ABSTRACT

Leadership has long been a major topic in organizational employee training programs. Previous meta-analytic studies evaluating their effectiveness (Burke & Day, 1986; Collins & Holton, 2004), however, considered only studies published in a limited period of time. The present study, therefore, aims at providing a quantitative overview of the leadership training programs by taking all available studies published to date. 58 independent samples (N = 4767) constituted the basis for our meta-analysis and found a weighted mean d of .64 (SD = .32), demonstrating a moderate effect across leadership training programs. Beside, this study also took a number of moderators into account. Training programs based on leadership theories were more effective (d = .74), especially the application of Fiedler's (1967) (d = 1.10). Trainings with distributed practice was also found to be more effective (d = .65) than one-off trainings (d = .50). Several factors about the research design were also considered and we found that lower levels of, subjective, self-rating and single-source evaluation criteria, as well as weak experimental designs, would upwardly bias the results. Finally, implications for researchers and practitioners, along with limitation of this study and future direction of the field were suggested.

摘要

領袖培訓是在職培訓的重要題目。在過去，卻只有兩個薈萃分析(meta-analysis) (Burke & Day, 1986; Collins & Holton, 2004)整合個別研究的結果去分析領袖培訓的效能。可是，這兩項研究都只包括某段時期的個別研究。有見及此，是次研究嘗試整合歷年的個別實驗，從而提供一個有關領袖培訓課程的量化概論。是次研究包括來自 58 個獨立樣本的 4767 名受訓人士，經過薈萃分析後，得到效應差異度量 (effect size)數值為 .64 （標準偏差為 .32）。這代表了領袖培訓課程總括來說有一個頗強的效能。除此之外，本研究也考慮了一些調節變項 (moderators)。結果顯示，雖然只有少數培訓建基於領袖學理論，但這些培訓的效能比其他培訓高（效應差異度量 ＝.74），特別是應用到費特勒 (Fiedler, 1967) 的培訓（效應差異度量 ＝.1.10）。另外，把整個培訓分為幾個部份的課程（效應差異度量 ＝.65）也別一次過的培訓有效（效應差異度量 ＝.50）。此研究也考慮了一些有關研究設計的因素，結果顯示，使用較低層次量度、主觀、自我量度、單一量度來源，及鬆散的實驗設計會使效應差異度量上漲。最後，作者討論到此研究的結果為學術界和培訓家帶來的啓示，也提及到是次研究的不足之處及對將來研究的提議。