

LEADERSHIP LESSONS: COMPARING LEADERSHIP PROGRAMS ACROSS CAMPUS

by

KIMBERLY S. COOK

Bachelor of Science, 1998
Fordham University
New York, New York

Master of Business Administration, 2003
University of Dallas
Dallas, Texas

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The pursuit of this degree and the completion of this dissertation has been a true exercise of faith for me. That is, “Faith is the confidence that what we hope for will actually happen; it gives us assurance about things we cannot see” (Hebrews 11:1, New Living Translation). There were many times when I could not see the finish line, but my faith in a loving, present, and faithful God helped me persevere, knowing that this journey is part of a bigger plan.

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Abstract

The purpose of this study was to investigate differences across current undergraduate leadership education programs. Three multi-year programs were investigated at a private, four-year institution. Through multiple case studies and a cross-case analysis, built from interviews, focus groups, document analysis, and observation, the program cultures and program theories were analyzed to highlight the differences between a cocurricular program, an academic minor, and a comprehensive hybrid business school program. The data were compiled to construct individual program logic models, and then compare program theory components and future program plans. Additionally, the analysis addressed the three research questions examining program differentiation, perceived value and outcomes, and program collaboration. Findings indicated that the resources and culture varied greatly across academic and student affairs divisions. Program design and barriers such as functional silos, time, and culture were factors that inhibited collaborative efforts. This research, supporting existing literature, has broader implications for current leadership educators. By advocating for collaborative partnerships that stretch across student affairs and academic affairs, leadership programs can strengthen all leadership education efforts on campus. Additionally, intentionally examining a program's mission, culture, and functional program theory provides an opportunity to understand and strengthen a program.

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CHAPTER 1: LEADERSHIP LESSONS

Cedric is a sophomore business administration major at home for winter break. He meets up with the other three members who served with him on his high school student council—Laney, Remi, and Tariq—for an evening out, and the conversation turns to the leadership education programs each has experienced while at college. As a requirement of the college of business, Cedric has just completed a semester-long course in Organizational Leadership, a survey course that introduced many of business literature's most significant leadership theories. He has a few more leadership-oriented classes that he wants to take, and is excited about applying the different frameworks he is learning to his future college and professional leadership experiences.

Laney discusses her participation in a highly selective cocurricular, cohort-based president's leadership program. It will culminate her senior year in a major service project with a community organization to tackle a local social issue. She feels like the skills that she will learn, the relationships that she will build, and the experiences she will have will set her up for a lifetime of business leadership as well as service to her community. Remi is a leader in her sorority, and she explains the different leadership training programs and seminars offered by her chapter and the Fraternity and Sorority Life staff members to help her improve the experiences for all sorority members. She says she is not yet even thinking about being a CEO or serving on non-profit boards yet, but Remi wants to make sure she is serving her sorority sisters in a way that helps them get the most out of their Greek experience.

Tariq attended a community college out of high school, and is interested in focusing on Leadership Studies as he prepares to choose a four-year institution to complete his bachelor's degree. He is debating between a school with a social science program that has an option for a

leadership minor and a liberal arts college with a stand-alone leadership major. As he listens to the conversation, Tariq wonders about the value of the others' experiences. Why are there so many different leadership programs? Which will make him the best leader? How can he even begin to know the difference?

Background

In the context of higher education, leadership education has been as fragmented and disconnected as the experiences of the student leaders described above. This fragmentation has given way to an unconnected method of practice within and across institutions (Haber, 2012). The concept of leadership education in a college environment can confuse students, future employers, stakeholders, and others seeking to codify outcomes. This fractured method of practice also serves as a challenge for leadership education in establishing legitimacy, consistency, and rigor within the landscape of higher education (Astin & Astin, 2000; Kellerman, 2012; Ritch, 2013).

The education of leaders is an oft-stated goal of colleges and universities, as evidenced by the substantial number of institutional mission statements that reference developing leaders in some form (Astin & Astin, 2000; Kellerman, 2012; Osteen & Coburn, 2012; Zimmerman-Oster & Burkhardt, 1999). Meacham and Gaff (2006) found that almost one-third of the Princeton Review's *The Best 331 Colleges* specifically mentioned leadership skills in their mission statements. However, leadership education is most often not a component of general education, even though it is an explicit value of institutions (Astin & Astin, 2000; Meacham & Gaff, 2006). Since it is frequently not in the core curriculum nor a central discipline within the academic realm but remains a stated value, leadership education programs have developed on the fringes

and moved toward the mainstream, having increased greatly in number since the 1990s (Haber, 2012; Kellerman, 2012; Komives, Dugan, Owen, Slack, & Wagner, 2011).

This outside-in growth has helped create an environment where varying definitions of leadership, a lack of consensus on the theoretical basis of leadership education, and little, if any, collaboration across programs on campus is common (Buschlen & Dvorak, 2011; Buschlen & Guthrie, 2014; Brungardt, Voss, Greenleaf, Brungardt, & Arensdorf, 2006; Fincher & Shalka, 2009; Grunwell, 2015; Haber, 2012; Kezar, Carducci, & Contreras-McGavin, 2006; Sowcik & Allen, 2013). Additionally, the hierarchical organizational structure of most institutions emphasizes autonomy and power of separate colleges and administrative units, while the reward structure for faculty encourages specialization and individuality not collaboration and cooperation (Astin & Astin, 2000). This milieu reinforces the silos and separatism of leadership programs, and is contrary to many contemporary collaborative models of leadership.

Further, the disconnected method of practice allows the diligent efforts of many leadership educators to become subject to questions about the validity of their programs (Astin & Astin, 2000; Kellerman, 2012). What does it mean to have completed a leadership education program in college? Is there a difference between programs offered for credit and those that are outside of curricular requirements? How can higher education improve the validity and rigor of leadership education when there are so many types of programs offered under the banners of leadership education and leadership development? Are these leadership programs serving the mission of the institution? These and many other questions plague practitioners.

Purpose

The purpose of this study is to investigate, through a multiple case study approach, three current undergraduate leadership programs—two curricular and one cocurricular, at a private

university in Texas—to examine the programs’ curricular components, culture, and collaborative efforts. Further, the research compares participant and instructor observations across programs, and the organizational culture’s impact on collaboration. The study is a qualitative, multiple case study that examines the programs as well as their environments through the theoretical lenses of program theory and organizational culture. Program theory is used to analyze the components of each program, and how program directors expect those components to lead to desired outcomes (Funnell & Rogers, 2011). The International Leadership Associations’ *Guiding Questions: Guidelines for Leadership Education Programs* (2009) informs the development of the case studies, and serves as the tool for identifying the programs’ theoretical elements. The study also evaluates the impact of culture on the programs’ collaborative efforts of the programs using Schein’s (2010) organizational culture theory.

Research Questions

The study investigates the following questions through multiple case studies and subsequent cross-case analysis:

- Other than academic credit, what differentiates academic and cocurricular leadership programs?
- How do student and program personnel perceptions of the value and outcomes of the leadership programs differ?
- How does program design and culture impact collaboration with other campus leadership resources?

Rationale

My interest in leadership studies arose while completing a Master of Business Administration degree, during which I took several leadership courses. As one might expect

from MBA studies, the theories that I encountered came predominantly from the organizational and business realm. Throughout my professional career, I have participated in multiple leadership development programs as well. Those programs also typically presented material and theories from business literature. Additionally, I have supervised recreational and educational programs for people of all ages, from birth through adult, for more than fifteen years of my professional career in municipal and nonprofit organizations. Therefore, programming, its impact, and culture in complex organizations are familiar topics to me.

The idea for this study began as I was creating a draft leadership class curriculum for an assignment in an academic affairs class within my doctoral program. As I began to look at the prevalence and types of leadership programs available on a college campus, I found that there are many avenues through which an undergraduate student can pursue leadership education. Trying to find curriculum relevant to this population for my initial curriculum project, I looked to both programs for credit and non-credit programs offered through student affairs and other areas across campus. Considering the theorists represented in the curriculum and texts of these programs as well as leadership theories previously studied, I detected some overlap, but I also saw considerable variance. I further discovered that student leadership theories developed from the student affairs perspective often draw from a variety of student development theorists. These theories, differing from the business literature, rest on the theories of maturation and student development (Buschlen & Dvorak, 2011; Kezar et al., 2006; Komives et al., 2011). Additionally, the programs appeared to have little success in perforating traditional campus silos and encouraging collaboration with other leadership entities.

Sharing resources, research, and information is difficult in a hectic, non-stop environment like a college campus (Kezar, 2005; McCoy & Gardner, 2012). However, as funding constraints

continue to eat away at resources and a chorus of voices loudly demand accountability, increased productivity, and measurable outcomes, the future of higher education and leadership education will likely result in internal and external collaborations which can boost efficiency, effectiveness, and student learning (Kanter, 1994; Kezar, 2005; Palmer & Zajonc, 2010; Selingo, 2013; Senge, 1990; Thille & Smith, 2011). Therefore, the rationale behind this study is that leadership education can find a future path that strengthens the quality and efficacy of programs, promotes collaboration with others, and models the collaborative leadership being taught. However, we first need to understand the design elements, contexts, and outcomes of current programs to make informed decisions about future programming efforts.

Conceptual Frameworks

Chapter Two provides an in depth look at theoretical lenses that are utilized in this study. The following is a brief introduction of each theory and its application to this study.

Program Theory

Program theory is a model of how a program “contributes to a chain of intermediate results” which lead to “observed or intended outcomes” (Funnell & Rogers, 2011, p. xix). A program theory typically consists of a theory of change, or the central process which drives the change, and a theory of action—how the program is designed to activate that change. This study presents a program theory for each program developed through data collected from the curriculum, program design, and document analysis, as well as the interviews and focus groups to be conducted. These theories encompass the context, resources, inputs, outputs, and outcomes of the programs. Each program theory is also graphically represented through a logic model (Funnell & Rogers, 2011).

Organizational Culture

Schein (2010) defined organizational culture “as a pattern of shared assumptions” that dictate “the correct way to perceive, think, and feel within a group” (p. 18). According to Schein, culture has three levels: “artifacts”, “espoused beliefs and values”, and “basic underlying assumptions” (p. 24). This theory is employed to analyze each program’s culture, and how it impacts the program’s collaborative efforts with other leadership resources.

Significance of the Study

Across campus and the nation, current leadership program offerings provide many opportunities for future leaders to hone their skills (Astin & Astin, 2000; Osteen & Coburn, 2012; Zimmerman-Oster & Burkhardt, 1999). However, practitioners should identify the best ways to build sustainable leadership education so that leaders can continue to be developed effectively within the gates of the institutions. McCoy and Gardner (2012) suggest that fields with less paradigmatic consensus and less prestige in the academic hierarchy, such as leadership, may be more open to and successful in utilizing collaborative methods. A focus on collaboration and interdisciplinary efforts may be a way forward for leadership education. Palmer and Zajonc (2010) describe and emphasize a connected approach as “integrative learning,” encouraging higher education to embrace this concept as a means for teaching and learning in the future. Therefore, through this study I seek to identify ways that leadership education can continue to increase its legitimacy within higher education, highlighting opportunities for improvement and collaboration. Also, I leverage an existing tool—*Guiding Questions*—created to help design or evaluate programs, to identify the program theory of established programs and detect how the current context and program design are contributing to the desired and actual outcomes. It is a practical application of theory as a means to evaluate and strengthen programs through the

understanding of the operational program theory, and may serve as an example for future scholars or program staff.

Definition of Terms

The context for terms as they will be used in this paper are:

Collaboration – “A process in which a group of autonomous stakeholders of a problem domain engage in an interactive process, using shared rules, norms, and structures to act or decide on issues related to that domain” (Wood & Gray, 1991, p. 146).

Cocurricular – “Activities, programs, and services that happen outside the classroom environment, and where students do not earn an academic grade or credit” (Rosch & Anthony, 2012, p. 46).

Emphasis – As defined by the participating institution’s undergraduate catalog, “...an emphasis, focus or concentration is a guided subset of courses or academic experiences defined by the major department and is typically, but not always, within the major area. Emphasis may be further defined as consistent with specific accrediting body requirements (e.g., journalism).”

Freshman – A first year college student.

Junior – A third year college student.

Leader – A leader can be “anyone—regardless of formal position—who serves as an effective social change agent” (Astin & Astin, 2000, p. 2). Formerly, leader and leadership were synonymous. However, as the concept of leadership has evolved to be seen as a process and not a position, that is no longer the case (Kezar et al., 2006).

Leadership – The definition of leadership, as discussed in Chapter 2, varies greatly, and encompasses a broad range of concepts. Generally, in this study, the simplified definition of

leadership is “a process whereby an individual influences a group of individuals to achieve a common goal” (Northouse, 2010, p. 3).

Leader Development – “The expansion of a person’s capacity to be effective in leadership roles and processes” (Van Velsor, McCauley, & Ruderman, 2010, p. 4).

Leadership Development – The “growth or stage development in the life cycle that promotes, encourages and assists in one’s leadership potential”, including “formal and structured learning activities as well as informal and unstructured” (Brungardt, 1996, p. 83). It “is a continuous learning process that spans an entire lifetime; where knowledge and experiences build and allow for even more learning and growth” (Brungardt, 1996, p. 83).

Leadership Education – “Leadership education is the pedagogical practice of facilitating leadership learning in an effort to build human capacity and is informed by leadership theory and research. It values and includes both curricular and cocurricular educational contexts” (Andenoro et al., 2013).

Leadership Training – “Learning activities for a specific leadership role or job”, often as “components of leadership education” (Brungardt, 1996, p. 84).

Leadership Studies – “The academic study of leadership as a discipline or in the various disciplines in which leadership is also situated” (Komives et al., 2011, p. xvi).

Learning and Development Outcomes – “Statements that describe significant and measurable change occurring in students as a direct result of their interaction with an educational institution and its programs and services.” (Council for the Advancement of Standards in Higher Education [CAS], 2015, p. 511). They represent the intended change prior to the intervention, as well as the change that is determined to have occurred afterward.

Major – As defined by the participating institution’s undergraduate catalog, “A major is a prescribed set of courses, number of credit hours or academic experiences in one or more academic disciplines. Completion of a major is designed to assure disciplined and cumulative study, carried on over an extended period of time in an important field of intellectual inquiry. No course may be applied to more than one set of major or minor requirements without the express approval of the dean(s) of the major.”

Minor – As defined by the participating institution’s undergraduate catalog, “A minor is a prescribed set of courses, number of credit hours or academic experiences in one or more academic disciplines. Completion of the minor is designed to assure more than an introduction to an important intellectual field of study but less than a major in that field. A minor is traditionally outside the major field of study. The department offering the minor typically defines the requirements.

Program – As defined by the participating institution’s undergraduate catalog, “A program is a shared series of courses or experiences.”

Program Outcome – “A measure of the results of a program or service-level goal; often used to include operational outcomes, which represent elements of the program’s functioning” (CAS, 2015, p. 512).

Senior – A fourth year college student.

Sophomore – A second year college student.

Student Affairs - The division of college or university administration that provides services to and for students with “active facilitation of students’ social, emotional, physical, spiritual, and cognitive growth” (Astin & Astin, 2000, p. 53). The student affairs division enhances and supports the academic mission of the institution.

Commonly Used Acronyms

AALM	Absolutely Academic Leadership Minor
ACE	American Council on Education
ACPA	American College Personnel Association
BBLP	Branded Business Leadership Program
CAS	Council for the Advancement of Standards in Higher Education
CSCLP	CEO's Social Change Leadership Program
CLC	Center for Creative Leadership
ILA	International Leadership Association
LDP	Leadership Development Plan
MSL	Multi-Institutional Study of Leadership
NASPA	National Association of Student Personnel Administrators
NCLP	National Clearinghouse for Leadership Programs
PDC	Professional Development Center
SCM	Social Change Model of Leadership Development
SLPI	Student Leadership Practices Inventory

CHAPTER 2: LITERATURE REVIEW

Undergraduate Leadership Education

“The students of today are the leaders of tomorrow.” (Astin & Astin, 2000, p. 30)

Higher education is a principal force in shaping the quality of leaders, and consequently leadership development is a desired outcome of higher education (Astin & Astin, 2000; Osteen & Coburn, 2012; Roberts, 2007). The following section provides an overview of the literature in three main areas: (1) the development of leadership education on college campuses within the context of the history of higher education and student affairs, (2) the development of leadership theories, and (3) the current state of leadership education on campus. This review provides the context for the study. The final component of this chapter provides a description of the conceptual lenses utilized to view and interpret data collected for this study.

The History of the U.S. Higher Education, Student Affairs, and Leadership Education

“Leadership has been an implicit commitment of higher education in the United States since the inception of the colonial colleges” (Roberts, 2007, p. 33).

The development of higher education in the United States has been inextricably linked with leadership from the beginning. The following section is an abbreviated history of the interconnected development of the higher education system in America, the division of Student Affairs, and leadership education and programming.

Colonial Colleges to the Twentieth Century

Harvard College, founded in 1636, provided education to upper class young men expected to fill leadership roles in the church, military, society, or government (Harvard, 2016c; Komives, 2013). Harvard was followed by the founding of The College of William and Mary in 1693, Yale in 1701, and six more colleges by the start of the Revolutionary War to fulfill similar

missions (Thelin & Gasman, 2011; William and Mary, 2016; Yale, 2016). These institutions were typically associated with churches and predominantly available to members of the elite class to help young men advance in their social or professional circles (Geiger, 2011; Roberts, 2007). As Thelin and Gasman (2011) assert, “the college mission was to ensure the preparation and disciplined seasoning of a future leadership cohort” (p. 6).

After the American Revolution, higher education began a series of identity crises in the 1800s that continue to this date. Questions surfaced such as: “Who owned the colleges? What was their mission? What should students be taught?” (Geiger, 2011, p. 44). Curriculum that had previously focused on classic texts taught in Latin and Greek broadened into a more liberal education in certain schools, with some professional schools also taking root. In the latter half of the nineteenth century, the number of institutions expanded, as did the educational opportunities for women, men from social classes other than the elite, and other minorities including African and Native Americans (Roberts, 2007; Thelin & Gasman, 2011). This expansion was spurred on by the Morrill Land Grant Act of 1862, the second Morrill Act of 1890, the conclusion of the Civil War, and the initiation of Reconstruction efforts, as well as sense of social responsibility to expand educational opportunities for women and some minority groups (Dungy & Gordon, 2011; Geiger, 2011; Komives, 2013; Roberts, 2007). While there were no specific leadership studies within the curriculum, it became an unintentional outcome, as the institutions urged students to live up to high expectations for behavior and character development (Nuss, 2003; Komives, 2013). W. E. B. DuBois (1903/2008) argued for leadership education for “*The Talented Tenth*” of America’s black youth because it was critical to the future of the race. Dungy and Gordon (2011) indicate that with the creation of the land-grant institutions came the democratic ideal that public education would “create engaged citizens, provide social mobility,

and foster students' commitment to democracy and service" (p. 63)—common leadership attributes.

Midway through the nineteenth century, extracurricular activities began to grow in popularity, reflecting a desire to develop the whole student (Dungy & Gordon, 2011; Nuss, 2003; Thelin & Gasman, 2011). These activities ranged from literary societies, debate clubs, and student publications to Greek-letter organizations and secret societies. The first intercollegiate sporting contest occurred in 1852 with the Harvard-Yale Regatta, followed by the first intercollegiate football game (soccer) in 1869 between Rutgers and Princeton (Harvard Athletics, 2016; Nuss, 2003). In the 1860s, sport, physical activities, and an emphasis on health began to bloom on campus.

The strict discipline systems as well as the doctrine of *in loco parentis*, which persisted within higher education until the 1960s, gave rise to the establishment in the late 1800s of the role of dean (Nuss, 2003). The dean was to serve as a guide, mentor, and disciplinarian inside as well as outside of the classroom (Roberts, 2007). They also maintained student records and managed registration (Dungy & Gordon, 2011). While the deans' roles were initially held by faculty, the continued growth and increasing complexity of the higher education system gave rise to higher education administrative staff positions (Komives, 2013; Nuss, 2003). Personnel designated to monitor and enrich student experiences outside the classroom became more commonplace as a response to the "growing demands on college presidents, changing faculty roles and expectations, and the increase in women's colleges and coeducation" (Nuss, 2003, p. 67). Harvard's president Charles William Eliot developed the elective system in the 1890s to accommodate true learning, and propelled this growth of student personnel professionals as the need grew for more individualized attention and academic advising (Geiger, 2011; Harvard,

2016b; Nuss, 2003). With this differentiation between the academic mission and student personnel, Geiger (2011) notes, “Universities became compartmentalized institutions, whose parts shared little common intellectual ground” (p. 53).

Through the War Years

The first half of the twentieth century provided stratification in the higher education system, giving way to a growth in state land grant institutions, professional schools, graduate programs, public junior colleges, teachers’ colleges, and technical schools (Geiger, 2011; Thelin & Gasman, 2011). Enrollments in higher education institutions doubled in the 1920s. With this increase, there was a concerted effort by some institutions to maintain elite status, and to differentiate themselves from the masses (Geiger, 2011; Thelin & Gasman, 2011). The three criteria used to claim elite status were “the quality of undergraduate learning, the imperative of advancing knowledge”, and the collegiate ideal— “determined by the peer society of students, extracurricular activities, and expectations of subsequent careers in the business world” (Geiger, 2011, p. 57).

As the size and scope of institutions grew and changed, student personnel roles diversified and specialized, organizing into divisions of student affairs or student services and included departments focused on student activities or organizations (Dungy & Gordon, 2011; Komives, 2013; Nuss, 2003). During this period, student affairs as a recognized profession began to coalesce. Both educational programs for vocational training as well as numerous professional associations for those engaged in the practice of student affairs were established, most of which were organized by gender and race (Nuss, 2003). Educational philosopher John Dewey, an advocate of democratic and engaged learning, set forth a platform that became central to the student affairs perspective which asserted the importance of “active and experiential learning

within a community of scholars and students” (Roberts, 2007, p. 9). A pamphlet written by practitioners and endorsed by the American Council on Education (ACE) entitled “Student Personnel Point of View” (1937) promoted a holistic viewpoint of student development, and asserted that student learning involved both cognitive and affective abilities and was stimulated by a variety of experiences; a responsibility shared by faculty, staff, and students.

The Golden Age

After World War II, higher education entered a time of unprecedented growth—undergraduate enrollment grew fivefold between 1940 and 1970—ushered in by the Servicemen’s Readjustment Act of 1944, commonly known as the G.I. Bill—a provision of which provided government scholarships for returning war veterans (Geiger, 2011; Mumper, Gladieux, King, & Corrigan, 2011; Thelin & Gasman, 2011). This period is often referred to as the “Golden Age,” marked by the convergence of a growth in enrollment, an adjustment to the postwar economy, a proclamation from President Truman proposing expansion and affordability in higher education, and the increase of corporate and government funding for scholarly research (Geiger, 2011; President’s Commission on Higher Education, 1946/2008; Thelin & Gasman, 2011). Geiger (2011) asserts that during this time, “democratic access triumphed over social exclusiveness; academic development raised the stature of mass institutions, even as elite ones became strongly meritocratic; and an academic revolution confirmed the ascendancy of the academic curriculum” (p. 58).

The industrialized power of the U. S. created during World War II propelled the nation and the economy to the forefront of the international stage. The use of industrial processes centered on effective and efficient production spread to other industries, including higher education (Roberts, 2007). Thus, higher education increased in bureaucratization, and student

development began to shift from a shared institutional responsibility to the sole focus of student affairs professionals. While the next section provides a more in-depth look at leadership theory development, it is to be noted during this period that thinking about leadership began to change and evolve from the “great man” and trait theories to more behavioral and social concepts of leadership. Also, this period marked the genesis of the concept that leadership is a competency that could be developed rather than a natural occurrence in some individuals (Komives, Lucas, & McMahon, 2007). As more leadership theory began to emerge, much of it was impacted by the industrial concepts of the post-World War II era (Roberts, 2007).

In 1949, ACE updated its missive on “Student Personnel Point of View” (1949), building on the concepts highlighted in 1937, and intimating the division of labor within the institutional ranks between the academic and student personnel, as well as leadership impacts of student development and higher education:

The student personnel point of view encompasses the student as a whole. The concept of education is broadened to include attention to the student’s well-rounded development physically, socially, emotionally and spiritually, -as well as intellectually...As a responsible participant in the societal processes of our American democracy, his full and balanced maturity is viewed as a major end-goal of education and, as well, a necessary means to the fullest development of his fellow citizens. (Sec. I, para. 3)

His need for developing sound philosophy of life to serve as the norm for his actions now and in adult life is not neglected in the college’s emphasis on his need for intellectual and professional competence. Rather are all known aspects of the personality of each student viewed by the educator and personnel worker as an integrated whole – as a human personality living, working, and growing in a democratic society of other human personalities. (Sec. I, para. 3)

By means of special-interest groups, student government, dormitory and house councils, and other guided group activities, *the student personnel program can provide opportunities for developing in the student his capacities for both leadership and followership.* (sec II, para. 16, emphasis added)

With the influx of students and the growth of the number and scope of the institutions during the Golden Age, the number of student services personnel multiplied quickly, increasing

competition with the academic areas for institutional resources for staffing and operational budgets (Geiger, 2011; Nuss, 2003, Roberts, 2007). Roberts (2007) suggests that while these increased resources and their power could have enhanced institutional effectiveness, they served to drive a further wedge in the divide between faculty and student services personnel—a gap which was fortified and entrenched by the bureaucracy and politics of the institutions. Many practitioners, historically and contemporarily, have advocated a philosophy of student learning as a shared institutional responsibility, yet a distinct and noticeable schism occurred which has yet to be successfully and sustainably bridged (Komives, 2013; Roberts, 2007).

During the 1960s and 1970s there was an increase of the federal government's influence on campus through major legislation including the Vocational Education Act, the Higher Education Facilities Act, the Health Professions Act, the 1964 Civil Rights Act, the Higher Education Act, and Title IX of the Educational Amendments of 1972 (Nuss, 2003; Thelin & Gasman, 2011). With these laws, the demographics of the student population began to diversify, and traditionally underrepresented groups became more prevalent on campus (Geiger, 2011; Nuss, 2003; Thelin & Gasman, 2011). These and other forces continued to shape the need and increasingly varied roles of student services personnel. From financial aid to student support to diversity, the federal regulations required narrow expertise and oversight, which continued to change the student affairs division (Geiger, 2011).

Concurrently, the social unrest of the 1960s and 1970s became evident on many college campuses across the country (Geiger, 2011; Thelin & Gasman, 2011). Racial tensions, political strife, criticism of armed conflict, and protests of instructional and administrative methods made the college campus a boiling point within society at large (Nuss, 2003; Thelin & Gasman, 2011). The professional skills of trained student affairs staff were essential for mediation and conflict

resolution in such a heated environment (Nuss, 2003). The need for student leadership skills was apparent, and staff began to initiate leadership programming (Komives et al., 2011; Roberts, 2007). The relationship between the student and the institution changed, giving way to the *Joint Statement on Student Rights and Freedoms* (1967) drafted by members of the American Association of University Professors; the United States National Student Association; the American Association of Colleges; the National Association of Student Personnel Administrators; the National Association of Women Deans, Administrators, and Counselors; and endorsed by many other associations. The statement outlines academic freedom and student learning, and continues to inform student affairs practice today (Nuss, 2003).

Philosophically, the student services approach that arose in 1950s, continued through the years of prosperity, and transformed into the student development movement of the 1970s. The increasing professionalization of the role of student affairs led to the establishment of a theoretical base as the divide between academics was growing (Nuss, 2003). Published research about the impact of college on students and student developmental processes grew in the second half of the twentieth century, and continues today. In 1979, an inter-association entity was formed that became the Council for the Advancement of Standards in Higher Education (CAS) which published its first *CAS Standards and Guidelines* in 1986 for higher education programs and services (Nuss, 2003). The advent of CAS helped codify and establish professional standards for student affairs.

The 1970s was a watershed period for leadership thought and education. The Center for Creative Leadership (CLC) was founded in 1970 to serve the needs of business leaders, eventually expanding its mission to increase leadership capabilities of individuals and organizations across all sectors (Center for Creative Leadership, 2016; Komives, 2013; Roberts,

2007). This organization and others helped build momentum for the study of leadership which led to increased theoretical development, research, and education in leadership. Additionally, the universities of Colorado and Maryland initiated comprehensive leadership programs on campus in 1972 and 1976 respectively (Komives et al., 2011; Roberts, 2007).

The Modern Campus

Some characterize the 1980s as the beginning of a “status quo” period for higher education due to a plateauing of student enrollment (Nuss, 2003). However, from increasing student diversity to additional legislation to a decrease in the proportion of government versus private financial support, the mix of contextual variables continued to churn. Calls for quality and relevance in curriculum, concern for rising tuition and student loan amounts, eroding public support, and new competition for public funds increased the focus on student learning and its assessment (Geiger, 2011; Nuss, 2003; Roberts, 2007). Students moved toward more vocational or professional majors, drastically reducing the number of liberal arts degrees (Geiger, 2011).

Meanwhile, a ground swell of campus-based student leadership development efforts from 1970s gained momentum, becoming a tidal wave of activity, theory, research, and programming in leadership (Osteen & Coburn, 2012). However, until the 1990s, most cocurricular leadership programs focused only on skill building for those in student leadership positions and lacked a theoretical base (Komives et al., 2011; Komives, 2013). Dubbed the accountability movement, the push for increasing quality and standards in 1990s helped establish explicit student learning outcomes--leadership being one--and assert the importance of theory in program development (Komives et al., 2011). Once leadership programs started on campus, momentum built quickly; much of the growth was propelled by Burns' *Leadership* (1978) which viewed leadership as a transformational process (Komives et al., 2011; Roberts, 2007).

Table 1 *Leadership Education Advancements 1980-1999*

Year	Event
1981	Leadership Development Task Force of American College Personnel Association (ACPA) in 1976 led to an inter-association task force that subsequently published <i>Student Leadership Programs in Higher Education</i> (Roberts, 1981, 2007).
1983	Heifetz teaches first course labeled "Leadership" at Harvard. Leadership Education Conference sponsored by CLC.
1986	<i>Leadership Education: A Source Book</i> is published by the CLC as a compilation of syllabi and resources from Leadership Education Conferences. McDonough Center for Leadership and Business founded at Marietta College (Marietta College, 2016). Leadershape, a leadership institute started by Alpha Tau Omega fraternity incorporates into a not-for-profit organization (Leadershape, 2016).
1987	Kellogg Foundation designates leadership development as major program initiative; commits more than \$25 million to 31 projects, many on campuses.
1988	Posner, coauthor of <i>Leadership Challenge</i> (Kouzes & Posner, 1987/2012), develops the <i>Student Leadership Practices Inventory</i> (SLPI) with Brodsky.
1989	<i>Leadership Quarterly</i> , now published by Elsevier, is launched, which has become a top tier journal published in affiliation with the International Leadership Association. Regional and National Black Student Leadership Conferences begin. First Invitational Leadership Symposium with more than 30 leadership educators meets to clarify a leadership agenda for the 1990s.
1990	Claremont McKenna starts Kravis-de Roulet Leadership Conferences, leading to Kravis Leadership Institute (Kravis Leadership Institute, 2016). National Clearinghouse for Leadership Programs (NCLP) is founded at the University of Maryland. The NCLP "supports leadership development in college students by serving as a central source of professional development for leadership educators" (National Clearinghouse for Leadership Programs [NCLP], 2016, "About NCLP", para. 1). The Association of Leadership Educators is founded, with an original focus on agriculture extension education.
1992	Jepson School of Leadership Studies is established at the University of Richmond (University of Richmond, 2016).
1996	The Council for the Advancement of Standards in Higher Education codifies the first standard for student leadership programs (Komives, 2013; Roberts, 2007). A social change model of leadership development is developed by the Higher Education Research Institute via an Eisenhower Leadership Grant (Higher Education Research Institute, 1996). Columbia College, a women's college in South Carolina, begins The Institute for Leadership and Professional Excellence and <i>A Leadership Journal: Women in Leadership-Sharing the Vision</i> (Columbia College, 2016; Komives et al., 2011).
1997	National Association of Student Personnel Administrators (NASPA) Student Leadership Institute is developed for newly elected student leaders attending Historically Black Colleges and Universities (Komives et al., 2011).
1999	<i>Leadership in the Making: Impact and Insights from Leadership Development Programs in U.S. Colleges and Universities</i> (Zimmerman-Oster & Burkhardt, 1999) is published as a report of Kellogg Foundation leadership programs.

A few of the important publications, conferences, and advancements between 1980 and 2000 that have impacted student leadership education are highlighted in Table 1 (See Komives et al., 2011, p. 20-31). The momentum within leadership education that began to build in the late 1980s, continued. Since that point, student leadership programming has expanded to include programming for special groups (e.g. emerging leaders, women, first generation students), experiential leadership education (e.g. service learning projects, adventure trips, internships), and programs offered in conjunction with academic programs. Additionally, academic leadership studies programs have also proliferated (Komives, et al., 2011). The activities listed are a fraction of the programming that started to occur. However, replicating the divide between elite and mass higher education and the divide between student and academic affairs, a distinction emerged between the study of leadership and the applied approach to leadership development (Komives et al., 2011; Roberts, 2007).

A New Century

Concerns over access, attrition, affordability, and accountability remain in the forefront in higher education in the twenty-first century (Berdahl, Altbach, & Gumport, 2011; Thelin & Gasman, 2011). Increased external demands have created conflicting ideas of accountability per Schmidtlein and Berdahl (2011). They go further to emphasize that accountability should be an outcome-focused measure. “Responding to the call for greater accountability, student affairs professionals have continued their focus on learning outcomes and assessment to demonstrate student affairs programs and services’ valuable contributions to the development of the whole student” (Dungy & Gordon, 2011, p. 74).

In terms of affordability and attrition, both students and institutions have real financial concerns to address in the coming era. From 1999 to 2009 annual tuition increases outpaced

inflation and tuition increased 68 percent at public four-year colleges and 39 percent at private colleges (Selingo, 2013). More than 50 million Americans have student loan debt, including 69 percent of the class of 2014 who graduated with an average of almost \$30,000 in debt, with median debt being approximately \$27,500 (The Institute for College Access & Success, 2015).

Access and diversity issues remain, but the face of the twenty-first century campus is vastly different than three hundred years ago. Women now comprise the majority of college students. Students of color, women, and first-generation college students are active in all aspects of student government and leadership groups, indicating a diffusion of the influence of traditionally powerful groups such as fraternities (Thelin & Gasman, 2011). Also, technology advances have increased distance learning and online course content, growing the numbers of non-traditional students. (Dungy & Gordon, 2011).

Both the student affairs and the academic theoretical areas of leadership have continued to increase as scholars and practitioners test, revise, research, and augment existing theories, leading to broader and deeper literature on student leadership education and development in higher education (Blackwell, 2009). Scholarly textbooks for leadership studies classes, handbooks for leadership programming, academic work from faculty and students in graduate programs for higher education leadership, and new and established theorists have all continued to add to the discourse surrounding leadership as an emerging discipline (Brungardt et al., 2006; Komives et al, 2011; Roberts, 2007).

In 2000, the Kellogg Foundation project writing team that published *Leadership in the Making* (Zimmerman-Oster & Burkhardt, 1999), consisting of some of the most prolific and active scholars and practitioners in campus-based leadership programming, collaborated on *Leadership Reconsidered: Engaging Higher Education in Social Change* (Astin & Astin, 2000).

The study's premise was to rethink higher education leadership practices and extend the application of the social change model of leadership (HERI, 1996). It examines leadership education from the perspective of four stakeholder groups—students, faculty, student affairs professionals, college presidents and other administrators. The report concludes with a call for campuses to engage in a transformative process to make leadership a collective process. Starting in 2004, ACPA, NASPA, and NCLP began the bi-annual Leadership Educators Institute focused on professional development and resource sharing. (Komives et al., 2011).

The NCLP and ACPA published a report from the *Multi-Institutional Study of Leadership* (MSL), a 52-campus study of leadership outcomes from more than 50,000 students (Dugan & Komives, 2007). It was conducted again in 2009, 2010, 2011, and 2012, and then moved to a three-year data collection format (Owen, 2012). Thus far, data has been collected at more than 250 institutions from more than 300,000 students (Multi-Institutional Study of Leadership, 2016). This study provides additional insight about leadership development on campus at both the national and the institutional level.

Kouzes and Posner continued the scholarship and application of leadership development of college students with the publication of *The Student Leadership Challenge* (2008/2014) which applies the “Five Practices of Exemplary Leadership” to college students. These five practices, Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart, were first published in *The Leadership Challenge* (Kouzes & Posner, 1987) for the business sector, but then adapted for use with students. Using the Student Leadership Practices Inventory to assess leadership behavior, the Kouzes and Posner model has been used extensively in programs on campus (Komives et al., 2011).

Programming, leadership education opportunities for students, continuing education for staff, and graduate programs for leadership studies have continued to proliferate at a rapid pace. As leadership development on colleges campuses has emerged, interwoven with both higher education and student affairs, it has become its own industry (Kellerman, 2012; Komives et al., 2011). Private companies, publishers, consultants, speakers, training institutes, and conferences all vie for institutional dollars.

Higher education, student affairs, and leadership education have evolved greatly over the three hundred and fifty years since the founding of the colonial colleges. These three major components remain intricately woven within the tapestry of higher education in the U.S. The future remains uncertain for all three strands, though they will likely remain plaited on the college campus carpeting the way for strong future collaborations.

Evolution of Leadership Theory

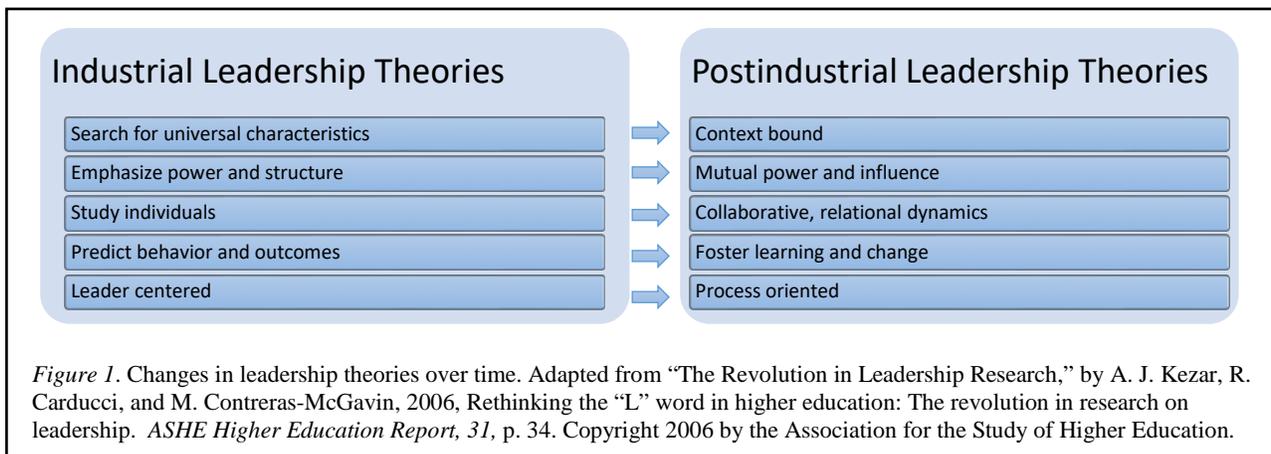
Leadership is an area of study that is emergent and rapidly changing (Owen, 2012). Komives et al. (2011) note, “As a body of literature, leadership theory is complex, socially constructed, and continuously evolving. Therefore, any one theory offers an incomplete picture when it is studied in isolation” (p. 36). The literature on leadership is vast, multi-disciplinary, and ranges from highly theoretical to popular titles on the *New York Times* bestseller list. From business and management to education to philosophy to psychology to individual disciplines, leadership thought has been ongoing for more than 2,000 years (Kellerman, 2012; Kezar et al, 2006). The fruits of that thought fill libraries, databases, and bookstores.

Organizations and groups use a variety of questionnaires to measure individual characteristics of employees and potential employees to help identify future leaders. Many leadership perspectives come from psychology and personality research, and as such have

corresponding inventories to measure leadership traits or competencies. A few of these measures are the Strengths Development Inventory, the Leadership Trait Questionnaire, the Minnesota Multiphasic Personality Inventory, and the Myers-Briggs Type Indicator (Northouse, 2010).

Industrial Theories

Leadership theories have changed dramatically over time, with much development in the last 30 years (Kezar et al., 2006; Roberts, 2007). The focus has changed from the individual and positional orientation to a process orientation with shared responsibility (Komives et al., 2011; Northouse, 2010; Rost, 1991). In that journey, the paradigm has shifted from an industrial, authoritative perspective to a postindustrial, postmodern collaborative perspective as shown in Figure 1 (Kezar et al., 2006; Komives et al., 2007; Komives et al., 2011; Northouse, 2010; Roberts, 2007). The following section provides a brief overview of the taxonomy of leadership theory as specified by Komives et al. (2007, 2011).



The great man. The great man perspective, prevalent in the nineteenth and early twentieth centuries, purported that leaders were born or emerged from a dynamic akin to survival of the fittest (Komives et al., 2007; Roberts, 2007). These theories focused on recognizing inherent characteristics of social, political, and military leaders (Northouse, 2010). The great man approach is based on the concept that leaders are born and not made (Komives et al., 2011).

Trait approach. The emergence of the trait approach was marked by a shift away from the belief that leadership was dependent on a specific individual to the value of a collection of traits (Komives et al., 2007; Roberts, 2007). The trait perspective still embraces that leadership is restricted to those that possess the identified traits (Northouse, 2010). While parts of initial trait theories have been proven faulty, there is still research occurring in this area that strengthens and measures the concepts (Kezar et al., 2006). In reviewing a broad range of literature surrounding trait theories, Northouse notes that there is an extensive list of traits that individuals equate with leadership including intelligence, self-confidence, determination, integrity, and sociability (2010, p. 19).

One of the more well-known trait approaches, the five-factor model, is a personality-based concept that ties five traits to the likelihood of success as a leader (Northouse, 2010). These five factors are extraversion, openness, agreeableness, conscientiousness, and neuroticism. Another trait-based approach that has been widely studied is the concept of emotional intelligence, or the ability to effectively utilize emotions to facilitate reasoning, understanding, and relationships (Northouse, 2010). Goleman (2011) expands on the concept to depict emotional intelligence as a set of personal and social competencies that include self-awareness, self-management, social awareness, and relationship management.

Behavioral. Behavioral theories focus on the specific behaviors of the individual leaders and the idea that there is one best way to lead, many of which emerged from behavioral psychology in the middle of the twentieth century (Komives et al.; 2007; Komives et al., 2011; Northouse, 2010; Roberts, 2007). The emphasis is on what a leader does, identifying high-functioning individuals as most successful, thereby giving way to a prescriptive leadership

method. These theories were significantly influenced by the industrial processes following World War II.

Situational/contingency. Situational and contingency theories suggest that different approaches or leadership behaviors may be required based on the circumstances or the development level of subordinates, and that leaders do not display the same behaviors in all situations (Komives et al., 2007; Komives et al., 2011; Northouse, 2010; Roberts, 2007). Some theories proposed that the efficacy of the leader varies based on the conditions (Roberts, 2007). Examples of situational contingency theories are the Situational Leadership II model by Blanchard and the Least Preferred Coworker model developed by Fiedler (Komives et al., 2007; Northouse, 2010). The Path-Goal Theory is related to the situational/contingency approach and was developed from expectancy theory which is based on the followers' belief in themselves and the validity of their work (Northouse, 2010).

Power and influence. The main concept of the influence approach centered on the ability to influence or create social change as a result of vision, charisma, credibility, and trust (Roberts, 2007). As such, the theoretical focus began to shift to the relationships and the social exchanges as well as the impact of power in influence. Northouse (2010) classifies charismatic leadership, a term used by Weber (1947) and House (1976) and a hallmark of the influence approach, with transformational leadership theories which are described below. Komives et al. (2007, 2011) and Roberts (2007) set this domain as a precursor to the reciprocal approach, of which transformational leadership is a subset. This school of thought designates the transition from industrial theories to the emergence of the postindustrial theories.

Postindustrial Leadership Theories

The postindustrial theories, first classified by Rost (1991; Roberts, 2007), are centered around relationship, influence, complexity, and authenticity (Komives et al., 2011; Northouse, 2010). The shift can be traced back to Burns' seminal work *Leadership* (1978), which asserted that leadership was a values-based process focused on the development of both the leader and follower. It is to this paradigm that the most influential theories that inform college student leadership development are linked (Komives et al., 2011). Notably, these theories are a shift toward the process of leadership and away from the focus of the leader. The postindustrial paradigm also marks a full acceptance of the concept that leadership can be learned (Komives et al., 2011).

Reciprocal. Theories reflecting the reciprocal approach center on sustaining constructive relationships that are mutually beneficial for the leader and the followers. Leadership becomes a relationship that benefits all parties, though that benefit may not be equal (Roberts, 2007). This dynamic raised the role of follower so that leadership becomes a process involving shared power and values (Komives et al., 2007; Northouse, 2010).

Servant leadership. The origins of Greenleaf's theory of servant leadership came from his belief that colleges and universities had a special responsibility to address leadership, and had devoted little effort towards that aim (Roberts, 2007). Greenleaf (1977) advocates that leaders should primarily be servants so that their followers would in turn learn to serve. Greenleaf's theory has been utilized in many faith-based organizations, but also has a broader appeal that complements other models (Roberts, 2007).

Transformational leadership. Burns (1978) altered the landscape of leadership theory with his distinction between transforming leadership—based on a mutually beneficial

relationship—and transactional leadership, a series of exchange interactions (Komives et al., 2011). Transforming leadership, as described by Burns (1978), has the potential to satisfy needs and desires of all involved, and engage followers through an emphasis on ethics, morals, and values. Burns' work has been extended by other researchers. Bass and Avolio (1995) furthered the theoretical basis of transformational leadership through the Full Range Leadership Model and established the Multifactor Leadership Questionnaire for measurement. The four components that characterize transformational leadership are inspirational motivation, idealized influence, intellectual stimulation, and individualized consideration. Another popular model that ties to transformational leadership is Kouzes & Posner's *Leadership Challenge* (1987/2012) and their extension to the college student population with the *Student Leadership Challenge* (Kouzes & Posner, 2008/2014).

Leader-member exchange theory. A prominent theory centered on the concept that leadership is a process that occurs in a series of interactions between leaders and follower is known as the Leader-Member Exchange theory (LMX). Through a series of dyadic relationship followers navigate in-group and out-group membership, negotiating roles and responsibilities with the leader (Northouse, 2010). Relationships may develop over time, passing through three phases, the stranger, the acquaintance, and the partnership. This theory also suggests that leaders can create relational networks that serve as resources to benefit the organizational goals as well as the leader.

Chaos or systems. In the last twenty-five years, leadership theories have accepted the complex and rapidly changing environments of leadership as experienced on individual, organizational, and societal levels (Komives et al., 2011; Roberts, 2007). These theories consider the non-linear systems which make control and outcome forecasting impossible.

Another tenet of systems approach is that “complex leadership challenges require organizational learning, collaboration, reflection, and innovative solutions” (Kezar et al., 2006, p. 44). Scholars that have approached leadership from this perspective include Heifetz (1994), Schein (2010), and Senge (1990). More recently, this approach has developed into complexity leadership (Uhl-Bien & Marion, 2008).

Other postindustrial approaches. Since leadership is a broad and interdisciplinary topic, with authors, theorists, and researchers publishing extensively on the topic, an exhaustive list of theories and theorists is outside the scope of this research. However, there are a few additional approaches worth noting, as they are often included in leadership development programs on campus (Komives et al., 2011)

Authentic leadership. Authentic leadership theories are still in the formative phase, and focus on the genuine and authentic nature of the leader (Northouse, 2010). Authentic leadership is a process in which leaders and followers pursue mutual development through self-awareness and positive behaviors (Komives et al., 2011). Authentic leadership can be seen as the convergence of positive psychology, transformational leadership, and moral, ethical leadership (Komives et al., 2007). Shamir & Eilam (2005) assert that authentic leaders do not fake their leadership, lead from conviction, are original, and base actions on their values. Theorists have developed varying graphical models of authentic leadership, most centered on values, relationship, and transparency (Komives et al., 2007; Northouse, 2010). Scholars and authors that advocate models of leadership that contain authentic leadership components include Gardner, Avolio, and Walumbwa (2005); Collins (2001); Covey (2004); Fry and Whittington (2005); George (2003); Kouzes and Posner (1987/2012, 2008/2014); and Terry (1993).

Relational leadership model. The Relational Leadership Model, developed specifically for college students and presented by Komives et al. (2007), is a view of leadership as “a relational and ethical process of people together attempting to accomplish positive change” (p. 23). Komives et al. (2007) further explain:

This approach to leadership is purposeful and builds commitment toward positive purposes that are inclusive of people and diverse points of view, empowers those involved, is ethical, and recognizes that all four of these elements are accomplished by being process-oriented. (p. 74)

Social change model. The social change model (SCM) of leadership, developed by the Higher Education Research Institute (HERI, 1996; Astin & Astin, 2000) conceptualizes leadership as a collaborative “group process, emphasizing empowerment and working synergistically toward a common goal” (Kezar et al., 2006, p. 77). “Interdependence is central, and power is energy, not control” (Kezar et al., 2006, p. 78). Often described as *the seven Cs*, the social change model consists of seven values divided between individual, group, and community values and emanating from the central hub of “change”: consciousness of self, congruence, commitment, collaboration, common purpose, controversy with civility, and citizenship (HERI, 1996; Komives et al., 2007; Komives et al., 2011; Komives & Wagner, 2009). Based on this model, leadership relates to social responsibility and creating change for the common good, and requires increasing levels of self-knowledge and the capacity to collaborate with others (HERI, 1996; Komives et al., 2011; Komives & Wagner, 2009). Many authors assert that SCM is the most applied leadership theory within college programs (Buschlen & Guthrie, 2014; Kezar et al. 2006; Komives et al. 2011; Owen, 2012).

Undergraduate Leadership Programs

As described above, the landscape of leadership is crowded with numerous theories, and the environment on a college campus is fast-moving and rapidly changing. Coupling the two can

leave educators “lost in the leadership forest, looking for pathways out of the woods” (Komives et al., 2011, p. 364). On campus, academic leadership studies programs are included in a variety of academic disciplines, as well as interdisciplinary programs and leadership programs for specific social identity groups (i.e. gender groups, ethnic groups, and LGBT groups). Looking at the broader context, Osteen and Coburn note that “successful collegiate leadership programs are embedded in and aligned with four contextual layers: higher education’s purpose, the institutional mission, administrative support, and a collaborative environment” (2012, p. 5).

Kellerman (2012) describes the collegiate leadership learning environment critically:

But for all their superficial similarities, in fact the many different leadership programs conflate two quite different learning experiences. The first is leadership education for the purpose of learning how to lead—it suggests practice, a set of skills or capacities to be acquired or mastered, as in leadership development or training. The second is leadership education for the purpose of learning about leadership—it suggests theory, ideas, and information, leadership as a subject of study. This distinction, though central to the leadership industry, is nevertheless often obscured, thus similarly obscuring the fact that the industry is dependent on a veneer of academic respectability. Leadership Studies—the interdisciplinary, multidisciplinary field of leadership scholarship—is a critical part of the whole, an area of intellectual endeavor essential to instruction that otherwise would seem and be superficial, even artificial. (p. 159)

The following section includes a review of literature regarding the current state of leadership education on campus through both student affairs and academic programming. It also highlights major challenges within the leadership education landscape.

The Importance of Leadership Education on College Campuses

In 2001, Lawrence Summers, Harvard’s new president, stated in his inaugural address, “In this new century, nothing will matter more than the education of future leaders and the development of new ideas (Harvard, 2016a, “Address of Lawrence H. Summers”, para. 89). Kellerman (2012) argues that in this one statement Summers departs from Harvard’s mission statement, which does not mention leader or leadership, even though most of the professional

schools include a reference to the concept in their individual mission statement. Kellerman also asserts that Summers made three assumptions with this statement: 1) large numbers of college students can be taught to lead, 2) that education can take place during the college experience, and 3) they can be educated to lead wisely and well (p. 155).

The ability for the U.S. to respond to complex challenges is dependent “on the quality of leadership on all levels of society” (Zimmerman-Oster & Burkhardt, 1999, p. 2). Leadership development empowers students to become actively engaged and committed to the common good. Today’s “rapidly changing society needs skilled leaders to address complex issues” and span divides through consensus building efforts (Astin & Astin, 2000, p. 31). Concurrently, as evidenced by the findings of Harvard’s 2012 *National Leadership Index* (Rosenthal, 2012) 69 percent of Americans believe that a leadership crisis exists in America.

To develop future generations of citizen leaders, institutions “must be engaged in the work of the society and the community, modeling effective leadership and problem solving skills, demonstrating how to accomplish change for the common good” (Astin & Astin, 2000, p. 2). “Leadership development should be a critical part of the college experience” (Astin & Astin, 2000, p. 18). Further, leadership development “can enrich the undergraduate experience, because it can empower students and give them a greater sense of control over their lives” (Astin & Astin, 2000, p. 18). The Kellogg Foundation’s support of collegiate leadership programs in the 1990s was based on three assumptions that emphasize the importance of leadership education for this demographic: “our society needs more and better leaders, effective leadership skills can be taught, and the college environment is a strategic setting for learning leadership skills and theories” (Zimmerman-Oster & Burkhardt, 1999, p. 2). In the business arena, corporations spend

more than \$50 billion dollars annually on leadership development and training, indicating it is a top priority for many businesses as well (Kellerman, 2012).

Fincher and Shalka (2009) assert that as schools prepare students for the world of globalization and interconnectedness, they must also prepare them with leadership skills that function in this complex reality. Further, they encourage educators to discern ways of being for students “to better equip them for the novel experiences they will encounter throughout their lives” (p. 232). To do so, however, colleges and universities must give attention to the quality and organization of leadership programming and the educational goals of leadership development (Astin & Astin, 2000).

Leadership education is a relatively new and evolving matter across the higher education environment. Since the 1990s, leadership education has increased dramatically on college campuses (Haber, 2012; Komives et al., 2007; Komives et al., 2011; Roberts, 2007). At this point, there are at least 1,500 programs on undergraduate campuses in the United States registered with the International Leadership Association, and likely many more in operation (Grunwell, 2015; ILA, 2016; Jenkins, 2012; Owen, 2012). Additionally, the stated mission of many institutions of higher education is to produce leaders (Astin & Astin, 2000). Scholars agree that leadership education is an important part of the undergraduate experience, though the underlying reasons are varied (Astin & Astin, 2000; Buschlen & Guthrie, 2014; Fincher & Shalka, 2009; Grunwell, 2015; Haber, 2012; Jenkins, 2012; Sowcik & Allen, 2013; Tilstra, 2008). Further, “leadership development receives considerable attention as an outcome of student learning within higher education at institutional and national levels” (Haber, 2012, p. 27). Astin and Astin (2000) note that unless students have experienced effective leadership education,

it will be difficult for them to lead. To help students develop the necessary skills to lead now and in the future, leadership programs must truly be effective.

Efficacy of leadership programs. Studies have shown, most with clear evidence per the researchers, that students who participate in leadership programs do acquire knowledge and skills, and experience educational and personal development consistent with program content (Blackwell, Cummins, Townsend, & Cummings, 2007; Cress, Astin, Zimmerman-Oster & Burkhardt, 2001; Grunwell, 2015; Posner, 2009a; Posner, 2012; Zimmerman-Oster & Burkhardt, 1999). Posner's (2009a) longitudinal study of changes in leadership behaviors demonstrated that behaviors increased and continually developed over the course of a student's college career when involved in a first-year leadership program. Posner (2012) also proclaims that leadership education programs and classes are influencing actual leadership behaviors as reported by students.

However, questions remain about the true value of leadership programs, and ultimately whether leadership can be learned (Buschlen & Dvorak, 2011; Grunwell, 2015; Kellerman, 2012). Kellerman (2012) laments the dearth of empirical evidence to confirm or disconfirm pedagogical assumptions in leadership education. Her criticism of current leadership pedagogies claims that most are woefully lacking intellectual rigor, focus on maximizing good leadership without much concern about limiting bad leadership, pay little attention to the role of the follower, and limit the concept of context.

Leadership development in college students. Astin and Astin (2000) stress that leadership development is occurring continually on campus. They argue that:

...each faculty member, administrator, and staff member is modeling some form of leadership and that students will implicitly generate their notions and conceptions of leadership from interactions inside the classroom and in the residence hall, through

campus work and participation in student activities, and through what is taught intentionally and unintentionally across the educational experience. (p. vi)

Conger (1992) posits four primary approaches to general leadership development—personal growth, conceptual understanding, feedback, and skill building. The W. K. Kellogg Foundation's (2002) evaluation of leadership programs lists possible outcomes from leadership programs as development of skills and knowledge; changes in attitudes, perspectives, and behaviors; and a clarification of values and beliefs. Long term outcomes may include different leadership paths as a result of program participation and enhanced relationships with other participants. Van Velsor et al. (2010, p. 4), distinctly focusing on the individual through leader development, identify a two-part model. The first portion includes developmental experiences formed by three components--assessment, challenge, and support. This portion reflects Sanford's (1967) theory of challenge and support in college student development. The second portion of their model presents development as a combined process consisting of a variety of developmental experiences and the leader's ability to learn, jointly influencing leader development. However, there has been uncertainty regarding how a student's conception of leadership develops (Dugan & Komives, 2007; Buschlen & Dvorak, 2011).

Posner (2009b) focuses on leadership development through leadership practices due to the belief that disciplined practice leads to mastery. His approach to leadership education is that students can only learn to become "a better leader when they 'do leadership'" (p. 5). The Leadership Identity Development Model introduced by Komives and associates (2007) focuses on how leadership is learned or developed over time. The six-stage model has college students typically entering the paradigm at stage three, Leader Identified, after progressing through Awareness and Exploration/Engagement prior to matriculating. Students then move through

stages four through six with the help of development and learning—Leadership Differentiated, Generativity, and Integration/Synthesis (See Komives et al., 2011, pp. 97-100).

The approaches mentioned above are only a portion of the thoughts on leadership development in individuals. However, an in-depth analysis in student learning and development are outside the scope of this study. The following sections provide a review of literature related to curricular and cocurricular programs.

Cocurricular Leadership Development Programs

Programs initiated within the student affairs department have been instrumental in providing leadership education for a broad range of students. “Cocurricular experiences not only support and augment the students' formal classroom and curricular experience, but can also create powerful learning opportunities for leadership development through collaborative group projects that serve the institution or the community” (Zimmerman-Oster & Burkhardt, 1999, p. 3). Rosch and Anthony (2012) note that cocurricular programs have three advantages over curricular context. First, students encounter different “teachers” within their cocurricular experiences. Second, cocurricular programs can extend beyond the confines of one semester. Third, cocurricular programs provide an opportunity for a diverse peer group that may not have come together in any other setting. These leadership programs span a continuum in terms of breadth and depth, and can be either extended cocurricular programs or short extracurricular programs. There are other areas within institutions that also provide leadership education, such as athletics and ROTC (Posner, 2012).

Rosch and Anthony (2012) emphasize that leadership skills can be developed through a broad range of activities within the cocurriculum, and as such educators should create a menu of opportunities and programs to assist in developing student leadership capacity. They encourage

linking programs to the knowledge, behaviors, and attitudes that are desired outcomes, and clearly stating the learning outcomes before and throughout the program. Finally, they recommend that students have regular opportunities to succeed and struggle in order to apply the concepts.

Purpose and outcomes. Program purposes and outcomes of cocurricular programs vary by program; however, many programs under the direction of student affairs focus on how to lead, and the skills necessary to do so (Osteen & Coburn, 2012). Thus, these programs can focus on the practice of leadership, more so than the theory of leadership. Kellerman (2012, p. 179) highlights four principles on which programs developing a leader's capacities should focus: (1) Leaders should develop skills such as communication, negotiation, and decision-making. (2) Leaders should develop awareness, particularly self-awareness. (3) Leaders should have experience. (4) Leaders should learn the difference between right and wrong.

The guiding philosophy for student affairs leadership programming is that "all people possess and can develop their leadership capacity" (Komives, 2013, p. 31). Programs developed within the student affairs division are most often aligned to the philosophies underlying student development theory and practice. Intending to develop students to their fullest potential, specific outcomes for these leadership programs typically fall under categories such as meaning making, community development, and student leadership scholars (Osteen & Coburn, 2012). Buschlen and Guthrie (2014) assert that leadership education must contain these components: "the opportunity to reflect inward at oneself, look outward to learn from others, and provide an opportunity to serve others in order to create a balanced environment for the future" (p. 59).

A one-size-fits-all approach is unrealistic, as is a program customized to each student (Fincher & Shalka, 2009). Therefore, many of the programs within student affairs focus on

leadership for the common good, usually through the development of the individual student (Osteen & Coburn, 2012). Overall, these programs tend to be holistic and applied, meaning they seek to develop more aspects of the individual than just intellectual knowledge, and they have a component that allows students to apply the concepts learned in the program (Osteen & Coburn, 2012; Posner, 2009b). Reflection, experiential learning, and individual development are frequent pedagogical methods for these programs. Additionally, leadership educators typically seek to provide a wide range of leadership education experiences to increase the learning opportunities and reach of programs, as well as to reinforce prior lessons learned (Buschlen & Guthrie, 2014; Fincher & Shalka, 2009; Gilchrist & Gilchrist, 2009).

Academic Leadership Studies Programs

Differing from the student affairs programs, academic programs in leadership have been developed so that students can pursue leadership education for academic credit. These programs can be housed in a variety of disciplines including professional and adult studies, colleges of arts, colleges of business, or stand-alone schools of leadership studies (Brungardt et al., 2006). Many are also interdisciplinary or multidisciplinary and promote the idea of better exercise of leadership practice through a deeper understanding of leadership theory (Owen, 2012).

Owen & Komives (2007) note that while many leadership programs remain cocurricular, leadership studies programs have increased. Faculty influence the leadership process through both research and scholarship, seeking “to clarify the meaning of leadership and identify effective approaches to leadership and leadership education” (Astin & Astin, 2000, p. 1). However, there is great variation in the theoretical and pedagogical approaches to curricular leadership programs (Riggio, Ciulla, & Sorenson, 2003). Jenkins (2012), in a study of instructional strategies for credit bearing leadership programs, noted that the most frequent

component of class instruction was class discussion, used in over 90 percent of all class meetings. This modality was followed by interactive lecture and discussion, small group discussion, group and individual projects or presentations, reflective journals, team building, and self-assessments and instruments. Rosch and Anthony (2012, p. 44) assert that within the classroom context, several components must be present to facilitate a theory-to-practice transition for students. The course curriculum should contain, and explicitly state: a clear purpose, relevant and required readings, professional standards, student learning outcomes and objectives, course requirements, grading criteria, relevant expectations, and a course outline and schedule.

There is often a focus on leadership education within schools of business, and is incorporated in their mission statements. Sowcik and Allen (2013) noted that the mission statements from the top five U.S. business schools, as defined by the *2014 U.S. News and World Report* rankings, “all include the education of leaders as a central tenet” (p. 58). Further, their review of the top 50 business schools, as defined by the *2014 U.S. News and World Report* rankings, “found a significant increase in the number of schools offering ‘some’ coursework in leadership” (p. 58). “In 45 of the top schools...at least one leadership course was offered in the business school curriculum.” In 40 schools, “the leadership course(s) were part of the core curriculum” (p. 58). And, over half of the programs offered two or more leadership classes.

Therefore, whether interdisciplinary, multidisciplinary, or housed in a single college or school, academic leadership programs are more prolific on campus. However, as with cocurricular programs, the purposes and outcomes vary among programs.

Purpose and outcomes. Brungardt and associates (2006) found varying central themes in their scan of academic leadership programs. Themes included: preparation for leadership roles in

organizations, behavioral perspectives in management, social change and organizational development, newest methods for rapidly changing businesses, preparing students for leadership in the modern workforce, and providing students with a broad background to prepare for supervisory and management careers. Many of the programs they reviewed had a major emphasis on career readiness and leadership in an organizational context. While this is obviously through learning and education, the focus was less on individual development and more on the concept of organizational behavior. Brungardt's research team did find "that most programs followed a similar course sequence pattern. Usually foundations courses were first, followed by skill, context, and issues courses and generally finished with an independent study practicum" (Brungardt et al., 2006, p. 16). Gerhardt and Diallo (2013) found three points of agreement within their scan of undergraduate curricula: that leadership education is multidisciplinary, leadership education needs to be both theoretical and experiential, and that leadership programs should contribute not only to teaching about leadership, but also help students develop their own leadership capacities.

Collaborative Efforts

Most modern theories of leadership advocate for collaboration as an integral part of leadership. Further, in Astin and Astin's (2000) application of the Social Change Model to leadership education, collaboration is the "cornerstone" of the transformative leadership process. Kezar et al. assert that student affairs and academic affairs collaborative efforts demonstrate that "partnerships help meet important institutional goals, improve morale, and create greater institutional effectiveness" (Kezar et al., 2006, p. 145); however, the intersection of higher education and leadership is "characterized more by collectivism than by real models of collaboration and empowerment" (p. 162).

Research has shown that higher education retains barriers to collaboration including a wariness across departments, budgets that engender competition, a track record of disintegration, differing cultures, and miscommunication (Astin & Astin, 2000; Ferren & Stanton, 2004; Kezar et al., 2006). Ferren and Stanton (2004) emphasize that collaborative leadership needs a period of time to develop. As such, individuals should focus on information and idea sharing, expertise, and empowering people, but often campuses do not have mechanisms in place to facilitate collaboration. Mills (2009) encourages astute student affairs professionals to develop intentional, positive relationships with faculty. Komives (2013) urges leadership educators in both academic and student affairs to form vibrant partnerships to advance the idea that leadership is a critical outcome of higher education. Current collaborations include combining curricular and cocurricular activities, as well as using the academic faculty to support cocurricular programs and student affairs' resources to enhance academic programs (Gilchrist & Gilchrist, 2009).

In Brungardt and associates' (2006) curricular review of academic major programs in leadership, supporting courses from other departments were an integral part of the curricular design, indicating some collaborative efforts in curricular design. Additionally, the researchers found that most of the programs reviewed utilized "coursework from other departments and disciplines to build their curriculum" (Brungardt et al., 2006, p. 16). Brungardt's team concludes with a call to action, imploring leadership educators to be intentional in collaboration:

In closing, we as leadership educators must become much more intentional in our collaboration. We are so busy being "lone rangers" in the field that we fail to practice what we preach. We, like so many others in organizational life, talk the talk of collaboration, but fail to walk it. Until we work together and agree on common ground in teaching students historical, theoretical, and practical foundations and applications of leadership, we will struggle to gain credibility or make the case for leadership as a credible major. Furthermore, we are doing leadership graduates a disservice by not

working together to create a cohesive framework within which to unify our efforts.
(Brungardt et al., 2006, p. 22)

Challenges with Leadership Education on College Campuses

It is difficult to argue with Astin and Astin's (2000) assertion that leadership education and development should be an integral component of the undergraduate experience. That said, there are challenges that face leadership educators in the current higher education environment. The college campus does not necessarily provide a collaborative environment to support a cohesive leadership development approach. Roberts (2007, p. 24) provides an anecdotal example in which a team of consultants spent time on a campus attempting to determine the best strategy for leadership programs on that campus. They spent two days conducting interviews, document analysis, and observations. At the conclusion, the consultants reported four models in action on the campus. Those models were: (1) leaders are born and not made, (2) leadership is natural and an outcome of the learning experience, (3) leadership results from focused leadership education, and (4) leadership emerges from acts of service and engagement, and can be best understood through these lenses. Notably, within the one campus, diametrically opposed conceptions of leadership were being overtly or implicitly imparted to the students

Leadership programs benefit from a clear theoretical orientation, planning, and a direct connection to the mission of institution and the institutional area where the program is located (Owen, 2012; Zimmerman-Oster & Burkhardt, 1999). However, findings of the MSL highlight challenges within leadership education efforts on campus (Owen, 2012). A few of these findings include:

- “Despite the illusion that most universities now have sophisticated collegiate leadership development programs, many campuses identify themselves as at early stages of building critical mass or working to enhance quality” (Owen, 2012, p. 10).

- “Most leadership programs claim to be grounded in postindustrial, relational, complex theoretical approaches to leadership, yet many frequently rely on personality inventories, heuristics, and other non-theoretical (and non-leadership) approaches in program applications” (Owen, 2012, p. 11).
- “Leadership educator preparedness varies greatly. Most report little to no coursework in leadership studies, yet there is an increasingly coherent and accepted body of leadership theories and research that should guide practice” (Owen, 2012, p. 12).
- “Leadership programs claim not to own leadership education on campus, yet data reveal they are not collaborating with important stakeholders and instead operate as siloed programs” (Owen, 2012, p. 14).
- “Resources vary greatly at participating institutions...Program variety in size, scope, purpose, reporting lines, resources, and stage of development makes it difficult to advocate for and make claims about the effects of such programs” (Owen, 2012, p. 15).
- “Many leadership educators claim to engage in regular assessment of student learning, program evaluation, and use of national standards, yet practitioners are not always making full use of that data” (Owen, 2012, p. 16).
- “Few leadership programs engage in regular strategic planning” (Owen, 2012, p. 17).

Like most faculty and staff on campus, leadership programmers encounter both opportunities and challenges while pursuing their mission. From resource constraints to insufficient time to plan and evaluate to personnel turnover, there are innumerable hurdles to scale in the effort to provide quality programs. The sections below present three specific areas from the literature that are relevant to the current study.

Academic/student affairs divide. Prior to 1980, cocurricular leadership programs were offered to students in leadership roles in student organizations (Komives et al., 2011). As leadership education grew, curricular and cocurricular programs differentiated. During the 1980s and 1990s, there were conferences for student affairs staff who were offering programs in leadership and also academic conferences for faculty who were publishing on the topic. Some conferences attracted participants from both fields, where differences in theory and practice caused increased tension between the two groups (Roberts, 2007). Meanwhile, other committees were attempting to articulate the need for joint work between faculty and staff. However, even these committees were challenged to cast a shared vision of leadership (Roberts, 2007).

Since leadership is an integral part of higher education, it seems that a coordinated, systemic effort would be in place to codify, measure, and deliver well-trained leaders at the conclusion of the undergraduate experience. But this is not necessarily the case (Roberts, 2007; Sowcik & Allen, 2013). Leadership education is housed in many locations across campus, often with a lack of coordination of program goals or outcomes (Sowcik & Allen, 2013). Further, silos across universities can occur programmatically, within disciplines, across disciplines, and across the institution which can weaken overall leadership education efforts (Sowcik & Allen, 2013). Magolda and Quaye (2011) proclaim that these silos must give way to clearly defined learning outcomes and collaborative structures and alliances within the organization. “These new outcomes, structures, and collaborations will enable students to interconnect the multitude of learning opportunities across the curriculum and cocurriculum” (p. 387).

As chronicled above, there has historically been tension between individuals engaged in the academic mission of the university and those tasked with student affairs. This separation has also been replicated in leadership programs (Roberts, 2007). As noted in the *Handbook for*

Student Leadership Development (Komives et al., 2011), a resource written for “colleagues in student affairs divisions” (p. xvi), this resource is focused on college student leadership education— “scholarship and practices that are applied to intentional development of leadership capacity in students” rather than leadership studies— “the academic study of leadership as a discipline” (p. xvii).

Astin and Astin (2000) emphasize that for true leadership learning to occur, educators must authentically model leadership values in individual professional conduct, curriculum, pedagogy, institutional policies, and modes of governance. However, the traditional approach to governance in colleges and universities, where a hierarchical management model exists in administration and an individualistic model is prevalent in the faculty ranks, makes it difficult to model collaboration. Individualism engenders competitiveness, making collaboration even more difficult. This dualistic approach is also seen in students, with the leadership hierarchy of student organizations as well as the recognition of individual leaders that excel in academics or sports (Astin & Astin, 2000).

Classroom leadership learning provides a structured environment with pre-determined outcomes which meet assessment goals (Buschlen & Guthrie, 2014). Academic programs can minimize the importance for personal qualities necessary for effective leadership such as empathy, honesty, and collaborative processes in exchange for a focus on knowledge acquisition (Astin & Astin, 2000). However, these programs are typically constrained to the classroom while student affairs programs often contain experiential learning components and service-learning pedagogy to provide a high-impact experience (Komives et. al, 2011).

Definition of leadership. *“There are almost as many definitions of leadership as there are people who have tried to define it”* (Stodgill, 1974, p. 7).

One of the most basic building blocks of any discipline or theory is its definition (Brungardt et al., 2006; Wood & Gray, 1991). In leadership, however, there are a multitude of definitions, thereby leading to a lack of consensus on the definition of leadership and the foundational principles that should be reflected therein (Buschlen & Guthrie, 2014; Brungardt et al., 2006; Fincher & Shalka, 2009; Grunwell, 2015; Haber, 2012; Kezar et al., 2006; Sowcik & Allen, 2013). Twenty-five years ago, Rost (1991) noted at least 221 definitions of the term in books and scholarly publications, with another 366 publications that provided no formal definition—both numbers have likely grown in the intervening years.

The lack of an agreed upon definition may be a function of the multifaceted nature of leadership, or it may be because leadership undergirds most disciplines and therefore has many differing perspectives. Regardless, the lack of a consensus definition as the foundation of training and development is problematic for the legitimacy of leadership education. It is important to base theory in a firmly defined concept (Buschlen & Guthrie, 2014). Further, communicating the definition of leadership is important because it impacts “the decisions leadership educators make in program delivery and initiatives,” thereby affecting student experiences (Fincher & Shalka, 2009, p. 231). Rost (1991) notes that simplifying and clarifying leadership is preferable to reducing the confusion about the nature of leadership. Kezar et al. (2006) contradict his assertion, and embrace the complexity of the process as inherent to the study of leadership. They encourage leaders to use many frameworks to address complex problems.

Authors have provided multiple ways of defining leadership. Komives et al. (2007) define leadership as, “*a relational and ethical process of people together attempting to accomplish positive change*” (pg. 41, emphasis in original). Rosch and Anthony (2012) divide

their conception of leadership on three levels, being (attitudes), knowing (knowledge), and doing (skills). Astin and Astin (2000) assert that leadership fosters change, is inherently value-based, is a group process, and that all people are potential leaders. Roberts (2007) indicates that the variety in definitions frequently creates more confusion than clarity, a sentiment also echoed by Komives and associates (2007). In his attempt to simplify the concept, Roberts proposes: “*Leadership = Conviction in Action*” (pp. 96, emphasis in original). He further notes that this simplification encompasses seven assumptions including inclusiveness, inner and outer work, action, honesty and openness, courage, sowing seeds, and creating connections.

As noted in the definition section in Chapter 1, this study’s operational definition of leadership aligns with Northouse in that “*Leadership is a process whereby an individual influences a group of individuals to achieve a common goal*” (2010, p. 3, emphasis in original). Northouse further illustrates that leadership can also be put in dichotomous or continuum-based contexts to situate its relationship in some of the following ways:

- Trait versus process—a difference between a collection of characteristics and an interaction stemming from a relationship,
- Assigned versus emergent—a formal position within an organization, as opposed to leadership that emerges through communication from within the group,
- Leadership and power—power and leadership are interconnected as power influences followers, the locus of that power can be organizational (legitimate, reward, or coercive) and/or personal (referent or expert),
- Leadership and coercion—while a type of power, coercion is differentiated from leadership in that coercive individuals manipulate followers toward the leader’s individual goal and not a common goal,

- Leadership and management—the predominant function of management is to create order and consistency, while leadership is about adaptive and constructive change.

The definitions provided here are a small fraction of those contained in the literature.

The variety of definitions, conceptualizations, and characterizations of leadership indicate that defining leadership is contingent on perspective and context (Osteen & Coburn, 2012). Due to this diffusion, it is increasingly unlikely that a singular definition of leadership will ultimately emerge (Kellerman, 2012). However, the challenge for leadership educators remains—maintaining a core definition of leadership as the basis of the program to inform decisions about program delivery and initiatives that directly impact the student experience. (Fincher & Shalka, 2009).

Program content. Just as the definition of leadership and the coordination of programs have lacked consensus, so has the development of curricula. Brungardt and associates (2006), in their scan of academic programs, noted that there was no consistency of major theorists among the programs that they reviewed. Also, while most of the schools they reviewed viewed leadership as a process of change, the way that change was initiated, whether by the individual or the collective, varied greatly. Brungardt’s findings also note “a stark difference between degree programs that focused on a civic mission versus those who promote an organizational leadership objective” (Brungardt et al., 2006, p. 21).

Gerhardt and Diallo (2013) emphasize that the variance in program designs and the lack of an agreed-upon core curriculum are key challenges in leadership education. Kellerman (2012) recognizes this barrier, but also questions whether leadership can be codified and packaged neatly. Sowcik and Allen (2013) further highlighted the gap in common ground as problematic, since a singular framework for leadership does not exist. They found that programs often

developed in silos, pulling from theorists within that knowledge area, and there was no common starting point for curriculum:

Within each of these areas, the knowledgeable program architect needs to be skilled in a number of disciplines such as training and development (instructional design, learning theory, and program evaluation), psychology (identity development, information processing, decision making, expertise, learning, and cognition), leadership (theory), and other topics such as critical thinking, interpersonal communication and so forth. As a result, many instructors have to make sense of the literature on their own and they naturally search within their own disciplines (agriculture, education, military science, business, psychology, student affairs). (Sowcik & Allen, 2013, p. 61)

While the concepts of leadership education, training, and development are rife with multidisciplinary influences, those varied inputs have made it challenging to organize a discipline with a single definition, coordination of programming, and a clearly defined curriculum under one umbrella. Kezar et al. (2006) note that new theories and ideas in general leadership literature are often not included in higher education literature. The authors specifically highlight the following:

For example, the importance of the leadership process in producing learning so that people can be more successful in creating change, providing organizational direction, and supporting organizational effectiveness is not emphasized in the higher education literature and is critical in the leadership literature or business. The lack of these important ideas represents missed opportunities to more fully understand leadership in the higher education setting. (Kezar et al., 2006, p. 12)

Buschlen and Guthrie reinforce the call for academic and student affairs to build a common ground and “a shared language that links leadership development through the application of a shared leadership framework” (2014, p. 61). Kellerman (2012, p. 169) observed that although there have been minor curricular revisions, there has been no significant attempt to reimagine the leadership learning model, nor has there been any measurable progress towards a fundamental coherent curriculum sequenced in an empirically demonstrable, sensible way. Fincher and Shalka (2009) shift the focus away from a singular approach and posit that the

students are best served when exposed to leadership in many ways. “The ability of cocurricular programs to exist in a symbiotic relationship with curricular leadership efforts allows students to experience a truly varied approach to the practice of leadership” (p. 235).

Research Needs

Though there has been a significant increase in research surrounding leadership in the last three decades, the calls for continued research on methods, efficacy, and outcomes abound (Andenoro et al., 2013; Buschlen & Guthrie, 2014; Kellerman, 2012; Komives, 2013; Posner, 2009a; Roberts, 2007) As observed by Kezar et al., (2006) there is an absence of “research and dialogue on leadership for social change in...faculty, student affairs professionals, students, and presidents” (2006, p.144). They indicate that future research “will need to investigate individual practices and organizational structures that facilitate as well as hinder higher education engagement in leadership for social change” (Kezar et al., 2006, p. 144). Further, the authors indicate that more research is needed on both the facilitators and barriers to collaborative leadership. Kellerman (2012) notes that many programs are evaluated on one metric, participant satisfaction. Across the industry, scholars continue to emphasize the need for more research on the impact of leadership development programs (Andenoro et al., 2013; Kellerman, 2012; Komives, 2013; Posner, 2009a; Roberts, 2007).

Concurrently, in the *National Leadership Education Research Agenda 2013-2018* (Andenoro et al., 2013) under Priority One: Teaching, Learning, and Curriculum Development, the authors call for a “multi- and mixed-methods approach to extricating innovative pedagogy and curriculum development” (p. 7). Specifically, they list case study research to “facilitate the examination of Leadership Education from a variety of conceptual, theoretical, and analytical perspectives” (p. 8). Further, as the first component of Priority Two: Programmatic Assessment

and Evaluation, the authors seek research to increase the understanding of “overt and subtle differences among leadership learning contexts” (p. 7). The authors believe, “Through an enhanced understanding of program diversity, Leadership Educators will be more adept at understanding how to empower the development of those we serve” (p. 9).

Implications of Literature

Leadership education on college campuses serves multiple purposes and can be provided by many different entities. The uncoordinated method of program delivery across campus has made it difficult to develop a consistent expectation of what should occur within a leadership education program. As noted in the introduction, this inconsistency causes confusion for students like Tariq. With the divide and lack of collaboration on campus, leadership programs cannot practice what they teach, meaning that they are not necessarily modelling collaborative leadership. This study is intended to provide illumination to this challenge by comparing leadership education programs offered by different areas of the institution. The following section explains the theories leveraged to assist in this exploration. Such research can help provide context and reference as leadership education efforts continue to grow across institutions, and can be a part of the current leadership education research agenda.

Theoretical Frameworks

For this study, program theory and organizational culture form the theoretical basis for filtering data to answer the research questions. These frameworks allowed for focused data collection and analysis.

Program Theory

Generally, an intervention designed to produce some outcome can be described as a program, which can range from the smallest project or event to a large scale national or

international policy (Funnell & Rogers, 2011). Program theory encompasses the resources that go in to the intervention, the theory or assumptions that are its basis, the program activities, and the subsequent outputs, outcomes and impact of the program (W.K. Kellogg Foundation, 2004).

The term program theory has also been used interchangeably with logic model and theory of change (Funnell & Rogers, 2011; Gutiérrez & Tasse, 2007; W. K. Kellogg Foundation, 2004).

However, as noted below, these terms are integral to program theory, but are not synonymous for the purposes of this study. As defined by Funnell and Rogers (2011):

A program theory is an explicit theory or model of how an intervention, such as a project, a program, a strategy, an initiative, or a policy, contributes to a chain of intermediate results and finally to the intended or observed outcomes. A program theory ideally has two components: a theory of change and a theory of action. A theory of change is about the central processes or drivers by which change comes about for individuals, groups, or communities...The theory of action explains how programs or other interventions are constructed to activate these theories of change. (p. xix)

Developing a program theory provides benefits for stakeholders such as program staff, participants, and resource managers by identifying components of the program and where those components are succeeding or failing in helping the program meet its objectives. Further, a well-drafted program theory can highlight gaps and opportunities for collaboration with partners (Funnell & Rogers, 2011). An explicit program theory and logic model can help programmers to communicate and market programs better by describing the program in clear and specific language and focusing attention and resources on operations and results (W. K Kellogg Foundation, 2004).

The Kellogg Foundation's *Logic Model Development Guide* (2004) defines the components of program theory as follows:

1. *Resources*—including human, financial, organizational, and community capital available to direct toward the work. This component can also be considered *inputs*. In

- logic model development, this component broadens to *factors*, in order to include both resources and barriers.
2. *Program Activities*—the processes, tools, events, technology, and actions intended to bring about changes or program results. In logic modeling, this category also includes products, services, and infrastructure needed to produce desired results.
 3. *Outputs*—the direct products of program activities. The outputs are typically described in size and scope of the products and services and how many of each was undertaken.
 4. *Outcomes*—specific changes in participant behavior knowledge and skills. Short term outcomes should be attainable in one to three years, with longer term outcomes in four to six years. Outcomes are typically characterized at the individual level.
 5. *Impact*—the fundamental intended or unintended change as a result of program activities. Impacts are most often expressed at the organizational, community, or system level (W. K Kellogg Foundation, 2004, p. 2).

In addition to these five components, I include the element of program context in the program logic models. The program context considers aspects of the cultural analysis, as well as the operating context of each program. This factor contributes to the overall construction of the program and its activities, as well as the outcomes.

A theory of change. The theory of change refers to the “central mechanisms” by which change is initiated within a program. It is possible to have more than one theory of change at work within a program (Funnell & Rogers, 2011). In developing a theory of change, three components are important: a robust situation analysis, establishing a scope and focus that identifies the boundaries of the program and sets it in a wider context, and developing an

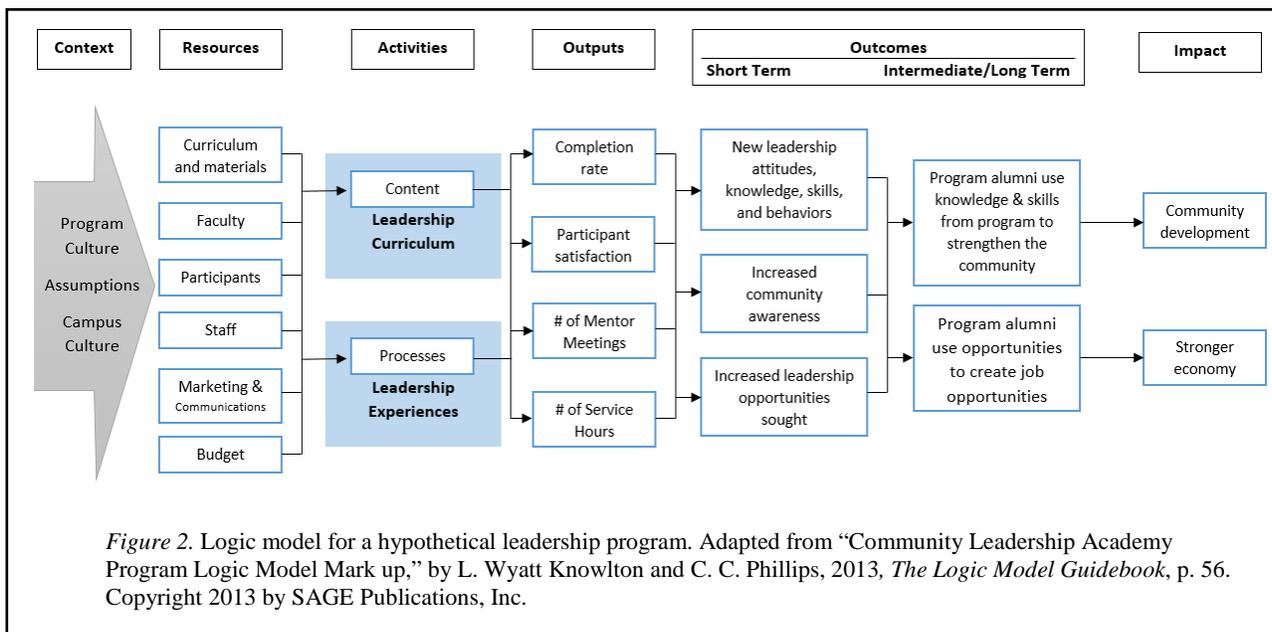
inclusive outcome chain. A situation analysis includes identification of the problem or opportunities to be addressed by the program; it identifies causes and consequences of the problem. Establishing boundaries helps provide a context for the program and forms a basis for delineating what a program seeks to accomplish and what falls outside of its scope and bounds. An outcomes chain is the hypothesized cause-and-effect relationship involved in the program, and links the theory of change with the theory of action (Funnell & Rogers, 2011). For the purposes of this study, I use the theory of change development exercise presented in Kellogg's *Logic Model Development Guide* (W. K Kellogg Foundation, 2004, p. 57) which encompasses both the theory of change and theory of action. Aspects of the theory of change are derived from both the program theory as well as the cultural analysis.

A theory of action. The theory of action explains how interventions activate the theory of change (Funnell & Rogers, 2011). It includes decisions made in relation to each outcome, and what will be done to achieve the outcomes, as well as the rationale for those elements. A theory of action includes “desired attributes of intended outcomes” as well as acknowledgement of “unintended outcomes” (Funnell & Rogers, 2011, p. 200). It also contains “program features and external factors that affect outcomes” (Funnell & Rogers, 2011, p. 200), and it explains what the program does to address those features and factors. The theory of action specifically defines the nature of each successful outcome, and describes effective program performance (Funnell & Rogers, 2011). In a sense, the theory of action operationalizes the outcomes identified in the change theory.

Logic model. A logic model is a flow chart that depicts the inputs, processes, outputs, and outcomes associated with a program (Gutiérrez & Tasse, 2007). Logic models have similarities to Astin's (1991) model of Inputs-Environment-Outcomes which was specifically

designed to help identify outcomes in college students through non-experimental studies (Astin, 1991; Cress et al., 2001). Specifically, “a logic model is a systematic and visual way to present and share an understanding of the relationships among resources” to operate a program, planned activities, and the desired changes or results (W. K Kellogg Foundation, 2004, p. 1). Logic models are visual representation of the program theory and link outcomes with program activities and theoretical assumptions (Funnell & Rogers, 2011; W. K. Kellogg Foundation, 2004).

Wyatt Knowlton and Phillips (2013) proclaim that logic models provide a common language among stakeholders, document and emphasize outcomes, identify important variables, clarify knowledge about effect strategies, and can lead to improved program management. Logic models can range from a linear pipeline model to a complex matrix or a pathway map (Funnell & Rogers, 2011; Gutiérrez & Tasse, 2007; W. K. Kellogg Foundation, 2004; Wyatt Knowlton & Phillips, 2013). Figure 2 provides a simplified example of a leadership program logic model which serves as the logic model guide for this study.



Application to this study. Lee and Chavis (2012) proposed an adapted version of Yin's cross-case synthesis which contains five key steps for cross-case methodology as it applies to the research study. They highlight the value of program theory in cross-case analysis:

A theory of change is required to clarify which strategies lead to what outcomes and at which levels. It is also necessary to illustrate the core elements of implementation across the multiple places or organizations...The use of multiple cases increases external validity by testing the theory in different settings and context (p. 430).

Program theory and logic models have multiple uses (Funnell & Rogers, 2011; W. K. Kellogg Foundation, 2004). They can be used for planning, implementation, engaging stakeholders, and evaluation. The assumption is that all of the programs in this study have either an implicit or explicit program theory. A program theory is presented for each program through data collected from the curricular designs and learning outcomes, document analysis, as well as the interviews and focus groups to be conducted. This theory depicts influences, inputs, outputs, and outcomes of the programs through logic models

Organizational Culture Theory

“Understanding that leadership is a cultural process intrinsically ties leadership to values, history, traditions, and other key components of culture.” (Kezar et al., 2006, p. 161).

In *Organizational Culture and Leadership* (2010), Schein deconstructs the abstract construct of culture. “Culture supplies us our language, and language provides meaning in our day-to-day life. Culture can be thought of as the foundation of the social order that we live in and of the rules we abide by.” (Schein, 2010, p. 3). A few of the characteristics about culture that Schein identifies are as follows. Culture is both a dynamic phenomenon and a coercive background force. Culture provides the rules of social behavior to facilitate interactions, identify what kind of leadership will be accepted, and what conduct is deemed dysfunctional. The link

between culture and leadership can best be observed in organizational cultures and their subsets.

Schein (2010) formally defines culture as:

A pattern of shared basic assumptions learned by a group as it solved its problems of external adaptation and internal integration, which has worked well enough to be considered valid, and therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems. (p. 18)

In this model, Schein asserts that culture consists of three levels: artifacts, espoused beliefs and values, and basic underlying assumptions. The term level in this context refers to the degree to which the phenomenon is observable.

Artifacts. Artifacts are the top level of culture and the most observable. They include all phenomena which can be perceived through sight, sound, touch, taste, and smell. They are the visible part of a group from art and architecture to language and behaviors to clothing and food. While artifacts may be easy to observe, they may be difficult to decipher; observers can describe what they sense but cannot infer meaning from their senses alone. An observer must have deeper exposure to the group to clarify meaning.

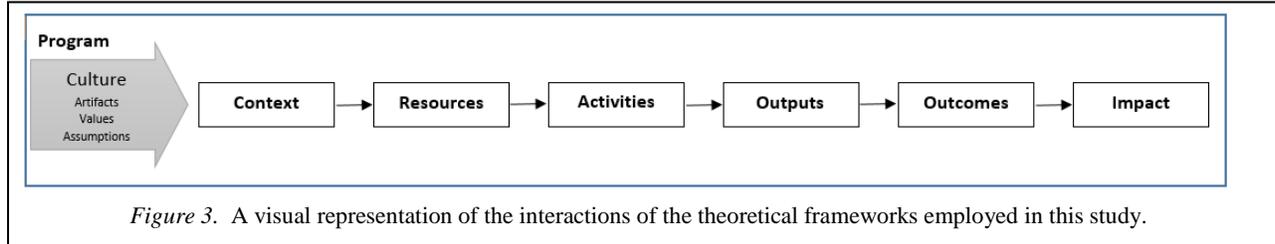
Espoused beliefs and values. Beliefs regarding organizational actions and subsequent outcomes that have been tested and shown trustworthy ultimately progress from leader values to shared values. During the proving process, the group learns that these beliefs or values “work”, thereby reducing uncertainty, and provide meaning and comfort to group members. These espoused rules remain in the group consciousness, and are explicit and articulated to serve as normative and moral guides for group and individual behaviors. These espoused beliefs and values can form the organizational philosophy or ideology, and are valuable in training new members. It is possible that actual behaviors of an organization can contradict the espoused values. Therefore, distinguishing between visional or hopeful values and those that are congruent with underlying assumptions is key in ascertaining the true values at work.

Basic underlying assumptions. The core level of Schein's model are the assumptions that form the bedrock of group and individual behavior. Schein asserts that leaders or founders are the original source of beliefs and values that underlie an organization's culture. These assumptions are premises that are difficult to confront or debate since they are so strongly held, and therefore are difficult to change. Because questioning basic assumptions causes anxiety for group members, events are perceived as aligning with beliefs in order to decrease stress and provide stability. It is in this process where the power of culture resides.

Application to this study. Schein's theory allows for the analysis of culture in the participating programs to add in the construction of the case studies by contributing to the programs' operating context. This analysis is also used to ascertain the role that culture plays in a program's collaboration level with other leadership resources across campus. Schein's model of organizational culture is applicable to this study because it provides a practical, simplified approach to deciphering the culture. This approach is values-centric, which also reflects some of the leadership theories that are used in the participating programs.

Synthesis

These frameworks combine to strengthen the case studies and the comparison. The next chapter details the data analysis process. However, Figure 3 provides a visual model of how the frameworks are utilized to compare the programs. Again, the *Guiding Questions* (ILA, 2009) serves as the basis of data collection protocols, and is used to help identify the components of the program theory for each program. The following chapter contains a more in-depth description of that tool.



Conclusion

This chapter has provided an overview of the development of higher education and student affairs situated in the context of leadership education. Then, it illuminated the trajectory of leadership thinking through the major developments, and provided a cursory description of some of the more prominent and utilized theories. Next, a look at leadership education on college campuses was presented, including types of programs and salient challenges. Finally, the main conceptual frameworks that are utilized in this study were described to provide insight on how data were analyzed. The purpose of this literature review was to provide a context for the study, as well as justification for the necessity of it. The next chapter explains the study methods and research design.

CHAPTER 3: METHODS

The design for this study is a qualitative comparative case study (Johnson & Christensen, 2012). Multiple case studies were developed from the systematic gathering of data (Merriam, 2009; Stake, 2005; Yin, 2011) from three different leadership programs at one higher education institution. Cross-case analysis was used to compare the data across programs.

Research Questions

This study seeks to answer the following research questions using the theoretical frameworks of program theory and organizational culture theory.

- Other than academic credit, what differentiates academic and cocurricular leadership programs?
- How do student and program personnel perceptions of the value and outcomes of the leadership programs differ?
- How does program design and culture impact collaboration with other campus leadership resources?

Qualitative Multiple Case Study Design

The qualitative case study methodology was chosen to highlight “insight, discovery, and interpretation, rather than hypothesis testing” (Merriam, 2009, p. 42). Additionally, as noted in Chapter 2, the *National Leadership Education Research Agenda 2013-2018* (Andenoro et al., 2013) indicates a need for increased multi- and mixed-methods studies to extricate innovative pedagogy and curriculum development. Case study research is specifically mentioned by the authors as a desired methodological approach. Yin has published extensively on case study research and its applications, including education (Yin, 2005, 2011, 2012, 2014), and is a

proponent of the multiple case study approach because it provides deeper examination of issues across more cases.

Case study methodology provides qualitative researchers with an accepted approach that is rigorous and theoretically sound (Merriam, 2009). Miles, Huberman, and Saldaña (2014) strengthen the argument for multiple case and further, cross-case analysis, by asserting that it increases the generalizability or transferability to other contexts and can deepen understanding and explanation. Stake (2005) highlights the utility of multiple case studies when a better “understanding of them will lead to a better understanding, and perhaps better theorizing, about a still larger collection of cases” (p. 446). Therefore, this method was appropriate for the study to achieve broader insight and understanding of the differences between leadership education programs in higher education through the exploration of multiple programs.

Guiding Questions

The International Leadership Association's (ILA) *Guiding Questions: Guidelines for Leadership Education Programs* document (2009) was used to guide data collection and analysis. This document is “intended to assist anyone who wishes to develop, reorganize, or evaluate a leadership education program” (p. 2). The framework is designed to help “educators make important choices about the quality, scope, and focus of their programs” (Ritch & Mengel, 2009, p. 217). It poses numerous questions in five categories. The categories and broad questions are (ILA, 2009):

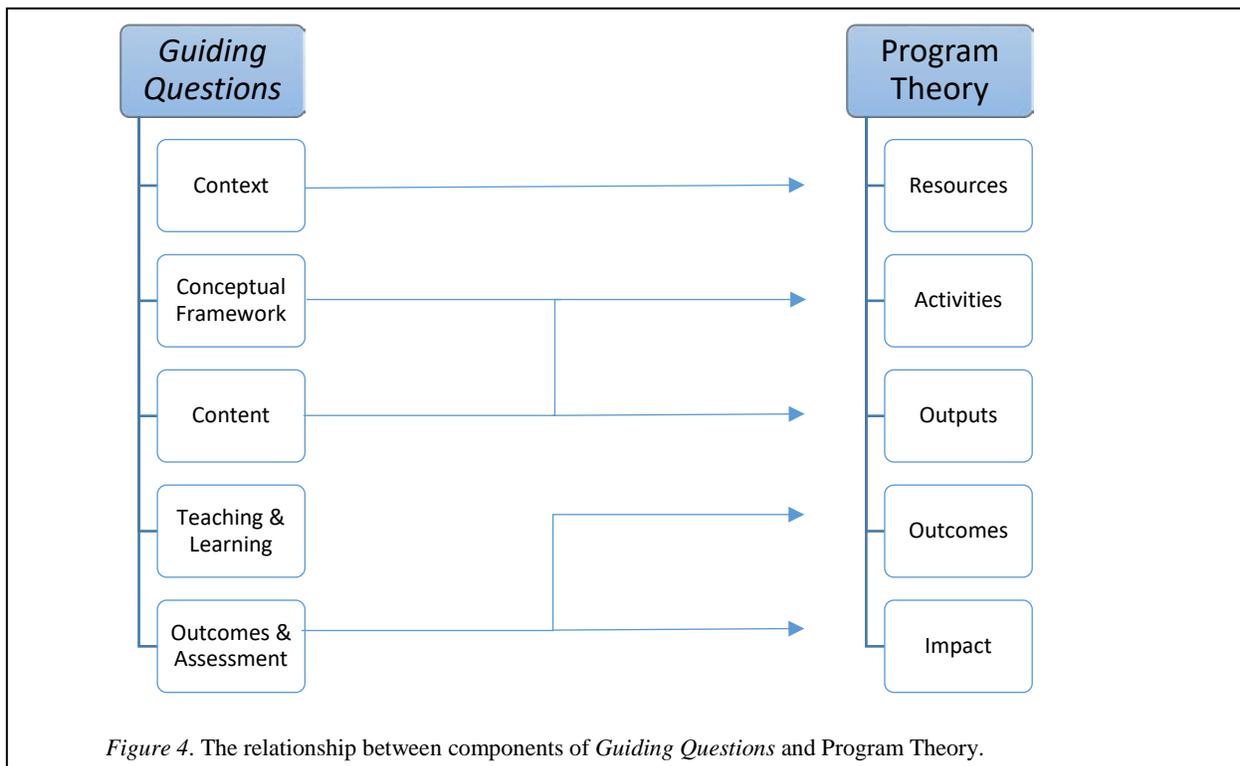
1. Context: “How does the context of the leadership education program affect the program” (p. 8)?
2. Conceptual framework: “What is the conceptual framework of the leadership education program” (p. 9)?

3. Content: “What is the content of the leadership education program and how was it derived” (p. 9)?
4. Teaching and learning: “What are the students’ developmental levels and what teaching and learning methods are most appropriate to ensure maximum student learning” (p. 10)?
5. Outcomes and assessment: “What are the intended outcomes of the leadership education program and how are they assessed and used to ensure continuous quality improvement” (p. 10)?

Guiding Questions was developed out of a need for “guidelines, standards, and accreditation of leadership education programs in higher education” (Ritch, 2013, p. 61). The *Guiding Questions* model encourages program personnel for both curricular and cocurricular programs to start with a written conceptual framework that is grounded in theory and program and institutional context. The ILA drafted the document so that leadership programs may have “increased legitimacy, program development, and more robust responses to external accreditation requirements” (Ritch, 2013, p. 61). Specifically, the guiding aims of the ILA in this process were to:

- Create frameworks to articulate both the essential nature and distinctiveness of individual leadership programs.
- Address issues of legitimacy both internal and external to academia.
- Serve as a resource for new and developing programs.
- Serve as a reference for programs responding to accrediting processes.
- Maintain an internal locus of control and creativity for individual programs. (ILA, 2009, p. 3)

Due to the nature and content of *Guiding Questions*, its flexibility in application made it a suitable tool for use in this study; the structure—categories of individual questions—does not require additional training to apply. Thus, this document provided a basis for interview and focus group protocols. It also provided a structure for coding and case study development, and consistency for data collection. Finally, through its application and structure, it was an effective tool to aid in the construction of the program theory and logic models. The relationship between *Guiding Questions* and program theory's components can be seen in Figure 4. A link to the *Guiding Questions* document is included in Appendix F.



Using *Guiding Questions* to develop program theory. One unique aspect of this study is the application of *Guiding Questions* in the data collection and case study development process to identify the components of program theory. Goertzen (2013) observes that the authors indicate each of the five sections of *Guiding Questions* may stand alone. However:

the intended learning outcomes are directly influenced by the conceptual framework and the context of the leadership education program. This in turn influences decisions regarding content of the program, which in turn affects decisions on how student learning is to be assessed. (p. 57)

The flow and interrelationships identified by Goertzen reflect the concepts and their relationship within program theory and provide a basis for utilizing *Guiding Questions* to identify program theory components. However, there is no currently available research that pairs *Guiding Questions* and program theory in the manner of this study.

As noted previously, *Guiding Questions* was developed in part to assist practitioners in evaluating programs. As such, Sowcik (2012) conducted a cross-case analysis using the document as a guide. Other authors have also advocated the use of *Guiding Questions* as the foundation for formalized program review and accreditation for leadership programs (Komives & Smedick, 2012; Ritch, 2013; Sowcik, Linsey, & Rosch, 2013). Therefore, the use of *Guiding Questions* to identify program theory components and assisting in cross-case analysis is both a novel and appropriate method.

Building a Case

Merriam (2009) defines a case study as “an in-depth description and analysis of a bounded system (p. 40).” Merriam further notes that case studies are characterized as particularistic, descriptive, and heuristic. Through the methodology described below, individual case studies were developed for each participating program, as bounded systems within a larger shared system of the institution.

Methodological and data source triangulation. Lee and Chavis (2012) assert that studies should involve “mixed methods (or methodological triangulation) and multiple data sources to reveal converging and diverging patterns, increase confidence of data interpretation, and to tell the story of whether, how, and why change transpired” (Lee & Chavis, 2012, p. 430).

They state, “Methodological and data source triangulation also allow the cross-case methodology to have construct validity and reliability” (Lee & Chavis, 2012, p. 430). For this study, I used multiple methods of data collection: focus groups, interviews, program observations, a student leadership measure, and document analysis. These collection methods are described below in the Data Collection section.

Developing a case study protocol and building a database. Yin (2014) advocates for a strict study protocol including explicit procedures for participant selection and how data are stored, analyzed, interpreted, and reported. The protocol should also address confidentiality, challenges with participants, and managing participant dynamics. Establishing these rules helps impose a discipline on the researcher to create consistency, thereby increasing the reliability of the results. The database development is a system of organizing and storing data, which can be made up of data stored in multiple formats (Lee & Chavis, 2012).

My approach addressed these items recommended by Yin. I followed a systematic data collection process to be consistent between methods and sites. Data collection protocols were based on the *Guiding Questions* document (ILA, 2009). For database development and in preparation for analysis, interview and focus group transcripts and focus group short answer surveys were analyzed using Dedoose. Concurrently, documents and notes were logged in Excel, and scanned and uploaded into a central file folder for organization and analysis.

Analyzing and interpreting the findings. Analysis and interpretation of data is the core component of the research process. I address the specific approach for data analysis below in the Data Analysis section. Once data collection was completed, analysis began, leading to the creation of the individual case studies. After the cases were drafted, I performed cross-case analysis to compare data across cases.

Programs and Participants

Three leadership education programs were selected through purposive sampling (Merriam, 2009) from a private, accredited, undergraduate institution within the northern Texas region. One goal of purposive sampling is to inform discussion about the cases as a general example of a phenomenon (Mertens & Wilson, 2012). Sampling via the purposive method allows for cases that may be rich with information and can be studied in-depth. Additionally, through this sampling method, criterion sampling was utilized to specify and select programs that meet specific criteria to facilitate comparison (Mertens & Wilson, 2012).

Selection Process

I used purposive and criterion sampling to identify the institution and programs to ensure that data would be robust and suitable for comparison. This approach, while limiting the context generalizability of this study, is suitable for qualitative research.

Institutional selection. Successful private schools can have larger budgets, and more resources and support for cocurricular programs, while serving fewer students than large state institutions. Initially, I identified a preferred institution, with a leadership component in its institutional mission, that had multiple leadership programs. The university was purposively selected due to access to the programs, staff, faculty, and the student participants. The selected institution's programs met the initial selection criteria based on the number and breadth of programs that were interested in participating, the number of students currently enrolled in the programs, and the accessibility of those programs for the study.

Institutional profile. According to the university's Institutional Research website, current enrollment for 2016-2017 is 10,394 students with 8,891 of those being undergraduate students. Females make up 60% of the undergraduate population, and 22% of the undergraduate

population are minority students. Ninety-seven percent of undergraduate students are fulltime, and 49% live on campus. The freshman-to-sophomore retention rate is 91%. The estimated annual cost, including tuition, room and board, books and fees is \$55,630. The mission of the university is, “To educate individuals to think and act as ethical leaders and responsible citizens in the global community.” The vision is, “To be a world-class, values-centered university.”

There are 119 undergraduate areas of study. The School of Business has the highest percentage of undergraduate enrollment at 25%. It is followed by Science & Engineering (20%), Liberal Arts (16%), Nursing and Health Sciences (14%), Communication (12%), Fine Arts (9%), and Education (3%). The institution boasts a 13:1 student-to-faculty ratio, with 641 full-time faculty, 48% of whom have tenure. The demographic make-up of the faculty includes 47% female, and 15% minority.

Program selection. Three programs agreed to participate in the study. Of the programs, two were academic and one program was cocurricular. One of the academic programs is located in the school of business available only to business majors, and the other is a minor in the psychology department offered to students that were not majors within that department. The business school program contains major academic elements as well as major cocurricular elements, thus it is a hybrid, but does award academic credit, a primary distinguishing element in this study. The third program was completely cocurricular, offered through the leadership department in the student affairs division. By selecting at least one program of each type, stronger and more meaningful data analysis was possible. Stake (2005) asserts that balance and variety in multiple case studies are important, often providing a greater opportunity to learn. Going forward the programs will be referred to by the pseudonyms as listed in Table 2.

Table 2 *Program Department, Design, and Pseudonym*

Department	Design	Pseudonym	Abbreviation
Psychology	Academic	Absolutely Academic Leadership Minor	AALM
Business	Academic Hybrid	Branded Business Leadership Program	BBLP
Student Affairs	Cocurricular	CEO's Social Change Leadership Program	CSCLP

Selecting a single case study risks the possibility of selecting an outlier. Therefore, I recruited multiple multi-year programs to provide a comparison between and across program areas. I contacted the director of each program to determine if a study of the program was feasible, and if the program and personnel were interested in participating. I sought programs that were cocurricular and academic, and required multiple years to complete. Additional criteria are discussed below.

Academic programs. The following criteria were requirements for academic programs that participated in the study.

- The program had been in existence for at least five years. This allows for multiple iterations of curricula to have been assessed and revised. It also allows for multiple cohorts of students to have enrolled in the program.
- The program must have been recognized by the institution as a specific, coordinated program that consists of multiple courses, not a single course or uncoordinated selection of courses. Students must receive academic credit for participation in the program which may also result in a major, minor, certificate, or emphasis.
- A minimum of 10 students were enrolled who have completed at least half of the program requirements. This allowed for a smaller sample to be chosen for participation

in the focus group. By selecting students towards the end of the program, outcomes were more likely to be identifiable.

- The program had a defined curriculum with specific learning objectives and outcomes.

Cocurricular programs. To allow for meaningful comparison, many of the characteristics of the academic programs were also requirements for the cocurricular program. This program is offered through the student affairs division, and is in addition to the required academic program. The cocurricular program was selected because it met the following criteria:

- The program had been in existence for at least five years. This allowed for multiple iterations of curricula to have been assessed and revised. It also allowed for multiple cohorts of students to have enrolled in the program.
- Academic credit was not available nor given for participation in the program.
- A minimum of 10 students were enrolled who have completed at least half of the program requirements.
- The program had a defined curriculum with specific learning objectives and outcomes.

Program personnel selection. Program personnel included administrators, staff, instructors, faculty members, or program creators. Initially I contacted three program directors to introduce myself, and inquire as to the program's availability to participate in the research study. All three program directors agreed to participate, and I contacted them again upon final institutional selection to confirm participation and a contact person. I emphasized that it was preferable that the program creator, head faculty or administrator, or other individual with program supervisory responsibility participated, which occurred in all three programs. I then asked for names of other program personnel who would be suitable to participate in the study.

Student participant selection. A focus group date and time was scheduled with the program director to immediately follow a regularly scheduled program event, such as a class or seminar, in which the participating students were at least half way through the program. For BBLP and CSCLP, the focus group was scheduled after a meeting of the junior class cohort. For AALM it was after a meeting of the internship class, which included five enrolled students from the AALM that were seniors. The program personnel then sent out a notification to students announcing the focus group, and emphasizing that participation in the focus group was voluntary. On the date and time of the focus group, those participants who wished to stay and participate did so. All volunteers were provided and signed informed consent documents, and were assured that participation in the study or lack thereof did not impact grades or program evaluations. Each focus group contained only participants from one program, and were held in the location where the program typically met. No program staff were present during the focus groups. The focus group participants were asked to complete a paper version of the Student Leadership Practices Inventory and a short answer survey (see Appendix B).

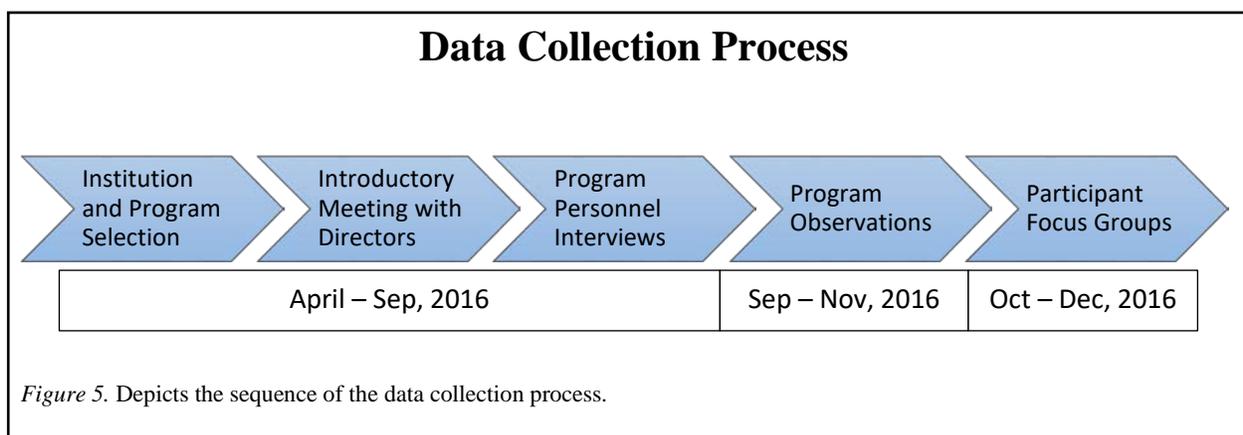
Data Collection

Upon site selection and program participation agreement, I proceeded with data collection in alignment with accepted methods for interviews, observations, focus groups, and document analysis to ensure that the data was valid and reliable (Miles, Huberman, & Saldaña, 2014; Stake, 2005; Yin, 2014). Interviews and focus groups were recorded via a stand-alone digital audio recorder with at least one back-up recorder at a different location in the room to ensure that there were no technical failures. At the conclusion of each interview, I completed an interview observation form (Appendix D) within one hour. A transcriptionist transcribed all but one of the audio recordings; I transcribed the other file. I then proofread the transcripts while

listening to the recording. Once I edited the transcripts, I then uploaded them into the database for coding.

Sequence

After final selection of the programs, I set up an initial meeting with the program director. In this meeting, we discussed logistics for the subsequent data collection activities, and discussed the general purpose of the study. After the initial meeting, the face-to-face interviews were scheduled with the program directors, instructors, and facilitators based on availability. Interviews were conducted between July 25, 2016 and September 30, 2016. I gathered as much of the written documentation as possible during these meetings including curricula, activities, rubrics, learning outcomes, marketing brochures, and other relevant, available data. If documents were not available at that time, I sent follow up emails requesting the necessary documents. At the completion of most of the interviews, I began program observations, in which I observed two different events of each program. I then conducted participant focus groups which occurred November 17 and November 21, 2016. Data collection was completed in alignment with the schedule in Figure 5, as originally proposed.



Individual Interviews

I conducted interviews with the director of each program as well as other program personnel. Each interview was face-to-face and lasted between thirty minutes to one hour and fifteen minutes. Interviews were semi-structured (Fontana & Frey, 2005) and the protocol (see Appendix C) was based on the *Guiding Questions* document (ILA, 2009). These interviews were recorded with two digital voice recorders with the permission of the participant. Interview participant numbers and titles are listed by program in Table 3.

Table 3 *Program Personnel Interviews and Positions*

Program	# of Interviewees	Titles
Absolutely Academic Leadership Minor	2	Program Creator/Faculty Advisor Faculty Member (Co-Creator)
Branded Business Leadership Program	4	Academic Director (Creator) Branded Professor of Leadership Faculty Member Program Manager
CEO's Social Change Leadership Program	3	Program Director Cohort Mentor Division Executive

Observations

Two events per program were observed. Observations occurred during a typical program meeting or class. However, one special program event of the Branded Business program was observed which was a team case study exercise for first year program participants. Observations were done on the content and the process of the programs as delivered. No recordings were taken. Areas for observation included cultural artifacts and values, program components, setting, activities, and behaviors. See Appendix E for observation protocol.

Focus Groups

Focus groups were used with the student participants to gather student perceptions on the programs and outcomes. Utilizing focus groups during program implementation and evaluation

is a way to reflect on the program and its effectiveness (Mertens & Wilson, 2012). Focus groups provided a social context for participants to build on collective program memories, and provided intentional interaction that plays an important role in social practice and meaning making (Kamberelis & Dimitriadis, 2005), which would be unavailable in an interview setting. These authors also note the following:

Focus groups often produce data that are seldom produced through individual interviewing and observation and that result in especially powerful interpretive insights. In particular, the synergy and dynamism generated within homogeneous collectives often reveal unarticulated norms and normative assumptions. They also take the interpretive process beyond the bounds of individual memory and expression to mine the historically sedimented collective memories and desires. (Kamberelis and Dimitriadis, 2005, p. 903)

I conducted focus groups with three to four program participants that are in the final half of their leadership program requirements. Much of the data from the focus group related to the second research question regarding the student perceptions of the value and outcomes of the program. Prompts focused on the effective activities, changes in participant definition of leadership, and expected outcomes for program participation. I piloted the protocol with a small group of undergraduate students involved in an extracurricular leadership group within the college of education. I then revised the initial protocol to delete repetitive or confusing questions. The protocol is located in Appendix A. Students were also asked to fill out an open-ended survey (See Appendix B) at the beginning of the focus group. The questions included gender, academic classification, major, other leadership program participation, and intended use of program-related skills in the next five years. Table 4 lists the number of students by program.

Table 4 *Student Focus Group Participation*

Program	Students
Absolutely Academic	3
Branded Business	3
CEO's Social Change	4
Total	10

Student Leadership Practices Inventory

As means of providing a quantitative data point for comparison, I asked all focus group participants to complete an objective measure, the Student Leadership Practices Inventory (SLPI). I used the SLPI for multiple reasons. First, the use of SLPI and the Student Leadership Challenge (Kouzes & Posner, 2008/2014), is frequently used in many college leadership programs. If some of the programs had administrated this measure in the past, the likelihood of having a comparison data point was increased. Second, the SLPI was developed specifically for the college student population. While there are many other leadership inventories, they are predominately developed for professional or adult populations. The application and relevance to students make the SLPI a popular choice on college campuses, as it is developmentally appropriate. Though none of the programs had previous SLPI data, some students had been introduced to the Five Leadership Practices covered by the SLPI.

The SLPI has been shown to have strong internal reliability (Kouzes & Posner, 2008; Posner, 2012). All five leadership practices have internal reliability scores of between .70 and .85 as measured with Cronbach's alpha. The test-retest reliability is .90 or more for the leadership practices, with classification, major, GPA, gender, and ethnicity not significant contributing factors in leadership behavior development. The SLPI meets the psychometric standards of reliability and validity (Kouzes & Posner, 2008).

Document Analysis

In addition to the focus groups, interviews, and observations, I performed document analysis on all pertinent written materials available. These materials included planning and curriculum design documents. The analysis from these documents informed the first research question relating to the differentiation between types of programs as well as contributed to the

development of the program theory for each program. I collected syllabi, curricular materials, rubrics, and other supporting documents. All available marketing and promotional materials, including brochures, websites, and other printed material were also collected. These materials were analyzed for program content and contextual data. Program budgets were not available for analysis.

Data Analysis

Data analysis began in the field during data collection. Ezzy (2002) notes that doing collection and analysis concurrently is an inductive method for building theory, and allows the analysis to be shaped by the participants in a fundamental way. He proclaims, “The aim of qualitative research is to allow the voice of the ‘other,’ of the people being researched, to inform the researcher” (p. 64). Therefore, data collection and data analysis are often interwoven to allow for the development of patterns and themes that shape subsequent data collection.

Qualitative Analysis

The analysis of the qualitative data followed the five-step process proposed by Yin (2011, p. 177): (1) compiling, (2) disassembling, (3) reassembling, (4) interpreting, and (5) concluding. Each bounded case was analyzed through within-case analysis (Merriam, 2009; Yin, 2014). Once complete, I then completed cross-case analysis to build explanations and compare the programs. These findings were then considered in the context of the research questions and current literature.

Program theory. Lee and Chavis (2012) advocate for the development of a program theory for the cross-case data analysis. Data analysis from the interviews, document analysis, and the focus groups informed the program theory to identify context, inputs, outputs, and outcomes.

A diagram of the theory of change and a program logic model is presented as part of each case study.

Database development. Due to the extent of data that can be collected in a case study, analysis can be challenging, as emphasized by Merriam (2009). Therefore, Merriam echoes Yin's (2014) assertion that database development is crucial to analysis so that the researcher can quickly access specific data during intensive analysis (Merriam, 2009, p. 203). As described above, I utilized Dedoose and Excel to organize and code the qualitative; these tools were key components of the data analysis. As I imported, coded, manipulated, organized and analyzed data, the systematic storing and accessing of the data in the database was a critical component.

Coding. As transcriptions, documents, and other data were imported into the database, I coded the data through open coding (Merriam, 2009; Yin, 2011) using a constant comparative method (Ezzy, 2002; Merriam, 2009; Yin, 2011). Comparisons allow data to be grouped, differentiated, and categorized (Ezzy, 2002). Categories generally followed the criteria Merriam (2009, p. 189) proposed, so as to be responsive to, or answer the research questions.

Open and axial coding for interviews and focus groups. I began with open coding (Merriam, 2009; Yin, 2011) for the interviews and focus groups; I identified units of analysis within the data, coding lines, sentences, and paragraphs (Ezzy, 2002). Codes for themes included program theory components, outcomes, cultural theory components, and perceptions. I then progressed to axial coding (Merriam, 2009; Yin, 2011) which looked at the codes and their interrelationships, consistently reviewing the data to confirm associations to the codes. A list of codes is provided in Appendix G.

Document analysis. During document analysis, each document was scanned (if it was a print document), and then uploaded to a storage folder for analysis. The documents provided

both context and a source of data triangulation for the other data collection measures.

Documents were used to construct portions of the program theory such as outcomes, leadership theories, and activities. Also, student short answer surveys were transcribed to word documents and uploaded for analysis for student leadership definitions and expected program outcomes.

Quantitative Analysis

As previously noted, the quantitative analysis is intended to support triangulation of the qualitative data, specifically actual program outcomes. The SLPI provided a measure of student leadership behaviors. Due to the small sample size, large-scale quantitative analysis was not possible. Therefore, descriptive statistics of mean and standard deviation were the primary method of quantitative analysis (Johnson & Christensen, 2012).

Case Studies and Cross-Case Analysis

After data collection, individual case studies were developed for each program, synthesizing the data collected. Each case study includes a program description, a cultural analysis, and then components of the program theory. Logic models were also developed in the process of constructing each case. After each case was completed, I conducted a cross-case analysis in order to ascertain similarities and differences across the programs' cultures and program theories, as well as their future plans.

In the case studies, material in quotation is taken from source documents through document analysis or via interviews and focus groups. Those documents are referenced as the type of document (e.g., program handbook, syllabus, or website). Program personnel are referred to in general terms, such as staff, faculty, interviewees or by their general role (e.g., department executive, faculty advisor, program manager). This generalized approach is to maintain the confidentiality of participants.

Limitations

The following study limitations are presented along with strategies undertaken to limit those weaknesses and ensure that the study and its conclusions are trustworthy and credible. While there are limitations, the methodology described above is based on generally accepted methods for qualitative research.

Case study

As noted by Merriam (2009), a case study focuses on a single unit, and the issue of generalizability can be a threat in relating study findings to other situations. Multiple cases and utilizing cross-case analysis strengthens the use of the findings in additional programmatic environments. The use of multiple programs, as opposed to a single case study, allows for broader analyses to determine the program components, and how they compare across all programs.

Focus Groups

Student participant perceptions on program effectiveness and outcomes were gathered in focus groups, as opposed to individual interviews. Focus groups have limitations including the inability to generalize specific data, group culture impeding with individual communication, and development of “groupthink” (Fontana & Frey, 2005). However, with a systematic approach to the process, the focus groups provided rich data that are cumulative and elaborative resulting from the synergy of the group (Fontana & Frey, 2005; Kamberelis & Dimitriadis, 2005). The group format also helped participants remember salient events that may have been overlooked in an individual interview (Fontana & Frey, 2005). To address the limitations of the focus groups design, I remained aware in order to (a) keep one or more individuals from dominating the conversation, (b) encourage the quiet or minimal participant to take a more active role with direct

questions, and (c) obtain full responses from participants to ensure that the questions is answered fully (Fontana & Frey, 2005).

Self-Reported Data

The main forms of participant data in this study are the focus group and the personnel interviews. All of these data are self-reported, which can be skewed by participant perception and a social desirability bias (Groves, et al., 2009). However, the data were triangulated wherever possible to increase the trustworthiness of the information provided in the interviews and focus groups. Additionally, I utilized member checks to ensure that the transcripts in accordance with the conversations.

Number and Types of Programs

To compare programs in a way to provide valuable data, using criterion sampling, I set forth selection criteria that programs had to meet to be included in the study, described further in the Programs and Participants section above. These criteria allowed for richer and consistent comparison data among programs. As such, the programs studied include those with specific curricula that are on-going over a student's college career. Therefore, one-time programs, guest speakers, and short seminars were not included in this study.

Single Site

This study was limited to a single institutional site to help control for variations in student experience and human aggregate characteristics (Strange & Banning, 2001) that may vary between campuses. The institution was a private, accredited, residential university with a high percentage of undergraduate students within the traditional age distribution. This may limit the generalizability of the specific findings and recommendations of this study with respect to size

and types of institutions. However, it will not constrain the applicability of the underlying concepts to different institutional environments.

Academic Programs

Leadership is a trait common to all disciplines. Therefore, many disciplines have developed leadership paradigms that pull from their theoretical history. As leadership education has developed in higher education as a course of study, it has been housed within many disciplines and colleges, such as business, education, or psychology. Some institutions have also established a stand-alone college for leadership. In this study, the main comparison is between academic programs and cocurricular programs, as opposed to distinguishing among academic programs.

Institution and Program Type

This study focuses on leadership education within the confines of private higher education. This was purposive selection and as such, excludes programs set in a public institution. However, the exclusion does not preclude the findings from being utilized or applied in other settings. As Merriam (2009) asserts, it is the reader that determines what does or does not apply to his or her contexts.

Similarly, two areas of leadership education are being investigated, at the exclusion of other extra-curricular programs offered through multiple sources, including Greek organizations, athletics, student government, and other student-centered organizations. In order to establish a bounded case study, I purposefully chose the two most prominent and intentional areas of leadership education, academic affairs and student affairs. However, the methods and insights from this study can also be applied to leadership programming in other areas.

Researcher Positionality

As the main data collection instrument, qualitative studies are limited by the sensitivity and integrity of the researcher (Merriam, 2009). To limit any biases that I bring to the study, I employed multiple strategies suggested by Merriam (2009) and Yin (2011) including those already mentioned such as data triangulation, method triangulation, and member checking.

Approaching this project, I am a white, female researcher who holds no personal or professional role with any of the programs. Additionally, I am not currently in a direct programmatic role and am employed as a management consultant in a field outside of higher education. However, I have participated in leadership education programs. Additionally, I have supervised staff that have provided leadership curriculum to K-12 students. Finally, the main experiences of my personal leadership education came from the business management realm. As these theories were the basis of my leadership education, and therefore the ones I am most familiar with, I remained cognizant of any tendency to esteem these theories or this program above others.

Peer review. I utilized peer review as an additional strategy to promote credibility and trustworthiness (Merriam, 2009; Yin, 2011). By consistently discussing my processes and findings with peers, I was able to receive and employ feedback that strengthened the study and minimized my biases. Recognizing these weaknesses and employing strategies to minimize their influence on the analysis of the data collected were important components to increasing the generalizability of my results to other leadership programs.

Member checking. Following the conclusion of the focus groups or interviews, participants were sent the transcription to ensure that it reflected the conversation and clarify any

information that is missing or unclear. (Merriam, 2009). Focus group members were provided with a transcript of the entire focus group.

Ethical Considerations

All participating students were at least 18 years of age, and were not recruited as part of a vulnerable population. Students and program personnel were advised that participation in this research study was not a requirement of the institution, the course, the program director, or any other individuals related to the leadership development program. This study design and its procedures received Institutional Review Board approval.

Informed Consent

Prior to the interview or focus group, I discussed the informed consent document with each person, providing each participant with a signed copy and retaining a signed copy for study records for three years in a locked file cabinet in the Principal Investigator's office. Participation was completely voluntary. There was no incentive for participation, nor was any credit or extra credit provided. A student or instructor could have withdrawn at any point, with no penalty.

Confidentiality and Data Security

The data collected during this study are only accessible by the researchers involved in the study. Pseudonyms are used throughout the study. A key to the pseudonyms is kept in a separate, password protected file. Data collected for this study (digital audio recordings, transcriptions, documents, and researcher notes and analyses) is stored in password protected computer files that only the researchers can access. Hard copies of data collected for this study (handwritten field notes, consent forms, and program documents) are secured and stored in a locked cabinet at my institution in the principal investigator's locked office space for a period of at least three years.

CHAPTER 4: BRANDED BUSINESS LEADERSHIP PROGRAM CASE STUDY

The Branded Business Leadership Program (BBLP) is one of two premier programs in the school of business. It is a cohort-based program, spanning three years, which begins in the fall of the student's sophomore year, and is underwritten by a large, national corporation headquartered in the same city as the institution. The BBLP is a hybrid of curricular and cocurricular experiences cohesively designed to move students through the increasing complexity of leadership development from leading self, to leading others, to leading an organization.

Program Description

According to its website, the Branded Business Leadership Program “is a three-year transformational leadership program designed to shape today's leaders into the next generation of business leaders.” Each cohort of about 30 students is selected from an applicant pool of students within the school of business during the second semester of their freshman year. Throughout their sophomore, junior and senior years, students complete a total of 15 hours of course work (five three-hour courses) in leadership and participate in weekly leadership labs and cocurricular activities. The students learn leadership concepts, team-building skills, *Crucial Conversation* techniques, and a wide variety of skills from professors in the school of business. Students also participate in coaching, networking opportunities, and travel.

Mission/Purpose

The program does not have an explicitly stated mission. However, based on the program handbook for the 2018 cohort (cohorts are identified by their anticipated date of graduation), “the purpose of [BBLP] is to help students develop their individual talents to become responsible leaders who contribute significantly to their organizations and communities.”

Program Goals

The following items are the stated goals of the program, per the student handbook:

- “To instill the concepts of leadership.”
- “To allow the students to develop and practice their leadership skills.”
- “To aid students in the self-discovery process of being a leader.”
- “To provide students with opportunities for self-improvement through assessment and feedback.”
- “To allow opportunities for students to foster life-long friendships and relationships.”
- “To reinforce the program’s values of teamwork development, innovation, integrity, stewardship, and achievement; and the connection of each of these values to leadership.”

Program History

The planning for the program began in the mid-2000s, when a school of business faculty member approached the dean with an idea to start a leadership program. After spending most of a year studying leadership programs across the country, he combined efforts with other faculty, including the current Academic Director of the program, to create a leadership program. The undergraduate population was chosen because the graduate MBA degree plan was already tightly scheduled, with no real capacity to create a coordinated program. The undergraduate focus allowed for a broader program spanning multiple years.

With the selection of the inaugural class in April 2006, the program had major components of what has since developed into a robust undergraduate leadership program. Originally the program was designed as a two-year program, with students applying as sophomores, and activities beginning in the junior year. Three years ago, a third year of

programming was added, pushing the application process into the second semester of a student's freshman year.

The program was initially developed with support from special-use discretionary funds. The program creators then secured a \$500,000 grant in 2007 from the current title sponsor to underwrite the program manager and administrative assistant positions, and to help defray program costs for years. The program currently uses funds from both the title sponsor and the school of business to operate. The school of business was awarded additional funds from the title sponsor to create an endowed professor of leadership position. As the academic director explained, "That position was funded by [the title sponsor] because they wanted someone who had leadership expertise that would help to increase the impact and visibility of the [BBLP]." The program has been in operation for 11 years, and has graduated nine cohorts, with the tenth slated to graduate in May 2017. To date there are 271 alumni of the program, averaging 30 students per cohort.

Application Process

The application process begins early in the spring semester of the student's freshman year. Eligibility requirements include a minimum of a 3.0 grade point average for the first semester and a pre-business major. There are four components to the application process.

Online application. Online applications become available in February of an applicant's freshman year. The student completes and submits the online application. The deadline for all application materials is one month from the date they become available online.

Recommendation form. One recommendation is submitted on the student's behalf via a provided recommendation form. The form must be submitted by the recommender, but it is the applicant's responsibility to ensure that the form is submitted to the office by the deadline. The

program website indicates, “The recommender may not be a family member or a current student in the Leadership Program. This person should be able to speak to the student’s initiative, leadership ability, integrity and professional interest and goals.”

Student contract. The student must submit a signed copy of the student contract that outlines program expectations.

Interview. Students selected for the interview round of the selection process contact the program office to schedule a face-to-face interview with stakeholders in the leadership program. As the academic director indicated, “The last step in that process is an interview. And they get interviewed by at least one leadership professor, at least one non-leadership professor, and as often as we can...usually an alumnus of the program.” All program interviews typically take place on one day. According to the website, “The purpose of these interviews is to allow interviewers insight into:

- Knowledge of and experiences within leadership.
- Interest and commitment level to the program.
- Potential contribution to this cohort-based academic leadership program as well as contribution to the program following graduation.”

Program Size

The program is designed for about 30 students per cohort, with approximately 90 students active in the program at any one time. In 2016, 125 students applied, with 32 participants receiving and accepting invitations. There is little attrition, generally one to two students per cohort over the entire three years.

Transcript Designation

Until three years ago, the program awarded academic credit for four classes and a study abroad trip. However, once the program added a third year, and a fifth class, academic credit was capped at 15 hours, and academic credit is no longer offered for the study abroad trip. Programs of more than 15 hours must be designated as a minor, and the BBLP is not an approved minor at this time. For this reason, only one academic class was added in the third year of the program. At the conclusion of the program, students graduate with a Bachelors of Business Administration degree in their major(s) with an emphasis in Leadership.

Program Culture

The overall culture of the program is a high-achieving, bonded, familial group committed to leadership learning and desiring to make an impact now and in the future. As one student participant observed:

I would just say every time we have a chance to bond, it shows me that, like I am going to have these people as a really awesome network moving forward and [the BBLP] is never really going to go away. We do alumni events, and it just makes me feel like you are part of a really special familial thing.

The following section contains a culture analysis, investigating Schein's three levels of culture, artifacts, espoused values, and underlying assumptions.

Artifacts

Program artifacts are the observable phenomena related to program characteristics. The following are some of the cultural artifacts relating to the BBLP as observed or reported during data collection.

Students. One of the most visible artifacts are the students and the cohort relationships. The following characteristics or phenomena relate to the students and cohort artifacts.

Involvement. The level of engagement and involvement of BBLP students is one of the most observable artifacts of the program. One of the program personnel observed:

Our students are involved leaders all over campus. They are the presidents of a student foundation or they are vice-presidents in their fraternity, or sorority, or they are RA's or they are a part of community involvement and service learning, and so our students are really highly engaged. They are interwoven within the other aspects of the fabric of the university as individuals and I think that other leaders or other people would acknowledge, "Hey these students are a little bit different. Or I see them behave a little bit different because they are a part of this program."

That involvement does not cease upon graduation. As a BBLP programmer noted, "Alums are really connected and really engaged. I think our students that graduate are really proud to be a part of the program and employers specifically ask for our types of students."

Diversity. One of the participants noted that the BBLP seemed more diverse than the other premium program within the school of business.

I like how [BBLP] has a diverse membership too. So I am an international student. In our cohort, I think we have four international students. That is really cool that we have students from different backgrounds coming in. It represents a more complete way of how society works...Rather than, honestly [Business Honors] is more of an academic [program] so you don't have a diverse membership. I have noticed that.

Connected. The program participants tend to develop deep relationships. As the endowed professor of leadership commented:

What I discovered in January was those [senior] students, because they were the first group that had gone through as seniors, they didn't have a class in the spring, and they were feeling lost. They were like, "We miss our class, we miss our students, we don't see our cohort." I noticed they are really, really reflective and they were able to articulate the program in ways that nobody else could.

In the focus group, each student also commented about the bonded, connected, familial nature of the program. One such example is:

You get so close with the people in your group, and I think above all else, that is really the best part of the program, the bonding. I know our cohort, I mean, these people will be friends with me for the rest of my life. And excellent connections down the line. It is a

group of people that would never be friends in any other setting or any other circumstance.

Program structure. The BBLP is a premier program in a competitive, nationally ranked and recognized school of business. It is a hybrid of academic and cocurricular activities that are derived from a leadership model developed by the program faculty. Program artifacts related to the program structure and design include the type and quality of work that is undertaken by students. The level of work that the students undergo is one that is beyond most undergraduate courses. One professor mentioned, “[During] the fifth course, they are actually doing MBA level work.”

A student observed that the major project served as a crucible, stating, “You really take everything that you have learned, about, ‘Okay how do I lead myself, and how do I lead others?’ and you use that to develop a program that benefits the whole [local or university] community.”

Premier programs. One element of culture that became evident throughout data collection was the competition between the BBLP and the Business Honors Program, the other premier program. This tension has existed from the beginning of the BBLP. As the endowed professor of leadership indicated, “The BBLP was [created] after the [Honors Program], so it was the competition with [them]. And the [Honors Students] would come in sophomore year, the [BBLP] were coming junior year. And that was then seen as a second-class program.” Culturally, that competition has continued even with the addition of the third year of programming. The honors program, and the comparison between the two, was mentioned by most of the interviewees, as well as the students in the focus group, alumni and support services of the program during observations. Table 5 provides a brief comparison of the two programs.

Espoused Beliefs and Values

The BBLP has six explicitly espoused program values, referenced in the program handbook and other program documents and activities. These values, as listed below, encompass additional concepts which further elucidate the meanings captured in the single term.

Table 5 *BBLP and Business Honors Program Comparison*

Program	BBLP	Business Honors
Requirements	Applicants must have a minimum 3.0 GPA after the first semester of their freshman year. Participants must have cumulative 3.3 to complete the program.	Complete at least 24 credits by the end of their first-year. Achieve a GPA of at least a 3.5 at the end of each semester of their freshman year. Actively demonstrate leadership and community service.
Mission/ Purpose	“To help students develop to become responsible leaders who contribute significantly to their organizations and communities.”	“To educate and develop individuals of extraordinary potential with curricular and co-curricular experiential learning opportunities to effect change in the global community.”
Outcomes	Lead self, lead interpersonally, lead groups and teams, and lead in the organization.	“Students stretch beyond their already competitive undergraduate business coursework to gain a deeper understanding of the world of business beyond the classroom. [Participants] engage in activities designed to integrate practical skills with theoretical learning for an enriched educational experience.”
Program Description	<p>“During their sophomore, junior and senior years, approximately 30 [BBLP] students are enrolled in a total of 15 hours of course work in leadership. The students learn leadership concepts, team-building skills, <i>Crucial Conversation</i> techniques, and more from highly motivated, experienced professors in the school of business. A study abroad experience in the UK is also required. Students also receive one-on-one coaching, a personal leadership coach, networking opportunities, and various other co-curricular activities.</p> <p>Program Features: Innovative leadership classes Development of leadership skills Assessment of leadership strengths and weaknesses Recognized community service projects One-on-one coaching Team-building activities Opportunities to travel on domestic and international educational trips”</p>	<p>“Each year, [the honors program] selects approximately 32 exceptional first-year students to join this premier program. The program is primarily an academically enhanced business honors program. Applicants must have a minimum 3.5 GPA each semester to apply. [Participants] complete rigorous and experientially enhanced classes taught by exceptional [school of business] professors in a small class format, as well as engage in a range of activities designed to integrate practical skills and theoretical learning for an enriched educational experience.</p> <p>Program Features: Business tours and site visits Travel opportunities Professional development, workshops and events Exclusive events Dedicated academic advising Personal coaching Mentoring from [program] alumni”</p>

Values	<p>“As an active and engaged student of the Leadership program, students are expected to act as a leader. A Leadership student’s actions, behaviors, and interaction with others should demonstrate the six core values.</p> <ul style="list-style-type: none"> - Development—promoting personal growth of self and others - Integrity—leading with principle - Stewardship—aiding the community through contribution and service - Innovation—striving to accomplish tasks in better ways - Teamwork—working effectively with others - Achievement—attaining a high standard” 	<p>“The [program] Statement of Values is meant to guide the actions of the program members. Students will demonstrate these values in their decision making, personal behaviors and interactions.</p> <p>As [participants], we commit ourselves to the pursuit of excellence and achievement in all endeavors with the highest degree of professionalism and integrity. We believe our responsibility within [the program] is to:</p> <ul style="list-style-type: none"> Develop dedication to our academic pursuits and intellectual curiosity; Develop a culture committed to both professional and personal growth; Promote teamwork in an active learning environment; Foster personal relationships and mutual support, both today as students and in the future as professionals. -We believe our responsibility with [the] University is to prioritize academics while maintaining campus involvement and leadership -We believe that our responsibility to the Professional Communities in which we work is to become ethical leaders with a global perspective and a commitment to enact positive change -We believe our responsibility within the Greater Community in which we live is to devote our time and talents to serving the community”
Transcript Designation	BBA in major(s) from school of business with an emphasis in leadership	“The curriculum allows [students] to fulfill most of the Honors College requirements to graduate with either University or Departmental Honors in Business and a diploma from the Honors College”

- Development—promoting personal growth of self and others
 - Motivation, inspiration, encouragement, empowerment, celebrating uniqueness, building others up
- Integrity—leading with principle
 - Principle based, ethical, purpose driven, responsible, accountable, honest, just, conscientious
- Stewardship—aiding the community through contribution and service

- Citizenship, service minded, involvement, global thinking, philanthropy, sustainability
- Innovation—striving to accomplish tasks in better ways
 - Creativity, thinking outside of the box, progressive, forward thinking, pioneering, first to act, improvement, risk taking
- Teamwork—working effectively with others
 - Inclusiveness, collaboration, camaraderie, competition, fellowship, cohesiveness, coaching
- Achievement—attaining a high standard
 - Excellence, goal oriented, aspiring, challenge, opportunity (to learn, grow, and advance), assessment, realization, results-oriented

In addition to the overall program values, each cohort identifies four values that are uniquely embodied in their group. Table 6 lists the values for the last four cohorts.

As the program manager observed:

I think these values are very much interconnected, but it is very familial. I think sometimes more so per cohort rather than integrated through. And so that is something culturally to figure out...when you graduate you still have your cohort, but you are now a part of this [larger group of program alumni].

Table 6 *BBLP Cohort-specific Espoused Values*

Cohort Year	Values
2015	Intentionality, Bravery, Positivity, Humility
2016	Accountability, Unity, Authenticity, Fortitude
2017	Transparency, Synergy, Respect, Tenacity
2018	Adaptability, Commitment, Authenticity, Inclusion

A faculty member, when asked about the explicit values of the program, could not name them verbatim, but mentioned the nature of most of the espoused values without referring to any materials:

There is a clear care core value and a commitment to each other. Not a commitment to a program, but commitment to the development of each other. I think there is a core value around learning and development... I think there is a core value around doing good. Doing good, higher purpose, making change in the world in a positive way.

Similarly, another faculty listed the values of authenticity, integrity, optimism, empathy, relationship building, and collaboration as core values within the program. Again, these values matched the intended meaning of many of the explicitly stated program values.

Underlying Assumptions

The espoused values of this group appear to be congruent with the underlying beliefs and assumptions. Below are major topics of underlying assumptions that have developed from the program creators, and have become the tightly-held beliefs that direct the operations of the program.

Spread the gospel of leadership. This concept was reiterated throughout most of the program personnel interviews, but clearly emanated from the creators and long-time faculty of the program. It was mentioned by all four interviewees in the context of providing resources that would assist other programs and improve the overall field of leadership programming. This principle was explained by the academic director:

Let's make sure that people know what we are doing here. And then ideally what will follow from that is more of what we've started to hear... "You guys are doing some interesting things. Tell me more about it because we want to do it too." I would love to see that start to happen. I would love to see a couple of dozen leadership programs like ours start around the country.

Leadership skills are life skills. Another of the underlying assumptions in the program is that the skills being learned by the students are for all situations, and not just the business environment. A program faculty noted:

I want them to understand that the same skills that will serve you well when you've got a team member on the job at work, and he's screwing up and not doing what he's supposed to...That same set of skills, very often in exactly the same way, will serve you well when your 6-year old doesn't want to do his chores. These things to a large degree are context irrelevant. And I think it's important for them to understand that. That what [students are] learning, essentially, is a way of leading their life. And helping people around [them], no matter where they are, and no matter where they are coming from.

High faculty commitment. The faculty involved in the program were committed to both the success of the program, as well as the success of the students and other faculty. As observed by an interviewee:

There is a consistency between the faculty as they build upon each other and as they build these deeper relationships with our students, there is a higher level of engagement...So there is a deep connectivity within that...our faculty are connected because they are peers and colleagues, but also they have a lot of freedom at that same time.

Continuous improvement. There was a consistent message surrounding continuous improvement of the program throughout the personnel interviews. Aspects of program improvement were addressed in each interview, as represented by the following quote:

The things that have really impressed me about this program is how very embracing of continuous improvement everyone is in it. And so it is not just, "Oh this works, let's keep doing it." But, "Let's keep making it better and better." And I think increasingly, "How can we push the boundaries and really push what we offer to the students? How do we keep this program really innovative and really unique?" And that is very different from what I have seen at other universities...And I think part of that is [the school of business], part of that is [the University]. I think part of that is [the Dean]. If you go to him with a new idea, he doesn't just go, "No." If it is a reasonable idea, he is like, "Go try it." And so I think that supports that, and I think people really believe in what they are doing so it makes them want to.

The overall culture of the BBLP is both strong and pervasive. The culture serves as a unifying element for participants that builds connected, values-centric relationships based on

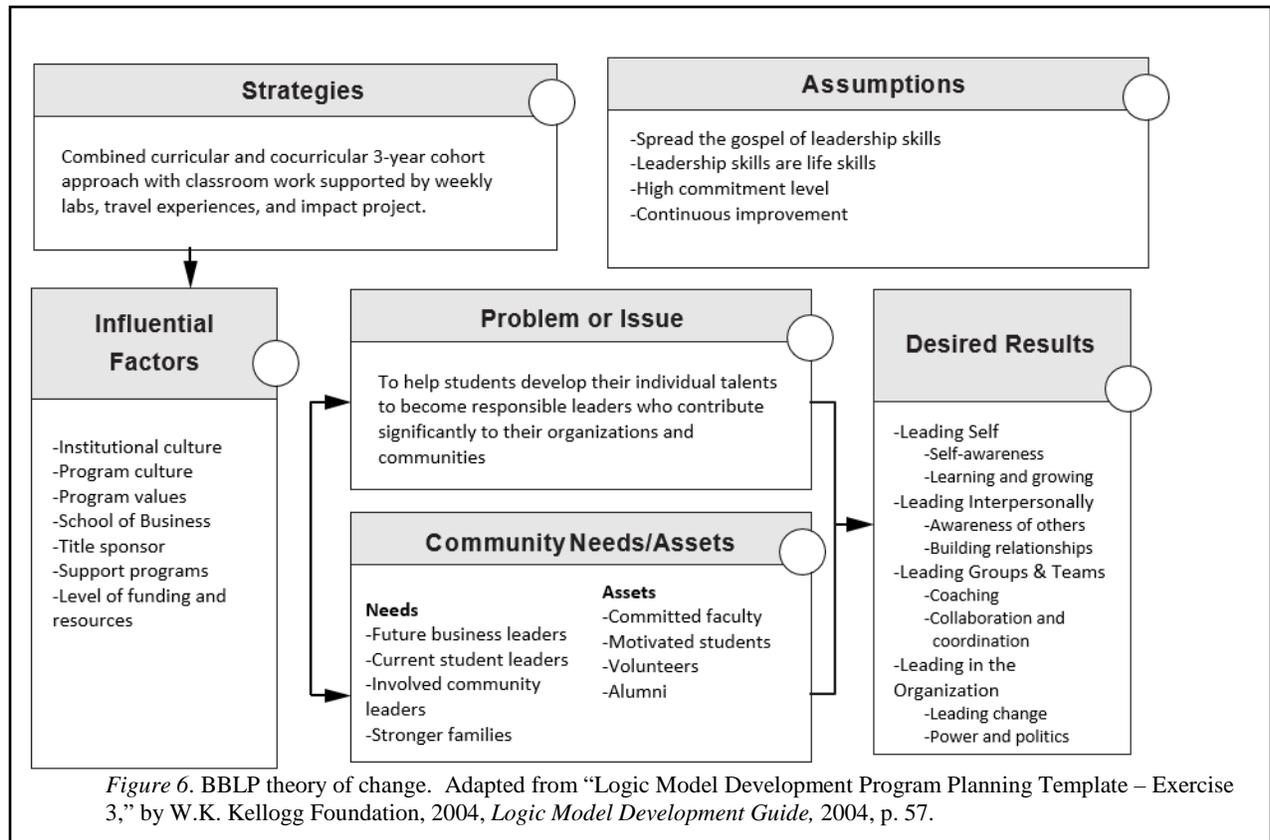
shared experiences within the cohort. Because the culture is a central and conspicuous element of the program, it builds a type of barrier that distinguishes group members. While this partition could be a challenge in programs that have unmet needs, as discussed below, the BBLP is a well-resourced endeavor which generally removes the necessity of needing to seek solutions outside the main program supports.

Program Theory

The following section is a presentation of the components of the BBLP program theory. As mentioned in Chapter Two, program theory encompasses the resources that go in to the intervention, the theory or assumptions that are its basis, the program activities, and the subsequent outputs, outcomes and impact of the program (W.K. Kellogg Foundation, 2004). In addition to these components, the sections presented also include the program context.

Theory of Change

No explicit program theory exists for the BBLP, though the Leadership Model is a type of logic model. Figure 6 presents a graphical depiction of the BBLP theory of change, based on the template provided by the Kellogg Foundation (2004). Theory of change components depicted below consist of elements discovered in the culture and program theory as described above and below, respectively. The problem statement is the purpose statement, taken from the program handbook. The needs and assets developed through the culture analysis and program theory components. Desired results are connected to the identified outcomes from the curriculum model presented below. Assumptions relate to the underlying assumptions from the culture analysis; strategies comprise the activities and program design. Influential factors consist of culture artifacts and values, as well as program context and resources.



Program Theory Components

The following sections provide an analysis of the elements of the program theory of the BBLP as described in Chapter 2. This includes an examination of the program's context, resources, activities, outputs, outcomes, and impact.

Context. The BBLP is situated in a nationally recognized and nationally ranked school of business which is, in addition to other accolades, accredited by the Association to Advance Collegiate Schools of Business (AACSB). The BBLP is one of two selective, premier undergraduate programs within the school of business. Participant comments related to the context of the program centered around the business school setting and the impact of the title sponsor and the flow of financial resources to the program.

School of business. According to the school of business website, its vision is “to be a world-class, values-centered school of business driven by leadership and innovation.” Its mission is twofold:

- “To develop ethical leaders with a global perspective who help shape the business environment.”
- “To develop and disseminate leading-edge thought in order to improve the practice of business.”

Further, the school of business promise is, “We are committed to unleashing human potential with leadership at the core and innovation in our spirit.” Thus, these statements indicate that leadership development is a desired in the school of business.

In relation to the program’s location under the school of business umbrella, the endowed professor of leadership indicated there is an impact:

Obviously, the program is designed for the business school. It would be very different [if not]. It is very much tailored to what they need for leadership in a business context and there is a unique set of values that goes along with that. So that is going to make it different from a program in a different college. I think it also makes it even more unique because a lot of leadership development programs are not in business schools. So I think what is rare about us is that we have, I believe, the most extensive leadership development program probably in the world, in an undergrad business school... I think the difference in a business school context is business school is more driven and focused. A bit more instrumental... And so I think that the leading self and leading interpersonally aligns and maps really well with what you see in other kinds of leadership programs, but this groups and teams and leading in the organization drives it more to, “How do we be effective leaders in the context of a business school?” So that makes it unique.

However, an associate professor questioned the impact of the business school context:

No, I don’t think it does [have more of a business bent]. So I think our assumption is that they get that business content in their major classes, that this is more about leading. Our goal is to teach, is to help them become leaders in any context and give them skills that they could use anywhere business, personal life, whatever, so I think we see it more holistically than that. I think that the faculty definitely don’t push a business side of it. I think sometimes the students bring that with them just because they are business majors.

The program manager mentioned that physical distance can create a barrier, saying, “I think sometimes within [the school of business] ... physically we are at the furthest part of campus. So I think there is just a separation that way, so it is easy to be disconnected.”

The chair of the management department considered the impact of the context and the resources on the efficacy of the program:

It probably helps us a lot in that [the school of business] is very supportive of this idea of teaching our students leadership. It is something that they value and it is important to them, and so I think the program probably gets a lot more support than it would have otherwise. It is something the Dean cares a lot about. I don't know what it is like all over [the University] but [the school of business] is fairly well funded and...we have a lot of funds here that can support a program like this that we would have never been able to have [in a public institution]. And of course, this program is also partially privately supported through the [title sponsor] endowment. So there are those things that are positive. The one maybe negative contextual thing is, and...we probably have to take some blame for this, is I think the rest of the college, they see it as a management [department] thing. And we, like I said, we designed it, but we see it as something that potentially should be integrated into everything, just something in this little separate domain by itself.

The overall operating environment and context for the BBLP within the school of business appears healthy, supportive, and well-resourced.

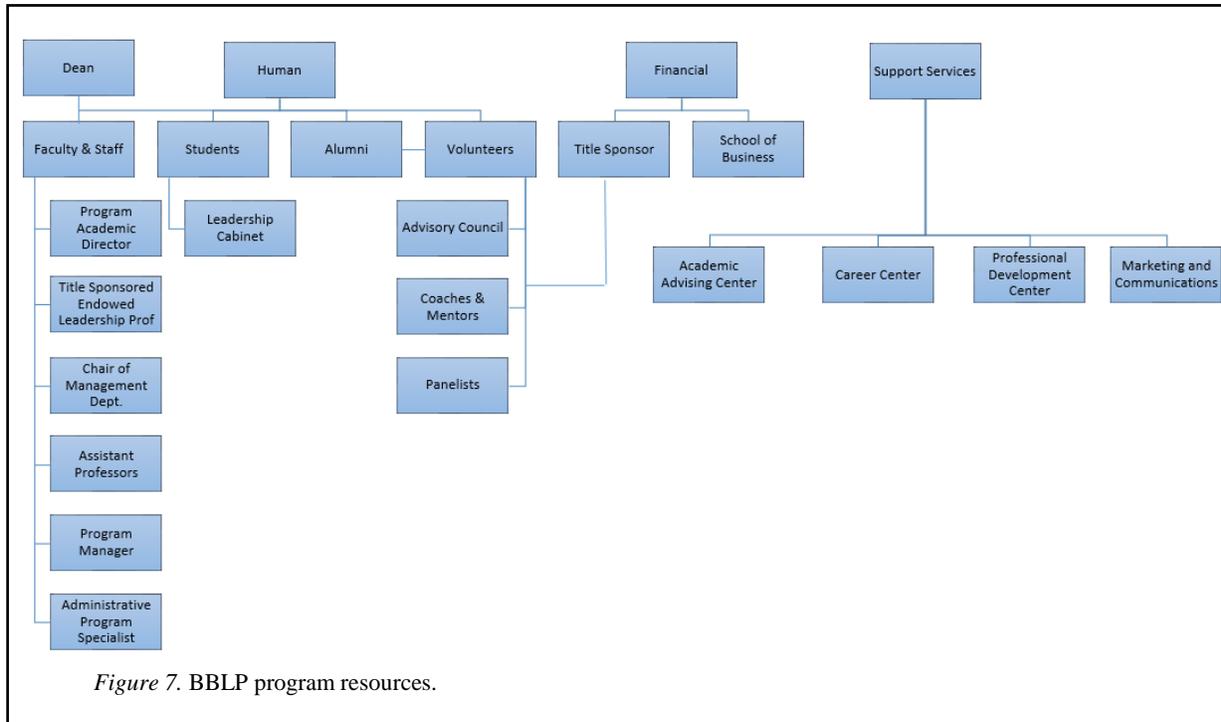
Title sponsor. The role that the title sponsor plays in funding and operations has a large impact on the context of the program. As one faculty member indicated:

I think the [title sponsor] thing has been an important part of the context...to me that is an interesting context when you have an organization or a person as a donor of a program. So I think a lot about what that means relative to the brand name that we have with them, about the relationship with the donor, and about what they want us to do and how we navigate that... There is some discussion about getting other donors...But then how would that work, when you have got a named program, to bring other donors in? And then how much of our identity is tied up with them. Like for students, that creates challenges because I have heard from students who have gone to work there that they thought they would get something special because it is the [title sponsor] program and yet people at [that company] don't even know about the program.

Resources. As evidenced above, the program's operating context provides significant resources for the BBLP. These resources come in the form of human resources, support

programs, and financial resources. Each of these areas are comprised of subcomponents, as described in the sections below. Figure 7 illustrates these components graphically.

Human. The human resources that can be viewed as program resources or inputs include faculty and staff, students, volunteers, and alumni. All of these valuable resources combine to impact the program in unique ways.

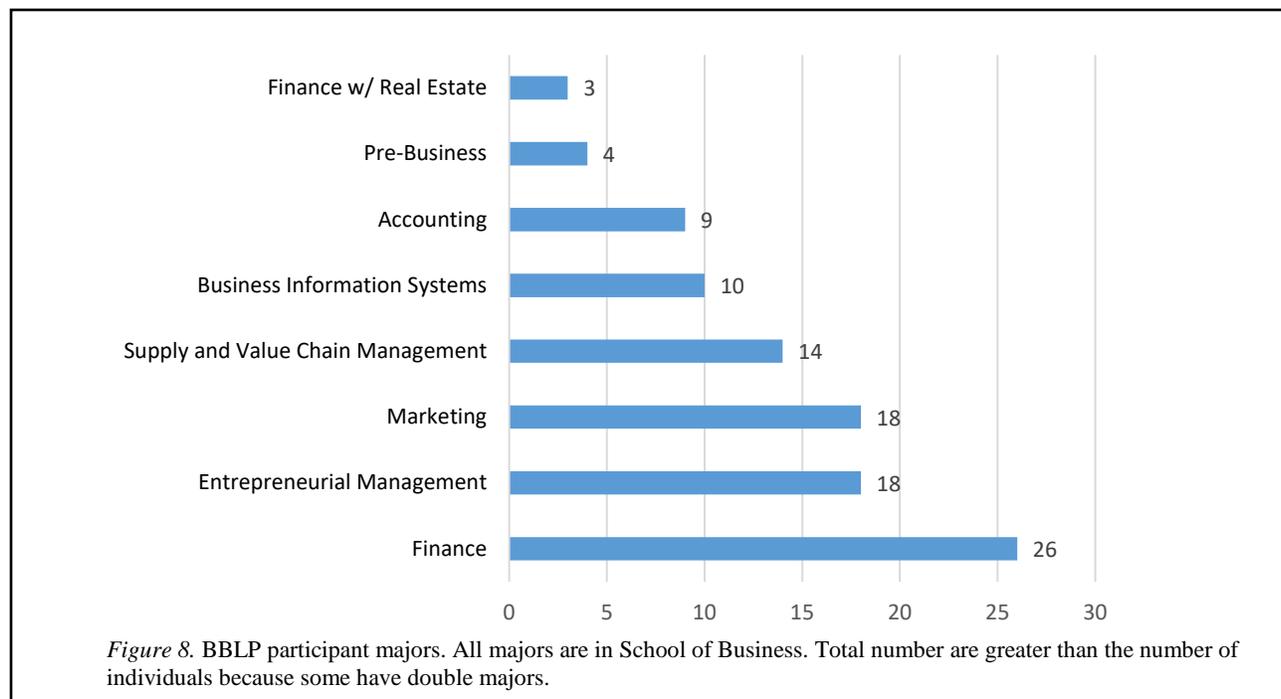


Students. The students are a primary resource to the program. The type and quality of the students helps set the direction for the program. The gender composition of the cohorts is presented in Table 7. Females participants comprise 57% of the program, similar to the composition of overall undergraduate population.

Table 7 BBLP Gender and Total Enrollment by Current Cohorts

Graduating Year	Female	Male	Total
2017	16	12	28
2018	20	11	31
2019	16	16	32
Total	52	39	91

While the minimum GPA for application to the program is 3.0, a cumulative 3.3 GPA is required to complete the program. The current average GPA for program participants is 3.7. Majors from all areas within the college of business are represented in the program with Finance majors being the largest group. Figure 8 provide a breakdown of total participants by their major.



The following are quotes from program faculty and staff regarding the quality of students that participate in the BBLP:

- “Our students not only are...you can tell I like them a lot. They’re pretty spectacular. They are generally speaking, very good students as well.”
- “I am so impressed with the students and what they can do, what they come out with. They are so ahead of the game.”
- “But when I was with the students, I said to them, ‘I have got to up my game. You guys are so much more advanced that I ever imagined.’”

Leadership cabinet. A smaller subset of program participants take an increased leadership role by participating in the cabinet. As the program manager described, “There is a board of students that are in leadership, and that I meet with weekly. We get to constantly have feedback sessions regarding what is working, what is not working.”

Table 8 *BBLP Faculty and Staff Information*

Faculty Title	Course Taught	Educational Background	Research Focus
Academic Director of Branded Business Leadership Program; Associate Professor of Management and Leadership; Program Co-Creator	#3-Team Leadership Skills	PhD in Management from the University of California, Irvine	Understanding mediators’ emotional work in dispute resolution & creating value added-ROI for leadership development in organizations
Associate Professor; Chair of Management, Entrepreneurship, & Leadership Department	#1-Foundations in Leadership	PhD in Management from University of Georgia	Employee involvement, empowerment, strategic human resource management
Professor of Management; [Title Sponsor] Endowed Professor of Leadership	#5-Leadership in a Complex World	PhD in Management from the University of Cincinnati	Complexity leadership, relational leadership, followership, and the co-creation of leadership
Assistant Professor of Management	#2- Interpersonal Leadership Skills	PhD in Management from University of Arizona, minor in Cognitive Neuroscience	Helping orgs and their leaders understand why employees select/leave
Assistant Professor of Management, Entrepreneurship, & Leadership	#4-The Leadership Challenge	PhD in Management from Texas A&M University	Leadership, groups and teams, individuals’ experiences in organizational socialization and turnover
Professor of Management (Program Co-creator, retiring)		PhD in Ind./Org. Psychology from Purdue University	Maximizing people, performance, and profits by focusing on people within organizations
Dean		PhD, Economics, University of North Carolina at Chapel Hill	Corporate and Public Policy; Environ. Econ and Policy; Econ. of Ed. Finance; Strategic Mgmt; Business Ethics
BBLP Program Manager; Adjunct Mgmt Prof.	Labs for all cohorts	MA Organizational Leadership; Azusa Pacific University	
Administrative Program Specialist			

Note: Bolded titles indicate individuals interviewed for study.

Faculty and staff. Another significant resource is the group of faculty and staff that combine efforts to create content, manage, and teach the students in the program. Table 8 highlights the current faculty and staff that support the program.

Volunteers. The BBLP uses volunteers in varying capacities. These volunteers include local business executives, university or program alumni, title sponsor employees, and other stakeholders from the local and regional community. The main areas where these resources contribute time and support are to the advisory council, as coaches and mentors, and as judges for program activities.

Advisory council. The BBLP is in the process of establishing an advisory council to provide some direction and input. Members may range from parents of students to local community members and successful business executives. As a faculty member explained:

We are just now initiating an advisory council that will consist of some people on the faculty, some staff members, and then a number of outside people. I think primarily those will be business people, but I don't think they necessarily have to be. The father of one of our students...recently retired. He was the CEO of [an internet company] ...He's just thrilled with the program and wants to be involved. And so we talked to him earlier in the year, and he is going to chair that advisory council. And is actually helping to put it together...to identify people to be on it. And what we'll look for from them is not, 'Here's what we want you to do differently, but here are some ideas and thoughts of on what could be done differently to make it better.' So they are not going to be in charge. But they will be advisory and we hope to get really good advice from them.

Coaches and mentors. As noted below in the Activities section, students are assigned a coach for local business leaders that have an interest in leadership development. The coaches are primarily volunteers from the local business community.

Alumni. Alumni serve a dual role as a human resource. They are independently a resource as an entity for networking and activities. However, they are also frequently invited as panelists for multiple activities including the assessment center, the application interview, and the pitch for the impact project.

Supporting programs. The BBLP utilizes multiple support programs across the school of business. Most of these programs are available to all undergraduate business majors, but they have a dedicated role with the BBLP.

Professional development center. Per the website, the School of Business Professional Development Center “provides [school of business] students with relevant communication tools for today's business environment, plus personal and professional training and coaching to help them ask questions, offer opinions, recommend changes and make presentations with self-assurance.” Their services include presentation coaching, team coaching, business writing, and career preparation.

Academic advising center. The School of Business Academic Advising Center is, according to its website, “dedicated to supporting business majors throughout their entire undergraduate careers through effective academic advising. The advisors will assist students in the exploration, development, and management of individual educational plans.”

“Services provided:

- Education on school of business admissions requirements as well as University policies, procedures and resources
- Assistance with business major/minor selection
- An educational plan for specific academic interest and career plans
- Assessment of academic progress and reference to resources if challenges arise.”

Career services. “The [Corporately Underwritten] Career Center is an extension of the institution’s Center for Career & Professional Development devoted exclusively to undergraduate students and alumni of the school of business.” They “provide guidance, resources

and workshops to help [students] put [their] degree, skills, interests and experience to work for [their] ideal career path.”

Marketing and communications. The marketing and communications responsibilities are shared. Some support comes from the school of business marketing staff and some comes from the students. However, much of the marketing and communications activities are handled by the program staff.

Financial. The financial resources of the BBLP allow it to provide a comprehensive, coordinated, engaging experience. Financial support for the program comes from two main sources. First, the program receives funds from a local, large-scale business. These funds allowed for the creation of staff positions to support the operations of the program. The BBLP also receives operating funds out of the school of business annual budget. Explaining the role of the title sponsor funds, the academic director said:

The grant from [the title sponsor] ...essentially funded the two other positions that we have. The program manager, and the administrative assistant, mostly. And then the business school will basically handle the operational funding of the program...About two years ago, maybe three years ago, [the title sponsor] gave us another grant that specifically was for the purpose of hiring an internationally recognized leadership scholar who would work with this program.

Title sponsor. As discussed in the Context section, the impact that the title sponsor has on the program is significant. They have provided funds for staff, as well as creating an endowed professor of leadership position to increase the visibility and impact of the program. Their support also comes in the form of volunteers, internship opportunities, and a strategic advisory capacity. As the academic director said, “I really place high value on the additional commitment that the financial commitment brings.” Further saying, “So what we’ve seen from [the title sponsor] is that people there get involved...they become coaches for our students, and they provide internships, and they come and speak in our classes and that sort of thing.”

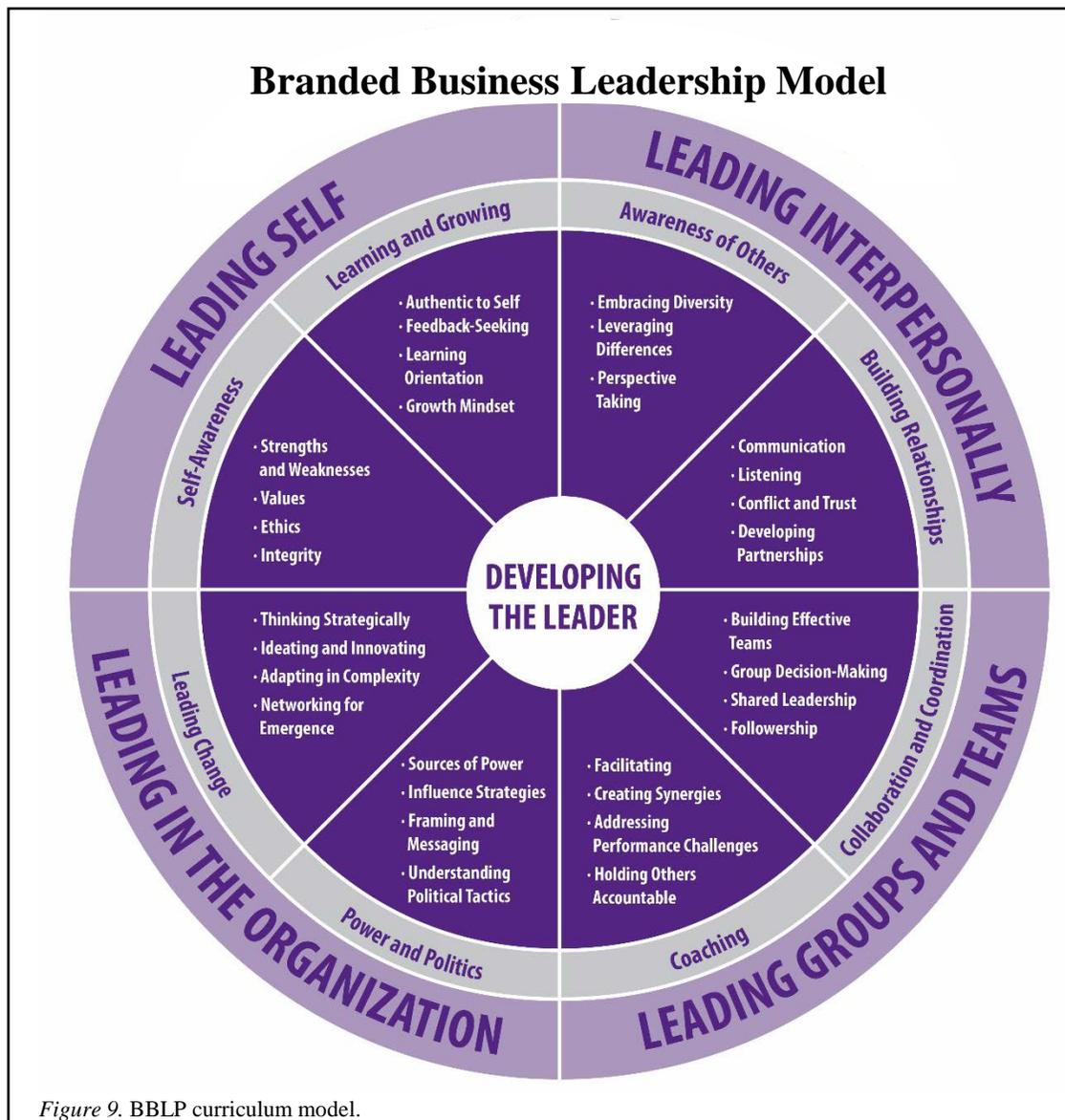
However, future title sponsorship may change. Some participants noted that other sponsorships may be an area for growth, though exact roles are unclear. The academic director said:

One way that I would like to see things change isn't actually about changing the program, but it's about the financial aspects of it. I would love to see us funded completely by outside businesses...For a lot of reasons, not just because that would make us financially independent, but because with that financial commitment comes commitments in other ways...I would love to see that happen with a half dozen other companies. I would love to see additional businesses. And [the title sponsor] wants that too. They have been our kind of patron for years now. All of us want to see other organizations get involved. And I think that would be good for them as well as for us.

School of business. Funding for the BBLP comes from both the title sponsor, as well as the institution. As the academic director clarified, "We are funded by the business school. Let me back up a little bit. We are funded by a grant that we got from [the title sponsor]. Whatever that doesn't cover is funded by the business school."

Overall, between the human resources, the supporting programs, and the financial support from the title sponsor as well as the school of business, the BBLP is a well-resourced program which facilitates its underlying program theory to help move students toward the desired outcomes.

Activities. The activities in the program are the primary mechanisms that lead to change and the realization of outcomes. The activities in the BBLP consist of two major categories, those inside the classroom and those outside the classroom. These activities are classified below as Academic or Applied. Due to its coordinated, hybrid design, some activities bridge both categories. For the sake of presentation, they are classified in the predominant category, and some activities are listed twice. Figure 9 is the Leadership Model, as developed by the BBLP faculty, which underlies program design and program theory.



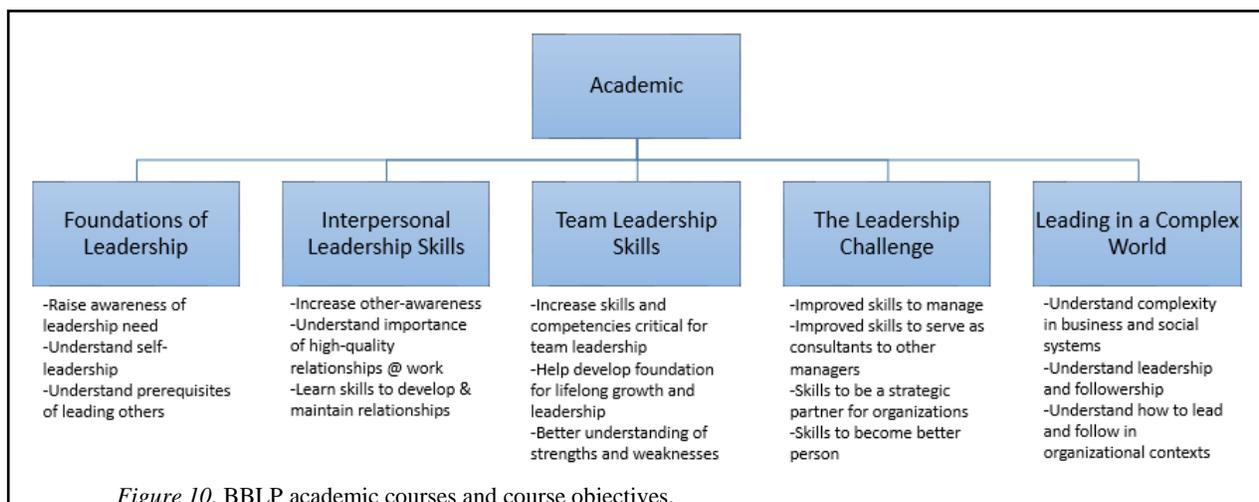
As explained by faculty member:

Each quadrant represents a leading, stepping up to higher levels of leading. And within that quadrant...there is...a piece of pie focused more on...competencies, and then one focused more on behaviors...In [the first quadrant], a big thing we focus on is self-awareness...so understanding yourself, how others see you... having your vision for where you want to go so that you are not just acting randomly, [but] acting with intention and increasingly focusing more on things like growth mind-set. Having a learning orientation rather than a performance orientation. But we also focus on things like integrity and authenticity, empathy and then emotional intelligence. And...on communication skills as well. So it is all that kind of self-management, self-regulation kind of stuff that we focus on... And then it broadens out from there.

Academic. As previously indicated, the academic portion of BBLP consists of five courses beginning in the fall semester of the student’s sophomore year. The total program equates to 15 credit hours. Table 9 presents the courses by course order, title, semester taken, and primary focus. The courses are designed to build from the concepts presented in prior courses to provide a comprehensive approach. Figure 10 graphically depicts these academic activities. As a faculty member mentioned, “Everybody who teaches the different classes...we also co-strategize together to make sure the whole experience kind of fits together across all the years.” Appendix H contains a listing of course components including learning objectives, required readings, included leadership curricula, and major deliverables. The following section contains a summary for each course.

Table 9 *BBLP Academic Courses*

Course #	Course	Semester	Focus
1	Foundations of Leadership	Fall, Sophomore	Leading Self
2	Interpersonal Leadership Skills	Spring, Sophomore	Leading Interpersonally
3	Team Leadership Skills	Fall, Junior	Leading Groups and Teams
4	The Leadership Challenge	Spring, Junior	Leading Change, Impact Project
5	Leading in a Complex World	Fall, Senior	Leading the Organization



Foundations of leadership. This course, taken in the fall semester of the sophomore year, is the first of the five required courses in the BBLP and is available only to students who have been formally selected into the program, as with all BBLP courses. This course relates to the Leading Self quadrant of the Leadership Model. According to the syllabus, it is “intended to promote leadership skill development that reflects the University’s mission: To educate individuals to think and act as ethical leaders and responsible citizens in a global community.” “This course is designed to help [students] learn what leadership is *and* how [they] can become an effective leader.” At the completion of this course, students “leave with more than an intellectual understanding of leadership. You will know what it takes to lead themselves, and this knowledge is the essential foundation for leading others.”

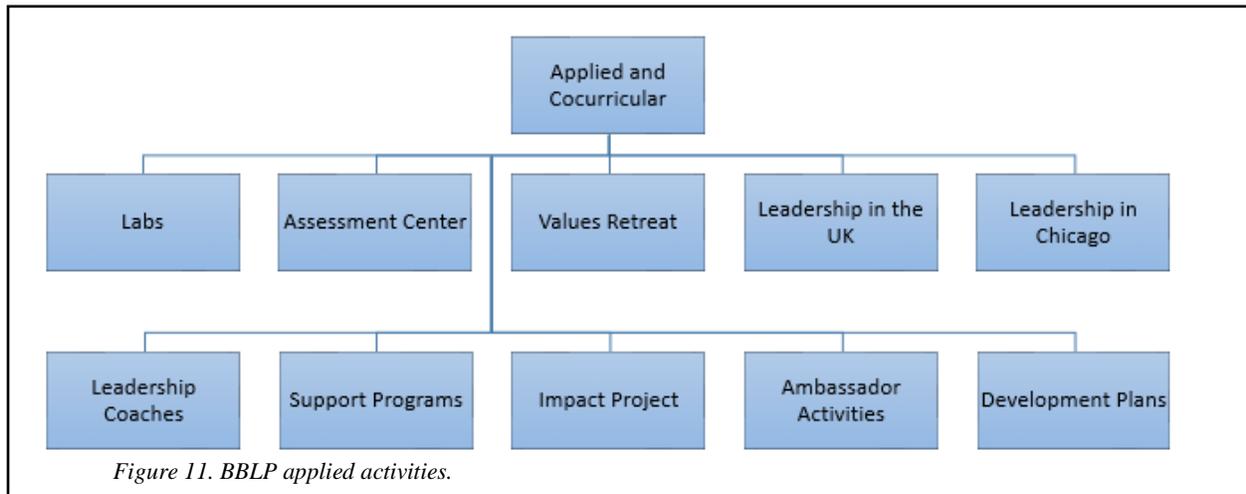
Interpersonal leadership skills. This course is the second in the program and is taken in the spring of the participants’ sophomore year. It relates to the Leading Interpersonally quadrant of the curriculum model. The course is designed to help students “recognize and develop personal and interpersonal strengths and how they can more effectively know and lead others in one-on-one relationships.” It offers an “in-depth analysis of dyadic relationships with influence from theoretical and practical perspectives. Emphasis [is] placed on providing [students] with opportunities for self-examination regarding the application of leadership competencies.”

Team leadership skills. This is the third class in the program and is taken in fall semester of the students’ junior year. It corresponds to the Leading Groups and Teams quadrant of Leadership Model. It “is designed to promote leadership and team building skill development, reflecting the institutional mission: To educate individuals to think and act as ethical leaders and responsible citizens in the global community.”

The leadership challenge. This is the fourth class in the program, and is taken in the spring of the junior year. The emphases of this class are the Leading Groups and Teams and the Leading Change sections of the leadership model, and the course is designed in support of the institution and school of business mission statements. “The primary objective of the course is to inform [students] of major issues surrounding effective (and ineffective) leadership, paying particular attention to the common ‘tensions’ (or challenges) that leaders often face.” The course requires students “to think introspectively about [their] personal development as a leader and likewise demonstrate requisite knowledge for diagnosing common problems associated with broader change initiatives.” This course contains some content continuation from the previous course, Team Leadership Skills, and as such may be taught cooperatively with the previous faculty member.

Leading in a complex world. This course focuses on the “‘Leading in the Organization’ quadrant, but also includes components of ‘Leading Groups and Teams’ and ‘Leading Interpersonally.’ It is the final course, and is also the newest addition to the program. It is taken in the fall semester of the participants’ senior year. “The objective of the course is to extend learning regarding leading self, leading others, and leading change to business and societal contexts.”

Applied. The Branded Business Leadership Program is a combination of curricular and cocurricular experiences that dovetail to form a hybrid program. Listed below are elements of the program that are in addition to or span multiple courses. Figure 11 shows the applied activities of the BBLP.



Labs. Labs are “weekly development activities designed to support and enhance” classroom learning. They start with the first course in the fall of the sophomore year and carry through the fifth course in the fall of the senior year. “Labs include various developmental activities, critical program updates, guest speakers, and so forth. Some lab sessions may be reserved for project work or other class-related work. For most sessions, [the Leadership Program Manager] is the organizer.” Faculty encourage students to “bring up relevant information, questions, insights, and other ideas gained through the lab sessions in regular class sessions.” Also, through activities completed during lab sessions, students receive a Premium Credential. This credential is a cocurricular pursuit available for other students in the school of business. However, since the BBLP participants complete the credential requirements through the program, it has become another element and benefit from participation in the program.

Assessment center. This activity occurs on a Saturday during the fall of participants’ sophomore year, and is one of the first major program activities in which students participate. Business professionals and alumni assess students and provide feedback of critical thinking, problem-solving, and presentation skills—group and individual—based on group presentation of

a Harvard business case. This activity is designed to help assess program participants, as well as to introduce students to the constructive feedback process.

Values retreat. In January of the sophomore year, students participate in an overnight retreat focused on self-reflection and team building. The primary purpose is to introduce and educate students to the BBLP values of teamwork, development, innovation, integrity, stewardship, and achievement.

Additionally, students develop a unique set of core values for their cohort for the duration of the program. Figure 12 is a photo of four different cohorts' values as they are displayed in the program manager's office. These are the final, collectively agreed upon cohort values, that are then signed by all cohort members.

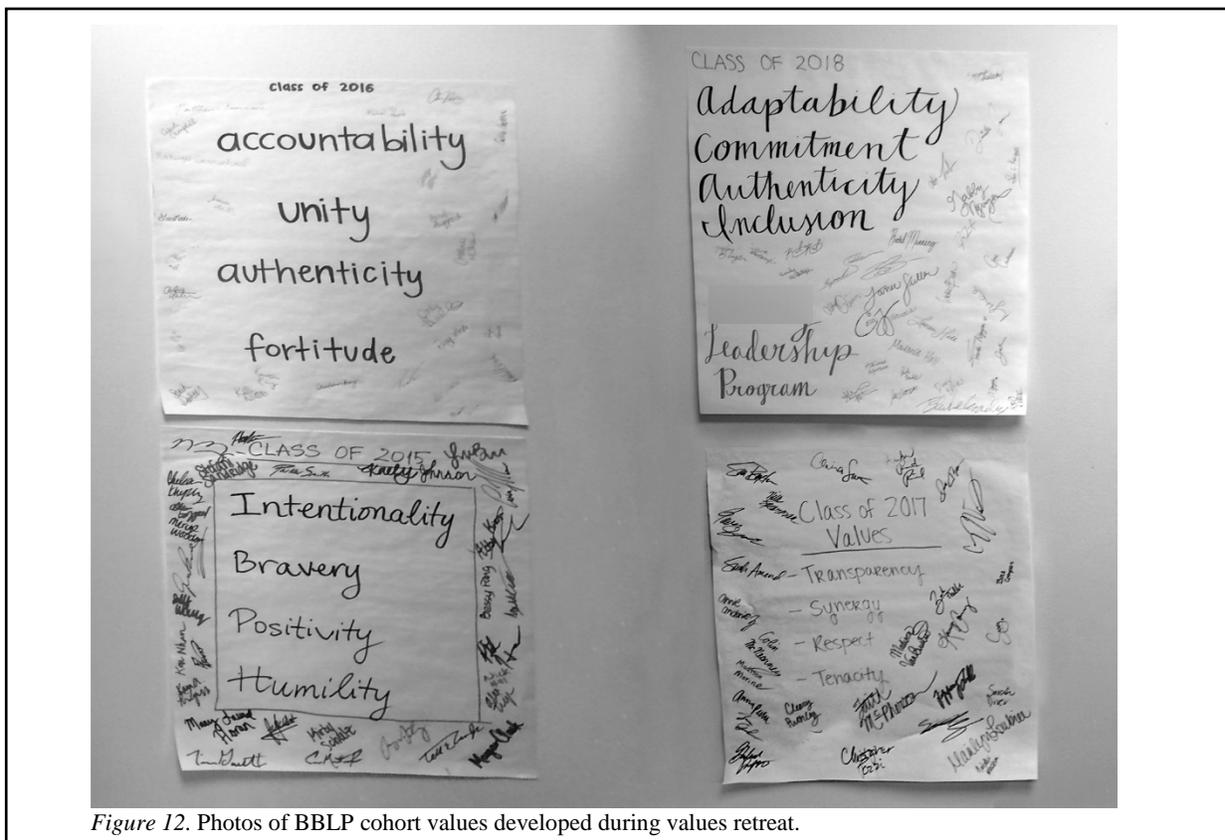


Figure 12. Photos of BBLP cohort values developed during values retreat.

One program personnel member described the retreat process:

We go on a retreat with our sophomores. They have been in the program for a semester, and so they have a bit more of a pulse of it. And then as a group, we talk about “Hey,

these are the leadership program's core values. What do you want as a group to be your own core values?" And so we start with a process of big group and small group and engagement regarding what do those words mean and a lot of challenge from "How does that impact, or how does that not impact?" And so it is a very collaborative, connected process. In narrowing down, "Okay, how do we choose our four that are important to us? And then, how do we live by them?"

Ambassador activities. Through Ambassador Activities, students "assist others as representatives of the school of business." These activities are designed to help students experience the concept of servant leadership, and can include a broad range of items "from serving on high-level committees to moving chairs for an event" set up. Typically, four to six hours of Ambassador Activities are required per semester.

Leadership in Chicago. During the fall break in their junior year, "students can see business from a global perspective while interacting with executives from" Deloitte, Klein Tools, JPMorgan, Grosvenor Capital, the Chicago Mercantile Exchange, McDonald's, Soldier Field, and other companies. "The students are also given the opportunity to meet and network with successful university alumni living in the Chicago area." This is a time to broaden the students' horizons and to develop deeper bonds with their cohort. As one student observed:

I think it is really cool that we get travel opportunities...We just came back from Chicago. We got to do corporate site visits and see firsthand what the corporate cultures of certain companies are like. And then the Deloitte Greenhouse, they gave us a little leadership team lesson...and then just getting to bond as a cohort, I mean it is a really special thing to do.

Leadership in the UK. At the completion of the junior year, a second travel opportunity is held in the United Kingdom. During this trip, students "learn about leadership from a historical perspective" while visiting some of the landmarks in London, and experience current leadership through corporate site visits. The students then spend time at the acclaimed leadership institute Columba 1400, on the Isle of Skye in Scotland. This institute "offers a distinctive approach to leadership development and self-discovery, utilizing both indoor and

outdoor activities.” Students come away from this experience “with a clear understanding of what drives them, of what they want for themselves and others, and with a refreshed vision of their own personal future.” This trip is partially subsidized by the program; however, students are required to pay for the trip.

As the program manager explained:

We go to Scotland and London for two weeks in May, after the fourth course... We do an immersive leadership experience in the Isle of Skye for six days where you do these crazy hiking adventures, and you are hiking miles and miles and miles. You think there is no way I am going to get to the top, but you are talking about your values and you are understanding persistence...I have seen students struggle and then their colleagues and peers come around them to help make sure they get to the top too. Or get as far as they can go and feel proud of that moment in space.

Leadership coaches. (January Junior Year-December Senior Year) In the spring semester of the participants’ junior year through the fall of their senior year, students are individually linked with local business professionals to provide one-on-one coaching and advice. These relationships are possible mentor and networking resources. Students are responsible for maintaining and leading the relationship.

Support program experiences. Throughout the program, students have coordinated and self-selected experiences with the programs that support the BBLP operations. These activities include academic advising, career coaching, and professional development.

Leadership impact project. The purpose of the Leadership Impact Project is to create a team-based project that makes meaningful impact in community. This project stretches across the fall and spring semester of the participants’ junior year. It is a keystone project and one of the hallmarks of the program.

One student shared thoughts on what the impact project means to them:

I think for me probably [the most beneficial activity] is something we are in the midst of right now, and that is our impact project...Just having the opportunity to go out and give

back to a community that has given so much to us in a way that we wouldn't have the opportunity to do so otherwise when still growing in our leadership. I think that is huge...Huge for me. I am big on service. I am big on helping other people. And then when you get to use your leadership and really put it to the test and say, "Okay, is my leadership definition...is this something I really believe in? Is this something I can actually act out?" So it allows you to think. It allows you grow. It allows you to challenge yourself while still doing good for the community and it is a bonding experience.

The participant then described the proposed project:

So we are doing something that we are calling the [University] Sandlot and we are hoping to partner with local middle to elementary schools or the Boys & Girls Club to bring impoverished youth within the [local] community baseball and the love of the game, and all the life lessons and rules and discipline that comes with learning and playing the game of baseball. So we are hoping to partner with [University] athletics, and bring the kids in. So say you have four middle schools, you pit the middle schools against each other as small four inning games. You really teach the game, provide them the equipment and the life lessons because a lot of schools don't have organized sports. And especially not baseball which is very capital, time intensive. So we want to be able to provide that to these kids because we think there is so much value in the sport, and then bring it together with a huge fundraising opportunity. Get the [University] community involved. Really show these kids a unique experience that they wouldn't normally have the opportunity to do so. And set them up with the tools and the skill and that little bit of hunger to continue pursuing the game that they can hopefully take and run with.

Leadership development plan. The LDP is a document created by the students to help map out their individual leadership journey and development. The LDP is intended to help students effectively approach their "ideal self" and synthesize program activities, learning components, and experiences. It is a component in multiple courses, and is revisited and updated throughout their participation in the program. The initial LDP assignment from the Foundations of Leadership course is included in Appendix H.

Outputs. In a three-year comprehensive program, such as BBLP, there are numerous outputs, or the results of activities that can be tracked and counted. Table 10 provides examples of potential program outputs. No outputs were specified for the program other than individual course attendance requirements, cumulative GPA, and the 15 credit hours.

Table 10 *Potential BBLP Program Outputs*

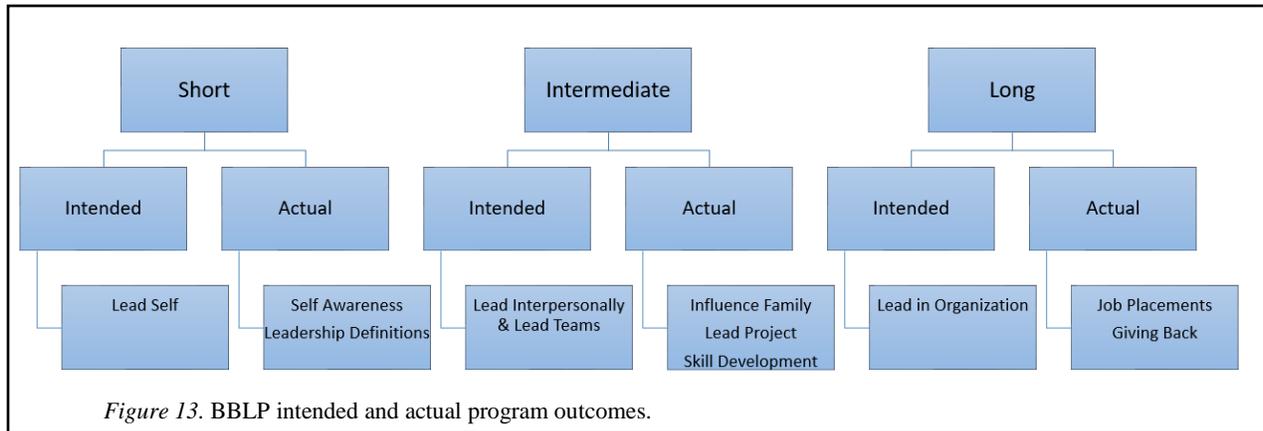
Academic Outputs	Cocurricular Outputs
Class assignments	Networking opportunities with business leaders
Team projects	Travel experiences
Classroom hours	Professional development activities
Grades	Individuals served through impact projects
Academic credit hours	Leadership coaching meetings
Leadership Development Plans	Networking relationship
	Ambassador hours

Outcomes. The integrated program curriculum is based on the increasing levels of complexity inherent in the process of leading. No explicit program outcomes have been codified for the program beyond the learning objectives from individual syllabi. Program personnel interviewees mentioned this consistently as an area for improvement. The sentiments were typified in this comment by an associate professor:

I think in the past, we have not been really good in taking an objective measure, or doing any kind of real objective assessment that would let us actually measure things and track things in more of a quantitative kind way. We have realized that and we are starting to work on it.

Most outcome and evaluation has been informal. As the endowed professor of leadership noted, “I think we have got an issue around the evaluation. I think we have an issue around identifying outcome measures. Those are both real opportunities for us.”

The Leadership Model has program outcomes that are inherently tied to the participants’ ability to lead self, lead others, and lead the organization. Each class has designated learning objectives highlighted in the class syllabi, as described above. Therefore, the following intended program outcomes sections are derived from the Leadership Model. Students, through focus group and open-ended survey comments, provided anecdotal evidence that these outcomes are being met. The outcomes are presented below with the intended outcomes and anecdotal evidence of those and other actual outcomes. Figure 13 illustrates the program outcomes.



Short term. Short term outcomes are changes in a participant that are desired within the first year of the program. For courses, these outcomes can be represented in the course objectives which the faculty want to see realized at the end of the semester. For the program, the developmental outcomes follow the Leadership Model in growth, development, and complexity.

Intended. The initial outcome of the program is to develop an awareness of self in the students. This is depicted in the leadership model in the Leading Self quadrant, and is addressed in the first class, as well as touched on in subsequent classes. This outcome is partially evidenced by the following competencies and behaviors from the model: “Sets an example, acts with authenticity, is responsible, has self-awareness, sets and achieves goals and priorities, and has strong values and integrity.” The professor of the first course described these desired program outcomes:

[We] definitely want them to have a good sense of their strengths and weaknesses. And to start thinking about how they can leverage those strengths to accomplish their goals and what they can do to work on those weaknesses...So to understand what really does matter...to work on and have a plan for how to do that going forward...

Actual. One student described the developmental outcomes from the first part of the program:

I thought about leadership as, oh like it is someone important leading a group of people. But the first thing when I got to [BBLP], it was all about well before you can do that, you need to know how to lead yourself. So we read really interesting [material]...like the

curriculum for Foundations of Leadership was the *Seven Habits of Highly Effective People*. That was all about being proactive and really awesome stuff like that and then Crucial Conversations...

Intermediate term. The intermediate term outcomes are progressive outcomes that build on the foundations of the program. In the Leadership Model, these would be the development of skills for leading others and leading teams.

Intended. The intended intermediate outcomes involve the students developing competencies in leading others. These competencies are evidenced by “engaging in high performance teamwork, creating a motivating environment, being inclusive and open-minded, communicating and networking effectively, and resolving conflict.”

Actual. These outcomes surrounding interpersonal and group leadership are realized in both program and extracurricular settings. As the program manager explained, “We have seen students really transform their families from the experiences that they have learned and gained their ability to help heal some of that brokenness, I think, within that relational leadership model that we speak to.”

One of the student participants expounded on the expected and actual intermediate term outcomes that they experienced thus far:

I think for me, I had a few expectations...one to be brutally honest, I wanted something that would look good on my resume and that would differentiate me from other business students, not only at [the University] but throughout the world and the country. And second, I wanted to do something to really prove to my parents, “Hey, this is worth the massive amount of money you are spending to send me here. Like I am really serious about getting this education and buckling down and learning and making the most out of this investment.” And then third, having leadership experience in high school, it just felt like it was a natural progression. So I conquered [leadership] in high school. I feel like I got a decent idea of what leadership is, now let’s continue to run with that; let’s further that. And it has been really interesting. This is really where it exceeded my expectations in looking back on it. I had no idea what leadership was in high school. No idea. That wasn’t leadership at all. Having the opportunity to really learn what that is, and refocus my whole thought...how I conduct myself and how I act, not only personally, but in the clubs and organizations and other leadership roles I am in on campus. That is where it has

really exceeded my expectations is it has allowed me to become such a better person, so much more well-rounded, so much more cultured and experienced. It is an opportunity that I certainly wouldn't have had through any other program on campus.

Long term. In the increasing complexity of the Leadership Model, the long-term outcomes center on leading change, and navigating the complexity of leadership.

Intended. The intended long-term outcomes for program participants center on the ability to leading change and function in complex environments. This ability is demonstrated when a student “defines vision, strategy, and goals; thinks strategically; engages in effective problem solving; gets results; negotiates effectively; and understands the importance of community and citizenship.”

One faculty member indicated about what skills and outcomes they desire students to have at the completion of the program:

We want them to be really effective communicators and so people who are comfortable having difficult conversations, who are comfortable raising uncomfortable topics...who, even though when they leave here they will be young and unproven and inexperienced, are comfortable voicing their opinions and their concerns and their thoughts. But can do so in a way that is respectful and appropriate and actually will get people to listen to them. And that they can also use them to build relationships that are going to help them throughout their careers and their lives in general. I guess that I would also say that we want them to have a clear sense of what is important to them and what matters most to them so that they can structure what they do to be consistent with that, rather than just reacting...being very intentional and purposeful about what they do.

Actual. Actual measurements of these long-term outcomes can be challenging to measure since they can continue to emerge after the program has ended. One such way is job placement. As the program manager indicated, “Our students getting jobs that they are wanting and selecting is another indicator...Our placements help us identify that our students are learning what they are supposed to be learning.”

The endowed professor of leadership described what the desired and actual outcomes of the students include:

Well parents want...they are paying for it, so they want them to get a good job, and get good skills to have success. Whatever that means to them in their life and career. Quite often that means money too...Students are the same, but they want fulfillment. Because they have found through this program what is a passion for them. What they want is, they like the group and the peer and the family they get. They feel very, very connected to their cohort, and very connected to the program. And it is an emotional passion, that familial kind of connection for them. So what they want is that peer group, the support, the place to grow. And the way it is a safe space to be vulnerable and to learn and grow. They appreciate that they have that from the other students. They appreciate that it is designed that way and they appreciate the relationships with faculty, with coaches, and others who are running it. And they are giving. They will give back, because they see, and they are leaders, they will give back. So I think that is what they want.

In a classroom setting, the endowed professor of leadership who teaches the final course, indicated the presence of realized outcomes:

I polled the leadership students yesterday. "How do you lead change?" I was curious because I said, "That is what we are going to be talking a lot about and I want to know where you are right now. There is not a right or wrong, just a poll." I was blown away by how broad. I expected the Kotter kind of stuff. Because that is what I had seen in any other program. I really expected it. They were so advanced. They really understood the nuances. They were like, "Well it is bottom up and top down. And people are resistant and you have got to figure out how to plan it. And you should have some vision, but vision was not the primary thing." So I was really blown away. And I said to them, "How did you learn that? Where did that come from?" And they sat there and...it was quiet, and one said, "I think maybe [another professor] taught us it." But they are not getting it in one place. It's like an infusion. Then I joked with them and I said, "Well you are just born leaders! So it is just, it is part of your genes. It just seeps out of you."

I think that is the interesting thing about the program. It is not a course. It is not one thing...think about the Scotland trip where they are traveling...or the labs. They don't remember where stuff comes from. It is really embedded in them and lived... and the activities. They have the Impact Project. You know their student leadership roles, they are learning it through experience and struggling in it. Fully experiential.

In an alumni survey, former participants indicated that the program most effectively prepared them for developing coworker relationships, honing their management skills, and increasing their professional expertise. The 2015 cohort reported that 79% were employed or enrolled at graduation, with that number climbing to 83% after three months from graduation. The 2014 cohort reported a 91% rate at graduation, increasing to 94% three months out.

Average starting salaries were \$59,400 for 2015 and \$58,360, respectively. Employers surveyed stated that program graduates are recognized for self-initiation in the workplace, as being go-to members of the company, having high emotional intelligence, and being able to motivate without leaving other team members behind. They have more leadership experience and more self-confidence, are more professional when giving presentations, and are more mature.

The program outcomes are integrated throughout the program, similar to the curriculum and the leadership model. However, most personnel interviewees noted that outcome identification and tracking was an area of opportunity for the program to improve. Future efforts in outcome analysis may include more nuanced and data driven evidence.

Impact. The impact of the program is long-range, and outside the scope of this study. However, the section below briefly addresses the impact by intended program personnel, expected by students, and actual impact.

Intended. The purpose of the BBLP is to help students develop to become responsible leaders who contribute significantly to their organizations and communities. Long term evidence of this impact could be financial success, both individually and organizationally, as well as formal leadership positions, and personal leadership anecdotes.

Expected. Focus group participants, in the open-ended questionnaire, were asked how they anticipated using the leadership skills learned in the program in the next five years. These answers were:

- To be a business consultant and help customers/clients. Lead a project as an extracurricular activity at the work place. Be a role model to people around me.

- I plan to use my skills as a way to better myself. In terms of my career, the skills I am learning will help me to be a better employee. I will feel more prepared to face conflicts, ethical dilemmas, and just in general building relationships at work.
- Principally in my career by securing a job that I can be proud of and doing my best to further my personal aims as well as those of the company.

Actual. Long range impact is hard to measure, and as the program is in its eleventh year, the impact has yet to be fully realized. For individual success in the business area, one indicator can be salary. In a 2014 survey of 80 alumni from the first eight years of the program, 67% of respondents reported making at least \$50,000 upon entering the workforce, with 22% making \$70,000 or more.

Overall the total impact of the BBLP program is not currently quantified. However, the comprehensive, integrated approach to curriculum and activities combined with the strong, familial culture indicates that the impact of the program is both transformative and long-lasting. This impact as evidenced by the job placement and anecdotal stories of both faculty and participants.

Program Logic Model

Figure 14 combines the components of the BBLP program theory.

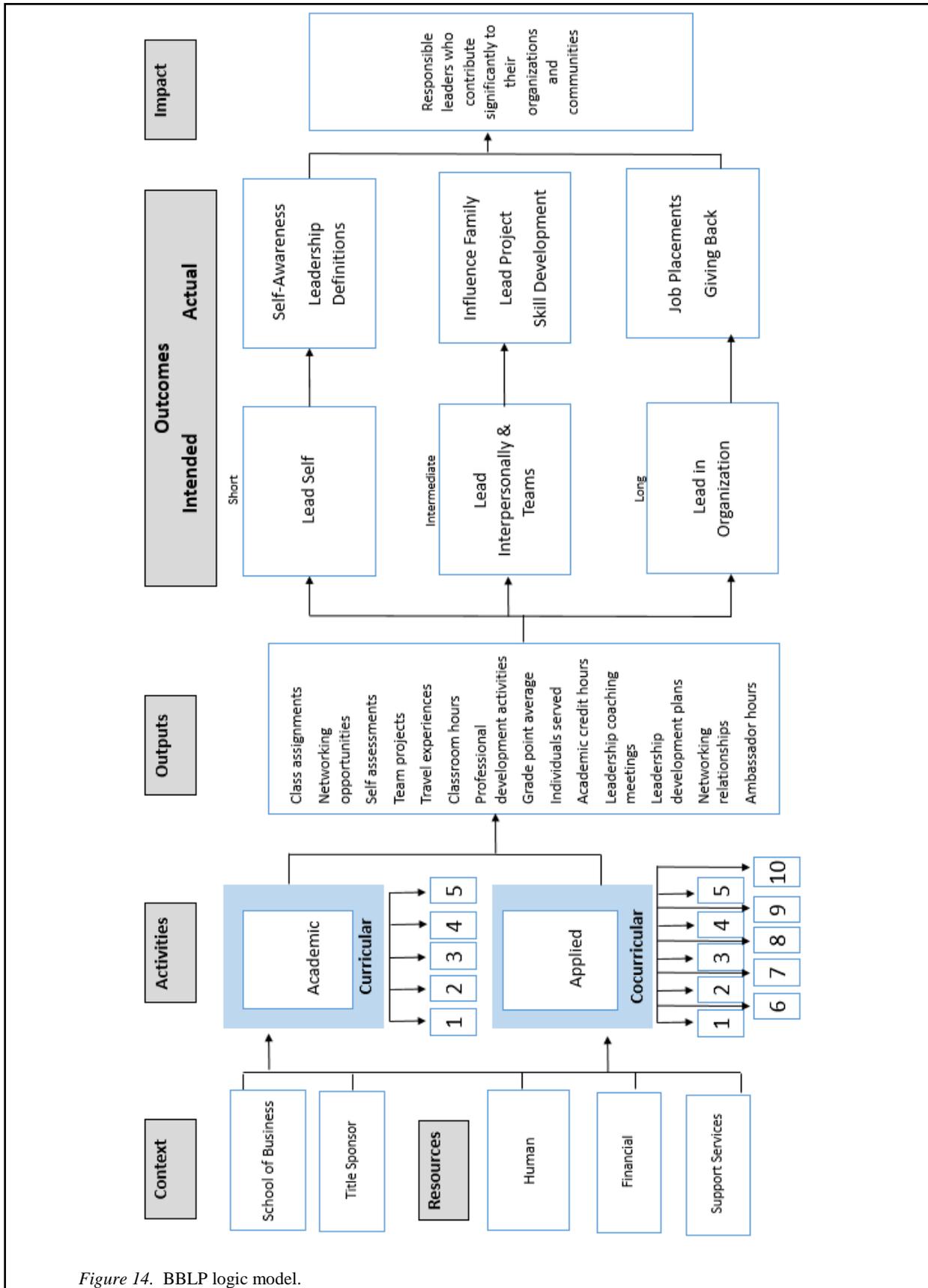


Figure 14. BBLP logic model.

Case Study Summary

The Branded Business Leadership Program is a selective, comprehensive, cohort-based program for business students that has both curricular and cocurricular components. The 15-credit hour program is conducted over participants' sophomore, junior, and senior years. The BBLP faculty have developed a proprietary leadership model, supported by a broad base of leadership thought and theory, on which the program curriculum is based. Students progress from leading self, then others, to teams and organizations to realize the program outcomes. Throughout the program, a strong sense of connectedness develops among the participants and the faculty, transcending any one course or activity. A commitment to strong core values and continuous improvement helps the BBLP remain rigorous and relevant. Additionally, having necessary resources—monetary, human, and support services—allows the BBLP to continue pursuing its purpose, to help students develop their individual talents to become responsible leaders who contribute significantly to their organizations and communities.

CHAPTER 5: ABSOLUTELY ACADEMIC LEADERSHIP MINOR CASE STUDY

The Absolutely Academic Leadership Minor (AALM) is one of three academic minors within the psychology department. It is available to all undergraduate students on campus who wish to declare a minor, except psychology majors. The AALM is chiefly academic, with no required cocurricular elements.

Program Description

The AALM is a 21-hour minor classified under the department of psychology, which is one of nine departments in the College of Science and Engineering. The course plan contains two required courses, Basic Leadership Theory and Skills and Advanced Leadership Theory and Skills. In addition, students take one course from a selection of psychology courses considered Introductory, one course from a Foundation section that focuses on social elements of psychology, and three courses from a pool of elective psychology classes. The program is primarily curricular, with an option for an internship in the electives section.

Mission/Purpose

The program does not have an explicitly stated mission. The psychology department's website for its minor programs states, "Our focus is on the theory and practice of ethical leadership and on individual development of leadership strengths and skills." Though, it does not have a mission statement, both faculty interviewed noted the development of the program was a direct result from the change in the University mission statement and has a strong ethical component.

Program History

As the two faculty members interviewed for this study are program creators, they both had historical knowledge of the specific link with the university's mission. One indicated,

regarding the program's development, "One area of focus was to create links and supports from theory and, as much as possible, practice to the mission statement of the university."

The other interviewee confirmed this original purpose:

The impetus was, at the time, we were just generating the wonderful mission statement that we have. Which is, and I thought was, great. As a department chair, I thought it was important, and we would be encouraged to show how the department is helping to work towards that mission statement and...there is a lot of difference of opinions to the extent to which we have to take that seriously. My personal opinion is, if it is there, we should be trying to at least relate to it. So really it came out of that. And even at the time, it was the case that our Dean said he thought it would be to all of our advantages if we could, if asked, point to courses, curriculum, or something that helps us and helps others to see what psychology is contributing...to the mission of the university.

Development of the program began in 2004, and classes began in 2006. The primary faculty member, who is the program's faculty advisor—the faculty member who advises students—and program coordinator, previously taught in a leadership class in the school of business as BBLP was in its initial stages. As she noted, "There were some parallel activities that kind of synergized a little bit because I wanted very much to teach what I was teaching there [in business], but to do that here [in psychology]." The program was championed and created by the primary faculty member. That structure has continued for the past 10 years, with some support from other faculty members. She indicated: [The other interviewee] was involved in helping to develop and get approval for the program to begin with. In fact, he was [department] chair at the time, and went to bat for the minor.

He reiterated this path:

It was really the two of us that decided what the curriculum would look like. Well she [the main professor/faculty advisor] pretty much led the way, but I think I probably served as a sounding board and helped guide it. And so in part, I am still involved in any curricular changes and the like.

Application Process

There is no formal application or selection process. There are three primary requirements for inclusion and completion. First, no psychology major can declare the AALM as a minor. The leadership courses are a subset of the psychology major. Since most of the classes for the minor can also be applied to the major, students cannot declare both. With few exceptions, institution-wide, students cannot major and minor in the same department.

Next, the Basic Leadership course is available to all university students classified as a sophomore or above, therefore no freshman can take that course. Finally, to complete the minor, the students must satisfactorily complete the 21-hour course plan, and according to the University course catalog, “Earn a cumulative GPA of at least 2.0 in all courses applied to the minor.” The ease of participating in the AALM was an attractive factor, as indicated by one of the students in the focus group:

I didn't have to get into this program...I had talked to a guy that was a senior when I was a freshman and he recommended this [program] and [the faculty advisor]. So I tried it out and it just worked. I didn't have to get into it. It wasn't a ton of extra stuff outside of school.

Program Size

There are 44 students who are declared AAL minors for the 2016-2017 academic year. Of those students, 32 are female and 12 are male, 73% and 27% respectively. As mentioned above, all AALM students come from majors outside of the psychology department. Figure 17 in the Program Theory section below illustrates the distribution of students by school or college that are in the program.

Transcript Designation

Students who complete the AALM requirements graduate with a Bachelor's degree in their major, and a minor in Leadership.

Program Culture

Since the AALM is classroom-centered, with almost no extracurricular activities, the overall program culture is diffuse and not strong or pervasive. However, there is one notable exception. The program creator and current faculty advisor is a galvanizing and prominent part of the culture. As one student noted in the focus group, “I think that it is really awesome that it is just [the main professor/faculty advisor] that handles it all. It forms a little community in itself.” The following sections contain an analysis of the levels of culture of the AALM including artifacts, espoused values, and underlying assumptions.

Artifacts

The culture of the AALM is loosely organized around the unifying figure, the much-admired faculty advisor and creator of the program. Additionally, notable artifacts are the lack of cocurricular requirements and the number of credits required for completion of the minor. Another artifact, the impact of the department of psychology on the program, is discussed in the Context portion of the Program Theory section below.

The faculty advisor. As noted above, the student relationships with the main professor are a distinguishing artifact of the program culture. She teaches four of the courses within the program, and is also the creator and main point of contact. As she described the overall nature of her role:

I am the faculty advisor. Meaning that if students are curious about the program, I will sit and visit with them about it. And then also at points along the way, when it is time for advising, they will come and see me. My role beyond advising is that I don't teach any of the general psychology courses. I don't teach any of the foundation courses. I teach the two required courses, which are the basic and advanced leadership. I teach two of the electives, which includes [the psychology of] women and men and also organizational psychology...I also teach, which I don't consider to be teaching, the internship course, mainly because it is really run like a process group, so I *manage*...that is that what I call it.

She has a strong rapport with students, and in turn they are drawn to her classes and the minor. As one student said:

I think something that is really cool about our minor is that unlike any other minor, it is kind of like [the main professor/faculty advisor]. It is her. Which makes it a lot more fun to go to because you are actually building a relationship with your professor. I think I have had her for like six classes now.

Another student expounded on the impact that the relationship with the faculty advisor had on his future career plans:

For my career, I want to go get a Master's and a PhD eventually in I/O psychology, industrial/organizational. And so I really like leadership and communication and organizational psych. All that kind of stuff. That is what I like. And so really I just want to apply it...I want to get a job in leadership essentially. Right now, I am looking for organizational change consulting or management, or leadership management jobs, and this just really prepared me for the field I wanted to go into. I thought I wanted to do counseling, and then I took leadership...It has helped my path. If I hadn't taken those classes, I wouldn't be on the path I am on now.

However, the faculty advisor noted that having more instructors in the program would be her preference:

To be honest, I teach too many of the classes. There is not enough intellectual diversity in the minor. Then that becomes a political question. You know in adding [more professors and classes]. But anyway, that to me is an area of weakness about the program.

No cocurricular requirements. Another defining artifact of the AALM culture is the absence of cocurricular or extracurricular requirements. As one student indicated:

I think that they [the multiple leadership programs on campus] are kind of suited for different people. Like I was saying, this is a minor. You just take the classes, and you do it, and you get it. That [the BBLP] is like a program where you have to do interviews for it and get into it. It is a bit more selective, or it is a lot more selective...And I don't really know much about the [CSCLP] thing, but it's all cocurricular so it also sounds like it would be more work on top of just your normal class schedule.

However, there was some recognition of the value that comprehensive extracurricular projects, similar to the other two programs, can have on the student experience. One student said:

I feel like for this program we should do something...we feel like we have been taught the skills through the courses that we have taken. So I think it would be cool to do team stuff, and maybe come up with some kind of way we could influence the school or create a new leadership organization or an initiative and see how that goes.

Another student agreed:

It would fit in somewhere and I think it would be a good opportunity for kids who don't take the internship class. I feel like it would be a good opportunity to be immersed [in] the social activity of working with other people and actually applying what they have learned.

The faculty advisor also desires to increase the experiential and applied components of the program:

I have been exploring how we can take that because the experiential is not large enough to me. And I have talked to [a senior administrator] about it. And I don't know whether to create an extracurricular degree requirement or exactly how to make all that happen. But to me, that is where we need to go.

No predefined social group. The focus group participants, when considering the other programs, seemed to be attracted to the lack of a strong group culture. In an exchange between two participants, one observed, "Yeah, I didn't try to get into any of those programs. I am in the business school and I can say that the [BBLP] people are really annoying." Another concurred, "They are a clique." The casual nature of the interrelationships with others in the AALM attracted them, along with the freedom to pursue other interests.

Credit hours. While students may be attracted to the lack of activities outside of the classroom that involve less of a time commitment, the AALM requires more courses than other academic minors. Most minors are designed with 15 to 18 credit hours. However, the structure of the six hours of required leadership, six hours of psychology courses, and nine hours of electives add up to at least 21 credit hours of the minimum 124 credit hours for a Bachelor's degree from the institution.

Espoused Beliefs and Values

The AALM does not have an explicit list of values. However, both of the faculty mentioned ethics when queried about the program's core values.

As the other faculty member and former department chair described:

I think very much like what the mission statement says, at the core of what we are trying to do is to develop ethical leaders. And so we do have to integrate a sense of ethics and positive leadership with the psychological principles. So I think it is to be true to, certainly, the field of psychology so that we are not getting off and doing self-help kind of stuff that isn't anchored in sound psychological research. But also to have a strong ethics component to it.

The faculty advisor indicated that she desired students to understand, "what it means to be effective using principles of ethics." She described additional core values of intellectual rigor and diversity:

I want intellectual rigor as much as I can...intellectual appreciation of the leadership theories that are present. And... the students, right now anyway, come into the classroom with a greater appreciation of diversity. So we really don't have to hit that as hard. But maybe we have to explore what that means to really be diverse.

Underlying Assumptions

Interviewing the two program creators provided an opportunity to ascertain certain underlying assumptions that have been with the program since its creation. Many of these assumptions centered on the context of the program being positioned in a psychology department that is mainly focused on experimental research.

Justifying the existence. An underlying tension, acknowledged by both faculty members, surrounds the location of an applied subject matter in a research-centric department.

The former chair suggested:

I know that there are some faculty in the department that say we have so many other pressures, can we really afford to do this? The whole department is experimental psychologists. And you know, they don't like to be pulled in the applied direction but the

other side of that is, I would say 80% of our students are in the applied areas. So be careful you don't put in certain changes that make you irrelevant.

While discussing the program's genesis and mission, the former chair indicated the need to be viewed as a valuable and contributing member of the university community. He said the AALM "helps others to see what psychology is contributing to the mission of the university."

As the faculty advisor considered the program's fit in psychology:

If you look at it from an academic discipline, it fits all over the place. What I have actually done...in the core is blend straight up leadership theory with more straight up cognitive tools. I have blended those two. That research area is more pure, purely in the area of just applied psychology. And it is not leadership, but yes, it is. Because we are talking about human behavior.

Psychology is the building block. Even in the face of the tension between the experimental and the applied, both faculty members stressed the influence of the discipline on the program content. As the former chair observed:

I tend to think psychology has application just about everywhere...For the most part, regardless of where you are, if it is government or education or even business, knowing the basic concepts in psychology is going to be helpful. And in fact, I would even go so far as saying, it is probably the case that students coming from these other disciplines are probably getting a taste of it within their own curriculum and not even realizing that some of it is based back in psychology. So I would hope that it would enrich their understanding, not only just within the context of the leadership curriculum but also in whatever it is that they are pursuing.

Interdisciplinary is the goal. Though the program is grounded in psychology, the faculty recognize the value of other disciplines. As the faculty advisor indicated, "I have actually talked to people before about creating the interdisciplinary aspect and we talked, we as a group, when we were putting this together, talked about it and it was considered." In a follow up question about which disciplines would be the most effective partners, she indicated, "I see at least three, communication, political science and history. I think that would just knock it out of the ballpark."

The other faculty member observed the tension of combining interdisciplinary efforts in the structure of the course plan, even from the beginning:

Is this going to be something that is interdisciplinary or is this going to be something that is within the field, just within psychology?...The more you bring in an interdisciplinary approach, which is clearly the trend today, even more so than when we developed this [program], the less you are going to probably be able to go back and do that basic psychology. So where could you fit it? And well, it is possible that in the middle [of the program course plan] you could have the theoretical context, the application of the theoretical context. You could do it there or you could do it at the end [with electives] where they are actually going out in the field and doing it. But what we thought, at least initially was, we have got a field experience program where they have that opportunity to go out and do. We have got the curriculum all here. Let's start with doing it within our own discipline. The down side of that is psych majors can't do it. Okay, but maybe in the future then, after we feel that we have a good sense for what this program is doing, we can begin to perhaps bring in a few other disciplines if there is interest across campus. But if we do that, we would be targeted in that second [introductory] bracket or the third [social psychology] bracket. What we don't want to do is to give up the basic psychology.

Recent developments in the program indicate that the plan for interdisciplinary courses is progressing. A formal program change has been approved which allows students from the ROTC program in the College of Liberal Arts, to declare the Absolutely Academic Leadership Minor, and utilize ROTC courses to qualify as AALM credits. These courses, offered in a different college, will also be open to AALM students as elective courses.

Sustainability is important, but tenuous. Both faculty members mentioned that a transition plan and a sustainable future path is a necessity, but is also currently lacking. As the faculty advisor observed, "If you want things to live on beyond you, you better create the [plan].

Ten years, time to assess. How are we are going? What are we going to do?"

As the other faculty member stated:

The real question becomes when [the faculty advisor] retires, what do we do? And I don't know if at this point, the department has thought that far ahead...I think [the faculty advisor] realizes that and she is very concerned about that. A lot of it would depend on the next department chair, what they think...And the reason for that is, not because the

program isn't successful. It is incredibly successful; it is growing. All the feedback that she gets, or most of it anyways is very, very positive. It really comes down to the psychology department doing so much, our student base is so large, can we really continue to afford to dedicate one faculty slot to the administration of that program?

Overall, the culture of the AALM is subdued among the participants. Due to the absence of cocurricular activities, the relationships between the participants can be characterized as classmates and acquaintances, but do not resemble the permanence of a cohort or group. The secondary faculty member was supportive from a distance, leaving the faculty advisor as the primary authority within the group. However, the one salient element of the culture, the fondness that the students had for their mentor, illustrates the impact that a motivating leader has had on the group.

Program Theory

With the introduction of electives, optional courses, varying course order, and diverse student body compositions in the classes, the program theory for AALM is diffuse and loosely coupled. However, the program elements are still structured in a way to build to outcomes. The following section presents the elements of program theory at work within the AALM including the theory of change and other components of the program theory.

Theory of Change

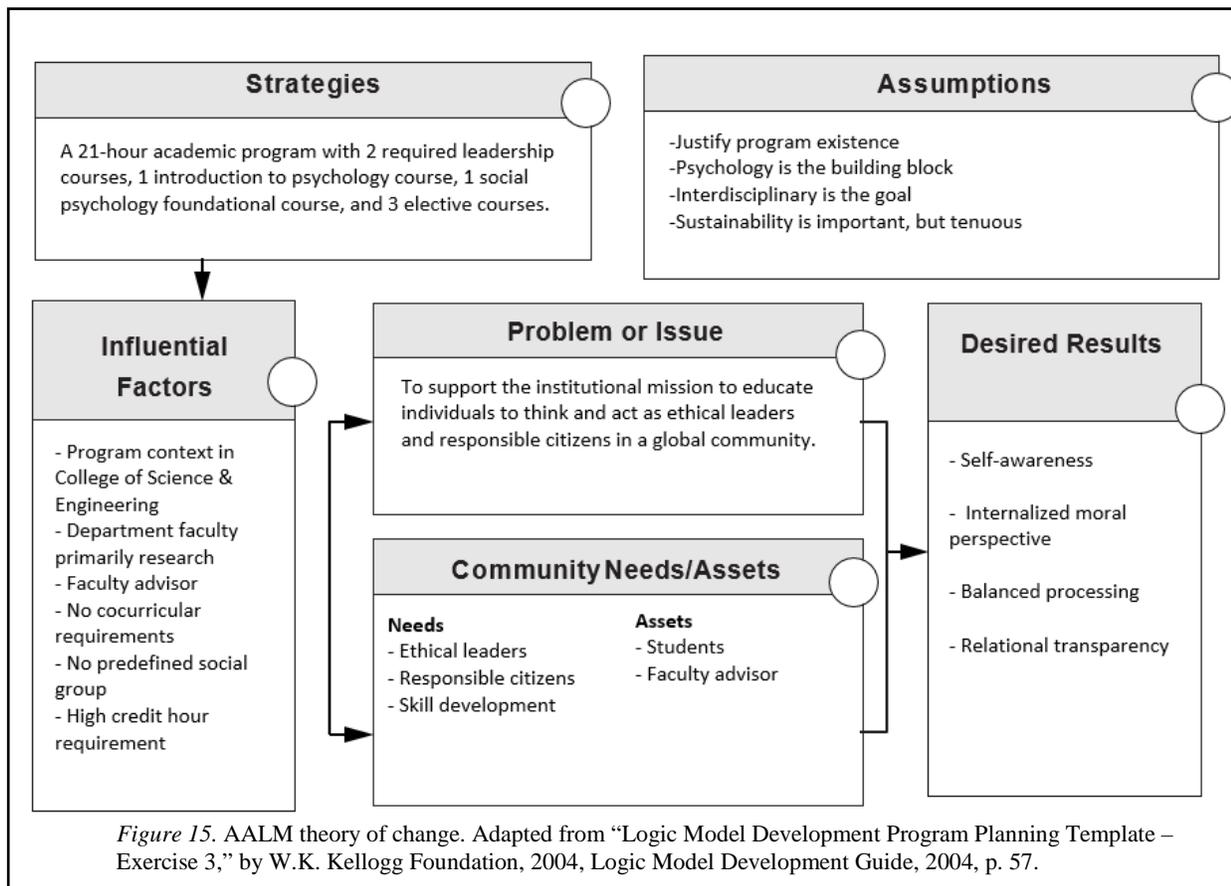
Figure 15 is a graphical depiction of the AALM theory of change. This theory combines both the cultural analysis above, and program theory analysis below to identify the elements contained within the AALM's implicit theory of change. The problem statement is derived from the program's development resulting from the institutional mission change. Needs and assets include program resources and the mission statement. The outcomes are based on the authentic leadership model as described in the Intended Long Term Outcomes section below.

Assumptions are based on the cultural assumptions; strategies are the program's activities

designed to activate the change. The influential factors include both program contextual elements and cultural artifacts.

Program Theory Components

The AALM uses limited resources and a course plan with freedom of choice at most levels to effect change in the students. This loose structure provides variance in the development and measurement of the actual program outcomes.



Context. The AALM is housed in the department of psychology, within the College of Science and Engineering. The location of the applied study of leadership within a department that focuses on experimental research impacts the overall program context. As quoted earlier one faculty member underscores this pressure. He noted, “The whole department is

experimental psychologists. And you know, they don't like to be pulled in the applied direction.”

However, even with the situational challenges, the overall discipline of psychology provides a substantial impact on the program, joining the theory and its application. As one of the interviewees indicated, “Because psychology is focused so much on the development of the individual, we have the focus of how can we develop, not just knowledge but also, what can we do to acquire some competencies and skills.”

Another contributing factor to the context is that no psychology majors can be Absolutely Academic Leadership minors. However, the classes that apply to the AALM can be taken by both psychology majors and AALM students who major in other areas, so there is a multidisciplinary element to the orientation of the students in each class. This diversity brings viewpoints of students from a variety of disciplines to create a varied setting with wide-ranging perspectives.

Resources. The AALM has limited resources. Its primary inputs are the program faculty and the students. Figure 16 contains the graphical depiction of the program resources.

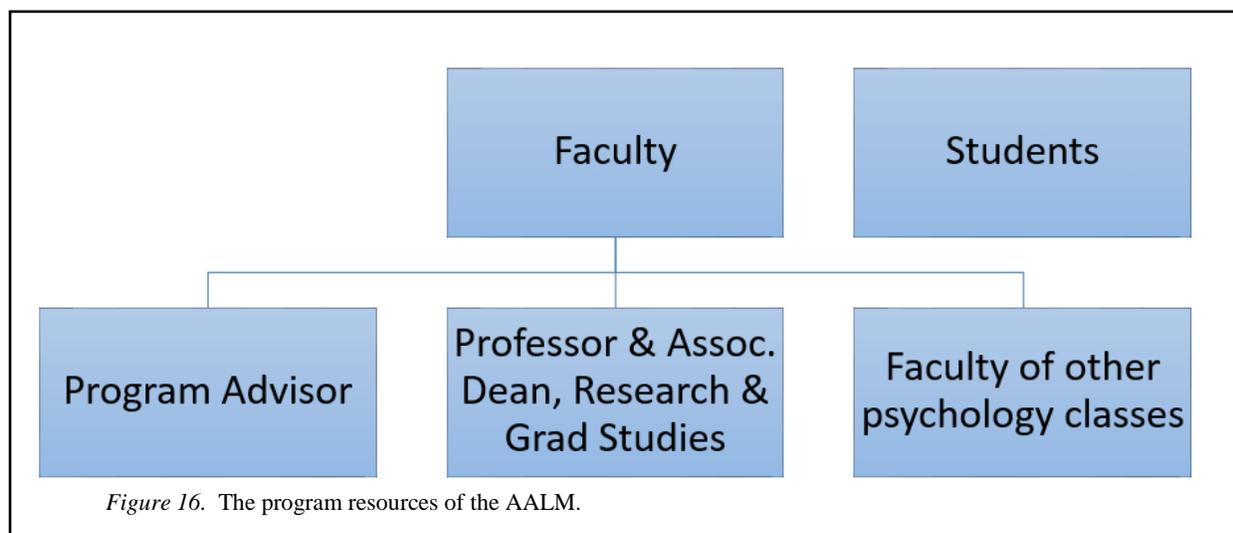


Figure 16. The program resources of the AALM.

Program faculty. The primary faculty and advisor for the AALM is an Associate Professor of Professional Practice. As defined in the institution's Administrative Handbook:

Professors of Professional Practice are individuals with a high degree of applied experience in their teaching discipline. Typically, they have been employed or practicing for many years in the private sector, be it business, science, the arts, health, education or media-related fields. The workload of Professors of Professional Practice is shaped by their own experiences and the needs of the hiring department. A higher emphasis on teaching or service may differentiate them from traditional tenure-track faculty. Professors of Professional Practice are appointed to the faculty, but are not eligible for tenure or de facto tenure.

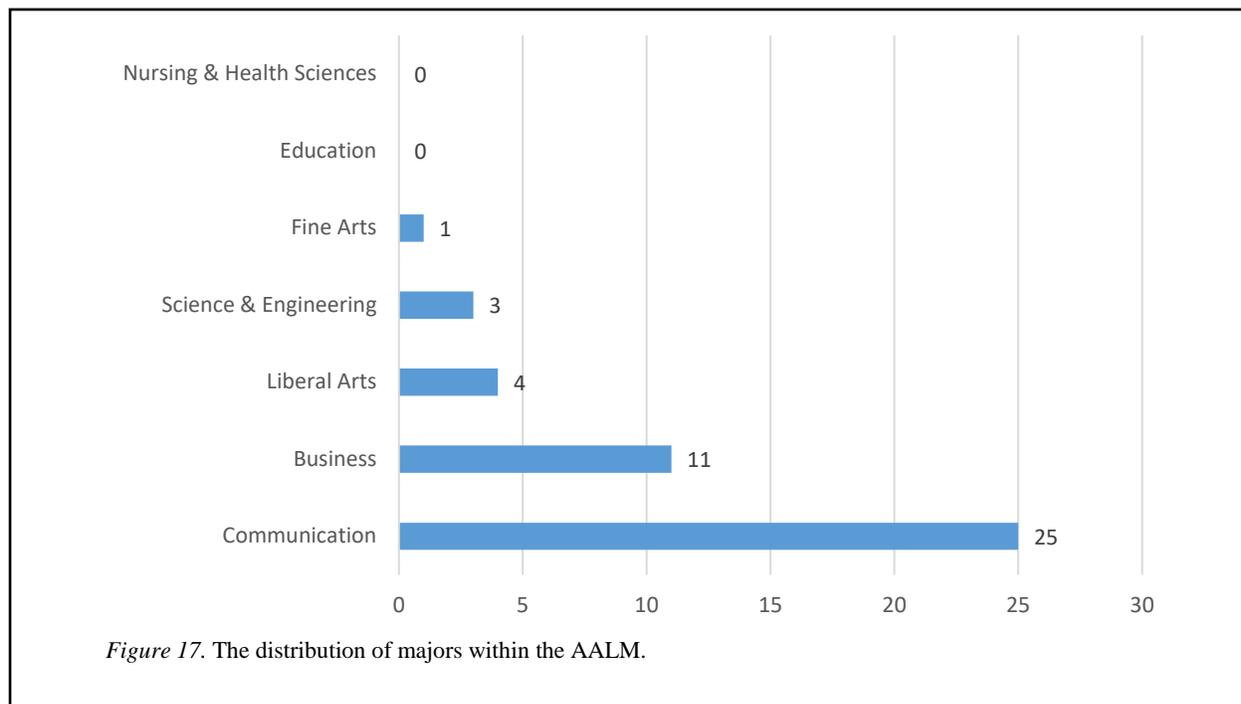
In addition to serving as the faculty advisor and director of the program since 2005, the faculty advisor teaches four of the AALM courses and oversees the internship courses. She has a PhD in General Experimental Psychology from the study site institution, with a research background in applied cognitive tools.

Besides the primary faculty member, the other main faculty resource is a current professor in the psychology department, the former chair of the psychology department at the time the program was created, and also the Associate Dean of Research and Graduate Studies. He has a PhD in Psychology from the University of Texas at Austin, with a specialization in Behavioral Neuroscience. His research focuses on frontal lobe and executive functions, with a current emphasis on ethical decision-making. He teaches two courses that are categorized under the AALM, Ethics and Problem Solving in Groups and Teams.

In addition to these two faculty resources, both of whom were interviewed for this study, the other faculty that teach the broader psychology classes applicable to the minor, including General Psychology, Principles of Behavior, Social Psychology, and Psychology of Personality can be considered program resources. However, because these courses may have multiple sections and professors, the main faculty resources remain the two described above.

Students. As mentioned previously, there are 32 females and 12 males currently in the program. The students come to the AALM from a wide range of majors. This diversity of thought and perspective is a notable characteristic of the students as resources. Figure 17 shows the distribution and variation of the current AALM students. As the faculty advisor observed regarding the majors:

I see communication a lot, occasionally political science. I had an engineer which is unusual, because usually they are so booked; they don't have time for a minor. But I have one who is graduating soon. Kinesiology, movement sciences, will come in and it is interesting. I haven't actually asked them what the link is for them other than sports psychology. You know they'll say they see the link to psychology and move from there.

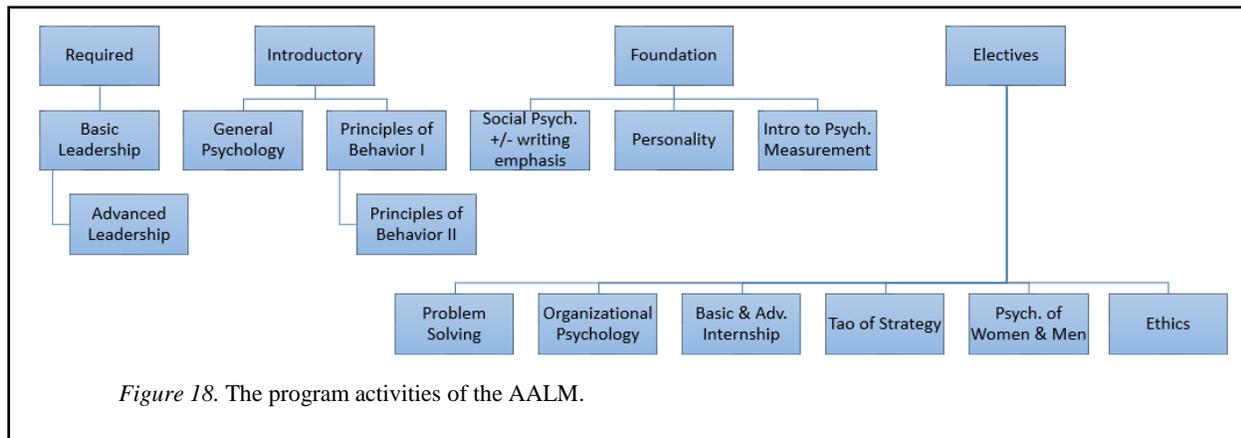


Financial. Financial support for the program is provided by the department of psychology in the form of faculty salary and benefits for the faculty advisor, and the proportion of classroom faculty resources utilized by AALM students in other psychology courses taught within the department that apply to the minor. The former chair indicated that upon retirement of the program advisor, the program's continuity may be uncertain:

We do need to think about that and I know in some ways it may be a concern that if we bring it up we may not be happy with the answers that we get. So I think part of what [we] are thinking is wait until we get the next chair. Just let it ride for now. I know that there are some faculty in the department that say we have so many other pressures, can we really afford to [continue] to do this?

While the AALM has resource constraints, as a purely academic program there is currently little identified need for funds to support activities outside of the classroom. However, the program could benefit from additional resources in the form of classes and instructors involved in the program, whether from within the department or from other areas on campus.

Activities. The collection activities of activities comprising the Absolutely Academic Leadership Minor includes a total of at least seven courses, equating to 21 hours of academic credit. Figure 18 illustrates the academic activities of the program. A more in depth description of the course syllabi is presented in Appendix I.



The two required courses are Basic Leadership Theory and Skills and Advanced Leadership Theory and Skills. Students must also take one of three courses that introduce psychological concepts, and one of four courses that are foundational for other leadership courses. The program's final section has seven courses from which the students choose three, or nine hours. Table 11 contains the AALM course options and their corresponding course levels.

Table 11 *AALM Course Plan*

Course Title	Course Level
Required Courses (Six Hours)	
Basic Leadership Theory and Skills	2000
Advanced Leadership Theory and Skills	4000
Introductory Courses (Three Hours)	
General Psychology (Recommended)	1000
Principles of Behavior I	1000
Principles of Behavior II	1000
Foundation Courses (Three Hours)	
Social Psychology (writing emphasis)	3000
Social Psychology	3000
Psychology of Personality	3000
Intro to Psychological Measurement	4000
Elective Courses (Nine Hours)	
Problem Solving in Task Oriented Groups	3000
Organizational Psychology	3000
Basic Internship	4000
Advanced Internship	4000
Tao of Strategy	4000
Psychology of Women and Men	4000
Ethics in Science	5000

Note. Course levels generally correspond with the year of the students enrolled and are based on the difficulty of the subject matter. However, this general guideline is not a requirement. 1000 = Freshman level, 2000 = Sophomore level, 3000 – 5000 = Juniors and Senior level.

The following section provides an overview of the courses, taken from the course syllabi. Appendix I contains the analysis of all classes including learning objectives, readings, and major course deliverables. Three items should be noted. The course entitled “Problem Solving in Task Oriented Groups” has not been taught in the past two years and the syllabus is undergoing revision, thus there is no summary provided for that course. Also, the General Psychology course currently has five sections and four professors. Therefore, only one summary is being presented as an example of all General Psychology classes. Also, the Introductory and Foundation classes, and some of the Electives, contain a requirement or extra credit opportunity for participating in psychology department experiments.

Required courses. The AALM program plan requires two leadership courses, basic then advanced. These courses serve as the core of the program, and are the main experiences that are similar across program participants. These courses are taught both in the fall and spring semesters, and are taught by the faculty advisor for the program. They can be taken by AALM students as well as psychology majors.

Basic leadership theory and skills. The goals of this course are to help students “gain knowledge about leadership itself, develop leadership skills, and increase [their] ability to live and act in principled ways.” Additionally, the content covers students’ “natural strengths and examines current research on similarities and differences in female and male leaders.”

Advanced leadership theory and skills. The Advanced Leadership course is the second required course in the AALM, though it is not necessarily to be taken immediately following the completion of the Basic course. Advanced Leadership is “comprised of three main learning elements: a) knowledge about leading and managing self and others (e.g., building teams); b) professional development (e.g., making effective presentation) and c) dialogue skills for dyads and small groups (e.g., resolving interpersonal conflict).”

As the syllabus further explains:

The general focus of this class is to uncover and explore your personal motivators, those parts of self that have or will become part of your philosophical approach that will influence you as you make friends and partners and influence the type of style of your own professional contributions. In finding organizations and people that are aligned with your own focus and beliefs, the issue of interaction and communication is paramount. So, we will address communication skills for building trusting relationships and dealing with conflict. My hope is that by the end of the course you will have learned more about how you personally can change your world into a place of greater peace, thriving, health, and joy for those in your sphere of influence.

Introductory courses. Students are required to take one of the three courses in this section, either General Psychology, Principles of Behavior I, Principles of Behavior II. The

department recommends that the students take the General Psychology course, instead of the two-part Principles of Behavior courses, as that would exceed the three-hour requirement for this section.

Per the Principles of Behavior I syllabus:

The Principles of Behavior courses (parts I and II) divide the topics covered in General Psychology in a more in-depth way than General Psychology, include labs, and represent a more useful approach to doing well on the GRE or MCAT (particularly given the new changes to the test), and also improving your odds for a) performing better in advanced level courses and senior seminar, and b) getting into graduate school or medical school.

General psychology. As noted earlier, the description presented below is one example of the multiple sections of General Psychology. Per the syllabus, “This course focuses on the science of psychology, integrating biological, social, cognitive, and learning influences on behavior; basic behavioral processes, and principles of human behavior.” Further, “The goal of the course is to provide the learner a broad overview of psychology as a science, to include the historical foundation of the discipline as well as the biological, social, cognitive and learning influences on human behavior.”

Principles of behavior I and II. This is a pair of introductory courses that include labs and explore “the science of psychology (as opposed to what is mostly garbage in the pop-psychology sections of your local bookstore), and overview topics important to human behavior (human behavior is very clearly at the root of most serious world problems!)”

According to the syllabus for Principles of Behavior I:

Our approach will be to integrate neural/biological, environmental, and social/cultural/developmental influences in the final analysis of cognition and behavior. Topics covered in this course should forever change the way you look at commonplace life events, and enable the application of critical thinking skills to everyday situations (including VERY important ones, e.g., parenting).

Foundation courses. The Foundation Courses are additional courses in psychology that help provide students with a deeper understanding of psychological concepts that can be applied to leadership development.

Social psychology. The social psychology course focuses on psychological theories relating to the social aspects of human behavior. Topics covered include the self, social cognition, sex & gender, persuasion and social influence, friendship, love & attraction, helping, aggression, prejudice & discrimination, and groups.

Social psychology with writing emphasis. This course is taught by the same instructor that teaches the social psychology course described above. The writing emphasis of this class meets one of the essential competencies outlined in the institution's core curriculum. Students must take six hours of courses with a writing emphasis within their major or minor. As noted in the syllabus:

Writing will be emphasized in this course. You will receive direct instruction and weekly assignments designed to facilitate understanding of social psychological concepts and the conventions used to report research findings in this area. In addition, you will complete multiple drafts and receive direct feedback on written assignments from the instructor and from your peers.

Psychology of personality. The Personality course content introduces students to research methods, personality traits, personality development and genetics, psychoanalysis, existentialism, humanism, attraction, culture and gender, and personality disorders. According to the syllabus:

The goal of this course is to blow your mind. Well, that is at least the hope for the course. The topic of personality is perhaps one of the more fascinating topics of study. We think about personality (our own and others) all the time, use personality concepts to understand behavior of people and even animals, and make important decisions based on the conclusions we make about others' personalities (e.g., "I will not date this person ever again!").

Students “gain an understanding of the major approaches to study individual differences in personality” and “how personality matters in your life and the lives of people around you.”

Introduction to psychological measurement. Based on the course syllabus:

This course provides a comprehensive introduction to major psychometric principles, accompanied by "real world" examples demonstrating test usage in contemporary practice. We will explore basic statistical information associated with psychological and intelligence assessments. The course will examine assessment instruments in major domains, including intelligence, personality (both objective and projective), clinical methods, achievement, interests and attitudes, and neuropsychology.

Elective courses. From the electives section, AALM students choose three courses out of the seven offered. The future addition of the ROTC courses will be included in this section. As noted above, no syllabus was available for Problem Solving in Task Oriented Groups as it is being revised.

Organizational psychology. This course, taught by the AALM faculty advisor, contains numerous topics that relate to leadership development. These topics include: values, diversity, emotion and attitude, motivation, performance, teams, decision making, conflict and negotiation, power and politics, and trust. The final month of the course focuses on leadership processes and models.

The syllabus indicates:

This course examines human behavior in the workplace. We will consider external factors such as the impact of culture and context on human behavior. We also will explore internal factors such as values that motivate our behavior, personality characteristics influencing communication styles, and habits that impact decisions and how we deal with conflict.

Basic and advanced internship. The internship courses are the primary experiential aspect of AALM. The difference between the basic and advance course is the number of internship hours required per course hour as shown in Table 12. This course includes one 50-minute weekly class meeting, in addition to the required internship hours. According to the syllabus:

This course enables you to integrate knowledge learned across your university coursework and knowledge you have of yourself into applied, real world settings. You can expect to see living examples of some concepts and contradictions of others. You will learn more about your own strengths and skills, and may have new insights that enhance your education and better prepare you for life and career after graduation. This is a time to express and gain feedback, to reflect, and take some risks in stretching yourself to take on new challenges.

Another goal of this course is to give you experience with small group process skills (especially our class meetings) such as thinking and responding thoughtfully during meetings, presenting ideas in a small group setting, and managing yourself (and perhaps helping others manage themselves) in situations where you or others may feel socially unsure.

Table 12 *The Basic and Advanced Internship Hours Required*

Credit Hours	Basic Internship	Advanced Internship
1	60 internship hours	90 internship hours
2	90 internship hours	120 internship hours
3	120 internship hours	150 internship hours

Tao of strategy. The Tao of Strategy is designed to enhance students’ “quality of life by teaching [them] how to be more strategic” in thought and action. The course is organized in five topical units: Mindful Awareness, Solving for Pattern, Strategic Action, Organizational Climate and Ethical Know-How. “Students in this course will come to understand and appreciate major concepts and principles found in key Daoist texts such as the *Laozi Daodejing*, the *Zhuangzi*, and the *Sunzi Bingfa*, especially as they pertain to strategic action.” Additionally, students “will be able to articulate and apply a strategic framework, ‘The Strongest Rope,’ based on a synthesis of classical Daoist philosophy and contemporary ideas...within a variety of domains, including psychotherapy, management, and the military arts.”

The psychology of women and men. The content of this course includes, “biological differences, communication, and relationships such as friendships, romance, family, and work/professional situations.”

The syllabus further describes the course:

You could think of this course as an adventure or an exploration of the reliable and valid regarding who you are, who *they* are, and what the differences really mean as far as understanding and relating to others. You will learn about how to sort out some of perceived differences based on scientific methods. You also will discover answers to some of the questions above as we explore current research on gender differences. By the end of the semester, you will have expanded knowledge that includes some strategies for communicating and building relationships of higher quality, integrity, and respect.

Seminar on ethics and science. This ethics course examines, “the field of moral psychology and how it relates to the range of ethical decisions that are required of scientists and mental health care practitioners.” Further:

We will first explore the psychological, philosophical, and neuroscience foundations of moral judgment and reasoning and then transition to a workshop format where students will develop strategies and skills for ethical decision-making. The focus will be on identifying ethical dilemmas and exploring possible solutions through the use of evidence-based cognitive tools (node-link mapping; multiple perspective taking). We will discuss dilemmas found throughout the history of scientific discovery, hypothetical ethical scenarios, and trace the “evolution” of mental health care in the United States. A focus will be on the numerous ethical assumptions and decisions made through the course of pharmaceutical research and drug development. Case studies will cut across scientific disciplines and include examples from biology, biotechnology, clinical research, and psychology.

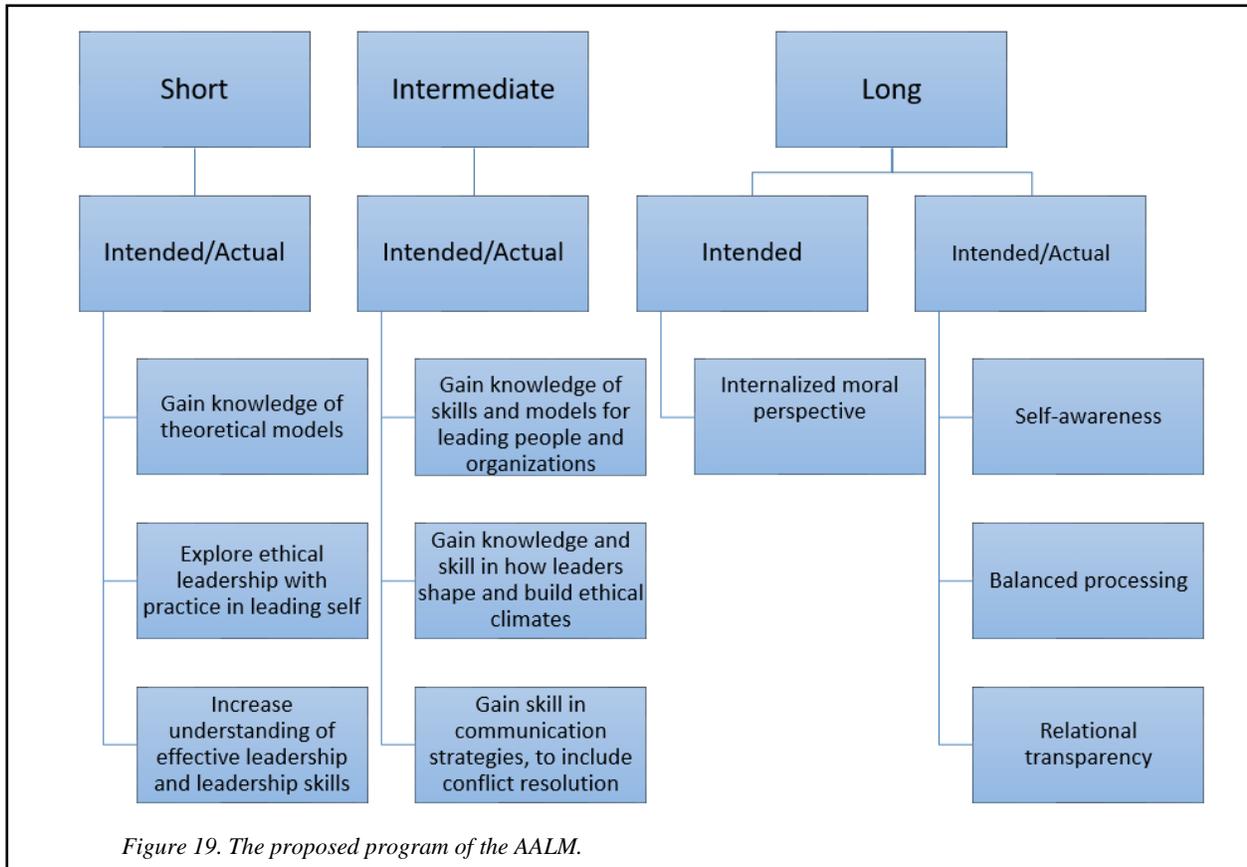
Outputs. The AALM has not codified any program outputs except for the 21 hours of academic credit, and the satisfactory completion of the required classes with a grade point average of at least 2.0. Table 13 lists other potential outputs that could be considered for the AALM.

Table 13 *Potential AALM Program Outputs*

Academic Class Outputs	Program Outputs
Papers Completed	Total Number of Internship Hours
Course Grade	Total Classroom Hours
Class Assignments	AALM-related Grade Point Average
Group Projects	Academic credit hours
Self-Assessments	Relationships with other AALM participants
Exams	Leadership Theories Learned

Outcomes. The faculty have not identified specific outcomes of the program. Formal outcome evaluation is challenging with a loosely structured program, where there are also many

other factors that can contribute to student growth and development. As the faculty advisor indicated, “part of the problem is you have got somebody that is going through two or three years of college at the same time that they are taking that coursework.” However, as described below, program outcomes could be derived from the required course objectives, which are currently being demonstrated by participants. Figure 19 highlights these outcomes.



Short term. The short-term program outcomes, since they are not explicitly stated, can be derived from the outcomes for the Basic Leadership course and the structure of the course plan.

Intended. The intended short term outcomes derived from the structure of the course plan are an introduction to general psychological concepts through the Introductory course section, and an understanding of social and interpersonal psychological concepts through the Foundation

courses. The other short term outcomes can be derived from the course objectives for Basic Leadership. These outcomes include focus on self-awareness and understanding and include:

- “Students will gain knowledge of theoretical models of leadership.”
- “Students will explore principle-based or ethical leadership with a focus and practice in leading self.”
- “Students will increase their understanding of effective leadership and leadership skills.

Actual. Actual student learning can be measured to support outcomes. As evidence of the first outcome regarding knowledge gains of theoretical models, one participant identified growth from the program, “It has taught me that there are so many more factors that play into a successful leader than just a strong personality.” Another participant indicated the program expanded, “how I understand leaders and how they should listen and act.” In applying principled and ethical leadership concepts, one student demonstrated the outcome with this comment:

It is nice to read something in a text that is psychologically based, and be like okay this is normal to think this way. But how can I turn this into a positive in order to benefit me going to work or being a leader?

Regarding increasing student’s understanding of effective leadership and leadership skills, one student said:

But I guess one of the main things I’ve[learned] is the different ways in which someone can be a leader. There are a whole bunch of different ways and strategies and levels of success. So I feel like I have also been able to recognize, just objectively, good or bad leaders from each other.

Intermediate term. Intermediate outcomes from this program are beginning to develop at the completion of this program. However, these outcomes should be identifiable in the senior students and could be measurable.

Intended. Like the short-term outcomes with the Basic Leadership course, intermediate outcomes can be derived from the Advanced Leadership course objectives. At this point in the program students should have taken Basic Leadership and at least an introductory psychology class if not also a course from the Foundation section. They should have also realized the short-term outcomes. Advanced Leadership course objectives, that apply can be applied to intermediate program outcomes, focus on group and team include:

- “Students will gain knowledge of a variety of skills and theoretical models for managing and leading people and organizations.”
- “Students will gain knowledge and skill in how leaders shape and build ethical climates.”
- “Students will gain skill in interpersonal communication and dialogue strategies, to include conflict resolution.”

Actual. Based on the comments from the focus group and answers on the open-ended survey regarding changes in the students’ leadership definitions as a result of the program, the learning outcomes identified above are evidenced. In support of the outcome centering on knowledge gains of skills and models for leading organizations, one student noted a difference through program participation:

It has broadened my understanding of a leader and I think also through taking these leadership classes and psych classes, being able to know the difference between what makes a really good leader and what makes a bad one. So really being able to do a little self-reflection on that as well—being involved in leadership programs, and being seen as a leader— [self-reflection on] how I can apply the skills that for a good leader and knowing what makes a bad one.

Relating to how the program’s effect relates to the outcome focusing on the leader’s role in building an ethical climate, a participant’s comments indicated:

I think the biggest thing that I have gained from doing all this stuff is it hasn't changed my definition but it has given me insight. It has given me insight into the actions leaders can take, rather than like the values they should hold. And maybe that may just be for me. You know it may just happen for me but my definition of leadership hasn't changed, but I have just been given an insight on like how to actually apply that definition.

Finally, demonstrating a gain in interpersonal communication and dialogue strategies and skills including conflict resolution, a participant observed, "Some of the classes like, org psych where they talk about like how to deal with conflicts and like all that, I think just has hopefully enhanced my abilities to do that."

Long term. The senior students that participated in the focus group, after at least two years in the program, are only beginning to develop long term outcomes from their program participation. Since explicit outcomes have not been codified for the program, long term outcomes were derived from existing program content.

Intended. The long-term program outcomes can be derived from the authentic leadership model, introduced in the Basic Leadership course. According to the faculty advisor, these characteristics correspond well with the primary purpose of the program:

I highlight authentic leadership because, the way I teach it anyway, the way it is in the Northouse book, it is really nice for a 2000 level course especially because it blends critical life experiences and those that could be positive, like a study abroad, or negative, a sister passing away or something...the students have the opportunity to think about their life experiences and go, "Oh you mean, I can learn from this?" So it is fabulous considering the developmental stage of a typical college student anyway. And the outcomes, these are in the model. There are four component outcomes of doing this process. Those are using ethical reasoning and positive psychology to process through or think about, reflect on, learn from, grow from, those life events, whatever life has thrown our way. The result is greater self-awareness, greater relational transparencies, greater wisdom, and [balanced processing]. So that is to me just an elegant model to say to the students "Here, this is not overly complicated. It is a really good take home model for you."

This model is presented in the Basic Leadership course workbook, and is derived from Northouse (2012). Per the author, these four outcomes combine to produce authentic leadership:

- “Self-awareness—Reflecting on one’s core values, identity, emotions, and motives. Being more aware of and trusting your own feelings.”
- “Internalized moral perspective—Self-regulatory process using internal moral standards to guide behavior.”
- “Balanced processing—Ability to analyze information objectively and explore other people’s opinions before making a decision.”
- “Relational transparency—Being open and honest in presenting one’s true self to others” (Northouse, 2012, p. 13)

Actual. Using the model and outcomes presented above as a guiding force, the AALM participants are beginning to demonstrate evidence of these outcomes, with the exception of internalized moral perspective. This does not necessarily mean students are not developing this outcome. However, there was no specific evidence of it in comments made during the focus group.

- Self-Awareness—One participant indicated that self-awareness was one of the most salient aspects, particularly in the internship class:

I feel like probably one of the biggest thing that comes from this class is just having a dedicated time to focus on yourself. You are required to sit down and write about your week and for someone like me, I am not always expressive of certain emotions. Like I don’t get angry very often. And so it allows me to like sit down and actually contemplate if something is bothering me or if it is not, or things like that, when a lot of times I would just ignore things.

Another student echoed similar growth in general self-awareness:

But I have found it to be really valuable...I think with the journals, thinking about what you were doing and writing it down. But even regardless of this class, having that kind of work experience, like I feel like I learned so much about leadership and stuff just paying attention to like the workplace and that kind of thing.

- **Balanced processing**—In a quote also presented in part in the intermediate term above, aspects of the balanced processing outcome can be seen:

I guess, like I was saying earlier, that is kind of a cool thing, like the men and women psych class. I took psych of personality and that stuff was just cool and nice supplemental knowledge...So some of the classes like, org psych where they talk about like how to deal with conflicts and like all that, I think it has hopefully enhanced my abilities to do that.

- **Relational Transparency**—Finally, the relational transparency aspect of authentic leadership is displayed in one participant's comments about her intended career path in sales:

I am the one interacting with people constantly, and I think that is a skill that has faded so much. You can't find people that will be like willing to just sit down and talk to people. I think that is why also with leadership... it has taught us to have more confidence in those skills. And in Advanced Leadership, in one of our required projects we had to pick what we are passionate about and talk about it for 15 minutes in a presentation. That is a long time. But after doing that, the [AALM] just shapes us to...have that confidence to be like, "Okay, I just did that, so what can I do next?" It really opens more doors.

Overall, utilizing the outcomes from the two core classes as short and intermediate term outcomes, through their independent comments, focus group students show evidence of realizing those outcomes. Further, using the authentic leadership model for longer term outcomes, the participants displayed some aspects of those outcomes as well. Though in one area of focus of the program, ethics, students did not make comments that demonstrated ethical reasoning as an outcome. However, as the ethical development is a long-term outcome in the direction of the program impact, current students may not be able to fully recognize a change in ethical development resulting from participation in the program at this point.

Impact. The overall impact of the program has not been designated in an impact statement. However, participant comments support what the intended impact may be, and what students expect the impact to be.

Intended. When asked about what the overall desired impact of the AALM is, the faculty advisor posited:

I actually want them to be better adults. I really do. Or that is to say to have a better understanding of what it means to be effective using principles of ethics. So having the knowledge, also being able to [put into] language more easily their concerns and issues about ethical challenges.

As noted above, the outcomes leading to this impact were not yet demonstrated by the students. However, the focus group protocol and short answer survey did not contain questions specific to ethical development.

Expected. While the intended impact may be broadly focused in personal development, participants expected the impact of the program to be narrowly focused in job preparation. The following are the participants' answers to the open-ended survey question, "How do you anticipate using the leadership skills you have learned in this program in the next five years?"

- "I am looking to get a job in leadership, organizational change, and communication consulting. I would like to get my Master's and PhD in I/O psychology eventually."
- "My coworker interactions."
- "I hope to eventually be a leader of a team in my career after college, so I hope the skills I've acquired will help me reach that goal."

Program Logic Model

Figure 20 illustrates the logic model of the AALM.

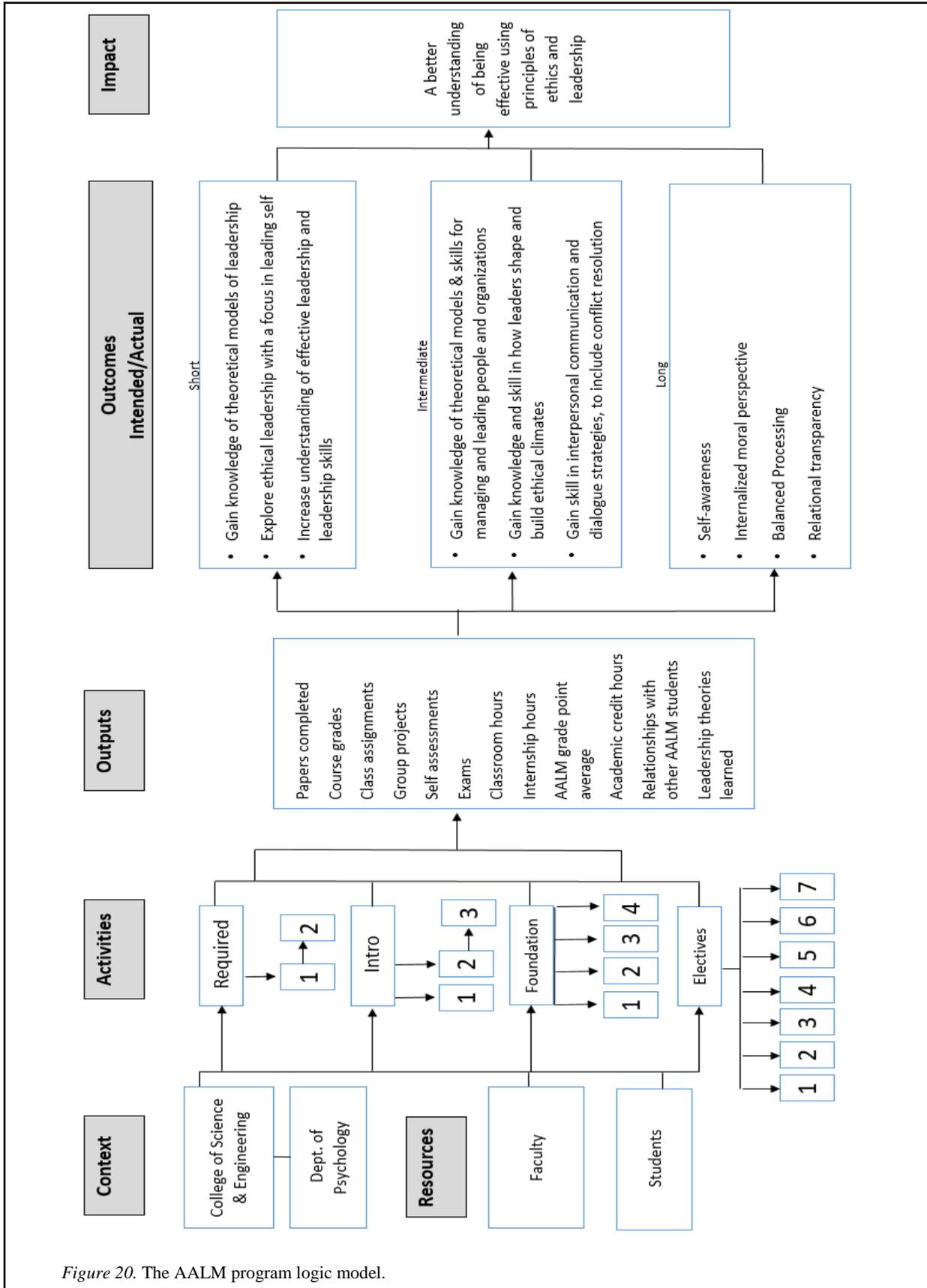


Figure 20. The AALM program logic model.

Case Study Summary

The Absolutely Academic Leadership minor is a loosely structured academic minor in the department of psychology. The program was originally created in support of a change in the institutional mission just over 10 years ago, which signaled a focus on ethical leadership development. The program consists of a minimum of seven courses which are spread among four categories: required leadership, introductory psychology, foundational social psychology, and electives.

Students come from a wide range of major disciplines, as psychology majors are excluded from declaring this program as a minor. The culture is demarcated by the lack of cocurricular requirements, leading to a subtle program culture. However, one exception is the strong relationship students have with the faculty advisor and creator of the program. This faculty member is the academic advisor for the program, and teaches the two required courses as well as other electives in the program. While there are no explicit program outcomes, evidence of the learning outcomes from the two leadership classes, as well as the authentic leadership model taught in the program are demonstrated by AALM students.

CHAPTER 6: CEO'S SOCIAL CHANGE LEADERSHIP PROGRAM CASE STUDY

The CEO's Social Change Leadership Program (CSCLP) is a cocurricular, cohort-based program, spanning three and a half years, which begins in the spring of the student's freshman year. Throughout the program, participants complete self-assessment activities, participate in weekly leadership seminars, volunteer for community service projects, and complete a final Legacy Project. Each cohort is led by a staff cohort advisor who facilitates the seminars and meets with participants periodically to discuss personal leadership growth.

Program Description

The CEO's Social Change Leadership Program is the longest running, formal leadership program on campus. It is one of the signature programs of the university's Leadership Center, which is a department of Student Development Services within Student Affairs. It is named for the university's senior executive position—not an individual—creating a link with the leader of the university and this program.

Per a program overview document:

The [CSCLP] is a cohort based student leadership program that focuses on ethics, responsible citizenship and the global community while creating an environment for continual leadership development and fostering individual growth. The program's foundational learning component is the Social Change Model, since our approach to leadership development is embedded in collaboration and concerned with fostering positive social change.

[CSCLP] is designed to offer a select group of students an opportunity to commit to growth in leadership and learning that will contribute to their education and their communities. Throughout their time at [the university], [CSCLP] students are expected to complete a number of activities, including participation in weekly cohort seminars, community service, a mentor program, retreats and a senior legacy project.

Mission/Purpose

The mission of CSCLP is, "To recognize and cultivate student leaders' potential to effect change locally, nationally, and in the world."

Program History

Institutionally, the department of Student Development Services was created in 1994. With its creation, both the Leadership Center and CSCLP were also formed. Prior to that point, leadership seminars and other leadership development programs had been provided by the Student Activities department, also within Student Affairs. No academic programs provided leadership education at that time. According to the Associate Vice Chancellor for Student Affairs and Dean of Students, one of the original program creators:

I did a proposal in 1993 for a Center for International Leadership. And while there are many underlying student development theories, the program approach was quite simply individual, campus, community. There was a graph starting with self-exploration, self-understanding, identifying passions, talents, and interest and doing a lot of developmental work individually and then utilizing or applying that knowledge, those passions, that information on campus, and in the local community. Because it was always about citizen leadership, using the privilege of one's education to make the world a better place and in the global community. So even that far back there was a lot of emphasis on understanding the world. And long before we created some of the programs that we have now internationally, that was my vision anyway. When the current [university] mission statement began to be advanced, that certainly brought a lot more parties to the table expressing interest in leadership education. And so that is when a lot of academic units began to explore— [the school of business] being the first—how can we, and not just get in on leadership, but promote the mission of the university? The [CSC] leadership program was one of the programs from the beginning.

Application Process

The application process begins in the fall of the students' first year on campus. Table 14 provides application and acceptance percentages for recent CSCLP cohorts.

The program website indicates:

“CSCLP applicants will be accepted based upon their experience and articulated desire and willingness to become positive change agents in their communities.”

- “Information sessions for the program will take place in mid-September and applications will be due September 30.”

- “Complete applications and recommendations are first reviewed by [university] staff and a committee [including steering committee members].”
- “Applicants will be invited to participate in an interview with selection committee members.”
- “Decisions and notifications will be sent out in November.”
- “The newly selected cohort will begin the program in January.”

The timing of the application process, with the due date being within the first six weeks, students are on campus, presents some challenges and haphazard approaches to application. As one focus group participant indicated:

I kind of just applied because I knew a lot of other people who were applying. And I went to an information session, and I was like this sounds cool. I heard it was hard to get into so I honestly didn't really think I would get in. And then once I did get in, I went around and talked to people and was like, so what exactly is CSCLP. Because I knew what it was, but I just like wanted to get a lot more information because I kind of just did it on a whim.

Another student indicated, “I didn't know anything about all the programs. I didn't even know CSCLP, so my friend pitched to me about how it is a really nice program. I was like, well I will give it a shot. But not because I had to choose between programs, but it was the only one that I was exposed to.”

Students are often encouraged to apply through relationships they have made during orientation and other first year experience programs. One program, Connections, per its website, provides a quick start to leadership development:

Connections is a great way to be involved in the [university] community and in leadership development once you have arrived on campus. This 6-week program is open to 500 first year students (freshmen and transfer students) and will help you develop leadership and create a relationship with peers, upperclassmen, and faculty/staff.

As one student said:

I was in Connections my freshman year and one of my mentors was [a program participant] who used to be the head of the steering committee, and essentially the head of CSCLP, and she just talked about it. She seemed to really enjoy it and love it. And I met with her and asked her about it. I think her passion just kind of rubbed off, and I said I would give it a try.

Current cohorts and steering committee members participate in the application and interview process for the new cohorts. These roles include marketing and participating in information sessions, as well as serving on the selection committee and interview panels.

Program Size

Table 14 illustrates the acceptance rate and retention rate of the program. Cohorts typically begin with 40 to 45 students. However, as demands on students' time increase as they progress through their college career, the cocurricular nature of the program does lead to some attrition. As the program director noted:

Since students are selected so early and it is such a long program, they do start to get involved in other things on campus, and they do start to get involved in their major. Which, from my perspective, that is awesome because they are able to apply the things that they are learning within the program to all of these other opportunities and experiences. But I think with our students, time is their biggest commodity and so sometimes we see engagement levels kind of drop at different times. It just depends on each individual student, their season of life, and how involved they are. Are they focusing more on grades at that time? They are students first. And so retention I think is something that we are always struggling with.

Table 14 *CSCLP Application, Acceptance, and Retention Rates*

Cohort	Applications Received	Fellows Selected / Acceptance Rate	Current Cohort Size / Retention Rate
Class of 2016	173	45 (26%)	35 (78%)
Class of 2017	141	40 (28%)	34 (85%)
Class of 2018	126	43 (34%)	39 (91%)
Class of 2019	137	40 (29%)	39 (98%)

Transcript Designation

Since there is no academic credit and program requirements are completely cocurricular, there is no evidence of program participation on a student's official academic transcript.

Program Culture

Imbedded in the Student Development Services programs are concepts focused on student development and theories that underlie student development. As one interviewee observed, “Certainly everything we do in Student Affairs, and you could argue even in Academic Affairs, is about student development which is to a certain extent leadership development.” She further indicated, “We are very intentional about developmental theory.” Thus, the culture of the program is student-centric with intentional aspects promoting student empowerment and student ownership of program activities. The following cultural analysis considers the artifacts, espoused values, and underlying assumptions of the CSCLP.

Artifacts

The artifacts of the CSCLP’s culture are impacted by its context within student affairs. At its core, the program is focused on leadership in the context of the community, more so than in a business environment. As such, the program fosters engagement through the empowerment of students to help impact their own experiences as well as those of their peers.

Student-led. One of the central characteristics of the CSCLP is the role that participants play in shaping their program. As described later in the Resources section, the steering committee, made up of program participants, helps guide the planning and implementation of the program, assisting cohort facilitators and program staff. As one of the cohort advisors observed:

I know that one of the things that a lot of our programs around here do is encourage students to own their programs...To say okay CSCLP is your program. We can provide a syllabus and we can provide a structure for things to happen, but what happens is largely up to you as a cohort. And so I see, at least for me, I want things to go in that direction and to have an effect on CSCLP as a whole.

Community. Similar to the other cohort program in this study, CSCLP’s culture is embodied in the spirit of the group. As one student mentioned, “I think one of the big draws is

just being in the same cohort of people for three and half years and getting to see them every single week. Then we really build a community.”

Another student expounded on the community feeling:

I think one of the things that I really didn't anticipate up front was the support network that I would have here. And it is being able to go talk to [Leadership Center staff], or going into the Student Development Services Center. Or just coming to seminar on Thursday and hearing different people talk about everything that they are currently doing on campus, and being able to go to their programs [outside of CSCLP.] We have a consistent group [text] message going, “Hey, this is my program this week, please come support.” I am actually surprised I didn't anticipate [the network] more than I did because of how excited I was about having the consistent cohort for four years. But it really is something that has come to fruition.”

Another student mentioned that the relationships in the CSCLP community were one of the benefits:

Because there are some people that I only met here. For example, [another focus group participant] is in engineering, I am in business. CSCLP is how we met. That is how I got to know her. That is how I get to learn from her. So there are some people that you only meet in CSCLP. Outside of this, you have different paths and different cultures. So I think it is really great. It creates that bond with good leaders.

Engaged and committed. Another characteristic of the CSCLP culture is that it is common for participants to be engaged in leadership in other organizations on campus. One student in the program was a fraternity president. One of the focus group participants was the past director of Connections, the initial leadership program mentioned above. He was currently the student director of the first-year welcome camp that has 14 sessions over nine locations, including internationally. He was also the vice president of the dance marathon program.

Additionally, CSCLP is a cocurricular program with no grade or academic influence. Therefore, students choose to participate and remain engaged throughout the program. One student indicated, “I am learning from [staff and participants] so I take it as if it is my thing. I

take it as my own. I want to grow, so if I want to grow, I need to be there. So then I can learn from them.” Another student indicated her commitment:

I knew they couldn't require us to come because it is not like we are getting a grade. If we don't come, nothing bad is going to happen in the big picture. But I just made up my mind that it was required for me because if I am going to be in a program, I don't want to waste my time by only coming to half this stuff.

Visibility. With the notoriety of the campus senior executive's title associated with the program, an increased level of visibility and access to institutional executives are a distinctive cultural element of the program. As the program director indicated:

I think because the program is the [CSC's] Leadership Program, it's an incredible human capital resource. The Chancellor came in and spoke to our first-year students and our sophomores at the end of last semester. It was such an impactful experience for them because they were able to just sit down and have an open conversation with him. And he asked them questions, they asked him questions and so that access has been really great. And our Vice Chancellor came in the previous semester and utilized Rushworth Kidder's checkpoints about decision making in order to facilitate a conversation around campus carry. And afterwards she said how incredibly meaningful that was to have these students from all different majors be able to provide her with some feedback. She also then came in with a smaller group of our students to talk about the situation that was going on at Mizzou, and when it comes to diversity inclusion where is [the institution], and what are some of maybe the issues that we have, and how can students step in and be leaders. So that amount of access for a program like this to have to our higher-level administrators, and them knowing that if we do have a campus issue, this is kind of a focus group that can be used.

That access and visibility was also commented on by one of the students:

We also met with the Vice Chancellor of Student Affairs and talked about campus carry right before it was put into place or voted on. So stuff like that is really cool that we get to do something special like that.

Legacy. As described below, one of the signature programs of CSCLP is the Legacy Project that students complete. Students and facilitators both indicated that the idea of a legacy was an important component of the program. As one cohort advisor noted:

That is another component of this program. From the very get go, they know that they have to work on a legacy project to create positive change in their community, whatever their community is deemed to be, if that is [the city], if that is [the university].

One of the students mentioned it, “I felt it was something I could do that would essentially leave that legacy, and something that I could do really leave an impact on [the university].”

Espoused Beliefs and Values

As noted on the division of Student Affairs’ web site, “Student Affairs is guided by a set of shared values, which are reflected in our conduct, programs, services, activities and organizations. We pursue our mission and vision by keeping these values at the forefront in all that we do.” Those values are integrity, discernment, growth, excellence, community, diversity, and teamwork. The Student Development Services department’s website list its specific values as:

- “Collaboration—Creating intentional, meaningful, and mutually enhancing relationships to develop strong partnerships that positively impact the lives of others.”
- “Caring—Showing care and compassion for others by being open, honest, available and inclusive.”
- “Leading by Example—Exemplifying humility, courage, integrity, resolve, genuine service, and accountability.”
- “Excellence—Consistently surpassing what is expected.”
- “Challenge—Asking purposeful questions, providing specific and non-judgmental feedback.”
- “Support—Encouraging commitment in others by being present, inspiring, and motivational.”

In addition to these stated values, program staff unanimously indicated that the core values for the program were embodied in the central curriculum, the Social Change Model of

Leadership Development (SCM). As further explained in Chapter 2, at the heart of the SCM are seven values all beginning with the letter C: consciousness of self, congruence, commitment, collaboration, common purpose, controversy with civility, and citizenship. The model builds from the hub of the eighth C, change. These eight values are defined in *Leadership for a Better World* (Komives & Wagner, 2009), the primary text for CSCLP, as follows:

- **Change** - As the hub and ultimate goal of the Social Change Model, Change gives meaning and purpose to the other C's. Change means improving the status quo, creating a better world, and demonstrating a comfort with transition and ambiguity in the process of change.
- **Citizenship** - Citizenship occurs when one becomes responsibly connected to the community/society in which one resides by actively working toward change to benefit others through care, service, social responsibility, and community involvement.
- **Common Purpose** - Common purpose necessitates and contributes to a high level of group trust involving all participants in shared responsibility towards collective aims, values, and vision.
- **Collaboration** - Collaboration multiplies a group's effort through collective contributions, capitalizing on the diversity and strengths of the relationships and interconnections of individuals involved in the change process. Collaboration assumes that a group is working towards a Common Purpose, with mutually beneficial goals, and serves to generate creative solutions as a result of group diversity, requiring participants to engage across difference and share authority, responsibility, and accountability for its success.
- **Controversy with Civility** - Within a diverse group, it is inevitable that differing viewpoints will exist. In order for a group to work toward positive social change, open, critical, and civil discourse can lead to new, creative solutions and is an integral component of the leadership process. Multiple perspectives need to be understood, integrated, and bring value to a group.
- **Consciousness of Self** - Consciousness of self requires an awareness of personal beliefs, values, attitudes, and emotions. Self-awareness, conscious mindfulness, introspection, and continual personal reflection are foundational elements of the leadership process.
- **Congruence** - Congruence requires that one has identified personal values, beliefs, attitudes, and emotions and acts consistently with those values, beliefs, attitudes, and emotions. A congruent individual is genuine and honest and "walks the talk."

- Commitment - Commitment requires an intrinsic passion, energy, and purposeful investment toward action. Follow-through and willing involvement through commitment lead to positive social change. (Komives & Wagner, 2009, p. 54)

Underlying Assumptions

As noted in Chapter 2, Schein (2010) asserts that leaders or founders are the original source of beliefs and values that underlie an organization's culture. There have been many program staff changes throughout the history of CSCLP. This staff turnover and rotation is one of the challenges the program experiences. However, the senior executive for the department was an original program creator, and there is evidence of congruence with her underlying beliefs, shown through other staff comments, guiding the program.

Student development theory and transparency. The department executive, while talking about the construction of the leadership program, asserted:

We are very intentional about developmental theory. We don't talk to students and families about it as much as I think as we should. So I think this should be very transparent. Here is this theory, here is this model, here are these outcomes or competencies. How, together, can we get there?

Echoing the executive's thoughts, the program director indicated:

I think with our students and leadership education, they need to be fully aware of these [developmental milestones and stage] components. Because if we are not allowing them to do that, they aren't doing very much goal setting, "I am going to meet that and exceed that." And why not [be transparent with theory] when it comes to what most people would perceive as a soft skill development?

In this department focused on student development, program staff demonstrate a desire to tie outcomes and program components back to student development theory. In this cocurricular environment, the program has experiential components that transcend classroom boundaries, and are at the heart of student development theory. As the senior executive observed, "It is that experiential, practical, applied part that I think is what we do best."

Making a difference. As indicated in the comment below, the department's senior executive desires for the program to build towards the participants being equipped for making a difference. She indicates that belief is one that she also shares with the program's namesake:

I go back to self-knowledge, self-understanding, the responsibility of using one's education and one's talents. One of the things I love about the Social Change Model is the controversy with civility and how to deal with conflict and how to have conversation across difference. The Chancellor [at the university convocation] talked about love, and having love of others and for ones' world in the broadest sense possible. And then using one's best efforts, best self, best talents to make a difference.

Similarly, the program director stated, "I would love to see every one of our students be active and engaged members within the program and really going out on campus and making a difference."

Community involvement is central. Finally, the central component of the program, the Social Change Model (SCM), advocates for community engagement. This has been a central tenet of the program since its creation. As the senior executive indicated:

For me, my vision is always what are the needs of the world. What are the needs of society and what are the needs of our students? What do they bring? How do we help them be the best versions of themselves? And what are the needs of society? The local community? To me that is very, very important. I don't want our students to just be here thinking, "Oh, I am a leader and I am disconnected from the community."

The program director illustrated a practical application of this belief within the program, the Leadership Center, and the department as a whole:

Within the Leadership Center we have 20 other programs. And so within CSCLP they are able to then grow in confidence and grow in knowledge, and then want to apply to be a Connections mentor or want to apply to be in another one of our programs. And because they already have that kind of knowledge base of who we are, that helps. It is a win-win. Within Student Development Services we have orientation, all the transitional years, women's and men's programs, transfer programming and parent-family. So it's a wide variety of different offerings on campus, and because we are under this umbrella, that helps as well in terms of utilizing resources. It might be that another one of the programs needs additional student leaders so they will come in and talk about that as an opportunity. Or we have been going through an interview process for [a staff position]

and those students are able to have that experience of coming in and actually serving as an interviewer.

Consistent advisor relationships. One underlying assumption in the program design is that students benefit from consistent and deep relationships with mentors and program staff. This assumption provides that each cohort is assigned a facilitator that remains with that group for the entire three and a half years of the program. This program component, discussed more in the Resources section below, allows students to develop trust with that mentor. Conversely, facilitators can develop a deeper understanding of and relationship with students over an extended period. They then can better assess and provide challenge and support to encourage individual growth and skill development. One of the facilitators, when talking about values of the program, observed:

I think the idea of facilitating is a core value that kind of goes with challenge and support. What we are there to do is encourage, nurture, coach a developmental process, rather than impart specific knowledge. Although it includes that, that is not really the aim—to make sure that they know words and concepts above all else. So I really do think it is a core goal, or core value to be facilitators rather than teachers in a kind of classic academic sense. I would say another core value is positive psychology, the idea that, you know, let's look at strengths, let's focus on those. Let's maximize each student's unique strengths and potentials, and not try to focus on whatever their perceived deficits or weaknesses might be. But rather to encourage them to identify their own strengths and areas of interests and dive into those as much as they can.

While this assumption of a primary cohort advisor can serve to create consistency, deep relationships, and a more connected experience, it appears to have the opposite effect as well. Over the past five years the program has experienced shifting responsibilities, staff turnover, and a change in program supervision. While some of this has been intentional to improve the program, staff changes have led to replacing multiple cohort facilitators for some cohorts, giving way to a disconnected experience for some students.

Overall, the culture of CSCLP is one of engaged and committed participants that take ownership of the program to create a community that leaves a legacy. CSCLP maintains a commitment to the explicit values of the SCM. Further, the department staff holds underlying beliefs in student development theory, transparency, consistency, community engagement, and ultimately equipping students to make a difference. These ideals are the central components of the programs culture.

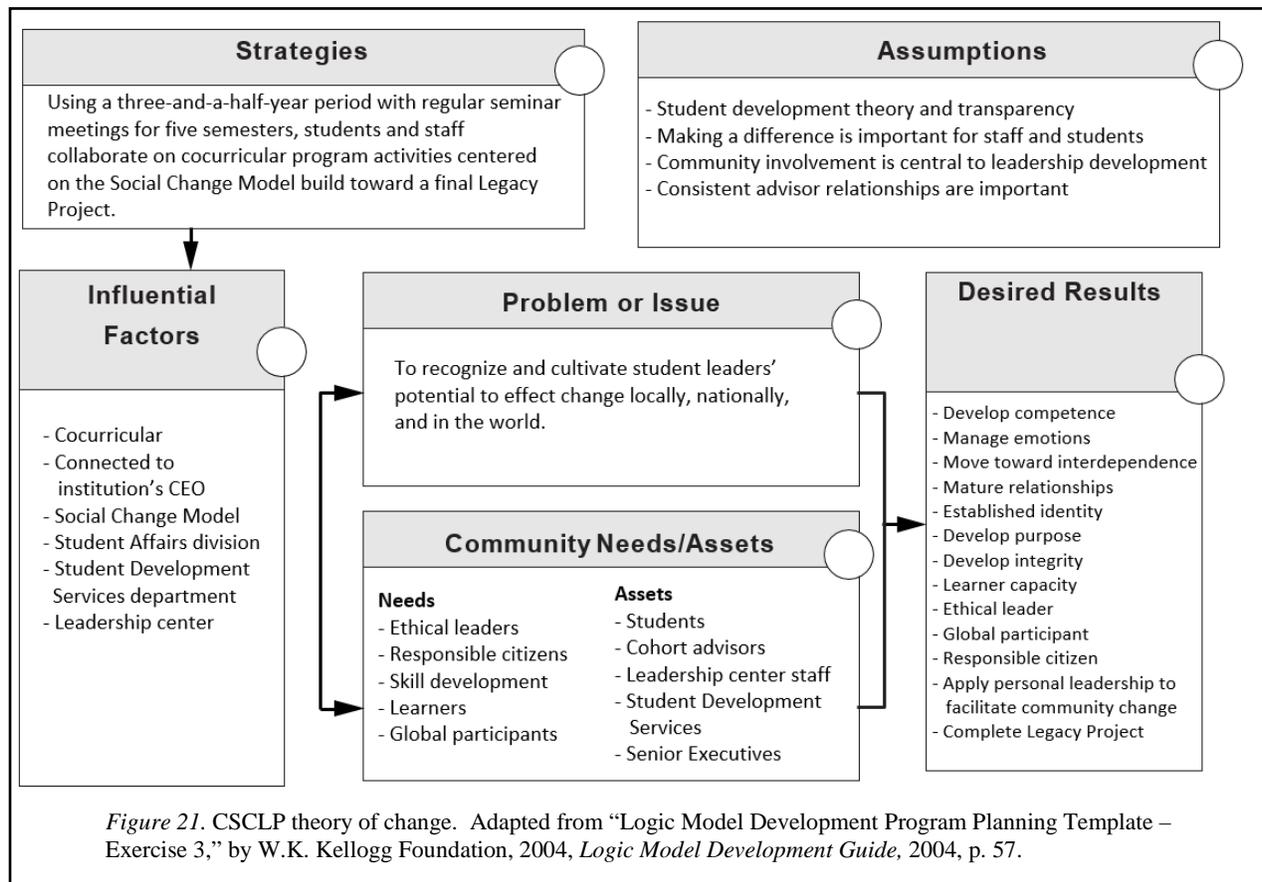
Program Theory

The CEO's Social Change Leadership Program is a completely cocurricular experience that leverages its context within student development and activities built on the SCM to effect change in students. This program, of the three within this study, is the sole program to have explicit program outcomes. These program outcomes are in turn tied to departmental goals and outcomes that are linked to the institution's strategic plan, developmental theory, and the institutional mission. This specific planning, as a business unit, differs from the academic programs in the study. The following section considers the components of CSCLP program theory, including the theory of change, context, resources, activities, outputs, outcomes, and impact.

Theory of Change

Figure 21 represents CSCLP's theory of change, including components of the cultural analysis and the program theory. The central problem statement represents the program's mission. Needs and assets were taken from the program outcomes and resources. Desired results correspond to the intended outcomes from the Student Development Services department. Assumptions relate to the culture analysis, specifically the underlying assumptions. The

strategies represent the program design and activities, while the influential factors are derived from the culture and context analyses.



Program Theory Components

The CSCLP contains intentionally structured program elements designed to generate predetermined program outcomes. Many of these outcomes, derived from needs, developmental theory, and the institution’s mission statement are common among other Student Development Service programs at the institution.

Context. As with the other programs, the context for this program imparts a significant influence on program operations and content. The organization of the program under Student Affairs, Student Development Services, and the Leadership Center creates an environment that is

focused on the needs and the progress of the student, measured by continued engagement rather than an academic grade.

Student affairs. Per its website, the mission of the institution's division of Student Affairs is, "To provide student focused programs and services that support student success and enhance the collegiate experience." Further, the vision is, "To be an exceptional Student Affairs division that inspires students to embrace excellence in themselves and their community."

For CSCLP, its position as a program in Student Affairs with no academic credit creates an environment where students must be committed to persistence in the program and recognize a benefit from the experiences to continue to participate in the program for its entirety. This context allows for some freedom in program design and elements, but is also faces the challenge to maintain participation to completion.

Student development services. The central mission of Student Development Services, according to its website, is, "To maximize student potential through individual and community development." The department's vision is, "To be a mutually supportive team of educators providing exceptional developmental experiences that enable students to better understand themselves and their communities and empower them to use their strengths and talents for the greater good." To achieve the mission and pursue the vision as well as the institutional mission, department staff:

- "Help develop students in their capacity to think and act as ethical leaders."
- "Engage students as successful and impactful members of [the institution], local, and global communities."
- "Create research-based, innovative, and value-adding programming that intentionally addresses issues of student development, transition, retention, and success."

- “Provide support and resources to parents, families, faculty, and others who influence student development.”

As described in the culture section above, departmental staff maintain a commitment to student development theory, and strive to embed developmental components in its programs. Additionally, the program’s location within Student Development Services creates a pathway to and from other student development programs, providing future student leaders and other resources for those programs. But the program director also wonders if this is the best scenario:

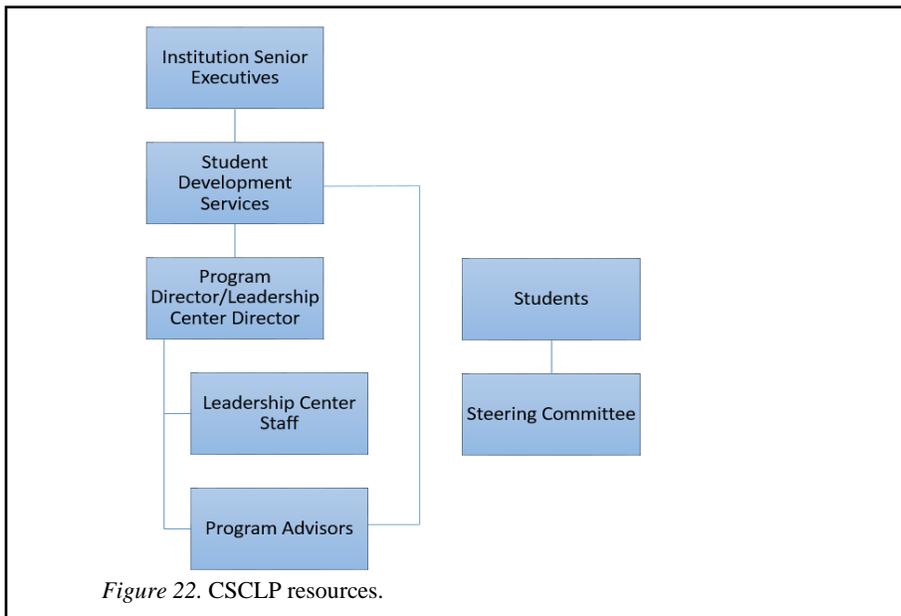
There are other amazing opportunities and leadership programs on campus and sometimes the students are having to choose between multiple opportunities and [another first-year leadership program] is a great example. It is for first-year students and it is a leadership development program. Recently I looked at the numbers and in this last year’s class that we selected [for CSCLP]—the class of 2019—of the 40 that we selected, 11 of them had been in [the other program]. I think from a context perspective, that is something worthy to note. That means 11 students are having this intense, amazing leadership experience their first year and they immediately go into a [CSC] Leadership Program where they are getting even more opportunities. Should we be selecting different students so that more students can have opportunities like this? And some of that comes into play when programs are in different areas of student development, or student affairs, or on other side of campus, and academic units.

Leadership center. Per the website, “the Leadership Center prepares individuals to become ethical leaders and responsible citizens in the global community by providing opportunities to create positive change...in themselves, on campus, in the community, and around the world.” The Leadership Center has almost two dozen programs annually through which staff provides leadership programming for the institution’s students.

CSCLP’s location and association with the university’s Leadership Center ensures that the program elements and design emanate from professionals who focus primarily on leadership education regularly. Through professional associations, specialty conferences, and personal networks, the influence of the Leadership Center on CSCLP, through its staff and resources, even those that do not facilitate a cohort, is inseparable. However, as one of many student

development and leadership programs under the center's purview, CSCLP does not have staff solely dedicated to the program. Therefore, the administration of the program is one of a multitude of responsibilities for staff of the Leadership Center.

Resources. CSCLP's primary resources include the students, the Leadership Center staff, and cohort facilitators. Secondary resources come from the Student Development Services department. Figure 22 illustrates the resources for CSCLP.



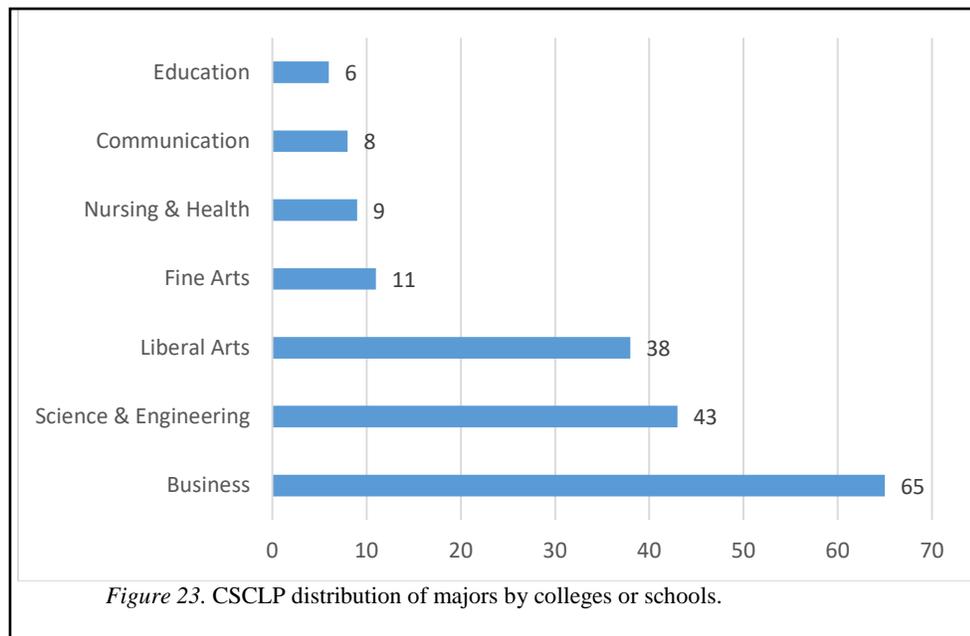
Students. The program participants, called Fellows, are a diverse group of students, selected during the first semester of the college experience. According to the program overview:

The [CSCLP] Fellows represent almost all of [the university's] possible majors which provides a wealth and depth of knowledge to seminar discussions. They are also involved or serve in leadership roles in a breadth of different activities and opportunities on campus including the Honors College, academic and student organizations, student government, and community service endeavors.

Table 15 provides a gender breakdown by cohort of the participants. The gender ratios of the participants are similar to the overall student body. Figure 23 illustrates the distribution of majors by colleges or schools for CSCLP students.

Table 15 CSCLP Gender Breakdown by Cohort

Graduating Year	Female	Male	Total
2017	22	12	34
2018	22	17	39
2019	22	17	39
2020	21	14	35
Total	87	60	147



Steering Committee. Reflecting the culture of providing student-led programs, from within the larger body of CSCLP participants, a group of students are selected to provided leadership and help plan and coordinate program activities.

The program website states:

The CSCLP Steering Committee is a driving force behind the progression and success of CSCLP. The Steering Committee consists of 9 CSCLP Fellows, representative of each class year (sophomore – senior) in the program. Steering Committee members collaborate with the Leadership Center staff on issues related to CSCLP including:

- oversight of the recruitment and application process of new Fellows.
- planning and implementation of CSCLP service opportunities.
- hosting Fellow events.
- hosting the annual Senior Social Change Legacy Project Ceremony.

Steering Committee members serve for a term of two years. The application and selection process takes place in the spring of each year.

Program staff and advisors. Cohort advisors and program staff provide coordination, planning, and facilitation of program meetings and events. Advisors are typically chosen from all Student Development Services departmental staff, not only the Leadership Center. Current and past cohort advisors include the assistant dean of Student Development Services, Leadership Center staff, and Director of Student Organizations. Table 16 lists the current cohort advisors.

Table 16 *Current CSCLP Cohort Advisors*

Cohort Grad Year	Advisor's Formal Role	Education
2017	Director, Leadership Center	MBA w/ Marketing emphasis University of Texas at Arlington
2018	Director, Leadership Center	Same as above
2019	Director of the Senior Year Experience	MS in Counseling, University of North Texas
2020	Assistant Dean of Student Development Services	EdD Higher Educations Administration, University of North Texas

Note: Bolded titles indicate interviewee participants.

Leadership Center Director and Program Director. The director of the Leadership Center is the lead staff resource for the program. In addition to the Leadership Center and its programs, the director oversees four fulltime staff including to assistant directors and two coordinators. Describing her position, she indicated:

Within the last year, I took over overseeing the [CSCLP.] Previously, I oversaw it in a way because I oversee the Leadership Center. Now I am able to really look at the curriculum and determine if it is where we need to be for the students, developmentally. And then I am also the junior year cohort advisor, as well as the senior year cohort advisor because their advisor just left to go to another institution. And so with my role, I not only work with the other advisors, communicate with them, and fulfill whatever the needs are for the full program, but I also work with our steering committee which is a group of nine student leaders that are selected to take on a higher level of leadership within the program. And they plan the community service events, they plan the social events, alumni relations networking, professional development. All the pieces that add to the holistic development of these students.

Cohort advisors. As noted previously, the role of the cohort advisor is to facilitate discussions and weekly seminars, as well as foster student development through individual meetings and challenge and support activities.

Describing the role of advisor, the program director indicated:

Within the advisor role, in addition to facilitating the weekly seminars, they also meet with the students for development meetings. And those are so impactful too. They can look very different depending on the semester, the timing. It could be that it is one-on-one. It could be small group feedback sessions. That really just allows the advisors to get to know each student individually.

The individual advisors are designed to follow each cohort from beginning to end, progressing through each of the modules from the introduction through the culmination of the Legacy Project.

Leadership Center staff. While other Leadership Center staff members have primary responsibility to manage and oversee other programs, they serve as a support resource for CSCLP. From assistance with logistics to co-facilitation to help with retreats and activities, the support of the Leadership Center staff is an important component of CSCLP resources.

Senior executives. As a namesake program, the CSCLP benefits from a connection with the senior executive of the university. Additionally, the program has been utilized by other senior executives, such as the Vice Chancellor of Student Affairs, and is supported and championed by these individuals. Finally, as the department supervisor and Dean of Student Development, the Associate Vice Chancellor for Student Affairs is an important resource for CSCLP. As the department website describes her educational and leadership background:

[She] has degrees in English, Psychology and Education, and has done post-graduate work at the Harvard University John F. Kennedy School of Government and the Pacific University Institute for Intercultural Communication. She is a certified trainer in the Myers-Briggs Type Inventory, Strengths Quest, Crucial Conversations and the Leader's Discipline Coaching Model, and has been trained as a chemical dependency counselor and a ropes course facilitator.

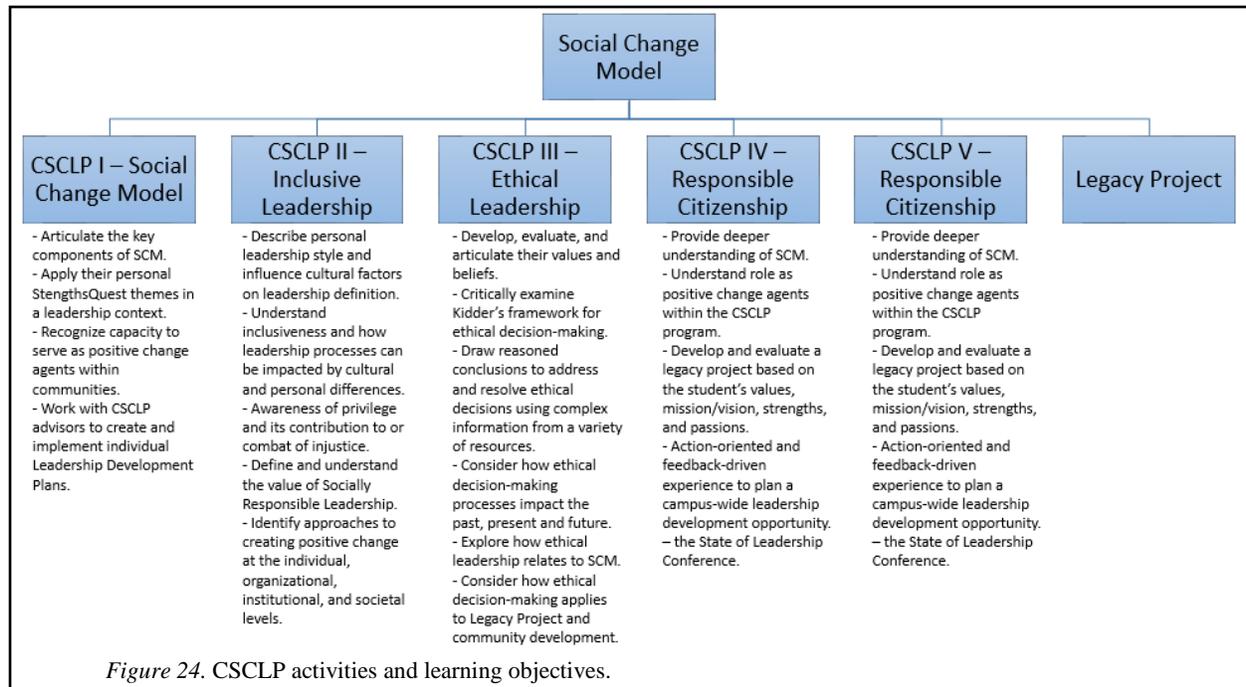
Student Development Services. Like the Leadership Center staff, the broader Student Development Services department and staff serves as a resource for CSCLP. Budgetarily though, the program remains a separate component of the larger Student Development Services budget. The program director indicated both a sharing and a distinction:

Because we are under this umbrella, that helps as well in terms of utilizing resources. Not necessarily budgetary because everyone has their own distinct budget. On other programs, we might collaborate and share financial resources, but the CSCLP, not generally.

Overall, CSCLP leverages its context in Student Development Services to add to its resources. While it does not have staff focused solely on the commission of CSCLP, it does benefit from the broad range of support the program gets from its students, other departmental staff, and senior executives at the university.

Activities. The CEO's Social Change Leadership Program is a three and a half year, cocurricular program for which students do not receive academic credit. Program content has previously been presented in the first four semesters, with the final semesters focused on the completion of the Legacy Project. Recently, the director added a fifth semester of content while students plan their projects. Curriculum review and revision is ongoing, since the Leadership Center Director took direct program oversight approximately one year ago.

A summary of the program semesters as CSCLP is currently designed is provided below. A more in-depth description of the semesters is provided in Appendix J. Program content is centered on the Social Change Model of Leadership Development as presented in Komives & Wagner's *Leadership for a Better World: Understanding the Social Change Model of Leadership Development* (2009). Figure 24 depicts the CSCLP program activities and the learning objectives for each semester.



As a cocurricular, non-academic program, CSCLP does not have homework requirements. The program director indicated the balance is challenging:

Not having a graded component, that does impact it. Because if we did have our program every single semester, and they received three hours of credit, I think they would have more incentive to delve a little bit deeper maybe. Every single seminar that we have, we have leadership challenges instead of homework. And you know they are great for them to go talk to their friends about something or do a project or go to a cultural event on campus. It is just a variety of different things depending on what we are learning right then, but they have to hold themselves accountable. There is not a grade to do so... And that is a tricky thing when you don't have a grade. We have this great project, which at the end of the day, the feedback that they are receiving is from their advisor.

Generally, cohorts meet weekly 10 to 12 times per semester, with other activities scheduled periodically. Attendance is required at all events, though there is no significant penalty, with the exception of program removal for consistent absences. As previously stated, engagement can be challenging as students progress through their studies. Attendance at weekly seminars can conflict with required coursework or other academic activity. Therefore, staff have scheduled weekly alternative sessions for students with pre-approval to attend who cannot make

the primary meeting day and time. However, this accommodation brings its own challenges. As one student observed, “Now we are constantly split up because people can’t make it. With the alternate meeting, I have noticed that not a lot of people are coming to the real meeting.”

CSCLP I – Social Change Model. The first semester of CSCLP focuses on the introduction of the SCM. Per the syllabus, “The cohort will meet once a week to explore elements of the Social Change Model of Leadership, which will serve as a foundation for leadership development in the CSCLP program. Each class will be a discussion on specific elements of Social Change, their application to leadership, and activities to further develop these elements in your life.”

CSCLP II – Inclusive Leadership. The second semester of CSCLP engages students to “further develop and deepen [their] inclusiveness and competencies so that [they] can address issues of social justice, oppression, power, and privilege to create positive change within [their] communities.”

CSCLP III – Ethical Leadership. This semester provides students with an exploration of ethics and their relation to leadership. Students will develop, evaluate, and articulate their values and beliefs. Using Rush Kidder’s nine-point framework for ethical decision-making, they will learn to “draw reasoned conclusions to address and resolve ethical decisions using complex information from a variety of resources.” Finally, students “explore how ethical leadership relates to the Social Change Model of Leadership Development, in particular, the second set of C’s – Common Purpose, Collaboration, and Controversy with Civility.”

CSCLP IV – Responsible Citizenship. This fourth semester, students “examine a variety of topics focused on leading a life of responsible citizenship. Classes are activity and group

discussion focused. This theory-to-practice class is designed to provide student leaders with a strong foundation for making an impact on campus and beyond.”

CSCLP V – Responsible Citizenship, part 2. The spring of 2017 marks the first semester that CSCLP V has content and regular seminars. Historically, participants have worked on their Legacy Project and met with program staff as needed. This semester, “students will examine responsible citizenship through the next phase of designing [their] legacy project.” Additionally, students have taken a role in planning a university-wide leadership conference.

Legacy project. The final component of CSCLP is the execution of a Legacy Project intended to create social change in a student-selected community. Students create, design, plan, and execute projects either individually or in groups. During the project planning stages students identify a community need and design a method to meet that need. Next, they then implement the program and evaluate the results. Students then create a poster describing the process. Figures 25 and 26 are examples of previous participants’ project posters. In the spring of the participants’ senior year, after the projects are complete, the program hosts a ceremony. The program director described this event:

We have a Legacy Project ceremony where parents, faculty, staff members, and other people can come, view and ask questions. It gets a little competitive, I guess, because we do give out an award for the Legacy Project that has had the most impact in terms of the seven Cs of the Social Change Model.

Support for Mental Health at U University

Leadership Project: 2016 Cohort |

The Need for Help

Nationally, depression and anxiety are the two most common psychological disorders on college campuses. Research indicates that 30.3% of undergraduates contemplate suicide at some point as students. While resources are available, students in need of support often don't know where to turn for help.

Project Goals

The goal for my project was two-part: first, to raise awareness of the Counseling Center's resources for students, and second, to reduce the social stigma on campus surrounding mental health issues, specifically associated with seeking help when in need.

- I planned on implementing and conducting a social media campaign for the Counseling Center to promote resources available to students, with the goal of gaining at least 150+ likes within a week on a new Facebook page.
- I also planned on conducting an on-campus hand-out event to reach another 300+ students, in the hopes that talking about the Counseling Center and its new 24/7 Help Line would make the issue less stigmatized in student culture.

The strategy was to tackle the social stigma of mental health through direct, in-person discussions about the issues, the only way to make a social change at is by being the example of the change, and by talking about the issues with students and demonstrating that it was ok to acknowledge depression and anxiety as real, pressing, problems in the student body. I hoped that the discussion could more easily be brought to light if students needed help.

Impact at

Ultimately, the project was a success. The Facebook page currently has 191 likes, and was taken over by a dedicated group of students to continue updating after I graduate. I personally handed out 180 cups of Hershey's Kisses to students, opening the door for conversation about mental health amongst students and spreading information on the 24/7 Help Line, which now receives at least one emergency call a week.

Over the course of two days, I took 37 pictures of students holding the labeled cups, showing that students were willing to face the issue and reduce stigma.

While I faced obstacles securing locations and items for the handout, students were very willing to talk, take a picture, and like the Facebook page to support the cause after I approached them.

Significance

- This project was an innovative approach to the issue of mental health on college campuses because it encouraged the reduction of the stigma amongst college students through peer discussion rather than administrative action.
- College students are often apprehensive to seek help for mental issues; because depression and anxiety in particular are not physical ailments, vary in severity from person to person, and require a large degree of introspection to acknowledge and confront, the best way to encourage students to seek help is if they know that other students are struggling with the same issues.
- By introducing the issue, spreading awareness of resources through brand-new social media accounts for the Counseling Center, and being willing to talk about issues in person, the peer-centered approach had a personal, student-friendly impact on campus that will hopefully encourage more open discussion about mental health in the future.

Plan of Action

- The first step was to create a social media campaign for the Counseling Center. Working with the Counseling Center's Director, I created a Facebook page and Twitter account along with the help of two students with marketing backgrounds. The social media accounts shared throughout the student body spread information on the Counseling Center's location, contact information, hours of operation, and upcoming events.
- The second step was to acquire a viable hand-out for students, and I came up with the idea of passing out Styrofoam cups filled with Hershey's Kisses, with a label on the cup promoting the new 24/7 Help Line for students. By approaching students, talking face-to-face, sharing information, and answering questions, I took the stigma of talking about mental health head-on.

Acknowledgements

- The LP Cohort of 2016 was instrumental to the success of my project; their support in all phases of the project's development and implementation gave me the confidence and direction I needed to make my efforts successful.
- Furthermore, I could not have completed this project without the leadership guidance from the LP Cohort, the help and support from Dr. [Name], and the logistical/technical assistance in my project's implementation from [Name].
- Finally, thanks to [Name] and [Name] for the help with the handouts and social media account creation!

Figure 25. Example 1 of CSCLP Legacy Project.

FroggieFriends

Overview

FroggieFriends is a sports-mentorship program for students with special needs at [Name] High School to give them the opportunity to interact with, and look up to, student mentors. We want the students mentored at Paschal to feel included, a part of a team, inspired to play sports, and ultimately gain a friend that they can look up to as a mentor. On a larger scale, students will have the opportunity to give back within the community.

Team Building

Impact

FroggieFriends was able to develop relationships that lasted beyond the school year. Mentors not only connected on a personal level with their mentee but went out of their way to form connections with other students in the program. Students learned simple math skills and improved motor skills through varying activities.

Quotes

"I have two autistic sons, Adam (20) and Steven (15). Adam is more severe and is in a program at [Name] High School. Steven is high functioning and at the [Name] 9th grade campus. **Seeing people help and work with special needs kids has a special place in my heart, especially when it's students.**"

— Assistant Athletic Director/Media Relations

"I am touched by a group of students who felt compelled to make sure special needs kids have the same opportunities to have fun during the school day as their regular ed. peers. Kendall thought it was so cool that college kids would come to [Name] and hang out with her class. We are grateful for the FroggieFriends and their willingness to share their time with our kids!"

— father of Student

Lessons Learned

While working on this project we all learned valuable life lessons.

- The small things can make the biggest impact.
- Mentors have just as many opportunities for growth and development as their mentees.
- Continually strive to improve and achieve goals.

Individual Accomplishments

Leadership Lessons Learned

- Team enjoyment
- Push yourself to do more
- Motivate others

Figure 26. Example 2 of CSCLP Legacy Project.

Outputs. While staff have not specifically identified outputs based on the program information reviewed for this study, Table 17 provides a list of possible outputs based on program activities.

Table 17 Potential CSCLP Program Outputs

Program Activity Outputs
Leadership challenge assignments completed
Self-assessments completed
Total seminars attended
Presentations given by students
Leadership roles in other organizations
Community volunteer hours
Small group projects completed
Leadership Development Plans
Individuals impacted by Legacy Projects

Outcomes. As a department, Student Development Services has an intentional and robust outcome identification and assessment tracking process. All departmental programs must identify outcomes or learning objectives that are derived from three sources: student development theory, the institutional mission, and employers' needs.

First, staff consider program outcomes through the lens of Chickering and Reisser's (1993) theory of psychosocial identity development in college students. These authors identify seven areas, called vectors, through which college students progress throughout their time on campus. These vectors are: (1) developing competence, (2) managing emotions, (3) moving through autonomy towards interdependence, (4) developing mature interpersonal relationships, (5) establishing identity, (6) developing purpose, and (7) developing integrity. This theory is

foundational to many student development programs, and is an important component of programs within the study institution's Student Development Services.

Second, staff use promulgated institutional priorities of cognitive and ethical capacities as a guide for learning outcomes. The institution's mission is, "To educate individuals to think and act as ethical leaders and responsible citizens in the global community." From this statement, the institution has identified the development of cognitive and ethical capacities as institutional priorities, demonstrated in four areas, for institutional programs to foster development. These four areas are learner, ethical leader, global participant, and responsible citizen. Each of these characteristics has between four and seven criteria which operationalize the characteristic.

The third outcome guide is a list of essential skills and qualities desired by employers as identified by the National Association of Colleges and Employers (NACE) through their *2016 Job Outlook* survey. The department connects programming efforts to these 19 items to help develop these skills and qualities in students. Figure 27 is the departmental reference for learning outcomes.

Staff enter each major component program (e.g., a semester) and sometimes major sub-components of the program (e.g., a cohort retreat) into a software system, identifying the learning outcomes of the component from the areas listed above. The staff member is prompted with the following questions to directly link the learning outcomes to the program activities in six areas (i.e., Chickering's vectors, learner capacity, ethical leader capacity, global participant capacity, responsible citizen capacity, and NACE skills/qualities) through questions such as:

1. "Which of Chickering's Seven Vectors does this program intend to directly address?"
2. "For each vector selected, what specific knowledge and/or abilities will students learn relevant to this item?"

SDS Assessment Quick Reference

Chickering's Vectors

1. Developing Competence: the sense of intellectual competence, physical competence, and/or interpersonal competence that comes from the knowledge that the individual is able to achieve goals and cope with adverse circumstances
2. Managing Emotions: learning to understand, accept, express and appropriately act on feelings
3. Moving through Autonomy toward Interdependence: learning how to be emotionally independent, free from the consistent need for comfort, affirmation, and approval from others; growth in problem solving abilities, initiative, and self-direction; developing understanding self as a unique and meaningful part of a whole
4. Developing Mature Interpersonal Relationships: learning to appreciate and understand others; cross-cultural tolerance and appreciation for the differences of others; competence in developing and maintaining long-term intimate relationships
5. Establishing Identity: becoming comfortable with oneself, such as physical appearance, gender and sexual identity, ethnicity, and social roles; becoming stable and gaining self-esteem; handling feedback and criticism from others
6. Developing Purpose: developing commitment to the future; becoming more competent at making and following through on decisions; developing a sense of life vocation
7. Developing Integrity: humanizing values, personalizing value, and developing congruence. humanizing values; interests of self more balanced and matched with the interests of others; assembling a core group of personal values

Learner

- 1: Thinking critically using tools from literature, the humanities, fine arts, mathematics, and the natural and social sciences
- 2: Drawing reasoned conclusions using complex information from a variety of sources
- 3: Applying theoretical and practical knowledge to novel situations
- 4: Demonstrating an ability and willingness to learn in response to the challenges posed by a diverse and evolving society
5. Using appropriate methods of inquiry to analyze important natural, social, and human phenomena
- 6: Influencing others through effective written, spoken, or artistic expression

Ethical Leader

- 1: Solving problems by attending to the unique goals, needs, and expertise of others
- 2: Articulating a coherent leadership style and philosophy
- 3: Being aware of the personal and interpersonal complexities of change, and demonstrating the ability to initiate, evaluate, and manage change
- 4: Employing core knowledge from a discipline of choice to develop and demonstrate an enhanced capacity for effective leadership

Global Participant

- 1: Demonstrating the ability to generate informed opinions on global issues
- 2: Appreciating the interconnectedness of society, culture, and individual identity
- 3: Knowing and understanding the impact of world religions and cultures
- 4: Engaging with other perspectives and cultures with reason and respect
- 5: Participating in diverse cultural activities
- 6: Articulating the advantages and challenges of a cosmopolitan society

Responsible Citizen

- 1: Demonstrating informed participation in civic discourse and decision-making at local and global levels
- 2: Participating in organizational or civic systems of governance
- 3: Recognizing the unfair, unjust, or uncivil behaviors of individuals or groups and the duty to challenge them appropriately
- 4: Participating in service or volunteer activities
- 5: Understanding the economic, political, and ecological implications of private decisions and public policies
- 6: Understanding and enacting practices to promote personal and public health
- 7: Managing time effectively in order to accomplish goals

NACE Skills / Qualities

1. Leadership
2. Ability to work in a team
3. Communication skills (written)
4. Problem-solving skills
5. Communication skills (verbal)
6. Strong work ethic
7. Initiative
8. Analytical/quantitative skills
9. Flexibility/adaptability
10. Technical skills
11. Interpersonal skills (relates well to others)
12. Computer skills
13. Detail-oriented
14. Organizational ability
15. Friendly/outgoing personality
16. Strategic planning skills
17. Creativity
18. Tactfulness
19. Entrepreneurial skills/risk-taker

Figure 27. Student Development Services program outcomes reference.

In a separate, but related, software module staff are then prompted to identify how the learning outcomes will be measured. For each of the six areas, staff answer the following prompts and upload a copy of the assessment tool:

1. “Specify how students will learn each intended outcome previously listed as relevant to Ethical Leader capacities.”
2. “Specify how learning will be assessed for each intended Ethical Leader outcome (e.g. pre-test/post-test; rubric; final examination; participant survey; etc.). Please also note whether data will be quantitative, qualitative, or both.”

Specifically related to CSCLP, the following outcomes, have been identified, which are in turn linked with broader departmental goals that are derived from the institution’s strategic plan. These outcomes are:

1. Through participation in the [CEO’s Social Change] Leadership Program (CSCLP):
 - a. Students will be able to describe strategies to apply their personal leadership style to facilitate positive change in their communities.
 - b. Graduating seniors will be able to clearly articulate their learning through the completion of a Social Change project.
2. Through participation in the CSCLP Steering committee, student members will be able to articulate proficiency in at least one skill connected to leadership development and the 7 C’s of Social Change.

The Student Developmental Services approach to outcome identification and tracking is very intentional. However, tracking and benchmarking the development of a cohort of students

over the three and a half years of programming is more challenging than in programs that are designed to last for a semester or even shorter. As the program director indicated:

Internally though I would say with Student Development Services, on our Org Sync portal, we are supposed to clearly identify student learning outcomes and we are also supposed to tie them to components within the mission statement, NACE skills, and then [Chickering's vectors]. So there are three huge components and we are supposed to tie our assessment for each and every program into those. But because the program is so large in CSCLP and different cohorts are in different years, it is difficult. And in comparison, we have a program, Emerging Leaders, and it is this finite group of 20 and we are able to see what their growth was within half a semester or something like that.

Further, while the procedures for outcome identification and measurement were clear for the department, the utilization of the compiled information was less specific. As the department's executive noted:

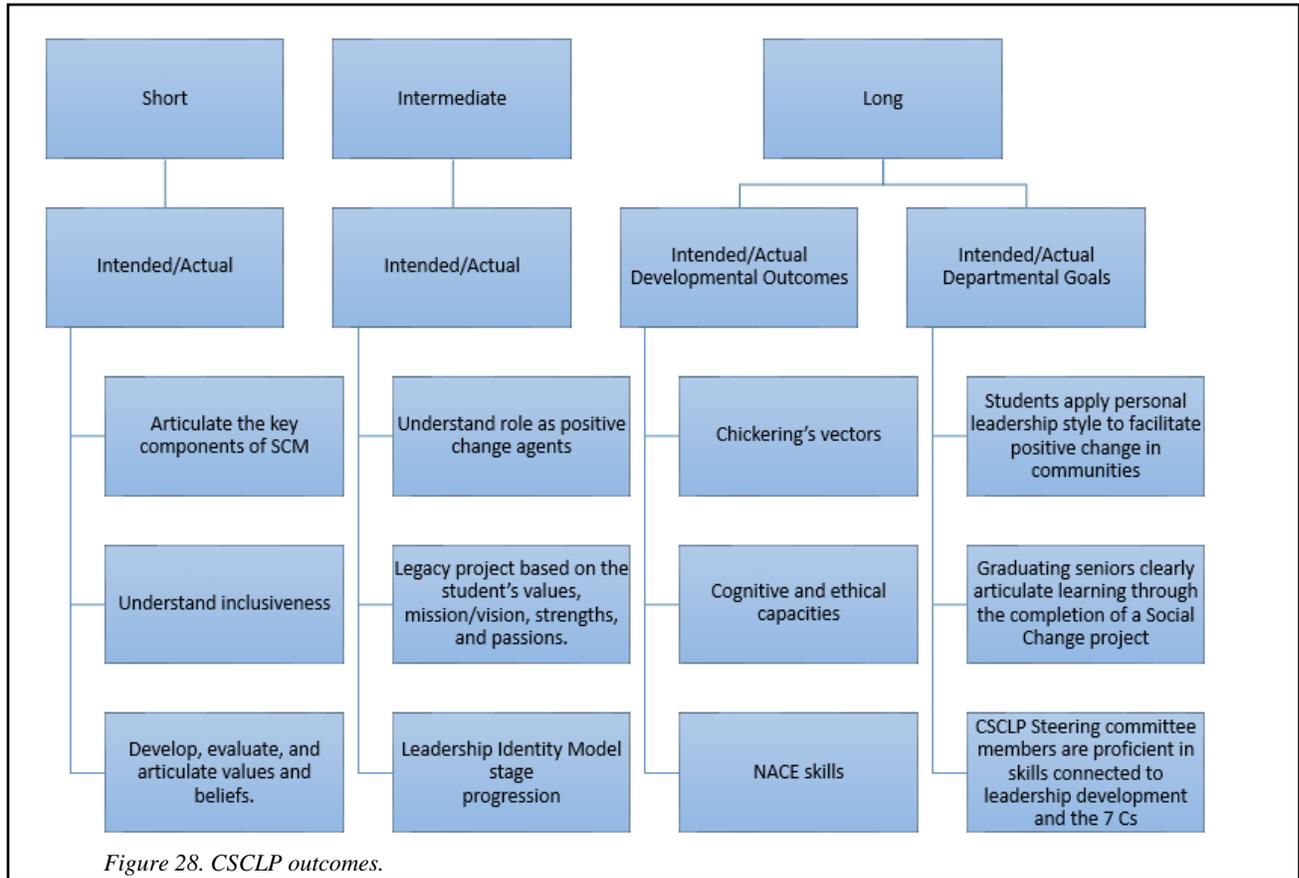
We do a lot of reporting. Also, everything I think at the university is supposed to go into Weave [a software program], which to me then goes into the sky somewhere. But yes, for every program, there is supposed to be an assessment of, "What are the desired outcomes? How well did the program meet it?" And not every program is going to have every one of these [items on the assessment list] every time. But these are sort of the benchmarks that we are looking at. I would say however, that without generalizing too much, many traditional student affairs people and programs are so busy doing and helping and advising and programing that assessment has sort of been an afterthought for a lot of years. We are doing better at it. But would I love full time assessment person? Absolutely, that would help us a lot. And not just saying "Okay, you wanted this report. Here is this report. Here are these boxes that we have checked." But really spending time thinking about, "Okay here is what we learned, how do we do better?"

Short term. From the multiple sources of learning and program outcomes, short term outcomes are derived from the specific outcomes identified for CSCLP I-III. Figure 28 illustrates the outcomes for CSCLP.

Intended. Intended short term outcomes for the program include the learning objects listed in CSCLP I-III above. Salient and unique outcomes from this include:

- Articulate the key components of the Social Change Model of Leadership Development (SCM).

- Understand inclusiveness; and how leadership processes can be impacted by cultural and personal differences.
- Develop, evaluate, and articulate values and beliefs.



Actual. While outcome identification tracking and measurements are abundant, no reports were provided for analysis in this study. Therefore, I derived actual evidence of outcomes from comments of staff and participants, as in the other programs.

In relation to the outcome of understanding the elements of the SCM, one student indicated their awareness of the social change model, but could not recall all components, “I will say the social change model where we looked at the 7 C’s, confidence, commitment, all seven of them, I am not sure I remember all them.”

Another mentioned the variety of leadership theories introduced, with a focus on the SCM:

We focus on the Social Change Model, but I feel like it has also introduced us to other leadership philosophies. We will talk about like something so we get an idea about how we are focused on the Social Change Model, but there is also this model developed by this person. So I think that has kind of been good in that we have been able to see kind of like an overview of all these different types of leaderships.

One student explained the outcome of the program in relation to her understanding of diversity and inclusiveness, particularly relating to leadership styles:

Something else that kind of came to mind for me was the ability to recognize different people's leadership styles. And then just knowing that not everyone is going to have the same leadership style and there is no one, cut-out leader. I feel like a lot of times society tells us they are a loud, extroverted person that is almost pushy. So [the program] has opened my eyes to looking at it from a perspective of a person's ability and understanding yourself and knowing your gifts to develop your leadership styles. So it has helped me recognize people's leadership styles and their gifts. And then when those people are stepping into leadership positions, and whether they are leading me or I am a follower, it is going to help me adapt to how that person operates.

Another student had a different perspective on diversity, inclusiveness, and personal differences:

Not that we directly worked towards it, but a lot of what we did helped us see how different styles and different theories can work together. Because it is a big group of close to 40 people and everyone has a different perspective on things. And just the way that it all somehow manages to fit together is something that, at least personally, I have paid a lot of attention to, that I thought was really interesting.

Intermediate term. Intermediate term outcomes correspond with CSCLP IV and the Leadership Identity Development Model. At the semester's completion, students in CSCLP IV have participated for two years, and should be demonstrating these intermediate outcomes.

Intended. Outcomes in this category build on the achievement of the short-term outcomes and extend the growth and developmental processes of the participants. Intermediate term outcomes are identified in CSCLP IV-V learning objectives. These applicable objectives are:

- Understand role as positive change agents within the CSCLP program.
- Develop and evaluate a legacy project based on the student's values, mission/vision, strengths, and passions.

Finally, another intermediate term outcome for CSCLP is progression through stages in the Leadership Identity Development Model, discussed in the Leadership Development in College Students section of Chapter 2. As the program director indicated:

One thing I introduced to my cohort this past semester is the Leadership Identity Development Model. I think sometimes as practitioners, we use it as an internal document, to kind of see where our students are, and where they should be, and if we are creating programs to push them along to a higher stage. I decided to pull back the curtain and have these students actually take this. So it is an adapted survey around that and I had them do it at the end of last semester [CSCLP III]. I gave them some homework around that this summer. "Homework" ...it is not an academic program so it is challenge by choice, but hopefully they will do it. I really wanted them just to be able to sit down and think about where are they are on the Leadership Identity Development Model stages and where they want to be and how they can get there.

Actual. Intermediate term outcomes were anecdotally evidenced in discussions. In relation to the outcome of participants as change agents, one program staff person noted:

We have a sophomore getaway coming. There is a board of directors for that. They are planning it. They are figuring out how to evaluate it. And we have got a Lead Now group for women because we had an overabundance of interest, but it is student-run. And yes, it takes more work than us doing it ourselves. But when they go to grad school or their first job, they can say, "I ran this program."

One student discussed the ongoing development, and the intermediate nature of his evaluation of himself and his values, mission, and passions:

One additional thing I struggle with is finding myself so I went to the program hoping that they were going to help me as I interact with others; understanding how they think about themselves, how their leadership styles differ. And that would help me to learn more about myself and being able to use my talents in the Legacy Project to reflect what I have to give others through my Legacy Project.

When I asked that student if those expectations had come to fruition, he said, “It is happening. It is a process. I think I now know more about myself than I used to know, but I think there is still more in store that I still have to learn about myself.”

Long term. Long term outcomes for the program are seen at the culmination of the Legacy Project and beyond the student’s participation in the program as well as after graduation. Long term outcomes encompass the specific goals for CSCLP through the department’s goal setting process, as well as the broader outcomes identified in the department’s learning outcome and assessment process.

Intended. The goals from the department’s strategic planning process pertaining specifically to CSCLP fall in this long-term category through the initiation of the Legacy Project and other program events,

These goals are:

- “Students will be able to describe strategies to apply their personal leadership style to facilitate positive change in their communities.”
- “Graduating seniors will be able to clearly articulate their learning through the completion of a Social Change project.”
- And for students that participated in the steering committee, through participation in the CSCLP Steering committee, “student members will be able to articulate proficiency in at least one skill connected to leadership development and the 7 C’s of Social Change.”

In addition to these explicit outcomes, demonstrating evidence of the seven vectors of college student identity development, the four institutional priorities of developing cognitive and

ethical capacities, and aspects of the 19 NACE skills and qualities desired by employers are long term outcomes of CSCLP.

Actual. Demonstrating Chickering's first vector of developing competence, as well as aspects of ethical leadership capacities, the steering committee goal above, and NACE skills, one student observed:

I think that CSCLP has given me a really good chance to develop myself as a leader, and since I am serving on the steering committee that has been a huge opportunity for me. Working with [the program director], she has helped me develop myself. I feel like when I was a freshman if I wanted to run a leadership project or something, there is no way I would be able to do it because I would be so ineffective. My freshman year, I just tried to make T-shirts and I couldn't even do that. And now I feel like I have learned so much about how to be an effective leader, what is good to do, and when it is good to maybe just sit back. So in terms of that, I think I am definitely reaching expectations.

Another student offered thoughts about the program's long term outcomes:

It builds confidence. The way I used to think about leadership is that you have to have a title, then you are leader. But [CSCLP] built in me that confidence that whatever I have I can share it to influence people in a good way. I will start by doing a few things, even if I am just a member; so regular attendance, being committed. It will give the encouragement to the leaders to know that someone cares so they keep doing what they are doing. So in all different ways, I am leading in my own way, my own style by just building my confidence like I can do it, I can give whatever I have out there to help someone.

Impact. The overall impact of CSCLP has not been identified or tracked, however the intended and expected impact centers can be tied to its mission.

Intended. The intended impact of the program would be the realization of its mission, to recognize and cultivate student leaders' potential to effect change locally, nationally, and in the world. This intended impact was echoed in a statement by the department's executive:

So many of our students come in with a very hierarchical view of leadership. And so I think one of our outcomes needs to be taking students where they are and getting them to at least think more deeply, broadly, inclusively about subjects; to be able to converse about and act on those subjects in a way that helps others. So I am looking for another way beyond CSCLP, because the CSCLP students, they come in, they already get that broader view. And so I feel like they start here and then go. And so, that is great and I

want to keep doing that and again, I want students to leave here ready to change the world.

Expected. From the participants' short answer surveys, the following items are the participants' expectations of the program's impact over the next five years.

- “I feel the leadership skills I've learned through CSCLP will actively [be] part of my daily interactions with others and will affect my perspective over the next five years. I imagine it will make me a more effective leader whether that means leading a group in the workplace or communicating with and following others.”
- “I hope to use them in doing something that improves the life of college students. I want to work in Student Affairs and hope to empower others to achieve their dreams.”
- “I anticipate being better able to connect with diverse groups of my peers in the workforce and potentially in graduate studies over the next 5 years. I anticipate being able to use some of the decision-making models we have discussed to help me solve problems.”
- “Through my daily life-behaving ethically within my friends and family. Through my job-no shortcuts. By being able to influence but also allowing myself to be influenced.”

Program Logic Model

Figure 29 displays the CSCLP combined logic model.

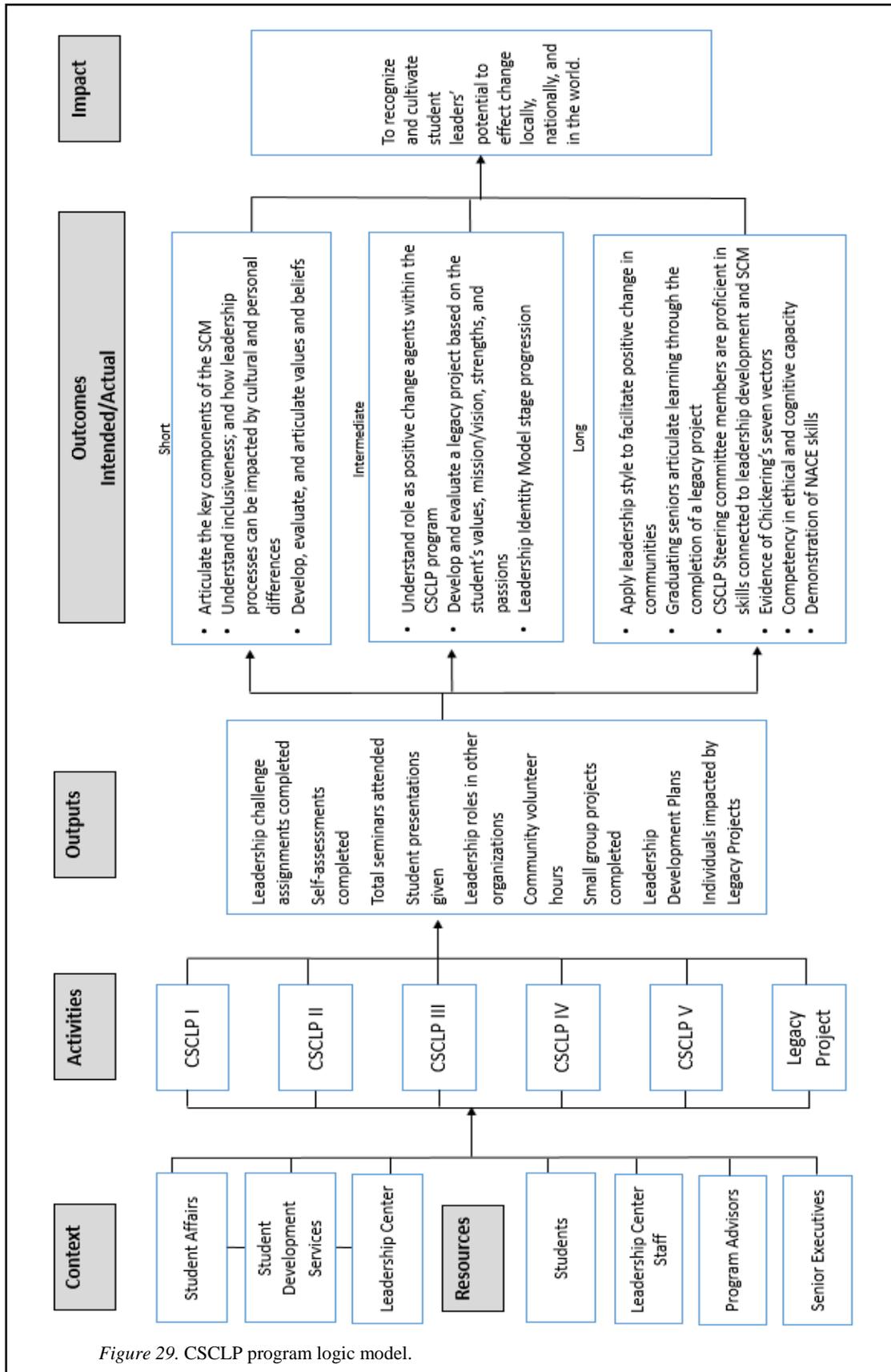


Figure 29. CSCLP program logic model.

Case Study Summary

The CEO's Social Change Leadership Program is a three and a half year, cohort-based, cocurricular program that begins in the second semester of the participants' freshman year. The program is administrated through the Leadership Center, in the department of Student Development Services, which is located in the division of Student Affairs. Cohort advisors, consisting of fulltime staff from areas within Student Development Services, facilitate weekly seminars, and stay with the same cohort throughout their progression through the program. The program is designed around the Social Change Model of Leadership Development, and consists of five semesters of programming, culminating in a Legacy Project during the participants' senior year. Students play an active role in planning and executing program activities, led by a steering committee comprised of nine students. The Student Development Services department, and by extension, the Leadership Center and CSCLP have explicit outcomes. These outcomes, derived from a combination of sources including student development theory, strategic planning, institutional priorities, and employer-desired skills, help guide the program activities.

CHAPTER 7: CROSS-CASE ANALYSIS

The preceding case studies considered the data collected during the study through the lenses of organizational culture theory and program theory, as displayed in Figure 30. The following section compares the major components of culture and program theory across the three programs. Figure 31 illustrates the general structure of the cross-case analysis. The programs' espoused leadership definition, leadership theories, and student SLPI data are also considered. The analysis concludes with a comparison of the future plans as stated by program personnel.

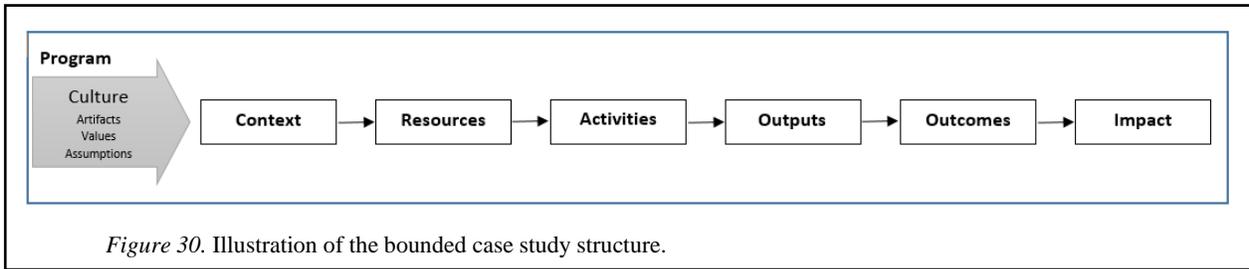


Figure 30. Illustration of the bounded case study structure.

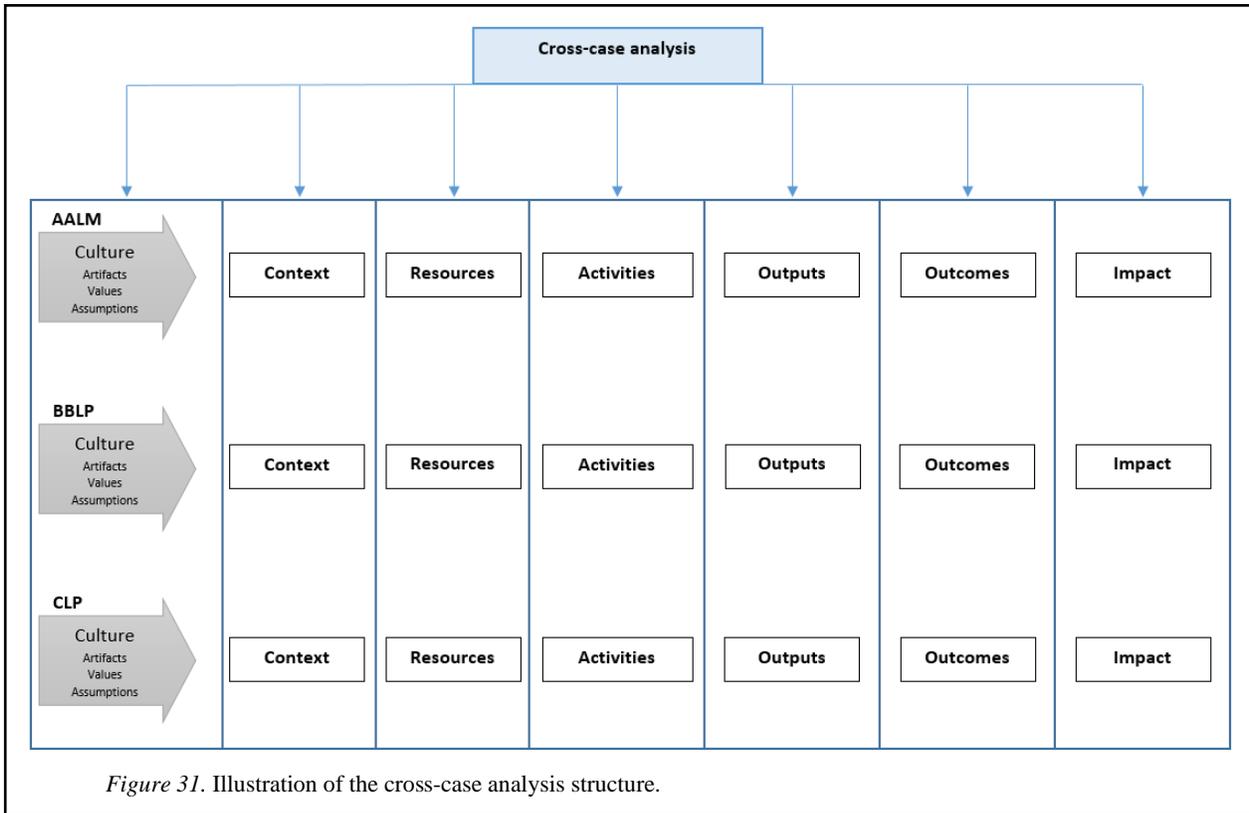


Figure 31. Illustration of the cross-case analysis structure.

Culture

Each program had a unique culture influenced by its context, design, and resources. The culture of the programs can be compared through their artifacts, espoused values, and underlying beliefs and assumptions.

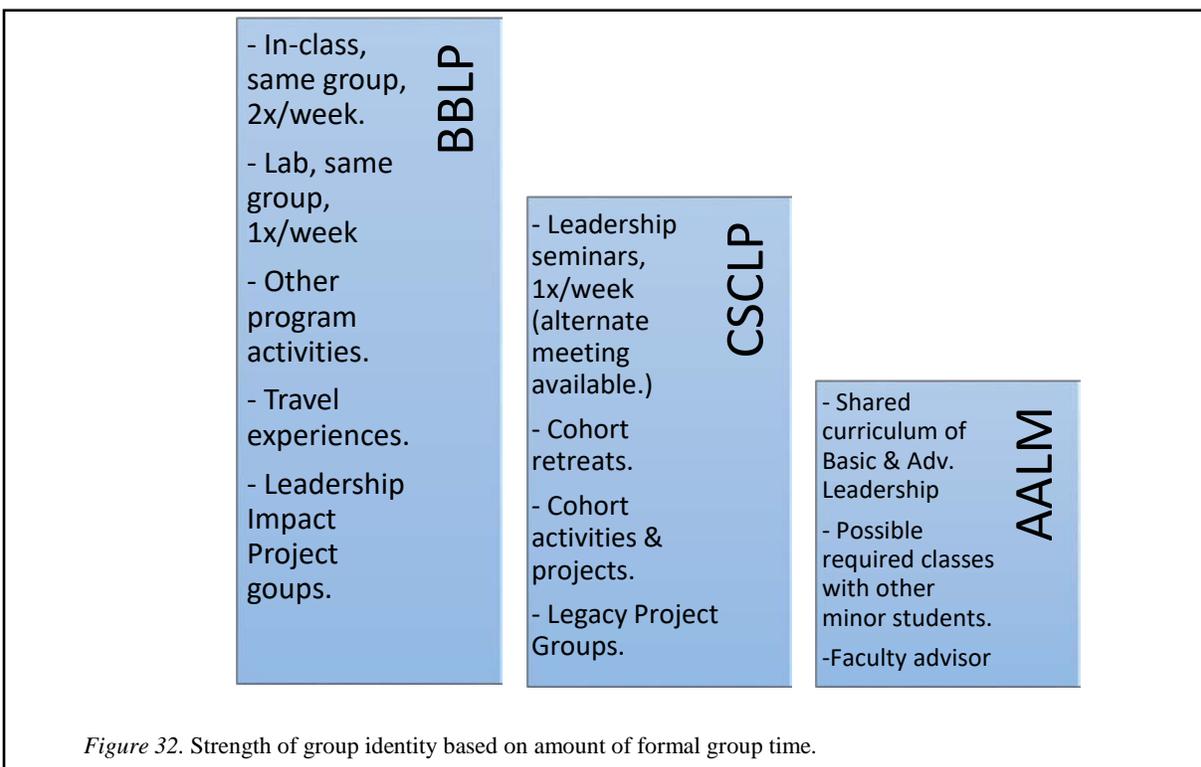
Artifacts

The program artifacts, or their observable phenomena, were varied and unique to the specific programs. However, there are three points of comparison that provide a deeper understanding of each group's culture. Those artifacts were the strength of the group's identity, the role of the program or institutional mission statement, and the program's operational leadership definition.

Group identity. The AALM, as a loosely structured program, had the most casual and diffuse group culture. Compared to the other cohort-based programs, student relationships were predominantly developed through in-class activities. Both CSCLP and BBLP had stronger group identities and senses of community. However, BBLP's inter-group relationships were more observable, with both students and faculty using the term "family" to describe the depth of relationships. The difference in relationship strength is possibly attributable to the frequency and level of interaction that BBLP students have with each other and faculty. As academic classmates, students interact with the same group of peers at least twice a week, as classes meet two times each week for an hour and twenty minutes. Students then meet in the same formal group a third time each week for a fifty-minute lab session. In addition to these regularly scheduled meetings, participants have other program activities, as well as working in groups for the impact projects. Finally, students travel both domestically and abroad as a cohort, creating more shared experiences and strengthening group identity. Additionally, the cohort's

commitment to shared values at the beginning of the program provides a common understanding of group norms and expectations.

CSCLP, as a cohort-based program, also has a sense of community and group identity. Regular weekly meetings over the course of the program, as well as cohort retreats and special projects, deepen this relationship. However, as schedules change and cohorts are splintered by attrition and alternate meetings, the sense of group identity appears to wane over the length of the program. Figure 32 is a representation of the strength of group identity based on formal group time.



AALM's salient relationships were less between students and more between the students and the faculty advisor. The main program element that is constant across all student experiences in AALM is the curriculum of the Basic and Advanced Leadership courses. However, since the schedule on which students take the core courses is based on student preference, the likelihood that class rosters will be the same from one course to the other is

remote. The level of choice within the program, combined with the variance of other students from the psychology major that make up the class rosters, creates a situation where the most consistent relationship that students have within the program is with the faculty advisor. Therefore, that relationship has the highest level of consistency across the student's experience and is a strong artifact of the culture.

Mission statement. One artifact that was consistent between all programs was a relationship to the institutional mission. CSCLP, while its existence predated the mission revision, uses it to continually guide and assess program activities. Multiple BBLP program syllabi referred to the institutional mission, tying classroom activities and learning objectives to the furthering of that mission. AALM, through the narrative of the program's historical development, illustrated that the creation as well as the program's continuance, was connected to supporting the institution's explicit mission.

While the link to the institution's mission was evident in each program, only CSCLP had an individual program mission statement. As a program of a business unit—Student Affairs—the division and department that oversee CSCLP engage in strategic planning, which are connected, through annual goal planning, to the institution's strategic plan. Meanwhile, neither of the academic programs had an individual program mission statement. While BBLP has explicit program values, and faculty noted—some with surprise at its absence—that a mission statement would be valuable, there is currently not one in place. As mission development is often an initiative on which subsequent planning is based, a mission statement would be a suitable addition for both the BBLP and the AALM programs.

Definition of leadership. As noted in Chapter 2, many leadership programs do not have a consistent or espoused definition of leadership. None of these programs advocated a single

definition. AALM's approach was the most direct, quoting Northouse's definition, but adding additional concepts. The other two programs, whether intentionally or de facto, do not point to one operational definition of leadership.

Program definitions. Both CSCLP and BBLP encourage students to develop their own conception of leadership, which may be impacted by the faculty or cohort advisors. As the CSCLP program director observed, "That is the interesting thing about the [CSCLP] program. I would think every single one of the advisors has a very different [definition]. And I think that is why year to year you see so much difference in it." The BBLP intentionally encouraged students to develop their own leadership definition. As described by a BBLP faculty member:

One of the things that they historically have had to do in [the first] class is come up with their own definition of leadership. And we expect that definition to develop and evolve, and for them to continue expressing it formally over the course of their time in the program. And so, our goal is not to push a particular definition of leadership on them, but to have them really think about it in a meaningful, mindful way and come up with what leadership means to them. That said, we do have kind of our own ideas. Our approach to leadership is that a leader is not necessarily someone that has formal power, or lots of formal resources. It is somebody who gets things done, who grows and challenges themselves and others, who others want to follow, and who are able to make the most of the resources they have, even if those resources aren't ideal. Then we hope that finds its way into their definitions and then they can add to it.

Relating a conversation that the BBLP program personnel had recently conducted surrounding the definition of leadership, the program manager said:

There was a consensus that it wasn't about vision. It was about mobilizing others and accomplishing something. There is more depth to it, I think, and nuances in the word choice for different faculty. But there is a lens of positivity, of personal and social good...but, at the heart of it, leadership is relational. I think it is very much interwoven in what we do, which is why you can't lead until you know yourself. You really need to understand the interpersonal connectedness within leadership and then teams, groups, and then leading in the organization.

The department executive for CSCLP had a similar comment about the importance of self-discovery when students are developing a definition of leadership:

I don't think it is our job to indoctrinate students to one approach or belief or set of ideas. I want them to dig into what they passionately believe, and be able to back it up and take it apart and share it in a way that respects other's beliefs...but still, as long as they know that they really own it. And so that is where I think that whole first piece of self-exploration is so important.

Meanwhile, the AALM program ascribes to Northouse's definition of leadership, as defined in the Definition of Terms section of this paper in Chapter 1. That is, "a process whereby an individual influences a group of individuals to achieve a common goal" (Northouse, 2010, p. 3). As the faculty advisor indicated, she starts with a simple definition so that she can augment it:

I use the basic definition that Northouse uses and then add to it the nuance of using ethics and principles. So it is just a really simple definition and that is actually intentional on my part. Again, because I think about undergraduate students and their need to understand that any form of influence in a way is an act of leadership.... The idea of influence using values and principles as the guide.

Student definitions. Students create their own leadership definition from the beginning of the both BBLP and CSCLP. In a short answer survey at the outset of the focus group, students were asked to give their definitions of leadership and how those definitions have changed.

Students from BBLP provided these definitions:

- "Use my greatness to sustain extraordinary outcomes by encouraging greatness in others."
- "To do what is right, not what is easy, for the most amount of people regardless of any self-benefit or deterrent."
- "Leadership is having the ability and willingness to motivate and inspire others to help the group or organization to achieve strategic goals. Leadership is about being relational and ensuring that people in your team or organization feel valued and have what they need in order to succeed."

CSCLP students indicated that to them leadership was:

- “Enabling progress through your actions, ideas, and directions.”
- “Essentially leading is following in the right direction. You work with your group of people to determine what is needed, then help them figure out how to make the changes.”
- “Setting a strong example for others/being a role model.”
- “Leadership is the ability to use your talents/personality to influence others into bringing a change in a community.”

Generally, for AALM, having a basic definition of leadership has created a streamlined understanding for program participants. The AALM students also had straight-forward definitions of leadership, which reflected the simplified program definition:

- “Working in a role to develop yourself as well as those around you to be the best versions of yourself. Someone who listens to understand and creates action that will progress each person involved.”
- “Someone who has group influence and enacts [*sic*] followers to make a change.”
- “A leader is someone who commands a group of peers or people respectfully to impact or obtain a certain goal of their organization.”

During the focus group the CSCLP students made repeated comments about followership, connoting that their understanding of leadership also included followership. There was more than one comment by CSCLP students indicating that they saw themselves in both roles at different times, and that at times the role of follower is held by leaders. Participants from the other programs did not include this nuance in their comments. Students from all programs indicated that their definitions of leadership had evolved through their program experiences. The

most common shift was from a formal title or positional power to seeing leadership as a relational or influential process.

Espoused Values

The study site's institutional vision is, "To be a world-class, values-centered university." As such, the institution "values academic achievement, personal freedom and integrity, the dignity of and respect for the individual, and a deep heritage that includes inclusiveness and service." BBLP was the only program to have specifically identified values. BBLP's explicit values of development, integrity, stewardship, innovation, teamwork, and achievement demonstrate an intentional approach to values-centric programming. This values identification approach filters down to the cohort level as well. As a primary outcome of the cohort's values retreat, the process of identifying group values for each cohort allows participants the experience of understanding and considering the role of values in programming.

CSCLP, through its core curriculum of the Social Change Model, maintains an adherence to the 7 Cs as its espoused values. Though not unique to the program or a cohort, as continual components of programming, these values are continually reinforced over the course of the program. On a broader level, both the division of Student Affairs and the department of Student Development Services have espoused values that are reflected in the SCM's 7 Cs. However, during the values section of the interviews, none of the CSCLP personnel referred to the divisional or departmental values. AALM lacks espoused values. However, ethics and intellectual rigor were recurring components in faculty comments.

Underlying Beliefs and Assumptions

The underlying beliefs and assumptions of all programs centered on the importance of leadership education to help students develop broader life skills and lead a more enriching life.

Each of the program creators interviewed conveyed a desire for the program to help students engage in the community and to translate skills to a variety of relationships and experiences from professional to family. While some of the underlying beliefs were context-based, the broader belief in the value of the program to help students become future leaders was consistent across programs.

In summary, BBLP has strong group culture, and maintains the integrity of the cohort relationships as the students move through a series of faculty interactions and program experiences. It has explicit program and cohort values but no stated program mission, and students demonstrate a level of commitment that transcends the curricular and cocurricular elements of the program. Meanwhile, CSCLP attempts to build culture by maintaining cohorts and advisors across time. The community-building culture is effective in that students reported the collective belonging as an attractive feature of the program. However, the cohorts and culture have experienced diffusion through schedule challenges because of the cocurricular nature, giving rise to alternate meeting dates that divide cohorts and lead to attrition. Also, though cohort advisors are designed to be consistent, staffing changes also may contribute to a decrease in group identity. Finally, AALM has a subdued collective culture, possibly due to the amount of choice and variability in the program design. But for some students, this subtle level of culture and group identity is preferred. The central figure of the faculty advisor represents the most frequent and consistent relationship that students have throughout the program. Program operational leadership definitions among and across programs vary, as do those of their students. For BBLP, this variance is intentional, while for CSCLP it may vary with cohort advisor. AALM's central definition of leadership provides room for growth, yet is one that participants seemed to understand and internalize. Underlying the culture of all three programs is the faculty

and staff's belief in the value of leadership education and development, and the impact that development has on students in both career and family life.

Program Theory

The variance in the individual components of program theory builds to make each program a unique experience. Programs spanned a continuum of resources, curricular design, and identified outcomes. This diversity of components and administration demonstrates some of the differentiation in these leadership education and development programs.

Context

The context of each program has an indelible impact on the perspective and operation of each program. The program's home department, whether school of business, department of psychology, or student development services, indicated the viewpoint with which faculty or staff planned and implemented the program. In BBLP, the approach was through the lenses of networking, mentorship, and job placements. For AALM, the emphasis was on basic psychology, human behavior, and social and positive psychological concepts. CSCLP's focus centered on community engagement, and creating positive change. As one faculty member observed, "I think we feel like we each serve a little niche, and there is room for all of us. And that is fine. I think it's the way universities work. You take students and you categorize them."

Resources

The amount of resources per program varied widely. Figures 33 – 35 are the resources which are involved in each of the programs as described in the individual case studies. BBLP is a well-resourced program. Its financial support comes from both the title sponsor and the school of business. Additionally, it has an active alumni base, as well as volunteers from the business community, and an advisory board. BBLP also receives programming support from other

programs and centers that are available to school of business students, but are also uniquely engaged with BBLP.

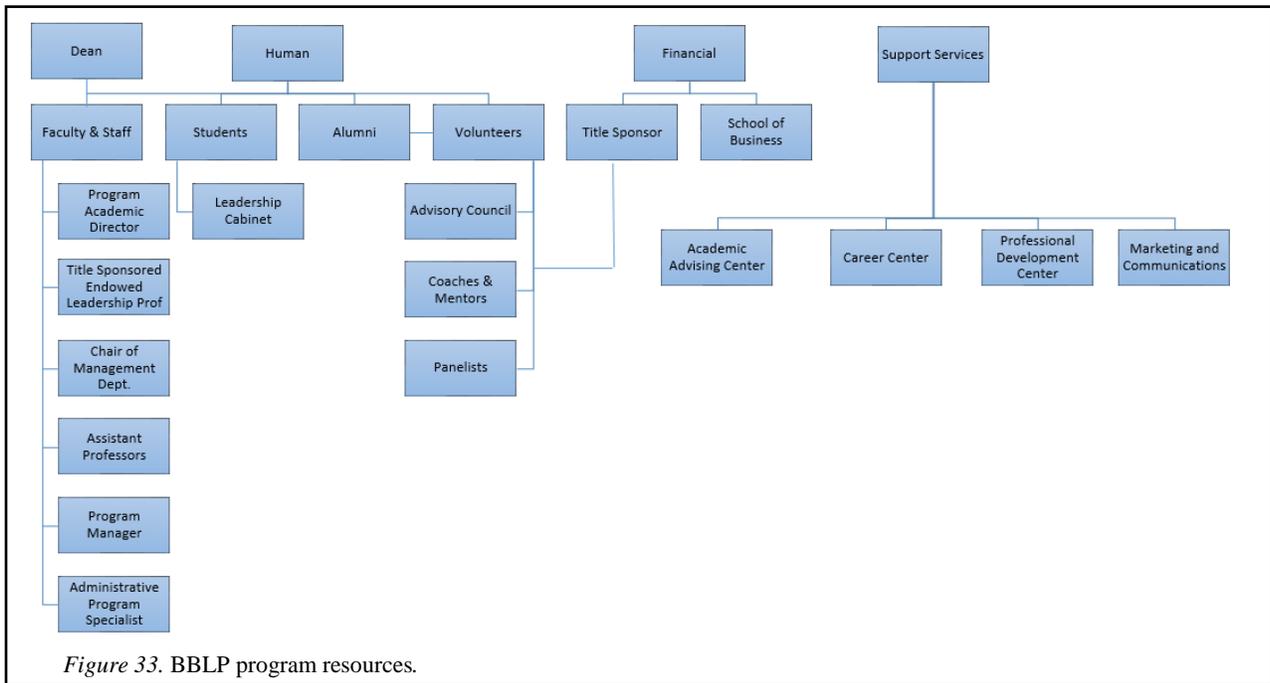


Figure 33. BBLP program resources.

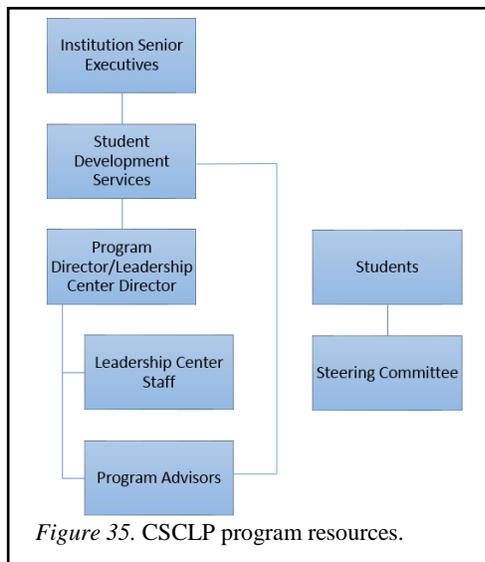


Figure 35. CSCLP program resources.

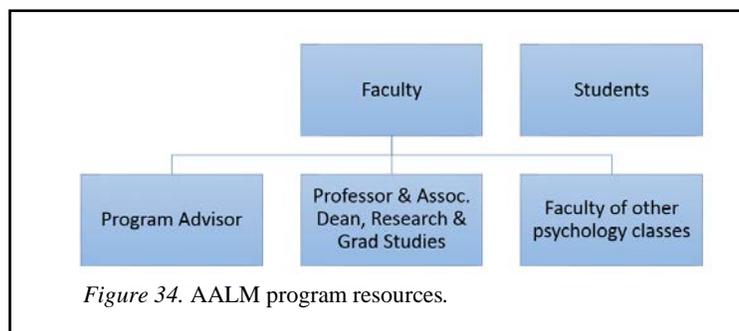


Figure 34. AALM program resources.

By contrast, AALM has few resources outside the primary faculty advisor and its students. Falling between those two programs, CSCLP resources include Leadership Center staff, resources from the Student Development Services department, as well as some support and interaction from senior executives. BBLP’s title sponsorship and its location in the school of

business, which also has strong financial resources, provide an opportunity for staff resources dedicated exclusively to programming efforts. The level of resources also enables participants the unique domestic and travel experiences that are not feasible for the other programs.

Students. Students are a significant resource across all programs. Total program size ranges from 44 students in AALM to 91 students in BBLP to 147 students in CSCLP. Tables 18 and 19 provide a comparison of the percentage of participant gender and major course of study, respectively, as well as the institution's undergraduate total.

Table 18 *Gender Percentage Institution and Programs*

Gender	Institution (Undergrad)	AALM	BBLP	CSCLP
Male	40%	27%	43%	41%
Female	60%	73%	57%	59%
Total Students	8891	44	91	147

Table 19 *Declared Major Percentage by Program and College or School*

College/School	Total Undergraduate	AALM	BBLP	CSCLP
Liberal Arts	16%	9%	-	21%
Business	25%	25%	100%	36%
Communication	12%	57%	-	4%
Education	3%	-	-	3%
Fine Arts	9%	2%	-	6%
Nursing & Health Sciences	14%	-	-	5%
Science & Engineering	20%	7%	-	24%

Considering gender, both BBLP and CSCLP are close to the overall undergraduate population. However, AALM has substantially more female students than male students. Both BBLP and CSCLP are application-based, selective programs overseen by staff. Staff may choose to maintain female-to-male ratios similar to the overall population when selecting cohorts. As AALM is a student selected program, with no mechanisms to control student

demographics, about 13% more female students than male students select the Leadership minor, when comparing the distribution to the total undergraduate population.

Regarding student majors, CSCLP's distribution of students is more like the total university population. While not identical, the representation of majors across colleges and schools reflects the intellectual diversity of the institution. Since a major in business is a prerequisite for the BBLP, 100% of its participants major in a specialization within the school of business. For AALM, like gender, there are no controls over student selection of the minor, except for the prohibition of psychology majors declaring the leadership minor. The predominant majors within AALM are within the college of communication, with less representation from every other school or college when compared to the total undergraduate population, except for the School of Business.

The reasons for the gender and major imbalance for AALM were not studied. However, since both areas are atypical of the overall student population, these demographics could impact other students' perception of the program. Male students, and those outside of the college of communication could be dissuaded from choosing the AALM if they are concerned about feeling like outsiders. It is also not clear if students from the college of communication choose AALM because other classmates influence their decision, or if there is some other connection between communication specialties and the leadership minor.

Program faculty and staff. The number of direct faculty and staff resources ranges from one primary faculty member for AALM, to the program director and two additional cohort advisors for CSCLP, to five faculty and two staff members for BBLP. This range illustrates the difference in intellectual diversity, differing viewpoints, and breadth of experience that students are exposed to within each program.

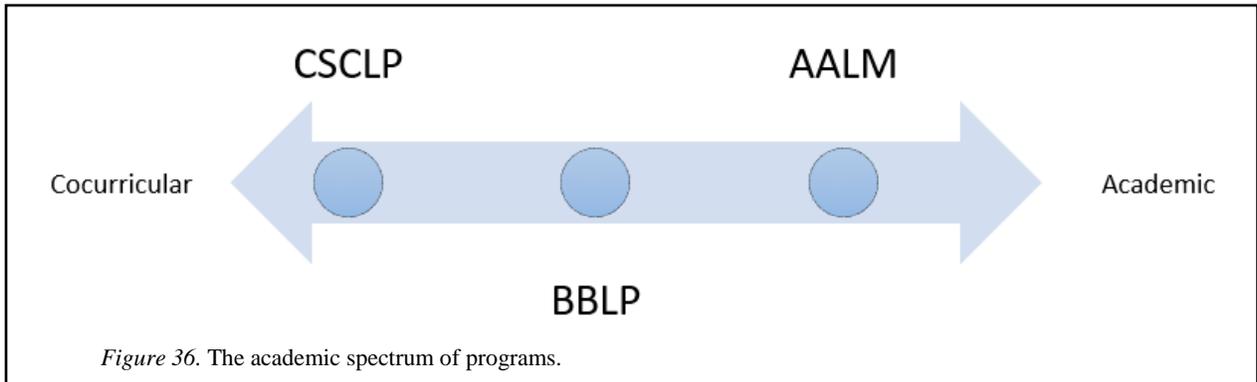
Education and research interests. Educational pursuits, disciplines, and research interests vary among and within the programs' faculty as well. In the School of Business, all faculty teaching within the program hold PhDs in Management from public research universities. Both faculty in the AALM minor that participated in the study hold PhDs in Psychology. For CSCLP, all program advisors hold at least a master's degree. One has an MBA, one has a Masters in Counseling, and one has a Doctor of Education in Higher Education Administration.

Personnel transitions across programs. While considering the roles and impact of staff as resources within the program, it is necessary to consider their relationships to the other programs as well. As mentioned previously, the faculty advisor for AALM previously taught courses within the school of business during the beginning phase of BBLP. Additionally, the first Program Manager for BBLP eventually transitioned into the Director of the Leadership Center and now oversees CSCLP, and is the advisor to two cohorts. Finally, the current Program Manager for BBLP was formerly the Director of Student Organizations within Student Development Services and was a cohort advisor to the 2017 CSCLP cohort. Therefore, the personnel and programs have interrelationships that transcend the shared pursuit of leadership education.

Activities

The three programs contain a range of program activities and design elements, which are the core aspects of the program theory that foster change. These activities, including curricular and cocurricular activities, leadership theories, and final projects vary between each program. These three areas, compared below, are central to the goals the programs are trying to accomplish.

Curricular and Cocurricular design. Each program contains a distinctive set of program activities to foster leadership development and educate students. The curricular and cocurricular elements are salient aspects of program design. The programs within the study fall on a continuum of academic and cocurricular activities, as shown in Figure 36.



At the fully academic end of the spectrum, AALM is comprised of a minimum of 21-credit hours of academic coursework, with no program requirement of cocurricular activities. An option for one to six hours of course credit for internship courses, within the required 21 hours, exists that gives students the opportunity to expand their experience outside the classroom. However, these courses are electives, and are student choice. Additionally, the structure and sequence of the courses are generally flexible, and contingent on a student's schedule. The only sequential requirement necessitates students taking Basic Leadership prior to Advanced Leadership, but does not dictate any other course order. However, some order may be inferred by the level of the courses contained in the degree plan (e.g., 1000 level, 2000 level, etc.). Overall, AALM's curricular design provides students with a core curriculum in leadership through Basic and Advanced Leadership, and an introduction to general and social psychological theory. Students then individualize their leadership education by selecting elective courses of interest that contain elements relating to leadership.

At the other end of the academic spectrum lies CSCLP, a completely cocurricular experience. CSCLP has experiential and applied elements, but it also contains elements of an academic program, though without exams and mandatory homework. Many of the weekly seminars occur within a classroom setting, and have academic and theoretical components; the chief difference is the lack of academic credit awarded at the successful completion of each of the five semesters of weekly program meetings. Its curriculum centers on the Social Change Model. The program design includes five semesters which focus on a central idea (e.g., Inclusive Leadership, Ethical Leadership, Responsible Citizenship), and build on concepts from preceding semesters, regularly linking content with the SCM. However, cohort retreats, community service volunteer projects, and the Legacy Project bring the experience out of the classroom setting, and allow students to apply the learned skills and concepts.

BBLP is a comprehensive program and is a hybrid of academic and cocurricular elements. Like CSCLP, it consists of five structured semesters of programming which build on the preceding courses' learning objectives, increasing in complexity from leading self through leading in the organization. In addition to class meetings twice a week in each semester, students participate in weekly labs which reinforce and apply classroom learning components. Beyond the classroom, students have service hours, other program activities, cohort retreats, and domestic and international travel opportunities. This multi-modal approach provides participants with opportunities to learn, practice, and lead within the context of the program.

Leadership theories or other curriculum material. The theories and curriculum that underpin the activities vary across the programs. Table 20 illustrates the leadership and supporting theories, curriculum, and assessments that each program incorporates, based on elements listed in the syllabi. Of the identified 18 items, 10 of them are covered in at least two

of the programs. Three items, ethical decision making, strengths based leadership, and the Myers-Briggs Type Indicator, are included in all three programs. The AALM covers the most theories, as Basic Leadership is a type of survey course introducing students to a variety of theories utilizing the Northouse text. CSCLP covers a narrower range of theories, which accompanies the program's central focus on the Social Change Model. Meanwhile, BBLP's curriculum demonstrates the most overlap with the other programs.

Table 20 *Major Program Materials and Theories Used*

Curriculum/Theory	AALM	BBLP	CSCLP
Adaptive Leadership	X		
Authentic Leadership	X	X	
Communication Styles Inventory	X		
Complexity Leadership	X	X	
Covey's 7 Habits	X	X	
Covey's Speed of Trust	X		
Crucial Conversations	X	X	
Emotional Intelligence	X	X	
Full Range Leadership	X		
Ethical Decision Making	X	X	X
Kotter's Leading Change		X	X
Leadership Challenge	X		X
Leadership Development Plan		X	X
Myers Briggs Type Indicator	X	X	X
Northouse	X		
Social Change Model			X
Strengths-based Leadership	X	X	X

Large-scale project. Both BBLP and CSCLP culminate in a hallmark activity at the conclusion of the program. The programs utilize the project as an opportunity for students to apply the leadership theories and skills they have learned over the course of the program. The projects, whether group or individual, are intended to allow students the experience of leading people and groups, as well as engaging with the community, and leading change. Students and faculty from both programs valued this experiential learning component. Students in both focus groups were juniors and on the cusp of planning and executing their projects. Both groups

mentioned the projects multiple times, and expressed excitement over the prospect of a challenging project. While AALM does not currently include a cocurricular project in the curriculum design, the faculty advisor expressed a desire for a similar component, as did the students in the focus group.

Across all three programs, the balance of academic and cocurricular activities varies widely. From the academic focus of AALM to the cocurricular approach of CSCLP, the programs are spread along a continuum. However, the curriculum content and leadership theories taught within the programs share some commonalities.

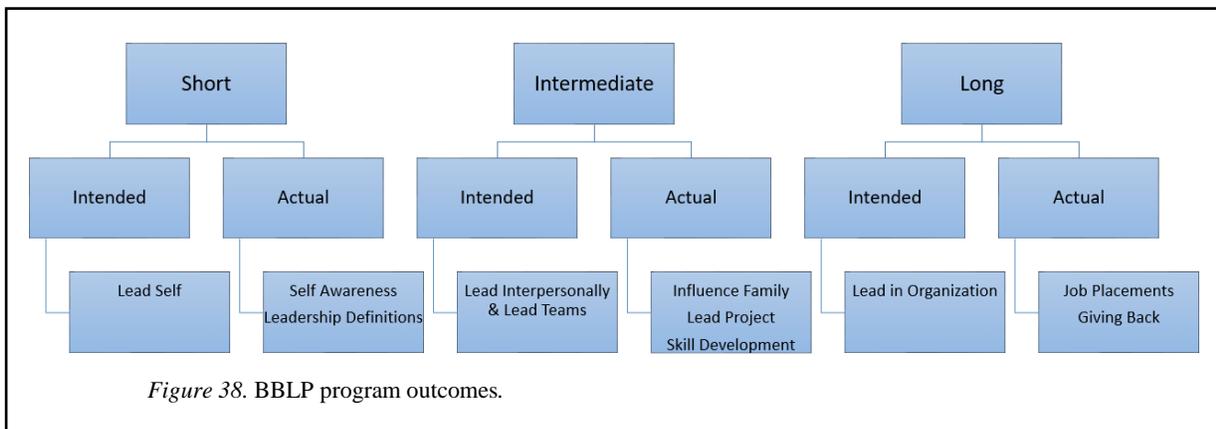
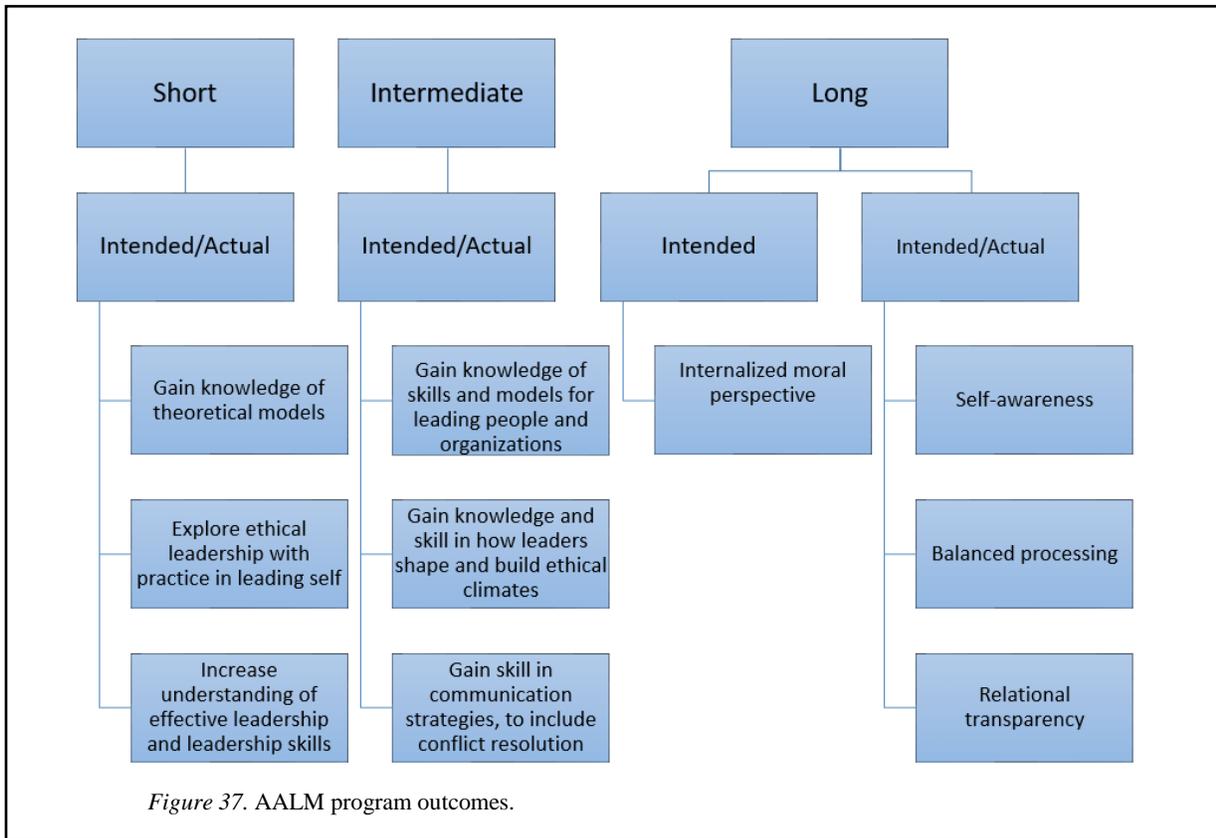
Outputs

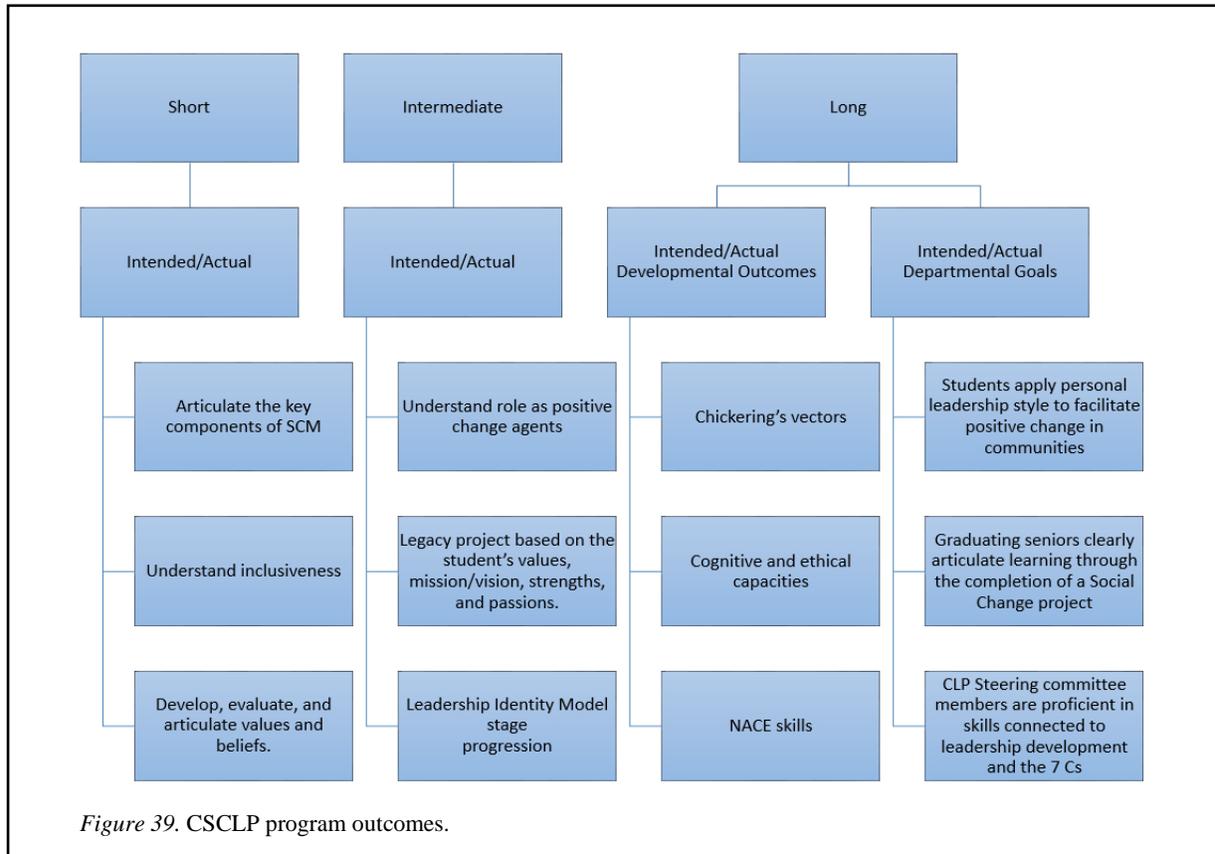
Based on the information provided and reviewed for this study, no specific outputs are identified by program personnel. Potential outputs in the case studies were derived from descriptions of program activities in the syllabi. Further, as outputs are derived from program activities, the main points of comparison are addressed in the previous section.

Outcomes

As previously noted, CSCLP was the only program to explicitly identify desired outcomes for overall program participation. All programs identified learning objectives at the course level, as highlighted in the individual case studies and in Appendices H-J. For this study, program outcomes for AALM were taken from the Basic and Advanced Leadership courses, as these are its core elements. BBLP outcomes were derived from the curriculum model, which underlies all program activities. Figures 37 – 39 are the intended and observed outcomes for the programs. While the proposed outcomes do not necessarily meet the characteristics of SMART outcomes—Specific, Measurable, Attainable, Results-oriented, and Time-bound (Wehlburg,

2008)—they represent a general desired outcome that can be narrowed and focused by program staff.





All three programs begin with shorter term outcomes focused on helping participants understand self and strengths, as well as an introduction of one or more leadership models. These serve as anchor points for leadership definitions, and identification of values and beliefs. Intermediate term outcomes for BBLP and CSCLP represent the initial stages of the final project; all programs begin to layer concepts and introduce complexity through leading others. Long term outcomes show some differentiation between programs. BBLP's latter outcomes focus on career and organizational leadership, while CSCLP highlights student development priorities, and AALM centers on psychological and relational benchmarks.

SLPI. The original design of this study included the option for a pre-test/post-test using the Student Leadership Practices Inventory if programs had previously administered the inventory within the program. Another option was, pending sample size, to administer the SLPI

as a post-test only measure and perform inferential statistics on the results to compare the program results as outcomes. However, the sample size was not large enough to obtain a normal distribution and perform inferential statistics. Therefore, the SLPI was administered during focus groups as a post-test only measure, with a total *n* of 10. Table 21 displays the results of the SLPI by group.

Table 21 *SLPI Scores by Program*

Program	n	Model the Way		Inspire a Shared Vision		Challenge the Process		Enable Others to Act		Encourage the Heart	
		M	SD	M	SD	M	SD	M	SD	M	SD
AALM	3	22.3	5.7	23.0	6.1	22.7	6.1	23.3	2.3	25.0	4.6
BBLP	3	22.0	4.6	23.3	3.1	20.7	1.5	25.3	0.6	23.3	1.5
CSCLP	4	22.8	1.0	20.8	1.5	21.5	4.0	25.0	1.8	17.8	5.3

While the samples do not meet the threshold for more in-depth statistical analysis, the means and standard deviations of the groups by leadership practice offers some insight in the differences of the programs. However, due to the small sample size and lack of normal sample distribution, any relationships are cursory and are not statistically-supported conclusions.

AALM students had the widest variance of scores, based on standard deviation, on more measures than the other two groups. This could possibly relate to the increased flexibility and choice within the program. The *SDs* of Inspire a Shared Vision (Inspire) and Challenge the Process (Challenge), followed closely by Model the Way (Model), demonstrate that AALM has the widest distribution of scores for all groups for three of the five practices. Encourage the Heart (Encourage), at 4.6, also had large standard deviation when compared with the other practices and groups.

For BBLP, scores for Enable Others to Act (Enable), Challenge, and Encourage had an *SD* of less than 2.0, indicating that those scores for BBLP participants were closer together than the scores for Inspire and Model. The *SDs* also indicate less variance within the group's scores

on those three factors than for the other two groups on those factors. CSCLP scores for Model, Inspire, and Enable were also more closely distributed, indicating that the variance within the group on those factors is smaller than other groups on other factors.

Considering the mean scores across the groups and practices, Encourage for AALM and CSCLP and Enable for BBLP were the highest self-reported means for each group; all averaged 25.0 or more out of a total of 30. Encourage had the largest difference between means across groups, with 17.8 for CSCLP and 25.0 for AALM. CSCLP scores displayed the most variance between mean scores on practices with 17.8 for Encourage and 25.0 for Enable. Model, as a practice, had the least variance of mean scores between groups, all falling between 22.0 and 22.8.

AALM had the most consistent scores across the practices, with the means ranging from 22.3 for model to 25.0 for Encourage. However, it also had the highest *SD*. There could be some relationship with the breadth of material within the program design and the flexibility in the program, but a larger sample size would be required to determine. BBLP had the highest mean of 25.3 in Enable. This could be related to the business and management context and skills that students focus on in the program. Similarly, CSCLP had a high of 25.0 in Enable. The community engagement and student empowerment components may contribute to this score.

Overall, the SLPI results provides a roadmap to future studies. These within- and between-group variances could be further explored for significance using ANOVA and effect sizes in a study comparing larger samples of the groups. However, due to sample size, statistically significant difference between any of the groups and practices cannot be determined.

In summary, only one of the three programs under study had explicitly identified criteria by which to measure student development on a program level. This program, CSCLP, is a component of an administrative department within Student Affairs, as opposed to being managed

under an academic department. It is likely that strategic and departmental planning processes led directly to this outcome identification, and is maintained through annual review and management. The other two programs, as academic programs, have student learning objectives identified per course, but have not specified program level outcomes. Yet both programs have precursors to those outcomes that have already been identified. For BBLP, the Leadership Model, developed by faculty, provides both characteristics and behaviors of factors relating to each quadrant of the program's curriculum. These characteristics and curricular components could be translated into measurable outcomes to demonstrate student growth and change. AALM, through its two core classes, could translate the learning objectives contained within and extend them to be overall desired program outcomes. However, as noted by Wehlburg (2008), it is not enough to identify and measure, all programs must also close the feedback loop, and utilize outcome and assessment to inform program changes.

Impact

The overall impact for all three programs has not been specified or tracked. CSCLP is the only program to have a stated mission: to recognize and cultivate student leaders' potential to effect change locally, nationally, and in the world. With over 20 years of participants, some impact measurement could be possible. However, both staff and financial resources are not available to undertake such a project.

Neither BBLP nor AALM have an explicit program impact, program mission, or vision statement. Both programs, as a component of planning and outcome identification, could develop an intended impact statement. This statement, considering the programs' components, history, and desired outcomes, could then guide future program plans and changes.

Finally, one of the impacts of program participation that was mentioned by a student in the CSCLP group and a student in the AALM group is each programs' impact on that student's career choice. Both students indicated, as a direct result of participation in their respective programs, that their interest in further leadership study had been piqued. This impact, while again requiring research resources that are not currently available, could be measured through alumni and other follow up surveys.

Program Future

A final point of comparison across programs is the plans for the programs' futures. All program personnel interviewees were asked about the vision for the program. The perspectives on this topic across the programs reflected an internal versus external focus. Comments from CSCLP personnel highlight a priority of ensuring program quality. AALM faculty focuses more on the inclusion of interdisciplinary elements, program sustainability, and succession planning. Meanwhile BBLP is looking to influence program development on other campuses and is considering program extension within the school of business.

AALM

As discussed in the AALM case study, three main factors contribute to the future vision for the program. First, the inclusion of the ROTC classes marks a turn toward interdisciplinary leadership education that has been a goal from the program's creation. This collaboration developed from the ROTC program director's desire to establish a military arts minor that focused on leadership within the college of liberal arts. As an alternative to establishing another leadership minor, the dean of the college of liberal arts encouraged the ROTC director to reach out to AALM, in the college of science and engineering. A mutually beneficial solution was identified, and was approved by both colleges and the university. This interdisciplinary

approach is an avenue for future program growth, creating a pathway to incorporate other departments within the college of liberal arts, such as political science and history, which were preferred interdisciplinary influences identified by the faculty advisor.

A second factor in the future of the program is including a stronger experiential component within the program design. Mentioned by both faculty and students, the introduction of a project or other leadership experience would provide an opportunity for students to practice the leadership concepts they have learned within the curricular structure. The faculty advisor mentioned this project could be conducted through a collaboration with the Student Affairs division, creating a formal relationship between AALM and Student Affairs, and possibly the Leadership Center.

The final factor for AALM's future is program sustainability within the department of psychology upon the retirement of the current faculty advisor. While this retirement is not imminent, it was mentioned in both faculty interviews. The political environment of the department could jeopardize the program's continuance if any changes were made soon. However, upon change of the department chair, the interviewees expressed hope of a climate change, and stronger support for the program's continuance. Established interdisciplinary relationships, such as the one with ROTC, will help secure its continuance.

BBLP

BBLP's faculty and staff expressed the most consistent and developed vision across the three programs. Faculty reiterated a desire to share the program's story and to impact the development of programs at other institutions. Two mentioned the desire to have the program recognized as a minor in the school of business. In relation to that, there was also discussion of the program having a broader reach within the school of business, possibly to become an entity

that was a source of undergraduate and graduate leadership education. The academic director summarized that vision:

I think that we would say that we would like to be the go-to source for other universities that are interested in having undergraduate leadership programs. That is becoming an increasingly popular thing, but I think we do it differently than a lot of people do. And so, I think we are very interested in developing content that we can then share with others that has that [University] brand on it...And I think we would like to see a way of pushing out leadership in a more intentional and accessible way to students that aren't admitted into this [BBLP] program. And figuring out how we offer leadership to everybody in [the School of Business] and not step on the toes of this program at the same time. So, yeah, those are the two things. We want to figure out how to make both of those things happen.

The most frequent recurring theme was the need to share the knowledge and story of the program on a wider scale. This shared vision is, "wanting [the program's brand] to grow nationally and internationally within the construct of leadership." As the endowed professor of leadership detailed:

So for vision, I want to be really clear, I think we have an unbelievable program. And I think the vision for the future is first to tell our story. So the story has not been told broadly enough. And so that is what we are trying to do. We are getting a new web page up, we are going to do a marketing blitz, and tell the story to really share.... There is so much leadership knowledge here, so much tacit knowledge about how to do leadership development. That is really impressive to me. I deal with leadership people all over the world. There is something unique here in terms of what people know. I say to [the program's academic director], "It is in your head.". When I do [ask a question] the stuff that comes out...I sit and I listen to him and I am like...I know a lot about leadership, I have spent my life studying it. I haven't come across many like [him].

In addition to growing the brand and sharing leadership externally, personnel also desire to have growth within the school of business. The specific structure of that growth has not crystallized, but there have been multiple strategies discussed. One faculty member looked at the growth for executive and graduate programs, saying, "We see leadership as the strength that we have here. Can we now leverage that at the Executive level and at the MBA level in addition?" The program's academic director considered the change from a Leadership emphasis to a minor.

One thing that we have been talking about lately is the possibility of creating a leadership minor that would be available to any student in the business school. But effectively, if they are in this program, they would get that designation...It's not really a change to the program. It's a way to spread the gospel of leadership to more than just the 90 people that are in the program.

Though the specific avenues are not cemented, there was concurrence on the concept of the growth of leadership education, and taking an intentional approach. A faculty member charted that path by saying:

I have had some meetings with people about [growth], and I have said it myself that we need to take it to [the university]. But then in processing on that and hearing, I am an adaptive person. I am landing on, I think it is better to take it to [the school of business], and get it broader there. So small steps and grow it out. I am a believer in growing emergence that way.

CSCLP

For CSCLP, the program director expressed two main facets of her vision for the future. The first aspect is to review the curriculum and increase the program participants' visibility and that of the program. She stated:

My vision is to conduct a review of curriculum to see what it is that our students need to be learning and be more actively engaged in now. There are so many different leadership research studies that could be placed within this kind of lab environment. I mean the students have such longevity within the program. And it is the longest amount of time that anybody is in a leadership program on campus...I think with the various programs on campus, visibility is a component. And I think this program has not been as visible the last couple of years, even though there is not an opportunity, because it is lock-step and cohort-based, for students to enter into it [after the initial application period]. It is still a great opportunity for our students to be visible as student leaders and to be making an impact...We just want there to be more active participants on campus. Over the years, it has been sitting in a classroom learning about leadership, which is wonderful but if our students aren't having the opportunity to really practice within that, they can't as effectively apply to other areas of their life.

The other vision for the future is to increase the role that alumni play in the program. She sees alumni as an untapped resource that could strengthen the program, saying, "I would like to

see also more engagement from our alumni. We have a lot of alumni and I am sure that their active engagement could help our current students out.”

Across the programs, there are very different perspectives for the future. While BBLP is looking to grow influence within the school of business, within the university, nationally, and internationally, the other two programs are focused on ensuring program quality and sustainability. The broader focus of the BBLP may develop from the presence of more resources, which allows some faculty and staff to focus on program quality while others focus on growth. Since the other programs do not have the level of resources, and instead have one primary resource functioning in multiple capacities, a narrower future focus of sustainability and program quality is likely more feasible.

Summary

Based on the interest of BBLP to pursue a minor and graduate education leveraging their leadership expertise, AALM’s interdisciplinary expansion with ROTC, and CSCLP’s acknowledgement of the value of academic credit for deeper exploration and engagement by students, there is evidence of demand on the campus for formal leadership education. Each of these programs, through their culture and program theory, exhibit different approaches to leadership development in undergraduate students. The varying contexts, resources, and activities reflect the theories within each program that underlie the desired and actual student development and change. All three programs demonstrate a belief in ethics and strengths as a leadership component, through their inclusion of strengths-based leadership and ethical leadership content. One program, CSCLP, establishes a commitment to student development theory through its stated departmental outcomes. AALM illustrates a belief in the principles of psychology and human behavior through its curriculum plan and available options. BBLP

conveys a layered view of leadership, ranging from leading self to leading others and finally leading the organization. Each program takes a unique approach to undergraduate leadership, providing the university's students with a range of leadership education options through which to strengthen their skills.

CHAPTER 8: CONCLUSIONS

This study sought to investigate the differences in current undergraduate leadership education. Through multiple case studies and a cross-case analysis it contained an in-depth examination of the programs' cultural and programmatic elements. This chapter provides a discussion of the data in relation to the primary research questions within the context of the relevant literature. Further, it contains implications for leadership educators and recommendations on future research.

Differentiation

The initial research question that guided this study was: Other than academic credit, what differentiates academic and cocurricular leadership programs? Through an examination of both organizational culture and program theories, the case studies and cross-case analysis illuminated the unique aspects of each program. The overall differences are presented below.

Academic and cocurricular. Academic classes benefit from a formalized structure within an academic college or department, and deliver a tangible result upon successful completion in the form of academic credit towards a degree. The BBLP was a true hybrid of curricular and cocurricular elements. The CSCLP replicates the structure of academic programs, but incorporates more community and experiential components than AALM. The CSCLP utilizes strategic planning, goal planning, and outcome assessment, but the lack of academic credit creates challenges when demonstrating the value students gain from participating. This perceived value of academic credit does not necessarily equate to different developmental outcomes or knowledge gains. One student from BBLP shared his thoughts on the strength of the combined program design that culminates in the impact project:

I think the big thing of the cocurricular is it allows us to apply what we have learned, and that is really what sets the program apart. You get the opportunity to do the impact

project so you really take everything that you have learned about. “Okay how do I lead myself; how do I lead others?” And you use that to develop a program that benefits the whole [local] or [campus] community. So I think that is definitely a necessity, because otherwise it is just notes on paper and stuff that is internalized. If you really want to learn in it and grow in it, you have got to put it into practice. It is like anything else, like learning how to ride a bike. I can say I want to do it as much as I can, but until I actually go out and do it...that is when I am finally going to learn. So I think the balance is certainly good.

As Zimmerman-Oster & Burkhardt (1999) observed, “Cocurricular experiences not only support and augment the students' formal classroom and curricular experience, but can also create powerful learning opportunities for leadership development through collaborative group projects that serve the institution or the community” (p. 3). This assertion was supported by all three programs. However, each program’s design addressed it differently, with AALM containing the fewest experiential components. Overall, the main difference between the two types of programs was the focus on student development theory in the CSCLP program, while the academic programs focused on career preparation, knowledge gains, and intellectual growth and skill development. Osteen and Coburn (2012) note that cocurricular programs often focus on developing students to their fullest potential, through meaning making, community development and a focus on leadership for the common good. This observation was supported by the data. By contrast, supporting Brungardt et al.’s (2006) findings, the academic programs’ themes included preparation for leadership roles in organizations, behavioral perspectives in management, preparing students for leadership in the modern workforce, and providing students with a broad background to prepare for supervisory and management careers.

Recommendations. From the student perspective, there was little awareness or familiarity across programs. With CSCLP’s application and selection process occurring during the first semester, and average annual acceptance rate around 30 percent, there are many students interested in leadership education that do not participate in CSCLP. Similarly, through its

selection process also during students' freshman year, BBLP has students who are not admitted into the program, approximately 75% last year. If desired, AALM could recruit those students to participate in the academic minor with assistance from both programs.

A further recommendation for both AALM and BBLP is to develop a mission statement. This mission statement would help guide future planning. It would also help differentiate the programs, and elucidate the desired program impact. Both programs could incorporate a mission planning exercise in a program activity with students. Doing so would be both a practical element as well as learning experience for the students. Since BBLP has a broader stakeholder group, after the student mission development exercise, personnel could either take their suggestions or, more likely, include student representatives in a broader mission development activity with advisory board, faculty, title sponsor representatives, and any other pertinent stakeholders.

Overall, the core of this initial research question implies a binary relationship between academic and cocurricular programs; further, it implies that academic programs would be more similar. However, the data indicated that this assumption was incorrect. Academic credit and some shared leadership theories were the main similarities between the AALM and BBLP programs. Yet these two programs were on opposite ends of the spectrum when considering strength of culture and group identity. They also had starkly different resource inputs, with BBLP having many resources and AALM being resource constrained. In certain aspects, the academic programs were each more similar to the cocurricular programs than to each other.

One finding of the Multi-Institutional Study of Leadership was, "Resources vary greatly at participating institutions...Program variety in size, scope, purpose, reporting lines, resources, and stage of development makes it difficult to advocate for and make claims about the effects of

such programs” (Owen, 2012, p. 15). Generally, the data support this insight, as all three programs differed significantly on most elements, with the underlying emphasis on student development theory while academic programs focused on knowledge and skill growth and career preparation as the primary differentiator between the academic and cocurricular program.

Outcomes

The second research question asked how student and program personnel perceptions of the value and outcomes of the leadership programs differ. Outcome identification and assessment was an area across all three programs that staff expressed a desire to improve. Student perceptions of all programs were positive, and all but one student said they would choose to participate in their program again.

Student perceptions. The level of student support varied by program. BBLP students, reflecting the strength of their group identity, were the most ardent advocates of the value of the program. One BBLP student summarized his participation in the program by saying, “I think it is the best decision I ever made in my college life.” Another student indicated that growth opportunities were varied and frequent, saying, “It just gives you different little bits of opportunities to grow.” One student expressed a sense of gratitude for the experience, observing, “We all realize what it took to get to this point and just the privilege we have in being in this. It is a special thing to be a part of.” Finally, the positive experience and leadership education that the BBLP students received was summed up in this comment:

I wish it were available to more people. Selfishly, I don't, but to be brutally honest I think it should be because what we are learning is such amazing stuff that is life changing. It has the power to set you up so well for your personal life, your professional life, and so on and so forth that I think it should be just part of the curriculum in general. Because it is so important. Because it is something that you really don't find at many other universities anywhere, if at all.

AALM's students viewed the value of the program in terms of the academic nature of the program, as well the personal development and the ease of participation. As noted in the case study, one student observed:

I tried [the program] out and it just like worked. I didn't have to get into it, it wasn't like a ton of extra stuff outside of school. But the main basic reason is because of psych [classes]. I think that [the different programs] are suited for different people. Like I was saying, this is a minor. You just take the classes, and you do it, and you get [the minor]. Not like a program where you have to do interviews for it and get into it...I don't really know much about the [CSCLP], but it is all cocurricular. So it also sounds like it would be more work on top of your normal class schedule.

Another student expressed the value of the program outcomes in terms of personal development:

My biggest thing is I don't want to take classes that aren't going to benefit me for the future. So I was like, why spend my time in a minor that may be 16 hours when I can do one that is 21, but would hopefully shape me as not only an individual but as someone who I want to be going out into the real world.

CSCLP students observed that self-awareness, developing a support network of staff and peers, as well as having an opportunity to contribute to the community were valuable outcomes. One student noted, "I think that is impactful when you can get a group together and focus on service and helping other people aside from just building our leadership styles, but stepping out into the community and kind of being more servant leaders." Another student considered the value of the cohort in developing conversational skills:

[The cohort] opens us up more for conversation when we are familiar with the people that we are conversing with. Especially after you are with them for a while, you can kind of gauge how certain people are going to react to certain things and what topics are more controversial than others. We have had seminars on constructive dialogue and tips on how to have a conversation with someone that is like respectful and not like a debate, intentional dialogue.

Overall, student perceptions of the individual programs were positive. BBLP students express their sentiments the most enthusiastically and consistently. AALM students

unanimously agreed that the program was valuable and worthwhile. CSCLP students were more subdued in their agreement, with one student indicating uncertainty when asked if they would participate again.

Personnel perceptions. Personnel had diverging perspectives on the differentiation in their programs. From program structure to the change in students, each program's faculty and staff placed high value on the experience of program participation. BBLP faculty valued the quality of the program and faculty. AALM faculty observed the evidenced-based connection between research and program content. Meanwhile, CSCLP staff valued the longevity of the program and student development as important outcomes.

BBLP. One of the BBLP faculty observed, "I think we have high quality people in the classroom...faculty who are actively doing research, who are leaders in their fields...So for students to get exposure to that level of faculty...I think that is unusual." The BBLP academic director summarized the program's value and outcomes:

Depth...It's been a year or two, but I've taken a look at other leadership programs around the country. Oftentimes you'll see somebody say that we have a really exciting leadership program. Then you find out what they have is a collection of classes that are loosely coupled together and they say it's a leadership program. So you take this class in communication, and this class in teamwork, and this class in whatever...and if you do all of those class we will say that you've had a leadership program... And this is actually far more common, you see places that say "Oh yeah, we have a leadership program," but what they're talking about is what we have with the [university] Leadership Center. Very good and very well organized program, but non-academic, totally cocurricular. Rarely do you see one like ours that couples both, and does it in an integrated fashion that moves through a measured developmental set of stages over a period of years. The other piece of that is sometimes you'll see things like that, but they're at the graduate level. They are not undergraduate. And again, to my way of thinking, that's good if you can do it. But the time, the opportunity that we have to mold a mind that is still learning to think about the world around them...that's undergraduate years. Our graduate students are 35 years old. They've already decided what the world's like.

AALM. One of AALM's faculty observed the value and outcomes of their program within the discipline of psychology:

When we have them do some core courses in psychology, I think what it should do is to help our students to not only understand leadership, but also experimental work which can provide the anchor for why it should be, what would make effective leadership and what wouldn't. But what it really should be able to do is allow individuals to get a sense for, Okay, these aren't just what seems to work or what people think works, but we can actually trace this back to controlled experimental settings and show that at least some components of it have validity and can be quantified. Therefore, it should give us a little more confidence as to why they are effective.

CSCLP. CSCLP personnel find value in the structure of the program and the change in the students. The program director observed:

I would say the fact that it is a non-academic program. And so my hope again is that they see whatever they are learning from CSCLP is put into and applied to all their different experiences on campus.... This is a highly selective program and, with great power comes great responsibility.... Because they have been chosen for this program, I think they feel like they have to give back. "I want to create a legacy, I want to make this place, or this community better for the next group of students that come along."

The department executive further elaborated on student change and program value:

So many of our students come in with a very hierarchical view of leadership. And so I think one of our outcomes needs to be taking students where they are and getting them to think more deeply, broadly, inclusively about subjects. To be able to converse about and act on those subjects in a way that helps others... We were the first cohort-based program, and I do think there is real value in that... I like the model of trying to model the principles that we believe in and getting students immersed in a project to make a difference on campus or in the community... But I think [CSCLP] is a really important symbol of a very diverse group of students who are committed to making a difference, who work together. That is not to say that in those other areas, that same thing may not happen. I can only speak to us. But I also think broadening from [CSCLP] to all the other Leadership Center programs, we do a heck of a job of offering a variety of ways that you can learn to understand and practice leadership. And that is the other thing I will say, is that student affairs in general, is sort of the leadership lab and so things that students learn in political science class or psychology class or business class, we allow students to practice.

Recommendations. The W. K. Kellogg Foundation's (2002) evaluation of leadership programs lists possible outcomes from leadership programs as development of skills and knowledge; changes in attitudes, perspectives, and behaviors; and a clarification of values and beliefs. Additionally, long term outcomes may include different leadership paths resulting from

program participation and strong peer relationships. In this study, outcome identification and assessment varied by program. However, outcome identification and assessment are core components of program theory, and are a critical element to effective programming. Wehlburg (2008) observes:

Faculty regularly measure student learning. Each course contains several mechanisms for gathering evidence about what and how much students are learning. Most faculty are good at measuring what students know, but it is often difficult for them to translate their skills in measuring student learning for a course to using that same knowledge to develop departmental assessment plans. (p. 63)

The data collected in this study support Wehlburg's assertion. CSCLP was the only program that ostensibly had espoused program outcomes, most related to desired departmental outcomes. Yet the other two programs had the foundation of program outcomes in the student learning outcomes identified in the syllabi, as well as BBLP's curriculum model. Codifying and measuring program outcomes is important to establishing and communicating the value of the program. Yet, identification and measurement is not where the process concludes. One MSL finding indicates, "Many leadership educators claim to engage in regular assessment of student learning, program evaluation, and use of national standards, yet practitioners are not always making full use of that data" (Owen, 2012, p. 16). Again, this finding is supported by data from this study. Therefore, a fully developed assessment plan would be beneficial to all three programs. While the programs have identified some of the components, further developing and compiling those elements into a comprehensive assessment plan would make assessment and outcome tracking more valuable.

Wehlburg (2008) states that, "Without appropriate and sustainable measures that can give useful information to those who need it, assessment can become something that measures

only the easily counted and not the conceptual level of information that is the most meaningful.”

Further she advocates closing the loop, a process that could benefit all three programs:

The phrase “closing the feedback loop” of an assessment cycle refers to the process of using results from appropriate and meaningful student learning outcomes to make modifications in the teaching and learning activities within a course. These should lead to changes in the results of the student learning outcomes in the next cycle.

Unfortunately, institutions and faculty often stop short of completely closing the loop. They create outcomes, they measure those outcomes, and they may even analyze these outcomes. But then these results are written up in a report and filed away in a dusty drawer or stored on a computer, never to be seen again. (Wehlburg, 2008, p. 4)

Program students, faculty, and staff had positive views of the value and outcomes of these three programs. Students within the BBLP indicated strong value received from program participation. Faculty perspectives on differentiation ranged from the quality of the faculty and content for BBLP, to program structure with AALM, to student growth and development. One recommendation across all programs is to improve outcome identification and measurement, as well as closing the feedback loop by using assessment data to inform program changes through an assessment plan.

Collaboration

The final research question guiding this study asks how program design and culture impact collaboration with other campus leadership resources? While evidence of collaboration between some program aspects was evident, there are multiple barriers to true collaboration. Influential components in the presence or absence of collaboration include silos, need, level of resources including staff and time, and level of program’s external orientation.

Silos. As noted in Chapter 2, Research has shown that higher education retains barriers to collaboration including a wariness across departments, differing cultures, and miscommunication (Astin & Astin, 2000; Ferren & Stanton, 2004; Kezar et al., 2006). Silos across universities which can occur programmatically, within disciplines, across disciplines, and

across the institution weaken overall leadership education and collaborative efforts (Sowcik & Allen, 2013). Administrative and programmatic silos were referenced by personnel from all three programs as a collaborative constraint. Aspects of both academic culture as well as institutional culture were attributed to the development and continuance of silos and challenges to collaborative efforts. A finding from the MSL indicates, “Leadership programs claim not to own leadership education on campus, yet data reveal they are not collaborating with important stakeholders and instead operate as siloed programs” (Owen, 2012, p. 14). Comments by the director of the Leadership Center and CSCLP supported this finding:

In the Leadership Center, we don't own leadership. There are great things going on all over campus...I would love to get to the point where we have a mutual purpose and collaboration, and we are able to have discussions about where students are, and some identifiers of their growth and development. That is on my list of things to do for this year, to create a leadership network on campus so having [AALM's faculty advisor] and having [BBLP's academic director and the program manager] and even maybe someone that is heading up the student leaders within housing. So getting a variety of stakeholders at the table and having discussions about the experiences our students are having, and if they look very similar? Can we collaborate more? Because again, we are operating in silos or so I would say.

As the AALM faculty advisor indicated:

I don't think that academics as a whole have a full understanding or appreciation of what other resources are available on campus. And I think it is just simply an issue more than anything else, of maybe a little ego in there. But I think it is mostly how they were raised. That is how they went through graduate school to become so specialized in one particular field, that they created their own silo and didn't even realize it. And with regard to what being an academic is all about, and it is much more than just seeing that student in a classroom setting.

A BBLM academic director agreed, “These [faculty] are experts in their own fields. And the way you get to be an expert in your field is by not doing the other stuff.” A BBLP faculty observed, as partially quoted previously:

Since I have been here, very broadly, [the university] is very collaborative across the campus. I don't think that we have ever felt that we are in competition with those other programs. I have no idea if they feel like they are in competition with us. But you know,

I think we feel like we each serve a little niche and there is room for all of us and that is fine. But I think it's just the nature of the way universities work and it is all, you know you take students and you categorize them. You are a business student, you're a this major and you are in this program...It's the way bureaucracy structures it. It makes us all very siloed.

The department executive that created CSCLP observed the silos as geographical also:

What I think what hinders collaboration now is that we are so busy and we are so big and we are so spread out. And whereas at one time, you would see almost everybody you knew on campus in the student center, because that is where people went for lunch. We now have all these beautiful buildings, and people tend to locate themselves more just in their own area, and so as much as there are many people I really like and would love to collaborate more with, I don't see people as much as I used to.

Time. Another barrier to collaboration is lack of time. The academic director for BBLP observed, "Over the years I wonder what could be different, what could be better. How could we do more with each other to make each other better? The issue is always time, right? Everybody's busy." The program manager for BBLP agreed, "We try to connect as much as we can, but sometimes you are in a tunnel." In addition to time, the culture of achievement and obligation were seen as barriers as well by one BBLP faculty member indicated:

I think the busyness really hinders [collaboration] because I think there is a lot of expectation. And there is a lot of need to be perceived as being really excellent. And so I think sometimes in that need you just become insular in what you are doing. Rather than reaching out.

Need. The presence or absence of resources and need also plays a role in collaboration.

As one BBLP's endowed professor of leadership indicated:

If you are going to link up, you need to have some kind of shared need. Some kind of need for interdependence and something you are trying to accomplish.... For us, we don't have a need. So the issue is there is not a need.... We could create a need, but I don't think it is a real one. I don't think our students are hurt by it. And it could actually hurt our students more if we are spread too thin and go that direction. So it would have to be identified as to what the value and benefits are. And plan a way that doesn't create more work for us, but rather creates the right kind of the momentum to energize versus deflate and pull, spread too thin.

Meanwhile, out of need, the AALM faculty advisor intentionally seeks out collaborative relationships to help add resources that are lacking:

[A Student Development Staff member and CSCLP cohort advisor] comes over every semester and does a two-day workshop. So this is one of the ways that I am trying to create links between student affairs and the academic side. He does a workshop on Emotional Intelligence. Part of the reason that I asked him to start coming over, and he has been doing that for about four years, is to seek collaboration. And also I went to [the Vice Chancellor of Student Affairs] to talk about resilience and mental toughness because I would like to incorporate some training for that aspect into the leadership program. I think that would be such a strong competitive advantage. She was very responsive, very excited about it. I am going to be relying on them to help me maintain the academic credibility of whatever we do in the classroom.

Incentive. One of the AALM faculty noted, from a human behavior perspective, an incentive could help boost collaboration, simultaneously weakening silos:

Have something at the campus level that clearly rewards participation [in collaboration] along the way. If you don't have that, and those incentives are not there, then it becomes a distraction. You hear, "This just distracts me from the work that actually gets me somewhere. Why do I want to do that? I don't." So you give them reasons to do it... Bottom line is the incentives have to be set up in a way to say, "You will be rewarded if you do this." And I think what that does is it takes away some of the power—if I can use that word, but it is probably accurate—from college deans and associate deans and chairs. That's their department, they are in control. They have got initiatives, they know what they want. Now if you start going across, they lose a little bit of that. I don't know, my intuition tells me that they get nervous. The more they have to let go, the more they get nervous.

The department executive for Student Development Services described a previous attempt at leadership program collaboration, and her perspective change:

I think everybody around the table was like, yeah, we should all work together. And then it became a matter of resources and time and you know to a certain extent I think sometimes recognition. It used to really stress me out. Now I am like, we are big enough, I don't need to worry about whose idea it was or who started it or who gets credit or who is doing what. As long as we are all meeting students' needs and we are not confusing students, it is great.

Focus. Another contributing factor in fostering collaboration is the program's external orientation. Whether that orientation is to grow the university's brand nationally and

internationally, or strengthen student experiences on campus. BBLP's focus is currently on impacting other university's leadership programs. Meanwhile CSCLP's and AALM's focus is more within the campus community. Therefore, the programs with a campus-centric focus are more likely to seek and benefit from collaboration on campus than a program with a broader perspective like BBLP.

Recommendations. As noted in Chapter 2, “Kezar et al. assert that student affairs and academic affairs collaborative efforts demonstrate that ‘partnerships help meet important institutional goals, improve morale, and create greater institutional effectiveness’ (Kezar et al., 2006, p. 145).” Also noted:

Komives (2013) urges leadership educators in both academic and student affairs to form vibrant partnerships to advance the idea that leadership is a critical outcome of higher education. Current collaborations include combining curricular and cocurricular activities, as well as using the academic faculty to support cocurricular programs and student affairs' resources to enhance academic programs (Gilchrist & Gilchrist, 2009).

The interest in collaboration, and the need to do so, as well as a history of a successful relationship exists specifically between Student Development Services and the AALM program.

The director of CSCLP observed the importance of collaboration:

There are so many different programs that are focused on leadership. There are so many opportunities, and so I think sometimes they operate very much in silos. I think we have to broach it as a faculty-staff sort of thing...if we are more collegial about how can we share resources, and work with one another. Because sometimes we are programmed against each other. And so I think with a program like CSCLP, it really could be an awesome opportunity for another group on campus to say we want to partner with you and make an even larger impact. Or maybe as a faculty group that says, “Oh I want to be able to utilize this group like how the Chancellor and Vice Chancellor have used it.” So, I wish that we could do more of that, and hopefully that is the case.

CSCLP's recognition of the need for academic credit to help engage students, combined with AALM's desire for a cocurricular, experiential component creates a strategic opportunity to form some type of collaboration to strengthen both programs. The specific structure of that

collaboration would be contingent on specific faculty and staff goals and objectives. However, the operational environment may support this type of initiative. Although, current silos and ongoing responsibilities that limit time and demand attention will continue to be threats to the success of any collaboration between the two groups.

Considering the final research question, the program design and culture distinctly impact a program's collaboration with other resources. BBLP's depth of resources and its external focus of growing the program's influence nationally and internationally create an environment where there is no identified need to collaborate. Thus, program personnel, while open to collaborative options, measure any opportunity against the cost of time and quality. Conversely, both AALM and CSCLP, which are less resourced, are more inclined to seek out collaboration. Therefore, a collaboration between these entities may be a viable approach to sustainability and program impact.

Implications

Kezar et al. (2006) observed that the intersection of higher education and leadership is "characterized more by collectivism than by real models of collaboration and empowerment" (p. 162). More than collectivism, it can also be characterized by silos and bureaucracy. Magolda and Quayle (2011) assert that these silos must give way to clearly defined learning outcomes and collaborative structures and alliances within the organization. The data collected in this study supported the assertion that collaboration, while desired, was not a strong presence. However, silos, which are less desirable, were a frequent deterrent to collaborative synergy among programs.

The rationale behind this study is that leadership education can find a future path that strengthens the quality and efficacy of programs, promotes collaboration with others, and models

the collaborative leadership being taught. The cultural analysis, as well as the analysis of the program theory of these programs indicates, that those programs that need additional resources and are searching for ways to strengthen their program outcomes may be well served to explore collaborative efforts to meet those needs. However, for those programs that have sufficient resources and determine that the program is operating effectively, collaboration may not be a primary goal for future growth.

Further, Osteen and Coburn note that “successful collegiate leadership programs are embedded in and aligned with four contextual layers: higher education’s purpose, the institutional mission, administrative support, and a collaborative environment” (2012, p. 5). The programs in this study illustrate different levels of alignment with these contextual layers. However, the extent and approach to which each program addresses these items contributes to its impact or the pursuit of its mission.

Finally, Fincher and Shalka (2009) advocate for different approaches to leadership education on campus to provide a variety of experiences for students. “The ability of cocurricular programs to exist in a symbiotic relationship with curricular leadership efforts allows students to experience a truly varied approach to the practice of leadership” (p. 235). The exposition of these programs support their sentiment that there is no one-size-fits-all approach to undergraduate leadership education. Though many scholars are trying to force leadership programming into a streamlined, organized approach, some of its strength may be in the variety and experiential nature that cannot be easily tamed.

Future Research

Over the course of this study, I became aware of multiple areas for future research that would continue to provide context and empirical information to the topic of leadership education.

First, an impact study with program alumni, either by program or with all three programs, would help codify the impact that participation in the program has had on students. Aspects of career choice, leadership positions, and alumni perceptions could be points of comparison.

Another aspect of future research would be to replicate this study in a public university. This research could compare program theory and culture across leadership education experiences in public and private settings. A third area of future research includes an action research project that facilitates outcome identification, assessment, and program changes. This project, based on best practices of assessment, could help one of these programs institute an assessment program that informs future program changes.

Finally, utilizing the SLPI, a quantitative study can be conducted comparing first year cohort members and seniors or recent graduates to measure changes in the five leadership practices. This study could be conducted through a repeated measures ANOVA design, measuring students entering at the first meeting of the CSCLP and BBLP cohorts and the Basic Leadership class. Then administering the same measure at the conclusion of the program. Or it could be a between-group two-factor ANOVA, administering the measure to the first-year participants and those participants that are concluding the program and graduating. Either design could provide quantitative outcome measures which could then be analyzed utilizing the program and culture data analyzed within this study.

Summary

The purpose of this study was to investigate the difference across current leadership education programs. By utilizing multiple case studies and cross-case analysis, built from interviews, focus groups, document analysis, and observation, the programs cultures and program theories were analyzed to highlight the differences between three multi-year programs

including a cocurricular program, an academic minor, and a comprehensive hybrid business school program. The case studies provided individual program logic models and the analysis compared program theory components and future program plans. Additionally, the study addressed the three research questions examining program differentiation, perceived value and outcomes, and program collaboration. Through in-depth analysis, the data indicated that program resources and culture varied greatly across academic and student affairs divisions. Program design and barriers such as functional silos, time, and culture were factors that inhibited collaborative efforts. Further, the program with the most resources demonstrated the least need to seek and establish collaborations with other campus leadership resources. Meanwhile, the programs with fewer resources sought opportunities to strengthen program quality and enhance resources by establishing collaborative relationships across campus.

Overall, this research adds to existing leadership education literature by providing illumination of current leadership programming efforts. Further, it identifies a strategic opportunity for two programs to strengthen their programming approaches and help ensure sustainability by seeking a collaborative future relationship. Finally, this research, supporting existing literature, has broader implications for current leadership educators. By advocating for collaborative partnerships that stretch across student affairs and academic affairs, leadership programs can strengthen all leadership education efforts. Additionally, intentionally examining a program's mission, culture, context, activities, outcomes, and impact provides an opportunity to understand and strengthen a program. While not frequently undertaken by programs, in the hectic nature of daily operations, this analysis can guide future planning and highlight areas of concern.

In the Student Leadership Challenge, Kouzes and Posner (2008) quote a Gaelic proverb, “Some people make things happen, some watch things happen, while others wonder what has happened” (p. 3). Current leadership educators are undoubtedly people that make things happen. These passionate, motivated educators are assisting students, “in furthering their abilities to lead others to get extraordinary things done” (Kouzes & Posner, 2008, p. 2). In the current political and social climate, society needs these programs, their leadership development efforts, and the leadership educators that contribute to create strong, ethical, emotionally intelligent leaders. To the past, current, and future leaders and leadership educators, may we all “enjoy the fruit of your labor. How joyful and prosperous [we] will be!” (Psalm 128:2, New Living Translation).

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Appendix A

Focus Group Protocol

(The questions below are examples of the questions that will be used in the focus group. Some of these questions will may be used. Questions are listed in order of importance so that the most important questions will be covered.)

How do you define leadership?

Has your understanding of leadership changed as a result of this program?

What were the most beneficial activities?

Are you aware of any other leadership programs on campus?

What made you choose this program over others?

What did you think the most significant benefit would be from your participation?
Do you still think that?

Do you feel that this program has been beneficial to you?

Is there something that was not included that you wish had been part of the program?

Is there anything else about this program that I should know?

Appendix B

Participant Short Answer Survey

Name: _____

Gender: Male Female

Classification: Sophomore Junior Senior

Major: _____

Minor: _____

Have you participated in any other leadership program or class while in college? Yes No

If so, please describe:

What is your definition of leadership?

How has your definition of leadership changed since you have been in this program?

How do you anticipate using the leadership skills you have learned in this program in the next five years?

Appendix C

Instructor/Facilitator Interview Protocol

The following categories, descriptions, and italicized questions come from the International Leadership Association's Guiding Questions document. (The questions below are examples of the questions that will be used in the interview. Many of these questions will not be used, or will be tailored to the specific program. Questions are listed in order of importance by category.)

Context—*This section describes how leadership programs, their conceptual frameworks, content, approaches to teaching and learning, outcome, and assessment may be affected by factors within the program's context. Further, this section explores the institutional context of leadership programs.*

What is the institution's and program's mission?

How does the context of the leadership education program affect the program?

What are the narratives (stories) behind the development or evolution of the program?

What is the institution's and program's vision for the future?

How does disciplinary or organizational context impact the leadership program?

Conceptual Framework—*This section is based on the assumption that explicitly describing and communicating values, beliefs, and theoretical frameworks underlying a leadership program allows assessment on the basis of validity of the program's educational design.*

What are the knowledge, skills, and attitudes considered essential in developing leadership (outcomes)?

How does the program identify the criteria of successful performance (assessment)?

Has the conceptual framework been articulated in a way that makes it possible to derive program content, pedagogy, and learning outcomes?

What theories, research, and wisdom of practice underpin the program's belief that its purposes/goals are worthwhile and of value?

How does the program design learning situations with a high likelihood of success (curriculum)?

How does the program's context relate to its conceptual framework?

How does the program's conceptual framework align with the institution's mission, vision, values, and strategic plan?

How does the program identify the learners' abilities (selection)?

What factors have been identified that lead to success (evaluation)?

Content—*This section explores topical areas that may serve as foundational curriculum for comprehensive leadership education programs.*

What are the theories and definitions of leadership being taught in the program?

What are the philosophical approaches taught in the program?

What are the disciplines that inform the study of leadership in your program?

What are the historical perspectives presented in the program?

Outcomes and Assessment—*This section focuses on formative and summative program evaluation in the context of institutional evaluation and assessment of the student learning outcomes.*

What are the desired outcomes of the program at the institutional, program, and student levels? How will you know when you have achieved those outcomes? What are your essential indicators? What is the assessment system?

How do institutional governance processes use your assessment of learning outcomes and program evaluation to inform decisions about your program?

Collaboration

How much do you collaborate with other leadership programs on campus?

Do you feel that the organizational culture on campus supports or discourages collaboration with other leadership program? How?

Appendix D

Interview Observation Protocol

CODE: _____

- **Time and date of interview:**
- **Level of confidence answering program/leadership theory questions**
- **Thoughts on nonverbal response to collaboration questions**

- **Culture**
 - **Observed Artifacts**

 - **Espoused Values**

 - **Underlying Beliefs**

- **Attitude of interviewee**

- **Leadership definition**

Sincere collaboration? Y N

Notes:

Follow Up:

Leadership Bookshelf: 1 2 3 4 5

Appendix E

Observation Protocol

LISTEN FOR/WATCH FOR:

- Program components: Resources, activities, outcomes
- Cultural artifacts, espoused beliefs and values, underlying assumptions
- Language relating to culture or program outcomes
- Any example of collaboration

Program: _____

Setting: _____

Location: _____

Obs Date: _____

Obs Start: _____

Obs End: _____

Primary Goal of Program Meeting: _____

Instances of Culture (person initiating, description)	Instances of program components (component, description)
Instances of Collaboration: 	

Appendix F

Guiding Questions

The Guiding Questions document is the basis of much of the protocol. The section below is the Overview. The entire document can be found at this link:

<http://www.ila-net.org/communities/LC/GuidingQuestionsFinal.pdf>

Overview

Guiding Questions: Guidelines for Leadership Education Programs consists of this Overview, which may be used for basic review, and the following five sections, which are intended for comprehensive explorations:

1. Context
2. Conceptual Framework
3. Content
4. Teaching and Learning
5. Outcomes and Assessment

Each section begins with a brief introduction and provides the context for its particular focus. General guiding questions follow that are designed to assess the relevant section of the leadership program under development or review (e.g., “What is the program’s conceptual framework?”). Additional specific guiding questions relevant for each section allow pursuing and evaluating particular perspectives within that section (e.g., “What are the program’s overarching guiding principles?”). Finally, a brief reference section guides the reader to literature that has informed the crafting of the guiding questions and that may also provide further information regarding the respective topics.

While each section may stand alone guiding the reader interested in a particular focus, ample cross-references are provided to other sections that indicate the interconnectedness and comprehensive, multifaceted approach of this collaborative project and the resulting document (e.g., the question “What theories and beliefs about teaching and learning underlie choices made about pedagogy, assessment, ordering of content and activities?” complements the section on Conceptual Framework).

As a consequence, *Guiding Questions: Guidelines for Leadership Education Programs* can be read in sequence if the reader wants to gain an in-depth overview of all relevant sections pertaining to leadership education programs; alternatively, the reader can start with a section of particular interest or importance.

Each section is introduced below both in its particular perspective as well as in its relationship to the whole document.

Appendix G**Code List**

- Important Quote
- Program Description
- Distinctiveness or Differences
- Program Design
 - Curricular Elements
 - Co-curricular Elements
- Leadership Theories
- Feedback and Assessment
 - Areas for Improvement
 - Positive Example
- Definition of Leadership
- Program Theory
 - Context
 - Resources
 - Activities
 - Curriculum
 - Experiences
 - Outcomes
 - Expected
 - Short Term
 - Intermediate Term
 - Long Term
 - Actual
 - Short Term
 - Intermediate Term
 - Long Term
- Impact
- Outputs
- Culture
 - Institutional culture
 - Institutional Artifacts
 - Institutional Espoused Values
 - Institutional Underlying Beliefs
 - Program culture
 - Program Artifacts
 - Program Espoused Values
 - Program Underlying Beliefs
- Collaboration
 - Barriers to collaboration
 - Institutional
 - Programmatic

Collaboration Examples

Toward Collaboration

Away from collaboration

Mission

Institutional Mission

Program Mission

Future Plans

Historical Information

Program Comparison

Appendix H

BBLP Course Summaries

Foundations of Leadership. (Fall, Sophomore). This course is the first of the five required courses in the BBLP and is available only to students who have been formally selected into the program, as with all BBLP courses. This course relates to the “Leading Self” quadrant of the Leadership Model. According to the syllabus, it is “intended to promote leadership skill development that reflects the University’s mission: To educate individuals to think and act as ethical leaders and responsible citizens in a global community.” “This course is designed to help [students] learn what leadership is *and* how [they] can become an effective leader.” At the completion of this course, students “leave with more than an intellectual understanding of leadership. You will know what it takes to lead themselves, and this knowledge is the essential foundation for leading others.”

Course objectives:

- “Raise awareness of the critical need for leadership in modern organizations and begin developing the conceptual understanding, practical skills, and self-knowledge required to become an effective leader.”
- “Understand what it means to lead SELF, based on timeless principles and personal values that successful leaders have relied on for hundreds of years.”
- “Understand the prerequisites of leading others by setting the right example and influencing others to accomplish important mutual, group, and organizational objectives.”

Required and optional reading:

- Covey, S. R. (1989). *The Seven Habits of Highly Effective People*.

- Patterson, K, Grenny, J., McMillan, R. & Switzler, A. (2002). *Crucial Conversations: Tools for Talking When Stakes are High*.
- Friedman, S. D. (2008). *Total Leadership: Be a Better Leader, Have a Richer Life*.
- McKee, A. Boyatzis. R., & Johnston, F. (2008). *Becoming a Resonant Leader*.

Other leadership development curricula:

- Strengths Development Inventory

Major deliverables and activities:

- Leadership Development Plan (LDP). The Leadership Development Plan is a document created by the students to help increase “competency as a current and future leader through self-examination, reflection, research, and developmental planning.” The LDP is intended to be “a set of evidence-based conclusions” about areas for improvement to help students “effectively approach their ‘ideal self’ and develop actionable recommendations” for what students must do “to close skill/competency gaps and achieve key goals.” The purpose of the LDP is to “create a personalized, strategic roadmap to help [students] structure [their] leadership-related learning and development.” It is a document that continues to be revisited and updated throughout their participation in the program. Figure 40 contains the syllabus excerpt explaining the LDP in depth.
- Personal leadership presentation. To help students learn “to speak effectively, persuasively, and authentically in front of others,” students present their leadership story in a ten-minute oral presentation at the end of the semester. Students are required to complete a presentation coaching session with the Professional Development Center support program prior to the presentation.

LEADERSHIP DEVELOPMENT PLAN AND PERSONAL LEADERSHIP PRESENTATION:

Written Leadership Development Plan (LDP) (Due November 21). Many students do not have a great deal of background and experience in leading others or perhaps even in thinking about how they would do so if given the opportunity. Among those with tremendous leadership experience (e.g., think CEOs, founders of successful businesses, coaches for professional sports teams, etc.), a hallmark of an excellent leader is continuous growth and development. This assignment is designed to help you (a) get the most out of the next three years in the LDP and (b) prepare for the eventuality that you will be leading others and perhaps entire organizations. As we will discuss in class and as you will see in the readings, leadership begins with leading self. This project is designed to help you increase your competency as a **current** and **future** leader through self-examination, reflection, research, and thoughtful developmental planning. In addition, this project will also give you experience preparing a document in a format similar to a formal business report and communicating your personal leadership story in a way that influences and inspires those who hear it.

In this course, you will examine many of the key issues involved in being an effective leader. You will also engage in a variety of activities (e.g., homework assignments, assessments, labs) designed to give greater insight into and prompt meaningful introspection into your own strengths and developmental needs, and the ideal vision of yourself that you wish to strive toward. The LDP requires you to analyze relevant data and information about leadership (broadly) and yourself (as an individual and as a current/future leader) to develop (a) a set of evidence-based conclusions about what you need to work on to effectively approach your "ideal self" and (b) develop actionable recommendations for what you must do to close your skill/competency gaps and achieve key goals. In short, the purpose of the LDP is to create a personalized, strategic roadmap to help you structure your leadership-related learning and development (within the context of the LDP and elsewhere). It is intended to be a "living" document that you routinely update and revise as you progress and as your vision for yourself evolves. You will be asked to revisit your LDP as part of future LDP coursework. A useful LDP is something that you should return to and build upon throughout your life.

The LDP will be comprised of (a) an introduction in which you establish your individualized purpose for the plan (e.g., what are the personal, developmental challenges you need to address as an individual, as a leader, and/or for your career—to become your ideal self), (b) conclusions about your current "real self" (e.g. strengths and gaps or weaknesses), (c) recommendations for a learning agenda to leverage your strengths, reduce your gaps, and meet the challenges previously identified, (d) a brief discussion of key implications related to your LDP and connecting them to course content, and (e) relevant references and appendices.

Figure 40. Leadership Development Plan assignment from syllabus.

Interpersonal leadership skills. This course is the second in the program and is taken in the spring of the participants' sophomore year. It relates to the Leading Interpersonally quadrant of the curriculum model. The course is designed to help students "recognize and develop personal and interpersonal strengths and how they can more effectively know and lead others in one-on-one relationships." It offers an "in-depth analysis of dyadic relationships with influence from theoretical and practical perspectives. Emphasis [is] placed on providing [students] with opportunities for self-examination regarding the application of leadership competencies."

Course objectives: “The course is intended to help students with leadership effectiveness, career development, and general well-being” by:

- “Increasing students’ other-awareness (e.g., values, styles, strengths, weaknesses, and emotions).”
- “Understanding the importance of high-quality relationships at work.”
- “Learning skills that will help develop and maintain effective work relationships.”
- “Practice and improve interpersonal relationship skills.”

Required and optional reading:

- *Interpersonal Leadership*, Pearson Custom Publishing

Other leadership development curricula:

- Emotional Intelligence

Major deliverables and activities:

- Leadership Journal. The journal is to document the students’ “progress towards goals, action plans, actions and outcomes, and reflect on what [they] learn.” It is an avenue to revise and enact the LDP. Students are required to report results of various leadership assessments in the journal. They are also assigned an accountability partner to help further develop interpersonal skills. These interactions are to be incorporated in the journal.
- Role Play at the Professional Development Center. This project involves students working through practical scenarios experienced in the real world, a critique of performance by PDC trainers, and student reflections on the exercise.

- Critical thinking caselets. Each dyad, as consultant or trainer, will lead the class through “a 20-minute training module designed to improve the class members’ expertise and critical thinking” in relation to interpersonal relationship skills.

Team leadership skills. This is the third class in the program and is taken in fall semester of the students’ junior year. It corresponds to the “Leading Groups and Teams” quadrant of Leadership Model. It “is designed to promote leadership and team building skill development, reflecting the institutional mission: To educate individuals to think and act as ethical leaders and responsible citizens in the global community.”

Course objectives:

The objectives for the course include:

- “To raise students’ awareness of, and skills in important skills and competencies that are recognized as critical for team leadership, and that are highly valued and sought after in today’s organizations.”
- “To help students develop a foundation for lifelong personal growth, leadership and team effectiveness, and related skill development.”
- “To bring students to a better understanding of their personal strengths and weaknesses, especially as they are related to critical team leadership skills.”
- “To facilitate and coach students’ leadership development through the use of experiential activities, exercises, and applications to real world projects.”

Required and optional reading:

- Dyer, Dyer, & Dyer. (2011). *Team Building: Proven Strategies for Improving Team Performance* (5th ed.).

- Paterson, Grenny, McMillan, & Switzler. (2013). *Crucial Accountability: Tools for Resolving Broken Promises, Violated Expectations, and Bad Behavior* (2nd ed).
- Lencioni. (2012). *The Five Dysfunctions of a Team: A Leadership Fable* (2nd ed.).

Other leadership development curricula:

- *Leading Change: Why Transformation Efforts Fail* by John Kotter

Major deliverables and activities:

- Leadership impact project. The impact project is a major program-level project that is intended as the way students can have a “meaningful impact on the world around” them, “with deep learning that will last long after [graduation].” The “objective is to identify a community need, then design and lead a project to meet that need.” The project can span the fall and spring semesters of the junior year. Projects are completed in teams of three; few exceptions are allowed. Students develop proposals that are reviewed by faculty and program volunteers. Upon approval, students submit a detailed action plan, and lead the project through to completion. Typically, projects are still in the planning phase at the end of the semester. Final implementation of the impact project happens in the spring.
- Leadership journal. Students are required to keep an electronic journal, in the form of a publicly available blog, throughout the course with a minimum of one entry every two weeks. The journal is an “opportunity for reflection, analysis, observation, commentary, and generally chronicling your leadership-related experiences, learning, and thoughts throughout the semester.” The journal is designed to help students further develop their LDP with prompts such as:
 - “How will your project help move you forward on your LDP?”

- “What can you/will you do in class to move forward on your LDP?”
- “How has your LDP changed since the last time you seriously updated it?”
- “What do you think you have accomplished and what remains to be done in your original LDP, and how should it change to reflect new or evolving visions, goals, etc.?”
- “As you look ahead into the next 3-5 years, what needs, opportunities, emerging strengths, weaknesses, etc., do you see that need attention?”

The leadership challenge. This is the fourth class in the program, and is taken in the spring of the junior year. The emphases of this class are the “Leading Groups and Teams” and the “Leading Change” sections of the leadership model, and the course is designed in support of the institution and school of business mission statements. “The primary objective of the course is to inform [students] of major issues surrounding effective (and ineffective) leadership, paying particular attention to the common ‘tensions’ (or challenges) that leaders often face.” The course requires students “to think introspectively about [their] personal development as a leader and likewise demonstrate requisite knowledge for diagnosing common problems associated with broader change initiatives.” This course contains some content continuation from the previous course, Team Leadership Skills, and as such may be taught cooperatively with the previous faculty member.

Course objectives: The chief objective of this course is for students to carry their impact projects to completion. Thus, much of the learning is designed to be experiential.

Objectives for The Leadership Challenge include:

- Preparation for “personal and professional success.”
- Improved skills to manage subordinates.

- Improved skills to serve as “advisors/consultants to other managers.”
- Skills to be “strategic partners” in organizations.
- Skills to ‘become better human beings, irrespective of the context.’

Required and optional reading: No additional textbook is required for the course. Case studies and supplemental readings are utilized as necessary.

Major deliverables and activities:

- Leadership Impact Project completion and report. The major deliverable for this course is the completion of the Leadership Impact Project, and team and individual assessments surrounding its process and completion.

Leading in a complex world. This course focuses on the “‘Leading in the Organization’ quadrant, but also includes components of ‘Leading Groups and Teams’ and ‘Leading Interpersonally.’ It is the final course, and is also the newest addition to the program. It is taken in the fall semester of the participants’ senior year.

Course objectives: “The objective of the course is to extend learning regarding leading self, leading others, and leading change to business and societal contexts.”

Students leave the course with a better understanding of:

- “The nature and complexity in business and social systems.”
- “The implications of complexity for how organizations must think about leadership and followership differently (e.g., regarding organization structure, culture, power, and communication).”
- “How each student personally needs to lead and follow in the reality of organizational contexts to be successful as they transition to and advance in their careers.”

Required and optional reading: Readings for this course include articles and Harvard Business School case studies.

Other leadership development curricula:

- Heifetz & Linsky. (2008). *A Survival Guide for Leaders*

Major deliverables and activities:

- Complexity/Trend Analysis. The purpose of the assignment is to increase student “awareness of societal trends that are transforming leadership thought and practice.” Students “identify the major trends in business and society that are changing the way we must think about leadership and the organization.” They then “indicate how the trends relate to increasing complexity in the environment.”
- Alumni Interview. “This assignment connects with the course objective of preparing students for life after graduation and easing the transition from school to the workplace.” Pairs of students interview two alumni, write, and present a report highlighting the key findings, the learning outcomes, and the take-aways from the exercise.
- Case Analyses. These assignments allow for students “to practice critical thinking skills and ensure that all students have thought through the issues deeply and analytically.” Case analyses involve Harvard Business School cases, and include a statement of the core problem, contributing or related problems, and recommendations for future actions.
- Failed Leadership Assignment. In order to help students develop feedback skills, both giving and receiving, as well as analyzing and processing failure, this

assignment provides a safe environment for students to do both. The purpose of this assignment is for students to present a case of their own leadership failure.

Appendix I

AALM Course Summaries

The following section provides an overview of the courses, taken from the course syllabi. Three items should be noted. The course entitled “Problem Solving in Task Oriented Groups” has not been taught in the past two years and the syllabus is undergoing revision, thus there is no summary provided for that course. Also, the General Psychology course currently has five sections and four professors. Therefore, only one syllabus is being presented as an example of all General Psychology classes. Also, the Introductory and Foundation classes, and some of the Electives, contain a requirement or extra credit opportunity for participating in psychology department experiments.

Required Courses

Basic leadership theory and skills. The goals of this course are to help students “gain knowledge about leadership itself, develop leadership skills, and increase [their] ability to live and act in principled ways.” Additionally, the content covers students’ “natural strengths and examines current research on similarities and differences in female and male leaders.”

Course Objectives:

- “Students will gain knowledge of theoretical models of leadership. “
- “Students will explore principle-based or ethical leadership with a focus and practice in leading self.”
- “Students will gain an understanding of the research on perception and style differences in female and male leaders.”
- “Students will increase their understanding of effective leadership and leadership skills.”

- “Students will learn a set of psychological techniques (e.g., observational learning, mental imagery) used to enhance the development of leadership skills.”

Required and optional reading:

- Northouse (2012). *Introduction to Leadership Theory Practice*, 6th edition.
- Covey (2013). *The 7-Habits of Highly Effective People*.

Other leadership development curricula:

- Communication Styles Inventory
- Full Range Leadership
- Authentic Leadership
- Myers-Briggs Type Indicator
- Emotional Intelligence

Major deliverables and activities:

- Leadership Maps. Students complete four assignments addressing a chosen principle, strengths questionnaire scores, an imagery map of them leading others, and “affirmations supporting leadership skills [the students] want to enhance.”
- Personal Strengths Questionnaires. Students complete three questionnaires to “better understand [their] personal talents and abilities as related to life and leadership.” These are to be included in the leadership maps assignment.
- Emotional Intelligence training.
- “What I Believe About Leadership” Elevator Speech extra credit opportunity on the last day of class.

Advanced leadership theory and skills. The Advanced Leadership course is the second required course in the AALM, though it is not necessarily to be taken immediately following the

completion of the Basic course. Advanced Leadership is “comprised of three main learning elements: a) knowledge about leading and managing self and others (e.g., building teams); b) professional development (e.g., making effective presentation) and c) dialogue skills for dyads and small groups (e.g., resolving interpersonal conflict).”

As the syllabus further explains:

The general focus of this class is to uncover and explore your personal motivators, those parts of self that have or will become part of your philosophical approach that will influence you as you make friends and partners and influence the type of style of your own professional contributions. In finding organizations and people that are aligned with your own focus and beliefs, the issue of interaction and communication is paramount. So, we will address communication skills for building trusting relationships and dealing with conflict. My hope is that by the end of the course you will have learned more about how you personally can change your world into a place of greater peace, thriving, health, and joy for those in your sphere of influence.

Course Objectives:

- “Students will gain knowledge of a variety of skills and theoretical models for managing and leading people and organizations.”
- “Students will apply theories of leadership to its practice.”
- “Students will gain knowledge and skill in how leaders shape and build ethical climates.”
- “Students will gain skill in interpersonal communication and dialogue strategies, to include conflict resolution.”

Required and optional reading:

- Patterson, K., Grenny, J., McMillan, R., Switzler, A. (2010). *Crucial Conversations*.
- Whetton, D. A. & Cameron, K. S. (2011). *Developing Management Skills*

Other leadership development curricula:

- Adaptive Leadership

Major deliverables and activities:

- Crucial Conversation Reflective Writing Assignments. “Leadership involves setting goals, direct one’s own behavior, and reflect on and learn from experience. There are two assignments that will be given during the experiential training (communication) segment.”
- Professional Development Trainings. To help students be aware and skilled at formal and informal communication opportunities there are three sections focused on specific areas of professional development.
 - Social Settings: There is a training segment on “proper social and professional behavior. There will be a mock social event where [students] will display what [they] have learned. This assignment has both verbal and nonverbal communication aspects.”
 - Challenging Feedback: This training is “on how to give and receive remarks such as performance evaluation or group problem solving and brainstorming.”
 - Presentations: Students make “a 15-minute presentation on a core idea, a belief about how life is best lived, or perhaps a philosophy of thought or living that is important.”

Introductory Courses

Students are required to take one of the three courses in this section, either General Psychology, Principles of Behavior I, Principles of Behavior II.

General psychology. As noted earlier, the description presented below is one example of the multiple sections of General Psychology. Per the syllabus, “This course focuses on the science

of psychology, integrating biological, social, cognitive, and learning influences on behavior; basic behavioral processes, and principles of human behavior.”

Course Objectives: “The goal of the course is to provide the learner a broad overview of psychology as a science, to include the historical foundation of the discipline as well as the biological, social, cognitive and learning influences on human behavior.”

Required and optional reading:

- Meyers & DeWall. (2015). *Psychology*, 11th Edition.
- Haines. (2007). *Neuroanatomy: An Atlas of Structures, Sections, and Systems*.

Major deliverables and activities: Major course activities consist of exams.

Principles of behavior I and II. This is a pair of introductory courses that include labs and explore “the science of psychology (as opposed to what is mostly garbage in the pop-psychology sections of your local bookstore), and overview topics important to human behavior (human behavior is very clearly at the root of most serious world problems!)”

According to the syllabus for Principles of Behavior I:

Our approach will be to integrate neural/biological, environmental, and social/cultural/developmental influences in the final analysis of cognition and behavior. Topics covered in this course should forever change the way you look at commonplace life events, and enable the application of critical thinking skills to everyday situations (including VERY important ones, e.g., parenting).

Required and optional reading:

- Gleitman, Gross, & Reisberg. (2011). *Psychology*, 8th Edition.

Major deliverables and activities: Major course activities consist of exams and lab reports.

Foundation Courses

The Foundation Courses are additional courses in psychology that help provide students with a deeper understanding of psychological concepts that can be applied to leadership development.

Social psychology. The social psychology course focuses on psychological theories relating to the social aspects of human behavior. Topics covered include the self, social cognition, sex & gender, persuasion and social influence, friendship, love & attraction, helping, aggression, prejudice & discrimination, and groups.

Course Objectives: No specific learning objectives are listed for this course.

Required and optional reading:

- Kenrick, Neuberg, & Cialdininig. (2014). *Social Psychology: Goals in Interaction*

Major deliverables and activities: Major activities for this course are exams.

Social psychology with writing emphasis. This course is taught by the same instructor that teaches the social psychology course described above. The writing emphasis of this class meets one of the essential competencies outlined in the institution's core curriculum. Students must take six hours of courses with a writing emphasis within their major or minor. As noted in the syllabus:

Writing will be emphasized in this course. You will receive direct instruction and weekly assignments designed to facilitate understanding of social psychological concepts and the conventions used to report research findings in this area. In addition, you will complete multiple drafts and receive direct feedback on written assignments from the instructor and from your peers.

Psychology of personality. The Personality course content introduces students to research methods, personality traits, personality development and genetics, psychoanalysis,

existentialism, humanism, attraction, culture and gender, and personality disorders. According to the syllabus:

The goal of this course is to blow your mind. Well, that is at least the hope for the course. The topic of personality is perhaps one of the more fascinating topics of study. We think about personality (our own and others) all the time, use personality concepts to understand behavior of people and even animals, and make important decisions based on the conclusions we make about others' personalities (e.g., "I will not date this person ever again!"). This course is designed to introduce students to personality psychology, a field that employs the *scientific* method in order to understand persons and their lives.

Course Objectives:

Over the course of the semester students:

- "Gain an understanding of core concepts and research methods in personality psychology."
- "Gain an understanding of the major approaches to study individual differences in personality."
- "Gain an understanding of how personality matters in your life and the lives of people around you."

Required and optional reading:

- Twenge, J. M., & Campbell, W. K. (2017). *Personality Psychology: Understanding Yourself and Others* (1st ed.).

Major deliverables and activities. Major course activities are exams.

Introduction to psychological measurement. Based on the course syllabus:

This course provides a comprehensive introduction to major psychometric principles, accompanied by "real world" examples demonstrating test usage in contemporary practice. We will explore basic statistical information associated with psychological and intelligence assessments. The course will examine assessment instruments in major domains, including intelligence, personality (both objective and projective), clinical methods, achievement, interests and attitudes, and neuropsychology.

Course Objectives: From the 2015 fall syllabus:

The goal of the course is to provide the learner a broad overview of psychological assessment. Students will learn concepts including reliability, validity, norms development, approaches to both norm-referenced and criterion-referenced interpretation, methods of studying test bias, and procedures for test development. Students will apply their knowledge in 2 projects: (a) developing a survey; (b) proposing a measurement scale for [the institution's] Student Development Services to be used to evaluate candidates for the Pillar of Leadership Award.

Required and optional reading:

- Hogan, Thomas P. (2013) *Psychological Testing: A Practical Introduction*, 3rd Edition.
- Vonnegut, M. (2010). *Just Like Someone with Mental Illness Only More So*.

Major deliverables and activities. In addition to exams students participated in two group projects:

1. “Develop a survey utilizing information learned from topics in test development, item analysis, and the chapter addressing inventories and attitudes.”
2. “Participate in analyzing the current measurement scale used in Student Development Services to select the Leadership Award. Applying knowledge gained in class, [students] will propose a revised measurement scale and present to the Associate Dean of SDS and her colleagues.”

Other leadership development curricula:

- NEO-PI Inventory
- The Jung & Briggs-Myers

Elective Courses.

From the electives section, AALM students choose three courses out of the seven offered.

The future addition of the ROTC courses will be included in this section. As noted above, no syllabus was available for Problem Solving in Task Oriented Groups as it is being revised.

Organizational psychology. This course, taught by the AALM faculty advisor, contains numerous topics that relate to leadership development. These topics include: values, diversity, emotion and attitude, motivation, performance, teams, decision making, conflict and negotiation, power and politics, and trust. The final month of the course focuses on leadership processes and models.

The syllabus indicates:

This course examines human behavior in the workplace. We will consider external factors such as the impact of culture and context on human behavior. We also will explore internal factors such as values that motivate our behavior, personality characteristics influencing communication styles, and habits that impact decisions and how we deal with conflict.

Course Objectives.

- “To provide an overview of theory and research in organizational psychology.”
- “To provide conceptual knowledge and research findings on topics such as individual differences, teams and team building, organizational structure, motivation and leadership.”
- “To raise awareness of skills and competencies that are recognized as critical in the workplace as organizations seek new employees.”
- “To help students develop practical methodologies for lifelong professional development.”

Required and optional reading:

- Uhl-Bien et al. (2015). *Organizational Behavior*, 13th edition.
- Covey, S.M.R. (2008). *The Speed of Trust*.

Major deliverables and activities: In addition to exams, two writing exercises are completed, a workplace performance assignment exercise and a trust assignment.

Basic and advanced internship. The internship courses are the primary experiential aspect of AALM. The difference between the basic and advance course is the number of internship hours required per course hour as described in the Major Deliverables section below. This course includes one 50-minute weekly class meeting, in addition to the required internship hours.

According to the syllabus:

This course enables you to integrate knowledge learned across your university coursework and knowledge you have of yourself into applied, real world settings. You can expect to see living examples of some concepts and contradictions of others. You will learn more about your own strengths and skills, and may have new insights that enhance your education and better prepare you for life and career after graduation. This is a time to express and gain feedback, to reflect, and take some risks in stretching yourself to take on new challenges.

Another goal of this course is to give you experience with small group process skills (especially our class meetings) such as thinking and responding thoughtfully during meetings, presenting ideas in a small group setting, and managing yourself (and perhaps helping others manage themselves) in situations where you or others may feel socially unsure.

Course Objectives: The main objectives for this course are for students to gain formal organizational experience, apply program concepts in these situations, and reflect on the process.

Required and optional reading:

- Lyubomirsky (2007). *The How of Happiness*; Penguin Books
- Kouzes & Posner (2012). *The Leadership Challenge Workbook*.

Other leadership development curricula:

- Bandura's social learning theory

Major deliverables and activities: Students complete a weekly journal based on one of the two course readings as directed. Each student also leads one class discussion based on the topics scheduled on the syllabus. In addition to the journals and class discussion, students must complete the corresponding minimum internship hours for which they registered.

Tao of strategy. The Tao of Strategy is designed to enhance students' "quality of life by teaching [them] how to be more strategic" in thought and action. The course is organized in five topical units: Mindful Awareness, Solving for Pattern, Strategic Action, Organizational Climate and Ethical Know-How.

Course Objectives:

- "Students in this course will come to understand and appreciate major concepts and principles found in key Daoist texts such as the *Laozi Daodejing*, the *Zhuangzi*, and the *Sunzi Bingfa*, especially as they pertain to strategic action."
- "Students in this course will come to understand and appreciate major concepts and principles found in the cognitive and complexity sciences, especially as they pertain to strategic action."
- "Students in this course will be able to articulate and apply a strategic framework, 'The Strongest Rope,' based on a synthesis of classical Daoist philosophy and contemporary ideas in the cognitive and complexity sciences.
- "Students in this course will be able to apply the strategic framework, 'The Strongest Rope,' within a variety of domains, including psychotherapy, management, and the military arts."
- "Recognizing Sir Francis Bacon's timeless advice, 'Reading maketh a full man, conference a ready man, and writing an exact man,' a final objective of this course is to provide students with opportunities not only for reading, but also for conference and writing.

Required and optional reading:

- Ames, R. T. and Hall, D. L. (2003). *Daodejing: "Making this life significant" – A philosophical translation.*
- Flemons, D. G. (1991). *Completing distinctions: Interweaving the ideas of Gregory Bateson and Taoism into a unique approach to therapy.*
- Minford, J. (2002). *Sun-tzu: The art of war.*
- Richards, C. W. (2004). *Certain to win: The strategy of John Boyd, applied to business.*
- Varela, F. J. (1999). *Ethical know-how: Action, wisdom, and cognition.*
- Griffith, S. B. (1961/2000). *Mao Tse-tung: On guerrilla warfare.*
- Meadows, D. H. (2008). *Thinking in systems: A Primer.*
- Richmond, B. (2006). *Guns at school: A systems thinking perspective.*
- Watson, B. (2003). *Zhuangzi: Basic writings.*

Major deliverables and activities: In addition to exams and activities, there is a 2500-word paper. The purpose of the paper is, “to apply the strategic framework developed in this class (‘The Strongest Rope’) to a person (e.g., Martin Luther King), a book (e.g., *The Speed of Trust*), or a strategic situation (e.g., the so-called ‘War on Terror’).”

The psychology of women and men. The content of this course includes, “biological differences, communication, and relationships such as friendships, romance, family, and work/professional situations.”

The syllabus further describes the course:

You could think of this course as an adventure or an exploration of the reliable and valid regarding who you are, who *they* are, and what the differences really mean as far as understanding and relating to others. You will learn about how to sort out some of perceived differences based on scientific methods. You also will discover answers to

some of the questions above as we explore current research on gender differences. By the end of the semester, you will have expanded knowledge that includes some strategies for communicating and building relationships of higher quality, integrity, and respect.

Course Objectives:

- “To gain knowledge of psychological theories and research on sex differences.”
- “To explore and critically evaluate commonly held beliefs of gender differences based on the scientific approach (develop critical thinking skills).”
- “To apply knowledge of gender differences toward understanding how those differences impact work and leadership behaviors.”
- “To increase understanding of the psychological impact of environmental factors on behavior of females and males.”
- “To increase awareness of gendered thought, emotion and behavior in interpersonal communication.”
- “To develop applied skills to facilitate relationship building between males and females regardless of the type of relationship (e.g., leader-follower, friendship, romantic).”

Required and optional reading:

- Brannon. (2011). *Gender: Psychological Perspectives*, 6th edition.
- Brizendine. (2010). *The Male Brain*.
- Brizendine. (2008). *The Female Brain*.

Major deliverables and activities: In addition to exams and other assignments, teams of two students produce three general beliefs or statements about men and women. Using those beliefs, they then research and summarize two experimental or correlational studies that relate to the beliefs.

Seminar on ethics and science. This ethics course examines, “the field of moral psychology and how it relates to the range of ethical decisions that are required of scientists and mental health care practitioners.” Further:

We will first explore the psychological, philosophical, and neuroscience foundations of moral judgment and reasoning and then transition to a workshop format where students will develop strategies and skills for ethical decision-making. The focus will be on identifying ethical dilemmas and exploring possible solutions through the use of evidence-based cognitive tools (node-link mapping; multiple perspective taking). We will discuss dilemmas found throughout the history of scientific discovery, hypothetical ethical scenarios, and trace the “evolution” of mental health care in the United States. A focus will be on the numerous ethical assumptions and decisions made through the course of pharmaceutical research and drug development. Case studies will cut across scientific disciplines and include examples from biology, biotechnology, clinical research, and psychology.

Course Objectives:

- “Students will demonstrate proficiency in identifying the ethical dilemmas found in a variety of situations related to the scientific and mental health care professions.”
- “Students will demonstrate knowledge of the various perspectives that constitute the field of moral psychology.”
- “Students will become familiar with the case study approach to ethics.”
- “Students will demonstrate knowledge of ethical decision making models.”
- “Students will gain expertise in the application of cognitive tools and strategies for effective decision-making and how they apply to situations with ethical implications.”
- “Students will have a working knowledge of procedures used in biotechnology, experimental psychology, and clinical research that are considered to be controversial to the ethical standards of our society.”
- “Students will be familiar with the unique ethical challenges associated with industry-sponsored scientific research.”

- “Students will become familiar with the process used to develop new pharmaceutical treatments for various clinical populations.”
- “Students will gain a general understanding of how the mental healthcare system has changed over time.”

Major deliverables and activities: In addition to exams, a reaction paper on a case study and a final paper on a major issue within the mental health care system are required.

Appendix J

CSCLP Course Summaries

CSCLP I – Social Change Model. The first semester of CSCLP focuses on the introduction of the SCM. Per the syllabus, “The cohort will meet once a week to explore elements of the Social Change Model of Leadership, which will serve as a foundation for leadership development in the CSCLP program. Each class will be a discussion on specific elements of Social Change, their application to leadership, and activities to further develop these elements in your life.”

Learning outcomes: The learning outcomes for CSCLP I are:

- “Students will be able to articulate the key components of the Social Change Model of Leadership Development (SCM).”
- “Through exploration of individual talents and strengths, students will be able to apply their personal StrengthsQuest themes in a leadership context.”
- “Students will recognize their capacity to serve as positive change agents within their communities.”
- “To better assess their involvement in the campus community, students will work with CSCLP advisors to create and implement individual Leadership Development Plans.”

Other leadership development curricula:

- StrengthsQuest
- Myers-Briggs Type Indicator

Major deliverables and activities:

- Class retreat. This is a 24-hour off-site retreat which is the first program activity for the new cohort. It is scheduled the weekend prior to the beginning of classes in the

spring semester of the student's freshman year. Participants are introduced to the SCM, CSCLP expectations, and the *StrengthsQuest*.

- **Leadership Development Plan.** During the retreat students develop a Personal Mission Statement. Through program activities and assessments they also identify three areas of competence and three areas to develop. Students then identify objectives, goals and strategies to help develop their leadership skills. Figure 41 shows the Leadership Development Plan template.
- **Student presentations.** Students give a five-minute creative presentation, weaving in the 7 Cs, and answering two questions: (1) What are the values/beliefs you have in your life? (2) What can you question and change about my community, about the world?

CSCLP II – Inclusive Leadership. The second semester of CSCLP engages students to “further develop and deepen [their] inclusiveness and competencies so that [they] can address issues of social justice, oppression, power, and privilege to create positive change within [their] communities.”

Learning outcomes:

- “Describe your personal leadership style; and the cultural factors that influence how you define leadership.”
- “Understand inclusiveness; and how leadership processes can be impacted by cultural and personal differences.”
- “Develop an awareness of privilege and how it can contribute to or combat injustice.”

Name: _____

Leadership Development Plan

Personal development is a major theme of many leadership programs. For that reason, one of the most important aspects is to complete a *Leadership Development Plan* (LDP). The LDP will guide you through consistent growth in leadership development objectives. To be most effective, the LDP must truly be personal – it is only useful to the extent that it describes goals important to *each individual student*. Likewise, it will only be valuable to the extent that the LDP is something the participant takes personal ownership of - something that works for them.

- The guiding force of the LDP will be a **Personal Mission Statement** (developed during the workshop/retreat).
- The heart of the LDP is a **plan for personal development** or skill building. The skills should include strengths you wish to build on and areas to improve.
- The LDP must be flexible and adjusted to what works for you. Approximately half way through your time in the program, you will want to **update** your plan and modify it to be more accurate and more realistic.

Personal Mission Statement: *what is my purpose (what do you want your life & leadership to be about)?*

Using the information from leadership inventories you have completed or feedback you have received, please indicate:

3 Leadership areas of competence: 1. _____ 2. _____ 3. _____

3 Leadership areas to develop: 1. _____ 2. _____ 3. _____

Leadership Objective <small>(What you want to do or improve - broad)</small>	Tangible Goals <small>(Should be SPECIFIC & MEASURABLE)</small>	Challenges <small>(What might get in the way)</small>	Resources <small>(Who/Where will help)</small>
	1. (learning) 2. (practice) 3. (learning or practice)		
	1. (learning) 2. (practice) 3. (learning or practice)		

Figure 41. CSCLP Leadership Development Plan template.

- “Define and understand the value of Socially Responsible Leadership.”
- “Identify approaches to creating positive change at the individual, organizational, institutional, and societal levels.”

Major deliverables and activities:

- **Community Challenge Reports.** Students prepare reports that answer the following questions: “(1) How are you privileged or not privileged? (2) What if any relationship is there between privilege and responsibility? (3) What do you feel moved to do with your privilege, and why do you feel that way?”
- **Broaden Your Horizon Presentations.** Students are challenged either individually or in groups to have a new cultural experience, to take pictures of the experiences, and to present on the experience to the group. Examples included a visit to a mall focusing on Mexican heritage, a trip to an Asian festival, and an evening at an LGBT fundraising gala.

CSCLP III – Ethical Leadership. This semester provides students with an exploration of ethics and their relation to leadership.

Learning outcomes: Per the syllabus, the following items are outcomes for CSCLP III:

Students will:

- “develop, evaluate, and articulate their values and beliefs;”
- “review and critically examine Rush Kidder’s nine-point framework for ethical decision-making;”
- “draw reasoned conclusions to address and resolve ethical decisions using complex information from a variety of resources including self-reflection, Kidder’s framework;”

- “consider how ethical decision-making processes impact the past, present and future;”
- “explore how ethical leadership relates to the Social Change Model of Leadership Development, in particular, the second set of C’s – Common Purpose, Collaboration, and Controversy with Civility;”
- “consider how ethical decision-making applies to the design of their CSCLP Legacy Project and engaging in community development.”

Other leadership development curricula:

- Kidder’s Ethical Decision-making Framework

Major deliverables and activities:

- Role Model Interviews and Reports: Students “identify a positive role model, interview him/her and then share with the group. Questions include: ‘How do you define ethics? What ethical dilemma have you faced recently? What is it that you value?’”

CSCLP IV – Responsible Citizenship. This fourth semester, students “examine a variety of topics focused on leading a life of responsible citizenship. Classes are activity and group discussion focused. This theory-to-practice class is designed to provide student leaders with a strong foundation for making an impact on campus and beyond.”

Learning outcomes:

- “To provide students with a deeper understanding of the Social Change Model of Leadership.”
- “To help student leaders understand their role as positive change agents within the CSCLP program.”

- “To provide students with an opportunity to develop and evaluate a legacy project based on the student’s values, mission/vision, strengths, and passions.”
- “To provide students with an action-oriented and feedback-driven experience to plan a campus-wide leadership development opportunity – the State of Leadership Conference.”

Other leadership development curricula:

- Kouzes & Posner, Student Leadership Challenge

Major deliverables and activities:

- Junior Retreat. “At this ½ day retreat, we will delve in to Dialogue Training, which will be a very helpful tool for you as a leader and in your project this semester, as well as an extension of the Identity work you did last semester. Also, you will work with your committees to brainstorm and start planning for State of Leadership.”

CSCLP V – Responsible Citizenship, part 2. The spring of 2017 marks the first semester that CSCLP V has content and regular seminars. Historically, participants have worked on their Legacy Project and met with program staff as needed. This semester, “students will examine responsible citizenship through the next phase of designing [their] legacy project.” Additionally, students have taken a role in planning a university-wide leadership conference.

Learning outcomes: The learning outcomes are the same as CSCLP IV.

Major deliverables and activities:

- State of Leadership Conference. All CSCLP participants help plan, organize, and host a one-day campus-wide leadership conference.
- Design thinking workshops. Students participate in a series of workshops on design thinking to help plan for their legacy projects. At the end of the semester, participants

will have narrowed their options and developed an implementation plan for their senior year.

Legacy project. The final component of CSCLP is the students' execution of a Legacy Project intended to create social change in a student-selected community. Students create, design, plan, and execute projects either individually or in groups. During the project planning stages students identify a community need and design a method to meet that need. They then implement the program and evaluate the results. Students then create a poster describing the process. Figures 25 and 26 are examples of previous participants' project posters. In the spring of the participants' senior year, after the projects are complete, the program hosts a ceremony.