The Impacts of Performance Records, Influence Potential and Passion on Leadership Training Productivity

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Abstract: As Organizational leadership training, whether in leadership or technical skills, is a crucial instrument for achieving strategic goals. Assessing leadership training productivity is important because it shows how well the training funds are used and whether the training was enough to be a profitable investment for the organization. High performers and employees with influence potential and passion are more likely to be welcomed to leadership training programs. This research empirically examined how leadership training productivity is impacted by the selection of leadership training participants based on performance record, influence potential, and passion for leadership training. We also investigated the impact of other training characteristics on leadership training productivity. Wet test our hypotheses using a primary dataset of 249 leadership training participants across Volga district in 2017. The multiple regression results show that participant selection based on performance record, and influence potential do not significantly impact leadership training productivity. The selection based on passion, however, has a positive and significant impact on leadership training productivity. The results also indicate that the training atmosphere, delivery method, training materials, training timetable, and passion have a significant positive impact on leadership training productivity. Training facilities, however, did not have any impact on leadership training productivity. The findings of this study may aid management in addressing the selection shortcomings of their leadership development programs.

Introduction

Leadership training is the process through which an organization educates its personnel about leadership abilities (Lacerenza *et al.*, 2017). A company's success may be aided by good leadership. One of the numerous methods to enhance a team's culture and efficiency is to train individuals to be leaders (Fleishman, 1953).

In today's business world, businesses must deal with a variety of difficulties that must be addressed strategically. It encourages workers to develop key leadership abilities for predicting and making decisions in unpredictable circumstances. Keeping this in mind, forward-thinking businesses are investing in leadership training to assist employees to fulfill their tasks to the best of their abilities (Brundrett, 2000).

Leadership development enhances employee engagement (Batista-Taran *et al.*, 2013), improves the organization's capacity to cope with talent pipeline shortfalls, and lowers the problems and costs of turnover (Puni, Agyemang and Asamoah, 2016). Great leaders are able to recruit, hire, and encourage excellent employees. A manager who lacks strong leadership abilities will have a difficult time attracting and retaining high-performing personnel. Furthermore, developing, coaching, and promoting individuals inside is frequently less costly in the long term than hiring someone outside, making leadership development an excellent investment. Organizations with higher "leadership maturity" are more likely to have a large number of leaders who can develop talent for competitive advantage (Attafar, Isfahani and Zanganeh, 2014). They are also more probable to have a major number of leaders capable of inspiring others to follow them.

Organizations incur significant expenditures as a result of seeing great individuals walk out the door, including morale, advertising, recruiting, and relocation fees, as well as time spent training new staff (Avolio, Avey and Quisenberry, 2010). Organizations today are looking to unleash the full capacity of their talent pools at all levels, which is why effective leadership development programs build a fuller, richer supply of talent (Yost and Plunkett, 2010) (Conger, 2014).

The advantages of leadership development for all personnel are many. Improved individual performance and personal accountability means managers will have less work to do and will be able to achieve their objectives more often (Abbas and Yaqoob, 2009). Furthermore, a leader who is in charge of other leaders does not need to micromanage. The first step toward success may be to have a technically skilled staff. Employees that can self-manage and consistently pick the best courses of action, regardless of size or sector, are the actual cornerstone of a successful organization.

Leadership training improves employees' decision-making abilities (Werhane, 1999). When done correctly, employee leadership training helps people to analyze risks and rewards, advantages and disadvantages, and imagine various alternative outcomes. This is a method of thinking that we all engage in on a regular basis. Building soft skills in the workplace is strongly tied to learning to actively utilize this cognitive process when it comes to jobs. They are essential for managers and supervisors. Executive leadership training does not have to be limited to those who are in charge of leading others. Leaders are self-sufficient, self-disciplined, and self-assured (Simonenko *et al.*, 2013). Employees who have the opportunity to learn about and put this forward-thinking into practice become more than simply more decisive. They also make selections that are more consistently the best they might have made in any particular scenario.

Leadership training allows for team assessments (Fernandez Castelao *et al.*, 2015). Leadership training can reveal which of the company's leaders and employees follow which leadership style. Some strategies are more flexible and welcoming for more freedom, whereas others place a greater emphasis on rules and management. You may discover which leadership style is best for your team if you apply leadership training. Leadership training aids in the clarification of vision. Leaders frequently make decisions based on their vision. Leaders can use leadership training to evaluate their decisions and work (Stiehl *et al.*, 2015). If provided this time to self-evaluate, leaders may discover more distinctive or effective ways to solve problems in accordance with the company vision. Leadership training enhances job prospects. As a person's skill level improves, so do their career opportunities. Providing free leadership training to employees can help them develop their skills in preparation for the future (Hackman and Johnson, 2013). From the interview to trying to adjust to the business environment, leadership training helps with every step of the job process.

Determinants leadership training productivity

1. Training Atmosphere (TA).

The Training Atmosphere (TA) has a significant impact on the productivity of leadership training (Facteau et al., 1995). A variety of things may improve or distract from a learning opportunity while attending leadership training. These aspects might include the building's layout and colors, seating arrangements, environmental concerns, trainee attitudes, and other elements that can influence a healthy learning environment (Venkatesh and Speier, 2000). The trainer is the most important factor in achieving optimum Training Productivity (TP). Trainers should set the standard for the participants via their demeanor, the clothing they wear, their enthusiasm, and their interest.

To accomplish the aims and objectives of leadership training, trainers set the scene for learning during leadership training sessions (Orpen, 1999).

2. Delivery Method (DM)

Another aspect that may have an impact on leadership Training Productivity (TP) is the trainers' Delivery Method (DM) (Buch and Bartley, 2002). The trainer's primary purpose is to inspire trainees and boost their willingness to acquire new skills and concepts (Breitenstein, Gross and Christophersen, 2014). The Delivery Method (DM) used at this phase aids trainees in learning and remembering. This might be accomplished if trainers use vivid and entertaining presenting approaches.

3. Training Materials (TM)

The Training Materials (TM) are a key aspect in the productivity of leadership training. Instructor-led workshops, computer-based leadership training, internet-based leadership training, and self-directed, engaging, or media-based classes are all examples of leadership training activities that will undoubtedly enhance the teaching and learning process (Haddad, Lyons and Chatterjee, 2009) (Tracey, 1992). Trainees may be able to optimize their skills, understanding, and mindset toward the leadership training program by picking the most appropriate media and materials (Foshay, Silber and Stelnicki, 2003). Leadership training design should be tested throughout the creation process to verify that the material is intelligible and appropriate to the learners. The quality of the contents, the logical order of materials to be provided, and the planned course, learning goals, and outcomes that are appropriate for people who will join the leadership training program are all significant considerations.

4. Training Timetable (TT)

The Training Timetable (TT) is another aspect that may have an impact on leadership Training Productivity. The major purpose is to encourage participants to participate actively in the leadership training program. This leadership training program is intended to handle any issues that may arise throughout the course of leadership training. Similarly, leadership training schedules assist in identifying and resolving any associated issues that may occur throughout the leadership training process. (2015, Silverman)

5. Training facilities (TF)

Auditoriums, which are often huge rooms, multiple purpose medium-sized teaching halls, audio/visual-equipped rooms, and computerized leadership training halls are all examples of leadership training facilities (Asamoah, 1989) (Gayeski, 1995). A flexible and technologically sophisticated learning environment is required for an effective leadership training facility. This implies that the environment must be adaptable to changing circumstances and must be secure, pleasant, and accessible. Another aspect that may have an impact on leadership Training Productivity (TP) is the kind of leadership training materials that trainers utilize. The primary goal of employing leadership training tools is to engage trainees in the activity, increase active engagement among them, encourage quicker learning, and aid understanding (DeRoma and Nida, 2004). These leadership training tools often include video clips, sound, and hands-on activities to help learners learn more effectively (Regan and Sheppard, 1996) (Haury and Rillero, 1994). Indoor surroundings in leadership training centers must be of excellent quality in order to favorably affect trainee work performance and attention spans (Miroshin et al., 2017).

Selection of leadership training participants

The majority of senior executives' leadership training occurs in the latter stages of employment when they possess the greatest experience (Bass, 1985). Organizations also go to considerable pains to conduct yearly performance and talent assessments in order to discover and nurture top achievers and high-potentials (HiPos) (Finkelstein, Costanza and Goodwin, 2018) (Kirkman, Lowe and Yaung, 1999). Individuals that gain the greatest growth in both settings are those who presumably require leadership training the least.

Employees come to work with a unique set of skills and expertise, some of which may or may not be within their direct control, which contribute to varying levels of performance and productivity. High-achievers get an edge over time: they are more likely to be welcomed to leadership training programs, designated as HiPos, and advanced to more top and high-profile positions (Derr, Jones and Toomey, 1988). The result is a cumulative disadvantage for the remaining employees, with low- and mid-performing employees more likely to maintain or worsen their current performance since they are ignored from development initiatives that could enhance their skillsets, resulting in fewer possibilities for career advancement.

One of the long-standing questions about leadership is whether it is a skill that can be learned through time or something that is innate. Some people are born with the capacity to lead, and some do not. However, since leadership may take numerous forms, anybody can become a leader. Leaders are often portrayed as strong persons who possess bravery, conviction, and the capacity to issue commands. However, this is just one of several types of leadership. Some leaders have the ability to attract tens of thousands of people with their charisma. Others, on the other hand, are modest and have more subtle leadership abilities, such as the capacity to listen.

There is good news for individuals who believe they were not born leaders. Anyone may become a leader by concentrating on good personal attributes as well as putting in the effort to acquire crucial leadership traits, attitudes, and abilities. Becoming a real leader requires particular training, and experience, regardless of the person in question.

The method of participant selection is critical in determining a leadership program's effectiveness. It is critical not just for the success of the program, but also for the company's future success (Sogunro, 1997).

The first way is to choose based on passion. According to this method, only those who are really interested in participating in the leadership training program should be chosen. Even if a business sees a lot of promise in an employee, it is pointless to choose them for the program if they are not passionate about it (Conger, 1993) (Zigarmi and Roberts, 2012).

The first way is to choose based on influence potential. According to this method, l leaders have the potential to influence and affect others (Karanja and Zaveri, 2012). Even if the influence is little, it must be there. In many circumstances, the influence is determined by a person's job title. This method suggests for disregarding the job titles, or job positions, and noticing whether the person, not the label, has the inherent ability to positively affect and influence people in the workplace (Bedell-Avers et al., 2009).

Choosing participants according to their achievement records is the most common way. Typically, decision-makers choose their most skilled people to be leaders since they have the top business track record, which means they have the best sales, effectively do things to increase the organization's profits or cut costs, finish complex projects on time, and so on (Martineau and Hannum, 2004). Selecting just high performers, on the other hand, might be damaging to a

business. Top achievers are often fiercely competitive and maintain themselves to a high standard. Although this is beneficial to a company, it is not necessarily beneficial to the individuals they supervise. Workers vary in their skills and limitations, and too much rivalry from the top may lead employees' enthusiasm and inventiveness to wane. Furthermore, high performers will not want to devote time to managing other workers if doing so reduces or degrades their own performance.

Research objectives

The major goal of this research is to investigate whether performance records, influence potential, and passion influence leadership Training Productivity (TP) in a chosen private leadership training institution from the viewpoint of learners. This goal is broken down into specific goals: • To find the impacts of performance records, influence potential, and passion of participants on the leadership training productivity. • To find the impact of other relevant variables that influence employee leadership Training Productivity (TP) from the trainees' perspective.

Research hypotheses

The following null hypotheses are investigated in order to answer these questions:

Hypothesis 1: Leadership training productivity is unaffected by Training Materials (TM). Hypothesis 2: The Training Atmosphere (TA) has no impact on the productivity of leadership training.

Hypothesis 3: Leadership training productivity is unaffected by training facilities.

Hypothesis 4: The Training Timetable (TT) has no impact on the productivity of leadership training.

Hypothesis 5: The presentation style (Delivery Method (DM)) has no impact on the productivity of leadership training.

Hypothesis 6: The employees' past performance records do not influence leadership training productivity.

Hypothesis 7: The participants' influence potential does not impact the leadership training productivity.

Hypothesis 8: The employees' passion for leadership training does not impact the leadership training productivity

Methodology

This research performed Regression analysis to achieve the research objectives. The regression analysis equation can be constructed as follows:

$$Y_i = \beta_0 + \beta_1 X_i + \varepsilon_i \qquad i = 1,\ldots,n$$

where:

Y_i is the dependent variable

β_0, β_1 are two parameters

X_i is the predictor variable

ε_i is a random error term, such that:

$$E\{\varepsilon_i\} = 0 \quad \sigma^2\{\varepsilon_i\} = \sigma^2 \quad \sigma\{\varepsilon_i, \varepsilon_j\} = 0 \quad \forall\, i, j \ni i \neq j$$

We specify a set of assumptions while doing regression analysis. We utilize a number of diagnostic tests to verify the assumptions.

Estimation models

The following Multiple Regression Model will be estimated.

$$TP_i = \beta_1 + \beta_2 TA_i + \beta_3 DM_i + \beta_4 TM_i + \beta_5 TT_i + \beta_6 TF_i +$$
$$\beta_7 PR_i + \beta_8 IP_i + \beta_9 PS_i + \varepsilon_i \qquad (Eq.\ 1)$$

β_1 is the intercepts, $\beta_2 \dots \beta_9$ are the slope coefficients that measure the impacts of the variables.

TA, DM, TM, TT, TF, PR, IP, PS denote Training Atmosphere, Delivery Method, Training Materials, Training Timetable, Training facilities, Performance record, Influence potential, and Passion, respectively. Lastly, ε is the regression error term.

Research instruments

Materials for Training (TM) 1: The Training Materials (TM) are organized and presented in a logical order. Materials for Training (TM) 2: The information is well-structured. Materials for Training (TM) 3: Presenters used practical activities to cover a lot of material. Materials for Training (TM) 4: The subject matter is relevant to the learner.

Training Atmosphere (TA)1: The location for leadership training is conveniently accessible by public transit. Training Atmosphere (TA) 2: There is enough room for the leadership training group's number. Training Atmosphere (TA)3: There is no noise in the surrounding surroundings. Training Atmosphere (TA)4: Enough comfortable seating is available for all attendees.

Training Facilities (TF) 1: Technologically advanced facilities. Training Facilities (TF) 2: Materials required for leadership training are provided. Training Facilities (TF) 3: Leadership training tools are available. Training Facilities (TF) 4: Materials include video clips, audio, and hands-on tools to help students learn more effectively.

Training Timetable (TT) 1: The leadership training program follows a well-defined timeline. The intended leadership training results are shown in Training Timetable (TT) 2. Training Timetable (TT) 3: The leadership training time allotted was enough. Training Timetable (TT) 4: The leadership training program's goals and objectives are well-defined.

Audiovisual aids are used by the trainer in Delivery Method 1 (DM1). Method of Delivery (DM) 2: The trainer speaks in a lively, fluent, and enthusiastic manner. The teacher includes learners in the leadership training process using the Delivery Method (DM) 3. The trainer keeps the lesson alive and entertaining using the Delivery Method (DM).

The dependent variable Training productivity and the 3 main independent variables Performance record, Influence potential, and Passion have a 1-item measure. The participants were asked whether they find the leadership training productive. The participants were asked whether they were selected based on Performance record, Influence potential, and Passion. The variables are recorded with a 5-item Likert scale ranging from 1=Strongly disagree to 5=Strongly agree. The primary data came from different leadership training program held at Kazan, Russia. After initial screening and deleting missing responses, the final sample has 249 respondents.

Empirical results

Table 1 shows the multiple regression results. It shows that Training Atmosphere (TA), Delivery Method (DM), Training Materials (TM), Training Timetable (TT), and Passion (PS) have a significant positive impact on meeting productivity. The coefficient signs of these variables are positive. The t-statistics and the associated p-values suggest that the null hypotheses of no impact have been rejected at a 5% level of significance. Three variables, however, are insignificant factors

of leadership training productivity. They are Training facilities (TF), Performance record (PR), and Influence potential (IP). The p-values associated with these variables are greater than 0.05. This indicates that the null hypotheses of no impact could not be rejected. Table 2 shows the results of the Breusch-Pagan-Godfrey test. Since the p-values of F-statistics and Chi-square statistics are greater than 0.05, we conclude that our multiple regression model did not suffer from the problem of heteroskedasticity. The R-square, 0.82, and the adjusted R-square, 0.80, indicating that the model is well-fit.

Table 1 Multiple regression results

Dependent Variable: TP
Method: Least Squares
Sample: 1 249
Included observations: 249
HAC standard errors & covariance (Bartlett kernel, Newey-West fixed
     bandwidth = 5.0000)

Variable	Coefficient	Std. Error	t-Statistic	Prob.
C	-0.024003	0.067728	-0.354396	0.7234
TA	0.938880	0.068054	13.79616	0.0000
DM	0.962084	0.060425	15.92185	0.0000
TM	1.038760	0.063525	16.35191	0.0000
TT	1.020651	0.079852	12.78175	0.0000
TF	-0.008978	0.053872	-0.166647	0.8678
PR	0.027018	0.060059	0.449861	0.6532
IP	-0.127316	0.060026	-0.121006	0.5349
PS	0.964994	0.055530	17.37786	0.0000

R-squared	0.820934	Mean dependent var		0.210953
Adjusted R-squared	0.814966	S.D. dependent var		2.407533
S.E. of regression	1.035615	Akaike info criterion		2.943344
Sum squared resid	257.3998	Schwarz criterion		3.070481
Log likelihood	-357.4463	Hannan-Quinn criter.		2.994519
F-statistic	137.5364	Durbin-Watson stat		1.996500
Prob(F-statistic)	0.000000	Wald F-statistic		153.0039
Prob(Wald F-statistic)	0.000000			

Table 2 Heteroskedasticity test result

Heteroskedasticity Test: Breusch-Pagan-Godfrey

F-statistic	1.756951	Prob. F(8,240)	0.0863
Obs*R-squared	13.77591	Prob. Chi-Square(8)	0.0878
Scaled explained SS	11.64619	Prob. Chi-Square(8)	0.1677

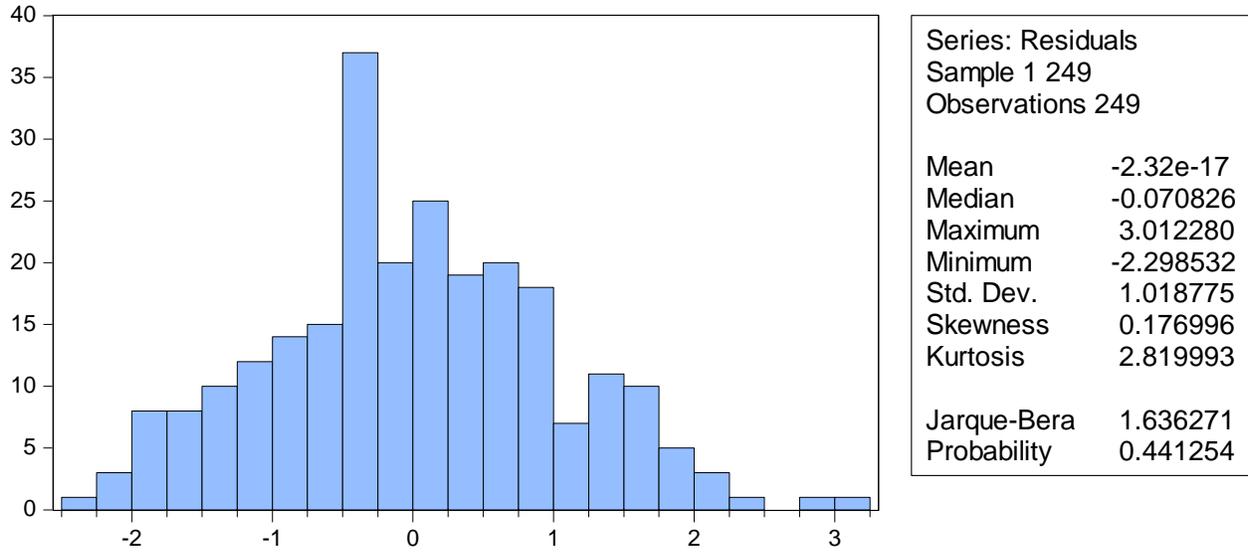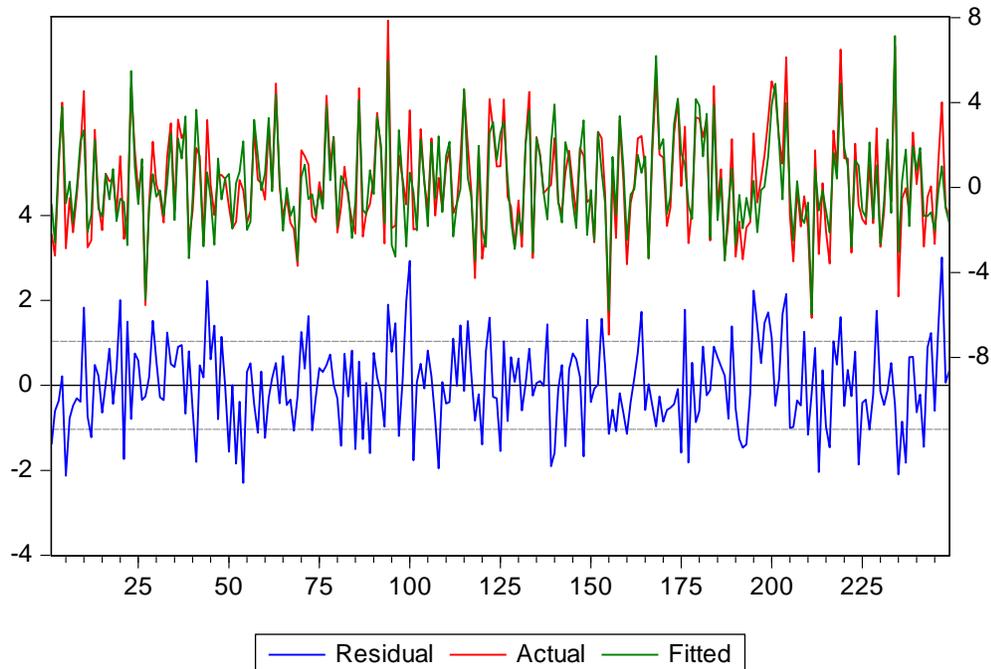| Series: Residuals	
Sample 1 249	
Observations 249	
Mean	-2.32e-17
Median	-0.070826
Maximum	3.012280
Minimum	-2.298532
Std. Dev.	1.018775
Skewness	0.176996
Kurtosis	2.819993
Jarque-Bera	1.636271
Probability	0.441254

Figure 1. Normality test results

Figure 2. Residual, fitted, and actual values comparison

Conclusion

This study looked at how the selection of leadership training participants based on performance record, influence potential, and desire for leadership training affects leadership training productivity. We also looked at the effect of various training variables on the productivity of leadership training. In 2017, we used the primary dataset of 249 leadership training participants from the Volga area to wet test our assumptions. The findings of multiple regression reveal that participant selection based on performance record and influence potential has no significant effect on leadership training productivity. The selection based on passion, on the other hand, has a favorable and substantial influence on the productivity of leadership training. The findings also

show that the training environment, delivery technique, training materials, training timeline, and enthusiasm all have a substantial favorable influence on the productivity of leadership training. However, training facilities had little effect on leadership training productivity. The study's results may help management overcome the selection flaws in their leadership development programs. The study's findings will be useful to the leadership training managers who plan and organize leadership training programs. Furthermore, the instructional designer and trainers may be able to identify parts of leadership training programs that should be examined to optimize the output that will benefit the trainees' learning capacities and skills.

It is only legitimate for a company to evaluate the effectiveness of their leadership training investment as an investment. If leadership training is an investment, it is reasonable to inquire about the return on that investment. An organization's emphasis should be on assessing the influence of leadership training on trainee performance and behavior in order to measure the productivity of a leadership training program (Lyau and Pucel, 1995). As a result, the company must ensure that preparedness is in place to ensure that the leadership training program is successful (Murray and Efendioglu, 2007). The investigation's findings aided human resource professionals in improving their leadership development programs. The participants' input on how they felt about the leadership training, how they executed it, and how they transferred the skills and attitudes they gained helped HR practitioners identify areas for growth. Similarly, this research aids firms in determining if their leadership development programs are in line with their business goals. Leadership training assessment may aid firms in determining if their leadership training programs provide their employees with the necessary skills and knowledge to do their jobs. Similarly, the findings of this research may aid firms in improving the value of their leadership development programs.

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