leadership Collier also helped him

engage the business community and provide information about himself to them

to solicit voter support. Leadership Collier had such an impact on him that he

now requires every manager in his office to apply to the program; and therefore,

this specific government agency has had eleven members graduate from

Leadership Collier (Interview G Transcript, 2013, June 12).

The alumni program for Leadership Collier is also an important aspect of

the social capital theme. Many study participants discussed the importance of

networking with other people from different classes and the alumni programming

where more learning experiences take place. One former elected official

believes that "Leadership Collier is a continuing experience beyond the

sessions…while you don't have the same bond as being in that class, you do have the affiliation of being a class graduate and the experience that comes with it" so you have "continued growth...it's more than just the nine sessions, it's an ongoing experience" (Interview B Transcript, 2013, May 29). That same person was amazed at the grass roots campaign support that came when he announced he was going to run for office. He ran for a district seat, so if members of his class or alumni were not in his district they could not vote for him, but they did support him financially and told other people living in the district to vote for him (Interview B Transcript, 2013, May 29). Once in public office, he believed that it was a unique opportunity to have many contacts so he could move requests forward and be of service to other alumni.

Another person discussed the impact of the alumni program because it continues to help her keep in touch with people and encourages her to be out in the public more so people can see her and talk to her regarding issues related to her office (Interview A Transcript, 2013, June 5). She also believes that "the things that are gained in Leadership Collier are the people you meet, the networking that you have, and the getting to know Collier County" (Interview A Transcript, 2013, June 5).

She commented that the social get togethers of the alumni program helps keep her experience alive and is critical (Interview A Transcript, 2013, June 5). Several study participants also discussed the fact that once in public office, it was easier for members of the Leadership Collier alumni program to contact them

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with issues and be able to help get things resolved because they felt more comfortable reaching out to someone who went through the program (Interview Transcript, 2013, May 28 and 29, June 4 and 12). On the other hand, once in public office it was easier for study participants to reach out to members of the alumni to ask for advice on a specific issue, to learn more about the issues, and get various opinions before making a decision on how to vote (Interview J Transcript, 2013, May 30).

The program design also enabled the expansion of social capital because informal and formal learning takes place throughout each session. One study participant commented that "it's not just sitting and listening, so you really get to know people and are able to share talents" (Interview A Transcript, 2013, June 5).

The program design also enables classes to learn who the players are and what the real situation in Collier County is at the time. One state official believes, "it's the best way that I've found out to understand the community, get involved in the community, and meet the movers and shakers" (Interview I Transcript, 2013, May 30). He also believes that the social hour at the end of each session really helped him build the relationships and friendships that were instrumental in not only his campaign, in elected office, but also in his life (Interview I Transcript, 2013, May 30). Furthermore, the interactions that take place in Leadership Collier

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Provide a great opportunity for anyone in the community to have the

interactions with others…people that you become friends with and gain

respect for that if you hadn't gone through the program you probably

would walk on the other side of the street if you saw them because of

misunderstandings or misperceptions and you gain an understanding and

appreciation or their side…as an elected official, that's helped me in my

analysis of the issues. (Interview F Transcript, 2013, June 4)

Building Confidence

A feeling of confidence developed throughout the year long Leadership

Collier program has empower many citizens to become more engaged in their

communities. In particular, it has led to the empowerment of some to run for

public office at the local and state levels of government. According to study

participants, confidence was built on the elements of learning more about the

community, enhancing leadership skills, meeting the leaders in the community,

befriending local business owners, and gaining intelligence not only about the

community but aspects of campaigning and being an elected official. Many of

these elements contributed to competence and confidence building because

Leadership Collier provides the opportunity to "get behind the scenes" (Interview

A Transcript, 2013, June 5).

Leadership Collier provided the "extra boost" that helped several

individuals make the decision to participate in the journey of running for public

office (Interview K Transcript, 2013, May 28). This extra boost came out of the learning and leadership experiences that took place during each session of the program and continued with the alumni program. In fact, one study participant believes she became "more seasoned and more capable" because of her experiences in Leadership Collier (Interview F Transcript, 2013, June 4). She explained these experiences and stated,

> When you go through a leadership program, it goes to a different level where you start not just having thoughts or opinions but voicing them and having dialogue with other like-minded or even people who disagree with you about the issues of the day…and if you feel like you have something to offer, then you share the conversation with others and at some point you say, you know, I think I can do this as an elected official. There were so many things that, just even little things that you learn about because you can't really know a whole community…and I have heard from others who have lived their whole lives in Collier County that they learned things they didn't know before. (Interview F Transcript, 2013, June 4)

Another study participant stated, "having gone through Leadership Collier, you learn more about your community, you become much more familiar and you want to become a part of it, and then you want to contribute to it" (Interview G Transcript, 2013, June 12). Learning about the community helped this individual be able to participate in discussions about various issues more intelligently and

gave him the confidence to speak more openly to promote himself as a leader in the community (Interview G Transcript, 2013, June 12).

Another official believed that the program helped him

Be more comfortable in my own skin, and comfortable saying yes, this is what I want to do and why, because my friends challenged me on those issues, asked me those questions and made me defend them before I ever came back to run for public office. (Interview D Transcript, 2013, May 29)

Similarly, another stated, "the knowing that you've had confidence built up to a certain extent and you think, 'dog-gone, you know I can get in there and make some of these decisions and having the capability and willingness to take it on" came from his experiences in the program (Interview A Transcript, 2013, June 5). Another study participant believes that "after getting a better awareness of the community, the current community leaders, it seemed like, I can do that" (Interview B Transcript, 2013, May 29).

When given the opportunity to discuss what the program meant to him, one individual said, "the benefit to me of this program was truly understanding this community and how this community operates at the various levels" which impacted his desire to run for public office (Interview B Transcript, 2013, May 29). He also believes that the program challenges participants to get more involved by introducing the class to aspects of different issues and experts in the field so

that they can more knowledgably become engaged (Interview B Transcript, 2013, May 29).

Similarly, another elected official believed that Leadership Collier provided her the opportunity to be around people that are doing community service and participating in community leadership, and those experiences enabled her to be more confident in herself because running for office became more "real and feasible" (Interview E Transcript, 2013, June 13). Like others in this study, she also appreciated the opportunity to meet new people and provide information about herself so that when she ran for office she was able to establish the needed resources in terms of fundraising and people that vote (Interview E Transcript, 2013, June 13).

One of the individuals in this study has had the opportunity to participate in several local leadership development programs across the country as he moved throughout different careers. He believes that participating in a local leadership development program "is the best way to understand the community and get involved in the community" (Interview J Transcript, 2013, May 30). Participating in Leadership Collier helped him learn who the current leaders were and what the real challenges in the community were at the time. In addition, as he got more involved in the community, more people encouraged him to run for office (Interview J Transcript, 2013, May 30). He posits that he was empowered to run for office because Leadership Collier helped him not only learn about the community so he could speak intelligently on different issues, but also because

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of the relationships within the community that he gained by participating in the program (Interview J Transcript, 2013, May 30).

Finally, the sense of community that developed and the knowledge of diverse issues taking place in the community helped may study participants build the confidence they needed to make the decision to run for public office. However, it did not happen over-night. The fact that Leadership Collier is a ten-month program with full day sessions on a given topic slowly encouraged and empowered people to become more engaged. In fact, interviewee J said, "every program offered a new kernel of opportunity, a new opportunity to learn something" and over time he gained confidence because he gained knowledge and the ability to speak about different topics and share his knowledge in the community (Interview J Transcript, 2013, May 30). One person even stated that Leadership Collier "just gives you that kind of empowerment feeling" (Interview B Transcript, 2013, May 29). Therefore, Leadership Collier became a vehicle for many to get involved in a major way that has changed Collier County for the betterment of the entire community.

The Campaign Process and Elected Office

According to study participants, the impact of Leadership Collier on the campaign process and once being in elected office is immeasurable. The sense of community established by being a part of Leadership Collier, the enhanced community engagement, the learning and leadership experiences, the

confidence building and encouragement from class members, and the increased

social capital all contributed to the individuals in this dissertation study. From the

"most trusted campaign committee members" to the advice given by alumni,

participants do not underestimate the contribution Leadership Collier has had on

their public lives (Interview F Transcript, 2013, June 4).

Not only was Leadership Collier an opportunity to learn about the

community, but it was an opportunity for the community to learn about the

individuals that participate in the program each year. Once the decision was

made to run for office, the first phone call for many of the study participants was

to someone in their Leadership Collier class. Several class members served as

campaign managers, campaign volunteers, and hosts for fundraisers and friend-

raiser events. In fact, one study participant believes that at least half of the

dollars raised and more than half of his campaign team consisted of Leadership

Collier alumni (Interview B Transcript, 2013, May 29). Another mentioned that

her campaign manager was a member of her Leadership Collier class, and she

never would have known him if not for the program (Interview F Transcript, 2013,

June 4). When asked if their classes supported them, "absolutely" was the term

used most frequently. The class of 2008 had two members who ran for office.

One of those individuals said of the other's campaign, "I don't know anybody that

didn't" support him when he ran for office (Interview K Transcript, 2013, May 28).

Several participants also commented on the snowball effect, a term used

for the process that starts from an initial state of small significance and builds

upon itself. Not only did each individual's class members support their campaigns financially and at the polls, but also they told other people to vote for him/her, and those people told other people, and so on. One individual was amazed by the support he received from people he did not know, but because his class organized an email campaign, the information was spread quickly (Interview H Transcript, 2013, May 28). Several individuals discussed the impact that the Naples Chamber of Commerce had on their campaigns. Because the Chamber is the sponsoring organization of Leadership Collier, study participants were able to tap into the Chamber's network in the business community to gain support (Interview B Transcript, 2013, May 29).

Finally, over half of the study participants discussed the ease of reaching out to people with questions based on the simple fact that they were part of the Leadership Collier alumni. On the other hand, many received calls from members of the alumni with requests or questions. For example, one study participant stated, "It's nothing to have a classmate call you up and say, hey I've got a problem with this, can you give me some advice" (Interview K Transcript, 2013, May 28). Another stated,

> Being able to pick up the phone and call whomever, and the fact that you
> may not know them well, but the fact that you were in Leadership Collier
> and they were in a different class just gives you an access that you
> wouldn't have otherwise. (Interview J Transcript, 2013, May 30)

Yet another commented that "it was nice having a lot of contacts in town and knowing people and being there to be of some help" to move their requests forward once he was in office (Interview B Transcript, 2013, May 29).

In conclusion, "when you're in public office, it's all about a base of support" (Interview K Transcript, 2013, May 28). Not only did the social capital built during participation in Leadership Collier help with many campaigns, but it was enhanced to provide support during re-election campaigns as well (Interview F Transcript, 2013, June 4). As a community leader, individuals continue to count on the people they became friends with during Leadership Collier (Interview K Transcript, 2013, May 28). Because the Leadership Collier experience is a continuing experience beyond the sessions, the bonding and camaraderie that develops in one's class, is continuously developed throughout alumni events. Therefore, many study participants "wouldn't trade their Leadership Collier experience for anything" (Interview A Transcript, 2013, June 5).

Conclusion

Chapter 4 examines the results and findings of the data collected and includes an in depth history of the Leadership Collier program. This chapter focused on the findings learned from interviewing 11 study participants and one of the three founders of Leadership Collier, several documents that were analyzed, and demographics collected on study participants. The themes found in the interview transcripts enabled the researcher to answer the study questions

including leadership skills enhanced by participating in the Leadership Collier

program, the impact of leadership experiences that took place, and how these

experiences motivation and empowered individuals to run for public office.

Chapter 5

Summary, Findings, Reflections, Recommendations, Conclusion

In his book dedicated to qualitative research, Wolcott (2009) asks the question, "How do you conclude a qualitative study" (p. 113). His answer, "You don't" (Wolcott, 2009, p. 113). Instead, he recommends that a qualitative study end with objective summaries, recommendations and implications, and personal reflections (Wolcott, 2009). This chapter will include objective summaries and conclusions related to the literature review and the research questions in this dissertation study, a comparison table of the study findings and the seminal authors examined in the literature review, personal reflections from the researcher, and recommendations for future studies.

Summary

Objective summaries provide an opportunity for the research to end on a strong note and review the accomplishments from the original purpose to the answers to the research questions (Wolcott, 2009). This type of summary also enables the researcher to discuss the shortcomings of the research and how it might be better conducted now that the researcher is "older and wiser" (Wolcott, 2009, p. 115). This section will include a summary of the findings for each research questions as well as the researcher's conclusions based on results and

the theoretical framework. It will also include reflections based on the researcher's ideas for future researchers to prosper from her experience.

Reminder of the Problem, Purpose, and Significance of the Study

A need exists for more qualified and effective leaders to run for public office at the local, state, and national level of government. In a community similar to Collier County, Florida, with a population of 320,000 residents, there are approximately 100 elected positions available within county government, city governments, school board, constitutional officers, state representatives and senators, and US congressmen and senators (Collier County Government, 2013). Often few people run in a specific race, and of those, many do not have the skills needed for the position. According to Azzam and Riggio (2003), the rise in number of civic leadership programs is due to the need for increased numbers of trained community leaders. Fredricks (1999) also states that communities have established leadership development programs to ensure citizen activism and leadership in order for a community to grow to its fullest potential.

The purpose of this study was to understand what leadership experiences gained through participating in Leadership Collier could empower and motivate a person to run for public office. Empowerment has been defined as the development of personal competence that enables people to use their full potential and take action in their local communities. Motivation was defined as

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the act or process of giving someone a reason to do something. The researcher

believed the significance of the study results would aid community leaders and

leadership development program planners to train more qualified and effective

leaders to run for public office.

Findings

Findings from this study are significant due to the knowledge gained that

can benefit community leaders, leadership program planners, and those looking

to be more involved in their communities to understand what motivates and

empowers people to run for office. It is also important to understand that current

and future leaders need to learn about the issues and challenges facing their

communities and develop programs for this specific learning to take place. With

that knowledge, communities may be able to have more influential candidates

that are truly servant leaders and can make a difference in the quality of life for

each citizen.

The final codes from this study include sense of community, social capital,

program design, confidentiality, diversity, bonding, empowerment, and

motivation. The findings that emerged from these critical themes include the

importance of confidentiality and diversity within a leadership development

program, the sense of community and community awareness that evolves,

networking that enhances a person's social capital, increased community

engagement due to class participation, the importance of the program design and

the alumni program, and Leadership Collier's impact on the campaign process and on the individual once elected to office. Leadership development programs across the country can incorporate these themes into their local program curriculum to ensure that participants are being challenged and encouraged to engage in their communities.

Furthermore, according to Marshall and Rossman (1999), by sharing lived experience descriptions, there can be a significant impact on social issues and taking action. This dissertation study provides examples and analysis of the experiences of 11 graduates of Leadership Collier that have gone on to take action and run for public office. Their stories provide the opportunity to learn about how and in what way the experiences of a local leadership development program has influenced select citizens to become more involved in the public sector and engaged in their communities. Furthermore, the potential contributions of this study will possibly affect future leaders in Collier County, Florida, those involved in program planning for Leadership Collier and other community leadership programs, the alumni network of graduates, and voters who may be more likely to elect a candidate that has graduated from Leadership Collier. The transferability of the findings may also be useful to others in similar situations, with similar questions, or questions of practice (Marshall & Rossman, 1999).

Research Question 1

The first research question in this study was what leadership skills were learned from participating in the Leadership Collier program? The experiences that took place throughout participating in Leadership Collier enabled participants to hone in on and enhance several skills that became critical when increasing their engagement in the community, campaigning for public office, and as elected officials. These skills include listening, communication, the ability to engage and be collaborative, public speaking, ability to work in a team, decision-making, and gaining a sense of doing the right thing through collaboration for the public good.

Several authors discussed in the literature review of this dissertation examine the important objectives of leadership development programs in developing and enhancing skills needed to be effective leaders and community volunteers. The skills discussed by study participants were included in many of the examples provided by these seminal researchers. For example, some of the characteristics of Greenleaf's (1970) theory on servant leadership include listening, awareness, stewardship, commitment to growth in others, and building communities.

Sogunro (1997) also suggests that leadership development programs objectives should include developing skills in communication, public speaking, collaboration, teamwork, and decision-making. One of his study participants explained the significant impact of the leadership development program he

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participated in on his communication and public speaking skills (Sogunro, 1997).

He also found that participants enhanced their listening and presentation skills

that led to great motivation to collaborate and be more outspoken and assertive

(Sogunro, 1997).

Kouzes and Posner (2001) also examine important characteristics needed

in adult learning programs that aide in becoming more effective leaders, such as

the opportunity to observe positive models and the ability to practice principle

behaviors in order to set goals and tap into personal desires. Finally, Merriam, et

al. (2007) examined life-long learning and the focus on personal development

and social unity. Data analysis from this dissertation study shows that many of

these skills and objectives have been incorporated into the Leadership Collier

program.

While these skills were enhanced by participating, there are other traits a

leader must have in order to be an effective elected official. For example,

several study participants discussed ethics, integrity, and high morals. These

skills are often inherent in a person and developed at a young age through family

relationships. Furthermore, Leadership Collier is a program that focuses more

on learning about the issues, rather than developing leadership skills. Therefore,

the Naples Chamber of Commerce has since developed several other leadership

programs that focus on skill building as well as community awareness. Some of

these programs include Growing Associates in Naples (GAIN), The Leadership

Institute, Youth Leadership Collier, and the Campaign for Leadership (Greater

Naples Chamber of Commerce, 2012). These programs have been established

under the umbrella of the Leadership Collier Foundation with the mission to build

a broad-based network of community leaders who enhance their leadership

abilities and skills through continuing education, shared perspectives and

community involvement in order to enable them to work toward solutions in the

public interest (Greater Naples Chamber of Commerce, 2012)

Research Question 2

The second research question in this dissertation was, what leadership

experiences gained from the Leadership Collier program motivated some

graduates to run for public office? As stated in chapter 4, the learning

experiences that took place throughout each Leadership Collier class that the

study participants were involved in enabled them to be included in a broad

leadership experience that led to *building a sense of community, gaining greater*

awareness of the community, increased engagement in the community, and

feeling challenged *to make the community a better place to live and work*. These

experiences were impacted by the diversity of each class, learning from each

other, being encouraged by each other, and being exposed to issues,

organizations, and leaders. Each of these themes led to building individual

confidence, which motivated and empowered many of the study participants to

run for public office.

Furthermore, study participants became *more engaged in their community* by joining several non-profit organizations as board members, volunteers, and financial contributors. Some of the organizations that have *benefited from Leadership Collier alumni* include the Naples Chamber of Commerce, the Collier County Shelter for Abused Women, the National Association for Mental Illness, the Community Foundation of Collier County, and many organizations in the rural areas of Collier County in Immokalee, Florida. Some individuals were further *motivated to apply and participate in Leadership Florida* due to their involvement in Leadership Collier, and therefore, many individuals also *got involved in statewide organizations.* Elected offices that individuals campaigned for include Collier County Commissioner, County and Circuit Judge, State Representative, State Senate, City of Naples Council and Mayor, Collier County School Board, and District Fire Commissioner. It can be concluded by the research in this study that some graduates were motivated and empowered to run for public office due to the leadership experiences that took place while participating in the Leadership Collier program and the continuous involved in the alumni program.

The learning experiences engaged in through Leadership Collier were both formal and informal. The experiences also *enabled participants to discuss and debate various issues* challenging the community. Leadership Collier's program design uses both instructional approaches to learning and orientation approaches. Both approaches are critical in order to provide the educational activity of debate and discussion within the class and with current community

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leaders and experts so that participants can learn through experience (Fredricks, 1999). Thornton, et al. (2001) also examine life-long learning and argue that programs for adult learners should incorporate proactive instruction in order to be successful. The instruction should incorporate themes of ownership, responsibility, teamwork, and autonomy. The study findings show that Leadership Collier graduates learned through various types of approaches in order to take ownership, take action, and develop a sense of community.

The diversity and issue discussions of each Leadership Collier class also enabled several study participants to engage in transformative learning by reframing their views on issues through incorporating new knowledge and debating the issues as well as the pros and cons of possible solutions. According to Mezirow (1997), the transformative learning theory is focused on education that fosters reflective and problem discourse that is learner centered, participatory, interactive, and includes group deliberation and problem solving. Each of these elements took place during the different sessions of Leadership Collier due to the program design that incorporated classroom learning, community tours, and the opportunity to speak to experts in the fields of agriculture, healthcare, education, media and arts, law enforcement, government, growth management, commerce, human services, and the environment.

Research Question 3

      The final research question in this dissertation was how did participation in the program empower and motivate individuals to run for public office? Select citizens who are graduates of Leadership Collier were motivated and empowered to run for public office due to the experiences they had throughout the year long program and in the alumni program. The program design of Leadership Collier enabled participants to have unique confidential discussions with members of the media and other elected officials, special bonding experiences that led to respect and trust among class members, an increase in social capital, and developed knowledge of the community and enhanced leadership skills that helped them build the confidence needed to make the decision to run for public office, throughout their campaigns and once in office.

      These themes have also been found in other research studies across the country. Lucente and Lacy (2003) studied a program in Ohio where emerging themes important to adult learners included effective decision making, ethics, media relations, and working with community residents. Annette (2009) analyzed opportunities to engage people in civic participation and found that volunteer activities, such as Leadership Collier, can provide experiences for adult learners to build self-confidence and critical skills needed to engage in a community. In Sogunro's (1997) study, respondents discussed the impact of leadership development programs on growing more confident and being empowered to improve the functions of their organizations. Thornton et al. (2001) further

emphasized the impact of empowerment through leadership development programs on strengthening an individual's sense of effectiveness and self-esteem.

As stated in the literature review, at the core of community and civic leadership programs is the goal to motivate people to take action and adopt some form of behavioral change (Fredricks, 1999; Lucente & Lacy, 2003). These elements were implemented into the Leadership Collier program with the challenge of participants to "choose to participate and take responsibility to act" (Schweigert, 2007, p. 328). Graduates were able to increase their community engagement and take action because they were able to develop confidence through increasing their social capital, developing a sense of community, and learning about the issues in the community. Brungardt and Seibel (1995) posit that one of the main goals of a community leadership program is to create a network of informed citizens to guide the growth of a community. The findings from this study show that Leadership Collier has been instrumental in providing an active network of knowledgeable and concerned citizens that have taken ownership of their communities and run for public office in order to guide Collier County in future growth by being effective community leaders and stewards.

A Shared Experience

One of the original goals of Leadership Collier was to create a program that enabled community residents to engage in a shared common experience.

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The theme of a shared common experience has been showcased throughout this dissertation study. McMillan and Chavis (1986) are known as pioneers of the concept of sense of community, which includes membership, integration, influence, and shared emotional connections. Each of these elements is incorporated into the Leadership Collier program and has enabled participants to develop a strong sense of community. Furthermore, Mezirow (1997) is a pioneer of the transformative learning theory and has found that adults need to find collective experiences. He posits that by implementing the transformative learning theory into the structure of a learning program, adults can take part in a shared experience and "place an emphasis on seeking areas of common good" (Transformative Learning Theory, n.d., p. 7). Kouzes and Posner (2001) also found that leaders are at their best when they challenge the process, inspire a shared vision, enable others to act, model the way, and encourage the heart. While Leadership Collier did not set out to incorporate these theories, findings show that they have been part of the learning experiences that take place in the program. All of these elements have facilitated a shared common experience to take place and has enabled citizens to become transformational and servant leaders throughout Collier County and the state of Florida.

According to Ricketts and Ladewig (2008), social capital is a critical element to developing collaborative partnerships to create and implement solutions to community challenges and can aide in the development of a shared purpose or vision for the community. The culture of Leadership Collier has

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focused on empowerment and encouragement to become engaged. This culture

has been successful due to the impact of networking that takes place in each

class and throughout the alumni, which has established social capital for each

graduate.

Finally, each of the elements discussed throughout the literature review

and the study findings point to Leadership Collier being a solid and successful

learning organization. A learning organization is defined as an organization or

program where people continually expand their capacity to create the outcomes

they desire, new patterns of thinking are nurtured, collective aspiration is

encouraged, and people are continually learning how to learn together (Senge,

2006; Merriam, et al. (2007). Because Leadership Collier is a learning

organization with a culture of motivation and empowerment, it has been a

catalyst for graduates to be aware of their community and take action in Collier

County by taking action and running for public office. Seidman (2007) argues

that leadership is not simply having the vision but "doing everything it takes…to

pursue a mission that is greater than any individual" (p. 269). Leadership Collier

has enabled citizens to do just that, to move beyond the vision and take action.

Comparison of Seminal Authors and Study Findings

Below is a table comparing seminal authors examined in the literature

review and the dissertation study findings. This comparison will help readers

clearly understand the impact of Leadership Collier and other local leadership

development programs on research in the field.

Table 5

Comparison of Seminal Authors and Study Findings

Seminal author	Seminal author findings	Dissertation finding
Annette (2009)	Volunteer activities can provide opportunities for adult learners regarding personal growth, self-confidence, and increasing skills and capabilities.	Leadership Collier is a volunteer program where building *community awareness* enables participants to build their *self-confidence* and leadership skills that influence their decisions to run for public office and become more *engaged in the community.*
Azzam & Riggio (2003)	Local leadership development program sessions include location tours with the opportunity to interact with experts, and classroom learning. The rise in leadership development programs is due to the need for increased numbers of trained community leaders. Instructional vs. orientation approach to learning	Leadership Collier's *program design* includes classroom sessions with panel discussions from experts in their fields as well as location tours throughout the county. Leadership Collier was developed based on the need for a *shared common experience* and to train future leaders. *(table continues)*

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Table 5 *(continued)*

Seminal author	Seminal author findings	Dissertation finding
Bass & Avolio (1990)	Transformational leadership can be taught to people and can be used to improve team development, decision-making, quality initiatives, and reorganizations within a business and a community.	Leadership Collier's *program design* and alumni program allow for *transformational leadership* to grow throughout the community.
Berry (2003)	Social capital is what activates financial and human capital and must be incorporated in both forms of capital in order for investments to be effective. Social capital includes networks, norms, and social trust that facilitate coordination and cooperation for mutual benefit.	Leadership Collier emphasizes *networking* within each class program and continues after graduation within the alumni program. Networking and building *social capital* was a major theme in this study.
Farling, Stone, & Winston (1999)	Servant leadership includes variables of vision, influence, credibility, trust, and service.	Leadership Collier's *program design*, in particular the opening retreat, focuses on a *bonding* experience that leads to trust and encouragement among class members.
Fredricks (1999)	Leadership development programs have the mission to develop, motivate, and cultivate the skills of participants in order to improve communities, allow fundamental change, and create, replenish and…	The mission of Leadership Collier is to educate local business leaders about the societal and economic challenges facing the community. *(table continues)*

Table 5 *(continued)*

Seminal author	Seminal author findings	Dissertation finding
	…diversify leadership for these changes. Important elements include head quarter location, program goals, session curriculum, format and logistics, diversity of participants, and further contact after graduation. Sessions help individuals learn through experience, one of the best ways to learn about leadership.	The program is sponsored by the Naples Chamber of Commerce and is approaching its 25th anniversary. Its *program design*, curriculum, class *diversity*, and *alumni program* provide the opportunity to experience different leadership activities that challenge, *motivate* and cultivate participants to improve their community.
Greenleaf (1970)	Characteristics of servant leadership: listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to growth of others, and building communities.	Some of the *skills* enhanced by participating in Leadership Collier include listening, public speaking, awareness, stewardship, and collaboration.
Hentschel & Eisen (2002)	Leadership development programs can provide communities with graduates that can make a difference in the world and be a catalyst for societal change. In their research, 70% of participants involved in the first two classes of the program reported that they had gotten engaged in new community…	Several study participants referred to Leadership Collier as a catalyst to their *increased engagement* in the community. Their *engagement* has provided societal change for Collier County. Each study participant got more involved in the non-profit and public sectors… *(table continues)*

Table 5 *(continued)*

Seminal author	Seminal author findings	Dissertation finding
	…leadership responsibilities due to their participation in the program.	…of the community after graduating from Leadership Collier.
Kouzes & Posner (2001)	Leaders are at their best when they challenge the process, inspire a shared vision, enable others to act, model the way, and encourage the heart.	Leadership Collier challenges participants to become *engaged,* provides a *bonding* experience that leads to encouragement, and provides a *shared experience* that helps people work together to develop a collaborative vision.
McMillan & Chavis (1986)	Sense of community includes membership, influence, integration, and shared emotional connection.	Leadership Collier develops a *sense of community.*
Mezirow (1997)	Adults need to find collective experiences. Transformative learning theory is an adult education theory that provides opportunities for adults to make meaning of their lives. Using this theory can help educators provide a shared experience with an emphasis on seeking areas for the common good.	Leadership Collier is a *collective experience* with an emphasis on seeking leaders that are *engaged* in the common good of the community.
Moore (1988)	Fundamental change occurs through awareness, networking…	Leadership Collier educates participants to become *aware of…* *(table continues)*

Table 5 *(continued)*

Seminal author	Seminal author findings	Dissertation finding
	…and training individuals through community leadership programs.	…*community* issues and emphasizes *networking.*
Paarlberg & Lavigna (2010)	By participating in leadership programs, individuals have become influenced by the idea to impact the broader public policy process. Transformational leadership can be defined as a process that motivates individuals by appealing to their higher ideals and moral values by creating a culture where individuals feel empowered and are encouraged to try new things.	Findings show that Leadership Collier has *motivated* and *empowered* several citizens to get involved at the public level and run for office.
Sogunro (1997)	The ideal objectives for leadership development programs is to help participants develop an understanding of the complexities and relationships between individuals, groups and leaders, develop skills in communications, public speaking, group consensus, and develop opportunities for individuals to explore their own leadership abilities through concepts of power, decision-making, motivation, risk...	One of the critical goals of Leadership Collier is to help participants develop an understanding of issues and relationships. The experiences gained through participating in the program have led class members to *develop skills* in communication, public speaking, collaboration, and self-confidence. *(table continues)*

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Table 5 *(continued)*

Seminal author	Seminal author findings	Dissertation finding
	…taking, and working in teams. Need for diversity within each leadership program class.	Diversity is also a major theme within each Leadership Collier class.
Thornton, Mattocks, & Thorton (2001)	Important in promoting these programs and helping adult learners become empowered are the ideas of trust in others, positive self-image, positive expectations and attitudes, and effective interaction with others.	Findings show that study participants were *empowered* by the interactions with other class members and current leaders in the community.
Van De Walk & Constas (2010)	There are arguments that suggest a relationship between leadership effectiveness and social capital, as well as the idea that participation in a leadership development program increases an individual's social capital and networking base.	Leadership Collier is a unique *program* that helps leaders become more effective and increases *social capital* for each participant. The *social capital* had a significant impact on each study participant and their campaigns for public office.

Reflections

While writing chapters 4 and 5 of this dissertation study, the researcher

was in a unique environment that enabled her to gain special insight that helped

develop recommendations for future studies and reflect on the state of affairs in

reference to effective elected officials and community leaders. This environment

is Chautauqua Institution, a community on the shores of Chautauqua Lake in southwestern New York State. The mission of Chautauqua is dedicated to the exploration of the best in human values and the enrichment of the life through programs that explore important religious, social and political issues of our times, stimulates provocative, thoughtful involvement of individuals and families in creative response to such issues, and promotes excellence and creativity in the appreciation, performance, and teaching of the arts. The Chautauqua experience is based around one's engagement in four program areas including the arts, education, religion, and recreation (Chautauqua Institution, n.d.). Furthermore, Chautauqua comes alive for nine weeks each summer with each week having a unique theme that daily lecturers focus on throughout the week. Hearing from the diverse presenters on topics such as The Next Greatest Generation and The Pursuit of Happiness during the Chautauqua season had a significant impact on the researcher's reflections and conclusions in this dissertation.

Chautauqua Reflections

Throughout the summer, the researcher was able to hear presentations from experts in their fields and had the opportunity to speak one on one with several of them. They include Marie Wilson, women's advocate and founder of The White House Project; Robert Putnam, Professor of Public Policy at Harvard University and author of *Better Together: Restoring the American Community*; Hunter R Rawlings III, President of Association of The American Universities and

former president of Cornell University; Paula A. Kerger, President and CEO of PBS; Alan Schwartz, Executive Chairman of Guggenheim Partners LLC, a global, independent and privately held financial service firm with over $100 billion in assets; and Chris Hayes, host of MSNBC's "All In." Each of these speakers had unique perspectives on the themes of the Pursuit of Happiness and The Next Greatest Generation, which tie in directly to this dissertation study.

This dissertation study began with a discussion of the study of leadership, dated back to Plato, Aristotle, and Machiavelli. According to Putnam (2013), Aristotle said people are social beings. He went on to explain in his presentation during the week on The Pursuit of Happiness, that social relationships and connections provide more happiness for human beings (Putnam, 2013). Rawlings (2013) continued the discussion of Aristotle and the history of the Greeks in his presentation and argued that in the time of Aristotle, citizens had an obligation and principal responsibility to the community and public life. He explained that the concept of a private life was not as important, and to the Greeks men were devoted to public life and women to the private life. He stated, "only an 'idiot' would devote his life to private life," and if a person did not get involved in the public, he could be charged with apathy and be prosecuted (Rawlings, 2013).

He questioned why Americans are so focused on the importance of the right to privacy and examined the unique differences between the ancient Greeks and the Americans of today. For example, Americans cherish individualism while

the Greeks cherished community. In fact, in ancient Greece, a person's name was picked out of a hat, and he then ran for office and was elected (Rawlings, 2013). On the other hand, he explained that the American's right to pursue happiness comes from Locke and individual consent. He also stated that Greece began and ended in the community while America begins in nature as individuals (Rawlings, 2013). However, research on American life shows happiness can be achieved by connecting to something bigger than you. In fact, this is the reason that volunteerism often makes people happy (Kerger, 2013).

This information is part of the conclusion section of this dissertation instead of the literature review because the researcher listened to each of these people while reflecting on the findings of this study. In conducting this study and hearing people discuss the pursuit of happiness, she has concluded that it is possible for more people in today's society to be happier if they become more engaged in their communities. This study is focused on only one aspect of becoming engaged, at the public level, but communities may be stronger if more people engage and develop a strong sense of community. Citizens may also develop a greater sense of happiness by participating in formal or informal learning environments such as leadership development programs because they can provide connections and in depth social relationships.

Dissertation Reflections

While conducting many of the interviews in this study, the researcher had the opportunity to meet with study participants in their offices. In each office she was in, the individual proudly displayed their Leadership Collier graduation plaque in a prominent area of their offices. This pride has been a part of their campaigns, their positions in office, and their lives. Leadership Collier has impacted them not only in becoming aware of their community, but growing to love their communities and developing the desire to become engaged in the non-profit and public sector. While only a few of the study participants directly stated that they were motivated and empowered by Leadership Collier to run for public office, the findings show that this was the case in all of their individual journeys.

In reflecting on this study as a whole, the researcher is proud of the graduates that have been courageous enough to put themselves out in the community and campaign for office. She feels that this study can help leadership development program planners in the future to incorporate these themes into programs in order to empower and motivate more citizens to run for office. However, there should be a clear and direct discussion with each leadership class that there is a challenge to get involved, in the non-profit sector, but also the public sector.

If she had the opportunity to conduct this study again, the researcher would make some changes. First, she might use slightly different research

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questions. For example, after interviewing the study participants she came to realize that Leadership Collier is more focused on learning about the issues rather than teaching leadership skills. Therefore, instead of asking what leadership skills were learned from participating in Leadership Collier, a research question may have asked what issues were discussed in order to learn more about the transfer of knowledge due to participating in Leadership Collier. The researcher also would have changed the wording of the second question and deleted the word leadership. By incorporating the term "leadership experiences" in the research question, the researcher felt she had narrowed the question too much. If she had just used the term "experiences" more findings could have been examined in that section. Finally, each study participant had a positive experience in Leadership Collier. However, the researcher should have asked if there were any negative aspects of the program that could be changes moving forward. Regardless of the changes that may have been instituted, she believes she was able to answer each question based on the remarks from individual respondents.

Recommendations for Future Studies

While there have been over 800 graduates of Leadership Collier, very few of them have gone onto run for public office. However, most of the graduates have become more involved in the community to ensure continued stewardship, volunteerism, and a better quality of life for future generations. A future research study that may enhance awareness of the important impact of local leadership

development programs on their communities might include a quantitative study that examines how many people in a particular program went on to volunteer for a community organization or support one financially. It would be interesting to learn how many people in each class actually get more involved in their communities in order to showcase the program's impact on the non-profit sector.

Studies that would also contribute to the research may include the impact of leadership development programs on participants from different demographics and areas. Leadership development programs may influence participants in different generations in diverse ways. For example, a study can focus on the impact of these programs on the millennial generation compared to generation x or baby boomers. Programs may also impact those new to an area in a different manner than the impact to those who have lived in an area for a longer period of time.

Furthermore, while leadership development programs across the country may be established with similar program designs, there may be different findings in studies comparing urban programs and rural programs due to different cultures, economics, and populations in the areas. The findings in this study may have been different if the boundary were on a program in a larger or smaller county compared to Collier. For example, the bonding aspect of this study may be different in a program with a larger class size or larger city such as Miami with a greater population or more diverse cultures and ethnicities within a class. However, the researcher has participated in leadership development programs in

urban and rural areas of Florida and believes the networking theme would take place in programs in different geographies within the state of Florida.

Another recommendation for future studies would be to examine gender demographics more closely. According to Wilson (2013), women hold only 18% of leadership positions in this country. She also argued that having more female experts on Sunday morning talk shows has had a direct impact on more women running for public office; however, there is a need for more training programs directly related to running for public office and the campaign process (Wilson, 2013). Therefore, future studies may include the differences between men and women in public office as well as the impact of a specific campaign-training program and its outcome on motivating and empowering people to run for public office.

Finally, in his discussion on the Next Greatest Generation in Chautauqua Institution in 2013, Chris Hayes, host of MSNBC's "All In," argued that there is a strong distrust in government but Americans are not ready to take to the streets like in other countries. He posits that there has been no accountability for the elites that have produced this distrust, and we need to open our institutions to the talented people who may not be part of the elite (Hayes, 2013a). He explained, "our society is creating a new cast system, and we need to continue our search for democracy" (Hayes, 2013a). When the researcher asked him how we encourage more of the talented people in society to run for office, his response was, "the biggest issue is fundraising" (C. Hayes, personal communication, July

14, 2013). Therefore, another possible study would be related to how those already in public office have raised money, as well as how to train people in the business of fundraising.

Conclusion

Local leadership development programs have impacted communities around the world by developing strong, knowledgeable, and effective leaders that are challenged to become engaged in their communities to make a difference by developing collaborative and sustainable solutions to the issues that are being faced. Leadership Collier is simply one of these programs that has had a significant impact on the community. By developing a sense of community, enhancing leadership skills among participants, empowering and motivating individuals to get involved in the non-profit and public sectors, enabling individuals to develop their social capital, and training people on community awareness, the quality of life of the residents of Collier County has been significantly impacted by programs like Leadership Collier. Leadership Collier and similar programs across the country are catalysts to make a difference, transfer knowledge, establish behavioral changes, and take ownership and responsibility for the leadership in a community. Therefore, it is critical that these study findings be incorporated into the curriculum of leadership development programs as well as campaign training programs to ensure more effective leaders are running for and being elected to public office.

ADULT CONSENT FORM

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1) <u>**Title of Research Study:**</u> The Public Official Leadership Experience Dissertation

2) <u>**Investigator(s):**</u>

Dr. Valerie Bryan, Florida Atlantic University Faculty

Courtney Curatolo, Florida Atlantic University Student

3) <u>**Purpose:**</u> The purpose of this research study is to assess, and interview 10-20 alumni of Leadership Collier, a ten month leadership program with the objective to educate local business leaders about the societal and economic challenges facing the community. The researcher will provide questions through an in person interview in order to determine if a participant has become more involved in the community, in particular in the public sector, due to their participation in the Leadership Collier program.

4) <u>**Procedures:**</u> Participants must have graduated from Leadership Collier and campaigned for a public office after completing the program. Each participant will also be asked to meet with the researcher for a one hour interview to answer open ended questions.

You have been asked to participate because you are an alumnus of Leadership Collier and have remained active in the community since your graduation. Other than the time you devote to answering assessment and interview questions, the study will not disrupt your every day activities. Each participant is expected to participate in the interview and possible follow up questions for the duration of the study. Participants have the ability to leave the study at any time without penalty. Each interview session will be audio recorded for transcription purposes.

5) <u>**Risks:**</u> The risks involved with participation in this study are no more than you would experience in regular daily activities. It is unlikely you will experience any harm or discomfort. However, due to your involvement in the community, there is a possibility that your name will become known during this research project. To minimize this risk, participant information will be protected and held confidentially by the researcher in a

Initial_____

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locked file cabinet and/or on a computer with password access only. Each participant will be provided a pseudonym that will be used throughout this research study.

6) Benefits:

In terms of benefits, you will have the opportunity to share your leadership and community involvement experiences with the researcher in order to help others in the future become motivated to participate in leadership programs and the community.

Each participant will have the opportunity to review his/her interview transcription and strike through anything that he/she does not want to be used.

7) Data Collection & Storage:

Any information collected about you will be kept confidential and secure and only the people working with the study will see your data, unless required by law. The data will be kept for no more than five years in a locked cabinet or password-protected computer in the investigator's office. After five years, paper copies will be destroyed by shredding and electronic data will be deleted. We may publish what we learn from this study. If we do, we will not let anyone know your name/identity unless you give us permission.

8) Contact Information:

For questions or problems regarding your rights as a research subject, you can contact the Florida Atlantic University Division of Research at (561) 297-0777. For other questions about the study, you should contact the principal investigator(s), Dr. Valerie Bryan at bryan@fau.edu or Courtney Curatolo at ccuratol@fau.edu or 239-248-1015.

9) Consent Statement:

*I have read or had read to me the preceding information describing this study. All my questions have been answered to my satisfaction. I am 18 years of age or older and freely consent to participate. I understand that I am free to withdraw from the study at any time without penalty. I have received a copy of this consent form.

I agree _____ I do not agree ___ to be audiotaped

Signature of Subject:_____

Date: _____

Printed name of Subject:

First Name _____

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Last Name_____

Signature of Investigator: _____

Date: _____

Appendix B: Initial Contact Script

Initial Contact: Email

I am Courtney Curatolo, from Florida Atlantic University, College of Education. I am working on my dissertation in Adult and Community Educational Leadership. I am conducting a research study on Leadership Collier and graduates who have run for public office. The research will help me understand the experiences gained through participating in a local leadership development program that motivates and empowers individuals to run for public office.

I am contacting you to ask you to participate in an interview which should take approximately 60 minutes. Your participation is voluntary. If you do not wish to participate, you may stop at any time. Responses will be completely anonymous, and your name will not appear in the final write up of these findings. All data will be stored in a password protected computer only accessible to myself and my dissertation advisor. There are minimal risks associated with this interview.

Between ten to twenty individuals will be asked to respond to questions regarding past leadership experiences, participation in Leadership Collier, skills gained from the program, experiences that took place after graduating from Leadership Collier, and motivations and empowerment related to your run for public office. Up to ten individuals will also be asked to participate in an in person interview to provide feedback to follow up questions. If you are interested and available to participate in this dissertation study, please contact me at the email address or phone number listed below.

If you have any questions regarding the research, contact me at 239-248-1015 or ccuratol@fau.edu or my advisor Dr. Valerie Bryan at bryan@fau.edu or 561-799-8639. If you have any questions regarding your rights as a research subject, please contact the Florida Atlantic University Division of Research at (561) 297-0777.

Thank you for your consideration and support.

Sincerely,

Courtney Curatolo

Appendix C: Dissertation Interview Table

Demographic and Background Questions:

Gender: M_____ F_____

Ethnicity:

Black_____

Asian_____

Hispanic _____

Pacific Islander_____

American Indian _____

White_____

Two or more Race (please list)_____

Not Reported_____

Age: 20-30____ 31-40____ 41-50____ 51-60____ 61-70____ 71-80____

Highest Educational Degree (Please also list the degree area):

High School Diploma_____

Associates Degree_____

Bachelors Degree_____

Masters Degree_____

PhD_____

J.D._____

M.D._____

Other:_____

Leadership Collier Class: _____

Do you still have a copy of your LC application: Yes_____ No ___

If yes, would you mind if I reviewed your application? If you do not have a copy but are willing to allow me to review it, would you mind if I contacted the Chamber of Commerce to see if they still have a copy?

Do you have another family member that has run for public office?

Yes_____ No _____

Has your company sponsored other participants in Leadership Collier?

Yes_____ No_____ If yes, how many individuals have been sponsored by your company?_____

Research Questions:

1. What leadership skills were learned from participating in the Leadership Collier program?
2. What leadership experiences gained from the Leadership Collier program motivated some graduates to run for public office?
3. How did participation in the program empower and motivate individuals to run for public office?

Research Questions	Interview Questions
1	Why did you apply to participate in the Leadership Collier program?
2	What motivated you to run for public office?
3	Did participating in a leadership development program empower you to seek public office? If so, how?
1	What 3-4 skills or qualities do you believe an effective public official should have? 　　Can these qualities be learned? 　　Are there educational programs you have participated in that enabled you to enhance these skills or qualities?

1	Do you believe you were qualified to be a public official before participating in a leadership development program? Why or why not? Had you thought of running for public office before participating in Leadership Collier?
1-3	Was there a particular topic or session that you learned the most from while participating in a leadership development program? If so, what was the topic and what did you learn? Was there a particular session that impacted your decision to run for public office? If so, which one \ and why?

1	What leadership skills were learned throughout your participation in a local leadership development program?
	   How did this experience help to open your eyes to new ideas and opinions?
	   Did the diversity of class members impact your point of view different issues? If so, how?

2-3	How have you been able to expand your professional and personal networks?
	   How did expanding your social capital help your campaign?
	   How did your Leadership Collier class and alumni support your campaign?
	   If elected, how have they supported you since being elected?

1	How did participating in a leadership training program help you develop skills in cooperation and collaboration?
2-3	What public office did you run for and why?
1-3	What leadership development program experiences empowered you to run for public office?
1-3	What educational experiences impacted your decision to run for public office? How did those experiences help you throughout your campaign and while as a public official?

2-3	How did participating in a leadership development program influence you to run for public office?
1	What experiences enabled you to be a more effective leader and how?
1-3	How did you learn about community issues or challenges taking place in Collier County? Did participating in a local leadership development program impact your knowledge of community issues? How? How did this learning experience empower you to make the decision to seek public office?
1-3	If there is time: Why do you think a person would run for public office after graduating from a local leadership development program?
1-3	If there is time: Can you explain an experience that you had while participating in Leadership Collier that you would not have had if you did not participate in the program? Please think of an experience related to your decision to run for office or an experience that helped you during your campaign efforts.

Appendix D: Document Table

Documents for Review
Leadership Collier Application
Naples Chamber-Leadership Collier Website
Leadership Collier Session Agendas from 1999
Leadership Collier Session Agendas from 2007
Leadership Collier Session Agendas from 2010
Leadership Collier Session Agendas from 2012
Naples Daily News-Leadership Collier Press
Naples Daily News-Participant Press
Leadership Collier- A History
Leadership Collier July 2013 E-Newsletter
Center for Ethical Leadership July 2013 E-Newsletter

Document Summary Form:

- Name of Document
- Date Received
- Significance
- Brief Summary of Contents
- Alignment to research question

Name of Document:**Leadership Collier Application**

Date Received: July 1, 2013

Significance: This is the application that each person must complete in order to apply to the Leadership Collier program.

Brief Summary of Contents:

Questions in the LC application include demographic information including name, occupation, gender, race, and years of residency. It also asks for educational background information. Specific questions include:

- Please tell us a little about yourself, i.e., current position and duties, past employment, extracurricular honors, awards and special interests.
- Please list, in order of importance to you, as many as five community, civic, professional, business, religious, social, athletic and other organizations in which you are or have been a member.
- To date, what do you consider your most significant civic or community contribution?
- During your career, what do you consider your most significant business contribution, skill or achievement?
- Describe an important ambition in your life. Tell what you hope to accomplish and achieve.
- What do you consider to be your major strengths and qualifications for the Leadership Collier Program, and why do you wish to participate?
- What benefits to the community do you feel are likely to result from your participation in the Leadership Collier Program?
- Write a memo to the Chairman of the Board for the Leadership Collier Foundation discussing one specific problem that you have observed within Collier County. Explain why it is important and what issues it raises. Make one suggestion for its solution. Attach additional sheets if necessary.

Research question alignment: This application allows the selection committee to understand what leadership skills and experiences individuals have had before participating in the program.

DOCUMENT TWO

Name of Document: **Leadership Collier Website:**
http://napleschamber.org/chamber/leadership-programs.aspx

Date Received: July 1, 2013

Significance: The case studies revolve around a persons experience in the Leadership Collier program.

Brief Summary of Contents:

The Greater Naples Chamber of Commerce plans and implements the Leadership Collier program along with other community leadership programs including Leadership Institute, an executive management program, GAIN, an emerging leaders program, Youth Leadership Collier, a program for high school students, Campaign for Leadership, a bipartisan civic leadership program, and Leadership Collier Alumni, programs to continue the Leadership Collier experience for graduates of the program.

The mission of the LC program is: The Greater Naples Chamber of Commerce believes knowledge is a key element and prime motivator of leadership. Consequently, the primary objective of the Leadership Collier program is to educate local business leaders about the societal and economic challenges facing the community today. The nine month program begins in September and includes 10 full day sessions.

Also included on the website is information regarding a program overview, history of the program, applicant eligibility, expectations of graduates, the LC application, and information about the alumni program.

Research question alignment: This document summary provides information for the first two research questions.

DOCUMENT THREE-SIX

Name of Document: **Leadership Collier Session Agendas from 1999, 2007, 2010, 2012**

Date Received: September 2006-July 2013

Significance: These agendas provide information on what participants did throughout the yearly program. The agendas change slightly from year to year, but often remain the same.

Brief Summary of Contents: The opening retreat provides participants an opportunity to learn the rules of participating in the program, such as the rule that you can only miss one session in order to graduate. The retreat also provides information on the history of the program, thoughts on being a leader in Collier County, and team building exercises to get to know all the class members. Individuals are also given a binder with information about the program, contact information on class members, a list of the advisory community, chamber staff, and agendas for each session. There is also a list of each session and the dates including: opening retreat, human services day, health care day (includes a potential 4 hour externship), government day, commerce day, education day, agriculture day, environment day, law enforcement day (includes a potential 4 hour externship), media communication and arts day, growth management day, ending critique session, and graduation.

Each session began between 7-7:30am and ended at 5pm. Each session concluded with a social hour after 5pm at a bar or restaurant in Collier County.

While I received agendas for most of the sessions from each of the years listed above, I have decided to compare Environment Day and Education Day since I received these agendas for each year.

Summary of Environment Sessions for each year: Each session had a water tour either at Rookery Bay (near Marco Island) or on Lake Trafford (in Immokalee). Each session had an outside tour of a natural habitat either at the Nature Conservancy of Southwest Florida, Corkscrew Swamp Sanctuary, Panther Refuse, or the Naples Botanical Gardens. Several sessions also included a visit to the Collier County landfill. Session discussions included topics on the environmental history of Collier County, water issues (in particular, water quality, diversity, preservation, and responsible development within the environmental habitats in Collier County), wildlife issues (in particular, discussion of panthers and their endangerment), and natural resources. Several of the same experts spoke to each class from 1999 to 2012. Many of the speakers are graduates of Leadership Collier. Several of the same organizations where included in each class discussion from 1999-2012. One outlier includes the topic of recycling which was not discussed in 1999 but became part of the environment day in the late 2000s. Since Collier County is the largest county in Florida, there was a lot of travel time on the bus to areas all over Collier County including Marco Island and Immokalee.

Summary of Education Sessions for each year: From 1999 to 2013 the session agendas change dramatically. In 1999 the agenda included information on the

K-12 public schools in the county. The session included interaction with students in elementary and middle school. The major theme of the day was the grading system in Florida. In 2012 the agenda included several more topics including curriculum and instruction, business operations, school operations, strategic planning, human resources, and communications on behalf of the public school system. Also included was a presentation from The Education Foundation of Collier County, information on alternative programs and career and technical education, as well as a trip to Hodges University to learn about the higher education opportunities (including Hodges University, Florida Gulf Coast University, Edison State College, Ave Maria University, Wolford College, and Nova Southeastern University) in Collier County. The difference in these agendas leads to the immense growth that took place in Collier between 1999 and 2012. Furthermore, the 1999 session only had four speakers including a reading specialist, a principal, and two administrators in the public school system. The sessions in the late 2000s and 2012 included several more speakers from within the school system and educational organizations in Collier County as well as each of the universities that have been opened and grown over the past thirteen years.

Research question alignment: These documents provide insight for the first two research questions.

DOCUMENT SEVEN

Name of Document: **Naples Daily News Leadership Collier Press www.naplesnews.com**

Date Received: July 1, 2013

Significance: Findings that graduates continue to be involved in the community.

Brief Summary of Contents: Articles about LC alumni volunteers doing things in the community such as building a wheelchair ramp for a woman with MS and helping out at the annual Farm City BBQ to benefit 4H clubs in town. Articles about graduates of LC becoming CEOs of their organizations (such as NCH) and graduates becoming chairmen of different nonprofits (such as the Collier County Bar Assoc).

Research question alignment: These documents provide information for research questions two and three.

DOCUMENT EIGHT

Name of Document: **Naples Daily News candidate and Leadership Collier Press www.naplesnews.com**

Date Received: July 1, 2013

Significance: These documents are related to the case study participants.

Brief Summary of Contents: Articles and opinion pieces written by or about possible research participants as well as quotes by graduates of the Leadership Collier program. Also included is an article about the Leadership Collier Foundation helping to find a new superintendent for Collier County Schools.

Many articles written about candidates for office mention if the candidate is a graduate of Leadership Collier.

(http://www.naplesnews.com/news/2008/jul/16/two-vie-board-seat-2/). Wished I was able to find more articles from the 2000 election race.

Questions posed to candidates by the paper: What is your primary qualification to serve on the school board?

"My experience on school board, running non-profit organizations and as a teacher and an administrator qualify to me to be on school board. I have developed million-dollar budgets and helped to problem-solve issues as they relate to education. I have a very good understanding of our operations and finances, and it is critical to have someone on the board with experience, given our current circumstances. Those circumstances include a superintendent without much experience, particularly in this district. He was hired without goals or a strategic plan; the majority of this board rushed to that decision."

Research question alignment: Provides information for each research question.

DOCUMENT NINE

Name of Document: **Leadership Collier- A History**

Date Received: May 30, 2013

Significance: This dissertation research is related to a bounded case study. Leadership Collier is the boundary of the research. This document provides valuable information related to how and why Leadership Collier was started, who was involved in the founding of the program, and interesting details on the selection of the program design and the participants from the inaugural class.

Brief summary of contents: This document includes information regarding the Naples Chamber of Commerce Board Retreat when discussion of the possibility of developing a leadership program in Collier County began. It also includes members of the board that were in attendance and a discussion of other leadership programs that were research including Leadership Tampa, Leadership Orlando, Leadership Lee, and Leadership Manatee. Michael McComas was instructed to create a committee and research the following areas: size of classes, funding, class selection, class programs, opening retreats, closing retreats, and graduation. He reached out to Scott Salley, a life long resident of Collier County, and Parke Wright, a retired CEO from Tampa who had recently moved to Naples. Parke Wright was instrumental in developing Leadership Tampa and Leadership Florida. Together they gathered outlines from each leadership program related to class programs and session agendas, organizational charts for the opening retreat, and recommendations for funding sources and tuition levels.

The inaugural year of Leadership Collier began with half day sessions (today they are full day sessions) ending with a social hour each month. The size of the class was decided on based on the number of people who could fit on the bus available at that time; therefore, the class size was 32 people. Sessions included an opening retreat for class introductions and discussions on city, county, state, regional, and federal governments, media day, healthcare day, human services day, education day, industry day (which later became known as commerce day), agriculture day, law enforcement day, quality of life day (which no longer exists), an ending retreat, and graduation. Class selection procedures were developed after an analysis of the community was completed. Participation was limited to no more than three members from an industry group and only one class member from a participating company. It was recommended that the first class include several community CEOs and leaders with the hope that once the CEO completed the class, he/she would encourage others in his/her company to attend in future classes. Several industries were targeted for recruitment including government agencies, media, the medical community, banking, law, tourism, major corporations, and independent entrepreneurs. Meetings took place with leaders from the Golden Gate Chamber and the Marco Island Chamber to ensure that a wide geographical representation was established in the inaugural class. A list of the inaugural class members is included in this document.

Procedures were also established regarding attendance requirements. Participants must attend the opening retreat and at least 80% of the sessions. If

the individual requirements were not completed, members were permitted one year to attend the missed session in order to graduate. A policy of confidentiality was also implemented to ensure that all information discussed within a session was off the record.

The committee worked with local leaders in the community with knowledge regarding the individual session topics to create agendas.

A cocktail reception was held at the Registry Resort to introduce the class members to the community. An opening retreat took place at the Marco Island Marriott and began with self-introductions. As the program continued, members of the class were provided a "secret buddy" and were required to find out information about that person, and then introduce him/her at the opening retreat. At the close of the retreat, class members adjourned to the bar for cocktails. McComas writes, "Unlike Saturday morning where the group consisted of strangers, Sunday morning found a group of class members who had become acquainted over that great social lubricant, cocktails." As the final session, Law Enforcement Day, that year neared it was suggested that class members be given the opportunity to participate in a ride along for a shift with a Sheriff's deputy. This became one of the most commented upon experiences at the ending critique of the class program.

To continue to provide credibility to the new program, a graduation was held at the Ritz Carlton with Senator Bob Graham as the keynote speaker. His speech that evening summarized the importance of understanding our communities and the role of leadership programs in providing that learning experience.

In 1980 a business was hired to study the dynamics of Collier County during a one year research project. The Naisbitt Group reported 192 standards that could improve Collier County. One major void in the community was the lack of a viable leadership program for educating various members of the community. As we approach the 25th anniversary of Leadership Collier, the founders of the program are proud that this void has been filled.

To date, the prestige of the program has grown tremendously. For example, the entire Collier County Sheriff's Office Command Staff are all graduates of Leadership Collier. Today's focus by many in the community is "how do I get in the class" instead of how will the class be filled.

Research question alignment: Provides information for each research question.

Name of document: **Leadership Collier Foundation July 2013 E-newsletter**

Date Received: July 2013

Significance: This dissertation research is related to a bounded case study. Leadership Collier is the boundary of the research. This document provides up to date information regarding the Leadership Collier program and other programs that have been formed under the new umbrella of the Leadership Collier Foundation. It also provides information regarding the Leadership Collier Alumni program.

Brief Summary of Contents: This document includes information on what alumni members of Leadership Collier are doing in the community, a list of the Class of 2014 members, a summary of the Class of 2013, and information on the Leadership Collier selection process. The current selection process includes a confidential committee from the Leadership Collier Foundation. Scholarships are provided based on a review of the candidate's qualifications, and attributes including integrity (doing the right thing), inclusively and positively results oriented (focus on both people and program advancement), selfless community service (placing others before self), and inspiring others to collaborate, follow, and lead.

Research question alignment: Provides information for the first research question.

DOCUMENT ELEVEN

Name of document: **Center for Ethical Leadership July 2013 E-newsletter**

Date Received: July 2013

Significance: The focus of this dissertation is on the impact a local leadership development program has on motivating and empowering select citizens to run for public office. This document includes information on inspiring citizens to become more engaged in their communities through educational programs.

Brief Summary of Contents: This e-newsletter provides information on the Center for Ethical Leadership including their goal to create healthy, just and inclusive communities. The Center uses creative social engagement approaches through different types of learning programs. These programs have been developed with the goal of cultivating leadership capable of solving community issues through

collaboration. Three community engagement opportunities are included in the newsletter: the Community Learning Exchange, Circles Initiative, and Confluence. The Center suggests that in order to bring about the type of community that is desired, there is a need for people to come together across divisive boundaries, create deep and meaningful relationships, and work together on community change.

Research question alignment:: Provides information for the first research question.

Appendix E: Chamber Support Letter

The Greater Naples Chamber of Commerce™
Serving all of Collier County

September 17, 2012

To Whom It May Concern:

On behalf of the Greater Naples Chamber of Commerce, I am writing to support Courtney Curatolo and her dissertation study at Florida Atlantic University. I have met with Ms. Curatolo and understand her goal to work with several graduates of Leadership Collier, a ten month educational program facilitated by this chamber.

The chamber plans to support Ms. Curatolo by providing contact information for participants of the study and space for interviewing participants if needed, as well as other needs that may arise during the research study.

If you have any questions, please feel free to contact me at 239-262-6367 or mike@napleschamber.org.

Sincerely,

Michael V. Reagen, Ph.D.
President & CEO
The Greater Naples Chamber of Commerce
& Leadership Collier Foundation

2390 Tamiami Trail North, Suite 210 · Naples, FL 34103 · (239) 262-6376

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