SOUTHERN NAZARENE UNIVERSITY

MANAGEMENT OF HUMAN RESOURCES

EXTERNAL LEADERSHIP ROLES

AT

THE OKLAHOMA INSURANCE DEPARTMENT

A PROJECT REPORT

SUBMITTED TO THE FACULTY

In partial fulfillment of the requirements for the

degree of

Bachelor of Science

by

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Group 203

Oklahoma City, OK
2006

EXTERNAL LEADERSHIP ROLES

AT

OKLAHOMA INSURANCE DEPARTMENT

A PROJECT REPORT APPROVED FOR THE

MANAGEMENT OF HUMAN RESOURCES PROGRAM

By

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Project Director

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By

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Site Contact

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ABSTRACT

The Oklahoma Insurance Department (OID) underwent a leadership change in 2005. The elected commissioner resigned in 2004 and a new commissioner was appointed by the Governor in January 2005. From the outset, the new administration made a commitment to restore the image and public confidence of the department.

This study was undertaken to determine if those working individuals found their external leadership roles to be more satisfactory than their daily jobs. A survey was distributed to 25 randomly selected employees to evaluate their personal leadership skills.

Following the gathering of data and research phase of this study, an analysis was performed to determine if their external roles were found to be more satisfactory.

The findings revealed that although many found their external roles to be satisfying, it did not measure as *greater than* their daily job. Those involved with external organizations found the level of personal satisfaction to be the same as the daily satisfaction they have in the workplace.

Chapter 1

Introduction and Statement of the Problem

Statement of Purpose

The purpose of this project was to identify external leadership roles of employees among the Oklahoma Insurance Department (OID) and determine whether to provide opportunity for the development of leadership skills. This project involved surveying the office staff in September 2005 to obtain initial data identifying current external leadership roles. These external roles could include, but were not limited to, civic clubs (Rotary), a local church affiliation (Deacon) or non-profit organization (Sweet Adeline's International). Once the data was reviewed and summarized, additional leadership opportunities were offered to employees either through training, or by providing information about organizations within the community and state.

Another survey was conducted 6 months later to compare and measure the effects of the leadership program implemented for employees, to see if additional respondents had gained leadership skills or had continued with greater involvement in an organization.

The objectives of the OID included a strong commitment to encourage employees to establish external leadership roles,

assisting with the development of leadership skills of the employees, and recognition of those employees involved in external leadership roles.

<u>Organizational Context</u>

<u>Setting of the problem.</u> The Oklahoma Insurance Department (OID) held a departmental-wide meeting and invited each employee to participate by commenting on three critical areas: barriers, values and visions. With approximately 92% voluntary participation, responses solidified the value of changing the organizational climate. Suggestions were made by 108 employees, identifying five critical issues. Those issues were Communications, Management, Morale, Training and Legislation. From there, 35 people were selected to participate in a series of workshops to develop, revise and refine a Mission Statement, a Vision Statement and to establish Core Values based upon the employees input.

Furthermore, specific goals and strategies were established in three areas designed to overcome the aforementioned critical issues, and assist in making the OID a more accountable organization. These goals included building confidence and trust, improving employee satisfaction and strengthening legislative relations.

The Mission Statement of the Oklahoma Insurance Department was to provide service, protection, education and oversight in

industry and related industries of Oklahoma. The Vision
Statement was to be the most knowledgeable, trusted source of
insurance regulation and related information.

Insert Figure 1 Here

The Core Values included a Positive Attitude, Respect,
Accountability, Communication, Teamwork, Integrity, Consumer-
focus and Excellence (P.R.A.C.T.I.C.E.).

Insert Figure 2 Here

Because the OID must adhere to statutes and regulations and
due to legislative involvement in order to amend statute, it was
decided to focus on internal changes that could be developed and
implemented.

A volunteer group of employees, two division managers and
one non-supervisory employee formed the Leadership Team. One
person would volunteer to be the project manager for each idea
that was agreed on, to develop and possibly implement.

History and Background. The Oklahoma Insurance Department
(OID) was established when the Oklahoma Constitution took
effect, upon admission of the State into the Union on November
16, 1907. One Executive authority of the state included the

Commissioner of Insurance. Pursuant to Article Six, Section 22, the Insurance Department was established and charged with the execution of all laws, or hereafter passed, in relation to insurance companies doing business in the State. Therefore, the Oklahoma Insurance Department was responsible for the oversight and regulation of insurance companies and other entities, as well as the licensing of companies and individuals.

The individual acting as Insurance Commissioner has been an elected position, with an office term of four years. There have been 14 Commissioners since inception.

In January 2005, a new Insurance Commissioner was appointed by the Governor of Oklahoma to complete the term of a Commissioner that resigned. Upon appointment, a priority of the newly elected Commissioner was to restore the image and public confidence of the agency.

Since the inception of the new administration, an emphasis for education and personal development has been consistently communicated to the department as important. The organizational behavior has shifted to promote skills and promote individual educational development.

Scope of the Project. One of the goals of the Oklahoma Insurance Department was to develop and improve employee satisfaction. This broad area was divided into three individual areas that included training, leadership and environment. A

team was formed for each of these areas and objectives were outlined. The Leadership Team objectives included recruitment and retention of a quality and diverse workforce, establishing and applying policies and procedures in a consistent manner, improving communication to all OID employees and encouraging employees to establish external leadership roles.

Although it is natural to focus this project on upper-level management, the goal was to encourage several non-supervisory employees to participate. By including a more diverse employee mix, this allowed for development of a stronger and more motivated core group of employees. These results would make the OID a stronger organization and a more accountable state agency.

Significance of the Project

Within every organization there is a functional organization chart used to define areas and levels of management.

Insert Figure 3 Here

While it important to have strong leaders to make an organization successful, it is equally important to have a strong core of motivated workers to perform the work. This core

group should develop skills in order to provide a field of educated employees from which to eventually identify and provide promotional opportunity. The Oklahoma Insurance Department believed it was necessary to develop leadership skills. These skills could be obtained through training, workshops and mentors.

The OID recognized that, although not everyone is in a managerial position, there were some individuals that assumed leadership roles outside of the immediate job role. The OID also wanted to provide strong encouragement to employees to begin participation with an outside organization.

A survey was distributed to voluntarily assess the current leadership participation with outside organizations. From this survey, a framework was established to offer development of leadership skills and promote involvement with other organizations.

Definition of Terms

Functional organization chart – the type of departmentalization based on the activities or functions performed.

Insurance – coverage by a contract binding a party to indemnify another against specified loss in return for premiums paid.

Mission statement – the purpose of an organization's existence.

Organizational behavior – a field of study that investigates the impact that individuals, groups and structure have on behavior within organizations, for the purpose of applying such knowledge toward improving an organization's effectiveness.

Regulation – a principle, rule, or law designed to control or govern behavior.

Statutes – a law enacted by legislature.

Values – general criteria, standards, or guiding principles that people use to determine which types of behaviors, events, situations, and outcomes are desirable or undesirable.

Vision statement – represents long-range goals; a description of what position a company wants to attain over a measured period of time.

Chapter 2

Review of the Literature

Leadership continues to be one of the most discussed and studied topics in management. Despite this level of interest, clear and broadly accepted definitions of what leadership is, how to develop it, and what makes for good leadership remain elusive and hotly debated (Zornada, 2005).

Leadership, as defined by the American Heritage Dictionary, is the capacity or ability to lead. Leadership is an action, something people do; and it is a set of principles that evokes good or bad behavior. Therefore, it is possible that people can learn to be a leader. Leadership can be pinpointed in every area of life. A global example of leadership would be the President of the United States. In the military, a definite hierarchy of leadership exists. Regional leadership could encompass churches and it is also present in families, categorized as parents. Leadership is worldwide and, to some degree, affects every individual on the planet.

A chapter review will define leadership, provide some history and background and then identify some specific areas that appears successful in developing leadership skills in individuals.

The History of Leadership

The History of leadership, with our American experience, is dated back to 1620, when the pilgrims sailed The Mayflower to a new country and landed at Plymouth Rock. The pilgrims founded colonies and eventually declared independence from England on July 4, 1776. Following the American Revolution, our founding fathers drafted The Constitution in 1787. The principles outlined in the preamble were to establish justice, ensure domestic tranquility, provide for common defense, promote general welfare and secure the blessings of liberty (Yohe, 1995); all were developed by common leadership. The task of providing direction for a new country was, by far, extremely difficult. The impressions given in countless historical documents indicate each man contributed to the cohered group.

Although most contemporary scholarship is focused on leaders who are blemish-free, it was not always that way. We know this. How could we not point to twentieth century leaders like Stalin, Hitler, Pol Pot, Idi Amin, Mao Tse-tung and Slobodan Milosevic that assumed large leadership roles? The fact that the contemporary leadership field is an American product – an American seed planted in American Soil and harvested by American scholars, educators, and consultants – has profound implication for how we understand leaders (Kellerman, 2004). Leadership on a grand scale is only one aspect.

Leadership in community, religious beliefs or organizational

structure is found throughout every aspect of one's society.

Leadership in Organizations

As in government, leadership is also necessary for private

business and non-profit organizations. In private industry,

this leadership might be identified as the Chief Executive

Officer or perhaps a Board of Directors. In non-profit

organizations, such as the Boy Scouts of America, a leader might

be identified as the Scout Master. With all organizations,

ideally, it is important to have skilled individuals with the

ability to organize and lead the entity to success. This

success might be measured in terms of membership levels or

profits reported in financial statements.

As organizational success depends more on having the right

people for the right jobs at the right time, there's a need to

become more active in developing internal talent (Byham, 2000).

Leadership is not inherent; it can be learned. Research on the

subject supports this statement by offering various ways to

develop leadership. These ideas include, but are not limited to

Mentorship, Leadership Training (including self-taught) and

Leadership Application.

Apprenticeship and Mentoring Leadership

Apprenticeship is the basic building block necessary to

acquire the fundamental skills and sensitivities, technically

and politically, to prepare for the subsequent mentoring process. An apprenticeship produces a feeling of accomplishment and of complete subject matter understanding. Apprenticeships provide a viewing platform for observation by prospective mentors (English, 2003).

For the young man or woman on the brink of becoming a leader, the world that lies ahead is a mysterious, even frightening place. Many wish they had to corporate equivalent of a nurse, someone to help them solve problems and ease the painful transition. While the popular view of mentors is that they seek out younger people to encourage and champion, in fact the reverse is more often true. The best mentors are usually recruited, and one mark of a future leader is the ability to identify, woo, and win the mentors who will change his or her life (Bennis, 2004).

One way in which to grow leadership in an organization is through mentoring programs. The relationship of mentor and mentee allows for mutual learning, and both gain valuable information from the other. According to Mary West and David Bicofsky (2004), "mentoring is meant to help another individual as well as achieve a greater good for one's profession. The mentor and mentee must take small steps in building understanding of the key mentoring objectives: support, assistance, guidance, teaching, coaching and counseling (p.18).

Robert Waterman, Jr. believes the keys to excellent performance are found in human interactions. The willingness to give power to others and the ability to mentor and coach others are common themes in the successful managers and organizations he has studied. Managers learn to delegate responsibility and the power of decision making to accomplish the goal. "Placing your faith in people – and knowing when to intervene and when not to – presents a set of tradeoffs that require a lot of thought, a lot of mentoring skills. It is not well taught in courses on leadership" (Bogner, 2002, p. 47).

These learning processes provide a safe environment in which to make mistakes, provide feedback, and allow for immediate application of the learning.

"It may feel strange to seek a mentor even before you have the job, but it's a good habit to develop early on. Recruit a team to back you up; you may feel lonely in your first top job, but you won't be totally unsupported" (Bennis, 2004, p. 48). The knowledge, experience and advice that a mentor can bestow to another can guide a young person down a successful career path. The mentor's affirmation of a good decision made, or some other recognition, could motivate them throughout a lifetime.

Leadership Training and Assessment

Leadership development initiatives today typically offer performance support and real world application of skills.

Development today means providing people opportunities to learn from their work rather than taking them away from their work to learn (Hernez-Broome, 2004).

A study of how good leaders behave, act and work, when compared with poor leaders suggests that good leaders do have a "core" leadership skill-set that sets them apart from poor leaders. This skill-set included self-awareness, articulating the vision, goal setting & planning, and communication (Zornada, 2005). Good leaders possess skills like empathy, patience, problem-solving ability, and provide feedback.

Leadership skills are constantly changing and evolving. Based on those attributes, how do leaders evolve and when does a person know when they have reached the level of "great leader"? "Take an individual who blends extreme personal humility with intense professional will and a Level 5 leader will emerge. Level 5 leaders are a study in duality: modest and willful, shy and fearless. To grasp this concept, consider Abraham Lincoln, who never let his ego get in the way of his ambition to create an enduring great nation" (Collins, 2001, p.70).

A skilled leader should continually strive to strike a balance between applying new management skills and improving their own job performance.

Growing Leadership

Growing future leaders depends on two key factors: the
candidates must have the internal motivation to grow their own
careers; and those in leadership positions must take
responsibility for growing future managers and leaders (Orme,
2004).

Performance improvement must be employee centered and must
focus not only on high performance, but also on high personal
fulfillment. There's a need for mutual ownership between
employees and the organization. Employee development must
acknowledge each employee's unique talents and desire to
contribute, provide value, and be recognized. Every employee
must take responsibility for his or her own development, while
the organization must provide the opportunities and support
(Byrne, Fox & Rouault, 1999).

There is little evidence that a corporate effort has been
devoted to the development and selection of leaders. Too many
managers today are focusing on duplicating and enhancing the old
control structures that eliminate diverse thinking from
organizations. These managers show little
Interest in searching and grooming individuals for the future
symmetrical leadership requirements (English, 2003).

Great managers understand that most employees feel
alienated from companies that spend years trimming their health

benefits and laying off co-workers. Employees today are no longer loyal to organizations as much as they are loyal to people. Great managers need to know this. Great managers also need to realize that there are changes in the makeup of the workforce itself. Baby boomers are giving way to generations X, Y, and the new millennium employees (Kilbort, 2004).

Underscoring any organization's ability to develop and sustain success factors is the ability of its top leadership team to work together and put egos and personal agendas aside for the sake of the organization's overarching goals and needs (Koonce, 2000). Growing leadership in any organization is vital to the future of the company. It is important to assess the current workforce and promote from within whenever possible.

Conclusion

Learning leadership skills and applying those skills, is just a start. Beginning at the basic step of identifying one's own strengths and weaknesses is essential in the development of leadership skills. Continuous self-monitoring of progress in identifying and fulfilling leadership skills will make the individual more valuable to the organization. Anyone willing to do the work required to learn and practice the skills can improve their leadership effectiveness (Zornada, 2005).

Non-supervisory employees could create a base of skills and learning from which to continue to contribute to the

organization and the community from their current positions, or to progress to leadership positions (Blackstone, Goski & Laing, 2002).

To improve performance and capitalize human assets by aligning personal and organizational needs, organizations can take several steps: encourage mobility, provide feedback, inspire individuals to explore, share key information, support a mentoring program and supply relevant, cost-effective career development opportunities (Byrne *et al.*, 1999). For like all basic truths about what is best in human beings, when we catch a glimpse of that truth, we know that our own lives and all that we touch will be the better for making the effort to get there (Collins, 2001). An individual that consciously decides to self-improve in order to make them valuable to the workplace organization is worthy of notice and promotion.

The purpose of this project was to determine the level of leadership involvement with respect to external organizations. The ability to develop leadership skills is an important aspect of personal growth and professional development. Recognizing leadership, and the person's ability to develop these skills, is essential to the future of a business and the individual career path.

Chapter 3

Methods & Procedures

Hypothesis

The research hypothesis that was investigated in this project was whether a need existed to allow for opportunities to gain leadership skills at the Oklahoma Insurance Department, and apply those skills outside the work environment. The dependent variable measured was the employee's satisfaction level in the external leadership role with applicability of the leadership skill(s) attained.

Data Source

The data in this study was obtained from survey responses through a random selection of current Oklahoma Insurance Department employees. It was disclosed in a cover sheet the reason for the survey and it was communicated that nothing contained in the survey would identify the respondent. The sample size was approximately 20% of the employee population.

Instrumentation

A one-page survey was distributed in March 2006, and it was requested each participant respond within the week. Each participant was presented with an envelope to place the completed survey inside. The participant was asked to carry the sealed envelope to the break room and place it in a designated

box.   Each evening at 5:00 p.m. the surveys would be picked up
by the researcher.   Outlined in a cover letter, was instruction
on how to complete the survey and it disclosed that nothing
within the survey revealed the person's identity.   Scores for
each question was calculated.

The operational definition for the dependent variable was
the satisfaction measurement as determined by the responses in
the survey.   The survey was titled "Quality of Leadership –
Skill Satisfaction" and was developed by the researcher.   This
unpublished survey was similar to a Likert-type survey, but it
had not been tested for reliability or validity.

The survey questions were designed with force-response
questions to develop an interval scale measurement for the
dependent variable of leadership satisfaction.   This
information would be influenced by the participant's opinions
and emotions.   All answers ranged from "Strongly Disagree" to
"Strongly Agree".   Questions 3 through 8, and 12, were
affirmation questions designed to obtain high
scores.   Questions 9 through 11 were negative responses,
designed to result in lower scores.   The higher the
participant's total score, the higher the leadership
satisfaction level.

Procedure

This study was a needs-analysis, within subjects, post-facto research project. A descriptive analysis was done by random sampling of the employee workforce at the Oklahoma Insurance Department. Surveys were distributed to 27 employees. Data was compiled and tabulated with the results detailed in a line graph, a pie chart and text.

Data Analysis

The raw data from this research was analyzed by graphing of each question on the y-axis of a bar graph, and the score on the x-axis. The overall score of each survey respondent was placed in a pie chart, displaying the percentage of each level of satisfaction category. In order to test the hypothesis that a need existed to allow for opportunities to gain leadership skills, a statistical null hypothesis was formulated that stated there was no need to allow for opportunities to gain leadership skills.

Limitations of the Study

One of the limitations of this study is that it does not reflect the total employment population. Other generalized limitations of this study were the possibility that not each person selected was involved in an external organization and secondly, there may not have been a 100% return of all surveys distributed by the deadline.

Related variables that might have influenced the outcome were some individuals might have rated themselves as having weak leadership skills, or participants who did not have a leadership role in an external organization, but found high satisfaction by participation in the group.

Chapter 4

Summary of Results

The following is a summation of the data collected from a survey of a randomly selected sample group of full-time employees at the Oklahoma Insurance Department. [Appendix A]. A restatement of the hypothesis is included. The information from the survey instrument is statistically evaluated and found to support that a moderate satisfaction level was gained by participating in external leadership roles.

This chapter will provide empirical evidence necessary to clearly establish a need for change does not exist. Additionally, this chapter presents for consideration, approaches to implement availability to participate in external organizations.

Restatement of the Hypothesis

The research hypothesis that was investigated in this project was whether a need existed to allow opportunities to gain leadership skills at the Oklahoma Insurance Department, and apply those skills outside the work environment. An evaluation of test results revealed a significant level of difference between the sample group's results and the standard.

Descriptive Statistical Information

The hypothesized statement is that a high level of satisfaction occurred when involved in a leadership position, with an external organization. The dependent variable measured was the employee's satisfaction level in the external leadership role with applicability of the leadership skill(s) attained.

A sample group of 27 employees was randomly selected for participation. This represented 20% of the full-time staff. The mean (M) reading level of the group was 42.9, the median score was 45.5 and the mode score was 50. The standard deviation (SD) is 8.3. The total score of each question is represented in Figure 4.

Insert Figure 4 here

Results of Needs Analysis

The results were to show that a high satisfaction level was gained by participating in leadership roles, with respect to external organizations.

The sample group consisting of approximately 20% of full-time employees was surveyed. Analysis of the submitted surveys was completed to determine the satisfaction level. The results reflected that the satisfaction level of employees, overall, was

moderate. The following possible courses of action are an outgrowth of the survey.

Status quo. Failure to provide opportunity to participate in a leadership role would result in little noticeable effect on the individual's outward appearance. This conclusion supports that participants in external leadership roles do so, because of a passion or interest in the organization itself. To try and influence those participants is wasted effort; also, external influence on anyone not involved in an external organization would also result in no influence.

Implementation of a volunteer program. A volunteer program is currently in place at the Oklahoma Insurance Department. Noted committees such as Employee Council and Strategic Planning Teams are already formed and are consistently producing results.

Implementation of training classes. In-house job training classes are regularly made available to all OID employees. Some of the titles and content include: *Who Moved My Cheese?,* which discusses monitoring of one's desires and decision-making. *Business Etiquette*, which addresses protocol and manners. Although these classes are voluntary, it is evident that the desire to gain skills and immediate application of learned skills, are done so by self-motivation. Other classes scheduled for availability include: *Effective Communication in*

Management, which instructs appropriate skills to use in various situations. Also, *Skills for Effective Presentations,* is designed to make public speaking easier and presentations focused.

Implementation of a Mentor/Mentee program. The proposal that follows is considered, by the researcher, to be most beneficial. The relationship between Mentor and Mentee could serve the department in many positive ways.

First by offering managerial training to 'junior' support staff it would allow for employee assessment of external strength and weaknesses, and assistance in promotion in their career path. By investing the time and energy to train, guide and mentor a 'junior' staff member, the result cultivates a stronger candidate pool from which to internally promote.

For the optimum degree of benefit, the Mentor and Mentee should be allowed to cooperatively manage a project, including assignment of tasks and personnel. This project-sharing would place responsibility on the complimentary mentor/mentee team for the success or failure of the project. It would allow for input with a project from start to finish; focusing on all aspects of project development including refinement of time management skills, as well as implementation of people skills to form a cohesive group that is goal-oriented to succeed.

Alternative suggestions. The Oklahoma Insurance Department could appoint employees to participate on several insurance-related committees. Those employees that are appointed to participate with those groups would be representing the department with its commitment to involvement, as well as provide knowledge and instruction to the external group. This alternative should be assigned to those 'junior' individuals who have participated in the mentoring process, and who demonstrate leadership skills and can efficiently manage work responsibilities.

At the present time, there are no known Mentor/Mentee programs implemented in the State of Oklahoma, specifically by state agencies. This program implementation would undoubtedly label the Oklahoma Insurance Department as an innovator to develop and promote a program that cultivates future management/supervisory employees from within. However, this suggestion may bear scrutiny from those who may respond negatively to the involvement with outside committees during working hours.

Chapter 5

Discussion and Conclusions

This study was conducted to evaluate whether a need existed to allow opportunities to gain leadership skills at the Oklahoma Insurance Department, and apply those skills outside the work environment. The premise is there are many employees that do not have a supervisory or management position at their daily job; but do have the necessary skills to be a leader.

The following is an interpretation and discussion of the data obtained during the study. The information that resulted from the statistical analysis of the data is presented for consideration. In addition, recommendation for implementation of a Mentor/Mentee program is discussed.

General Discussion and Conclusions

The results of the study indicated statistically that the original hypothesis was incorrect. The survey results indicated that although there was a moderate satisfaction level when in a leadership position, there was not enough information to support additional opportunities to gain leadership skills.

A need for change was questionable. The sample group did not reflect a great desire to have access to a leadership program. Furthermore, those individuals who do participate in an external leadership program do so because of a self-interest in the group. The need for cultivating upper-level management

is necessary, and one focus may be to sustain a resource of candidates from which to promote.

Management should be aware that there is a need to maintain departmental and related industrial knowledge. The learning curve to hire, train and comprehend various insurance issues is very high and costly in terms of on-the-job training hours. Productivity and service to the industry becomes handicapped when the staff is unable to perform at acceptable standards.

Strengths and Weaknesses of the Study

A perceived weakness in the study was the unwillingness to disclose leadership information. This non-disclosure could have been viewed by some as invasive because it requested personal information.

The sample group, while randomly selected from all areas of the department, should have been larger. Another weakness was that while approximately 20% of the population was randomly sampled, only 75% of the surveys were completed and returned.

A strength exhibited in the study was the willing participation of the sample group. To a degree this was probably attributable to the familiarity of the sample group with the researcher, and the understanding that results were for educational use to complete a degree.

Recommendations

    The following suggestion has resulted from research, personal observation, and the researcher's own experiences. The Mentor/Mentee program could be implemented with minimal additional operating costs. By working together, the Oklahoma Insurance Department could develop a reputation for investing in its employees while providing a candidacy group with valuable resources for future promotions. This win-win proposal could be presented to other state agencies, with results reflecting longer employment history and higher job satisfaction.

    In order to reduce implementation time, interested candidates for the Mentor/Mentee program could make application, accompanied with a letter of recommendation from their immediate supervisor, complete an interview by managerial personnel and select a project of interest. The bond that would result between Mentor and Mentee will inherently lead to greater trust and the kinship would provide an atmosphere for continued support.

    It is also recommended that the individuals who complete the Mentor/Mentee program be given first consideration to any job opening that is pay or a position higher than the current one. Participation should also be noted in the employee's personnel file for future consideration. Completion of the Mentor/Mentee program should be recognized with a one-time

monetary bonus approved by OID senior management, including the Mentor.

Suggestions for Future Research

Future research into the Mentor/Mentee program of the Oklahoma Insurance Department should be centered on the participants, and whether they were promoted after completing the course. Other measurements could include the impact on one's job satisfaction, working relationships, motivation for participation and strengths/weaknesses of the Mentor/Mentee program.

As the department seeks to improve the education level of all employees and the quality of its workforce, it must not overlook its current employee base. Any investment in the training of promotable employees would yield benefits extending beyond higher education. The wealth of experience and knowledge by long-term employees could be maximized by mentoring other employees as they developed in their career path.

Empowering and motivating the employee to improve his own professional life is essential. Education is but one key that opens doors. Having someone to guide, counsel and believe in another human being's efforts and the value of that experience, however, is immeasurable. The dividend and the knowledge the individual carries forward in their professional career can never be totaled. It is an investment in the future.

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Appendix A

Dear Participant,

Currently, I am in the process of completing my Bachelor's Degree at Southern Nazarene University. My degree will be in Organizational Leadership.

My thesis project is parallel to my involvement with the Leadership Team. I am trying to collect data that supports satisfaction levels with regard to involvement with an external organization, in a leadership role.

This involvement could include, but is not limited to, civic organization (Rotary), a church affiliation (Deacon or Sunday school teacher) or perhaps a non-profit organization or volunteer group.

Your name has been selected from a random sampling of all employees. The purpose of this survey is to assess the current level of participation with outside organizations, the application of leadership skills and the satisfaction it brings to you personally.

There is nothing contained in the survey that identifies you.

Please complete the following questionnaire/survey by using a pen or pencil. Place your completed questionnaire/survey in the envelope provided. Place the completed questionnaire/survey in the blue box located in the mailroom.

All envelopes will be collected daily at 5:00 p.m. with the final submission date of Friday, March 17, 2005 at 5:00 p.m.

If you have questions, please contact me.

Thank you in advance for your participation!

Sincerely,
Karen Fox

QUALITY OF LEADERSHIP-SKILL SATISFACTION

Instructions: The following statements describe your own personal feelings about your leadership skills. Try to be as honest as possible; do not tone down your feelings and do not exaggerate.

1. I am currently involved in an outside organization   Y   N
         *(If you answered **NO** to question 1, please **STOP** here)*

2. I currently am in a leadership position with the
   organization.   Y   N
         *(If you answered **YES** to question 1 or 2, please **continue**)*

Circle the appropriate letter (frequency rating) for each statement:
            SD=Strongly Disagree   D=Disagree   U=Uncertain
                  A = Agree   SA = Strongly Agree

3. I have strong leadership skills.   SD   D   U   A   SA
4. My external organizational
    involvement gives me a chance
    to do the things I do best.   SD   D   U   A   SA
5. My external involvement gives
    me a feeling of pride
    or accomplishment.   SD   D   U   A   SA
6. My leadership role in the
    external organization is
    important.   SD   D   U   A   SA
7. My leadership role is a
    rewarding experience.   SD   D   U   A   SA
8. If I inherited enough money
    to live comfortably without
    working, I still would continue
    to serve at my external
    organization.   SD   D   U   A   SA
9. The only meaning I find in
    my external organization is the
    public recognition for my efforts. SD   D   U   A   SA
10. I work to earn a living;
    my more important activities
    and interests are found outside
    my job.   SD   D   U   A   SA
11. My daily work is one of the most
    important things in my life.   SD   D   U   A   SA
12. My external organizational role
    is one of the most important
    things in my life.   SD   D   U   A   SA