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Undergraduate Student Leadership Development: A Quantitative Investigation Using the Social Change Model of Leadership Development

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UNDERGRADUATE STUDENT LEADERSHIP DEVELOPMENT: A QUANTITATIVE INVESTIGATION USING THE SOCIAL CHANGE MODEL OF LEADERSHIP DEVELOPMENT

by

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UNDERGRADUATE STUDENT LEADERSHIP DEVELOPMENT: A QUANTITATIVE INVESTIGATION USING THE SOCIAL CHANGE MODEL OF LEADERSHIP DEVELOPMENT

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Given the widespread popularity of the Social Change Model of Leadership Development (SCM) in college student leadership literature, there is a surprising lack of attention to the assessment of leadership skills associated with this model. This study was aimed at gaining a greater understanding of leadership through an assessment of leadership attributes associated with the SCM. This research study was quasi-experimental and examined a leadership development series at a public, 4-year, Midwestern university. Undergraduate college students participated in a leadership development series over the course of a semester, with a follow-up analysis completed 2-3 weeks into the second semester. Participants in this study were assessed using the Socially Responsible Leadership Scale – Revision 2 (SRLS-R2). An analysis of students participating in the three-track leadership series was compared to a group of students not participating in the series. The results indicated a lack of statistical significance between the treatment and control group. However, the results displayed statistical significance associated with the SCM construct of citizenship, one of the seven constructs associated with this model. While the research hypotheses for this study were rejected, the data is important for institutions of higher education as leadership development programs continue to become part of the undergraduate college experience.

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Chapter I

INTRODUCTION

Leadership is a highly desired and respected trait that is believed to improve individuals' personal, social, and professional lives. The traditional perspective that leadership development is an unintentional by-product of the education process is no longer the commonly held belief (Hackman, Olive, & Guzman, 1999). Leadership is a broad, mutual influence process that is independent of hierarchical structures and extends among many individuals within a group (Bedeian & Hunt, 2006). It is a state of being that people enter into regardless of the existence of any formal role or position (Quinn, 1996). Leadership is shared among all members of a group, regardless of a formal position, so that all individuals within a group participate in the process of leadership (Morgeson, DeRue, & Karam, 2010). As a result of the desire to enhance leadership, Northouse (2010) asserts that institutions around the country are responding by providing programs focused on leadership and the development of leaders. With the demand for leaders to emerge from college graduation, leadership training during the undergraduate years is becoming a much-desired focus on campuses across the country. Through leadership development programs, students develop skills that are highly beneficial for lifelong success in their chosen field of study.

As Burns (1978) observed, leadership is generally not well understood; however, since his initial observation, a greater understanding of leadership has emerged. Thirty years after Burns' observation, Bass and Bass (2008) still describe leadership as being ambiguous and lacking a clear definition. Nevertheless, leadership is an area that remains fairly elusive, particularly as it pertains to college student leadership development. Since college students are constantly developing and striving to become well-rounded individuals, it is important to offer opportunities for them to enhance their leadership. Astin (1993) asserts that the most important influence on leadership development is the amount of interaction undergraduate students have with their peers. As a result, positive peer interactions are vital. The Social Change Model of Leadership Development (SCM) was designed to make the most of peer interactions by enhancing leadership development in the individual. The SCM is among one of the most well-known models published for the development of college student leadership (Moriarty & Kezar, 2000). While the SCM is a well-designed model for college student leadership development, there is little published research regarding its use (Dugan, 2006a). Through the use of the SCM, college campuses can create and maintain leadership development programs that enhance leadership skills for students. In order to utilize this model, a solid understanding must first be achieved. Once understood, incorporating this model into a leadership development program allows students to best gain the leadership skills they need and desire.

Statement of the Problem

Leadership development programs on college campuses are much desired, but the problem is how to best evaluate if leadership skills have developed as a result. This study focused on undergraduate student leadership development in 3 constructs: individually, in a group, and in society as a whole. Additionally, this study focused on the assessment of students in regard to leadership development through the use of the SCM (HERI, 1996). Leadership development was explored and examined using the Socially Responsible Leadership Scale – Revision 2 (Tyree, 1998), an assessment tool designed specifically to measure leadership development through the use of the SCM.

Institutions of higher education play an important role in the development of undergraduate college students both inside and outside of collegiate academics. The development of leadership skills is of vital importance to the personal growth of students during college. King (1997) succinctly states that, "[h]elping students develop the integrity and strength of character that prepare them for leadership may be one of the most challenging and important goals of higher education" (p. 87). Her statement asserts the need for leadership development and emphasizes the importance, and challenges, associated with developing leadership among college students (Dugan, 2006a).

Until the later part of the twentieth century, leadership development on college campuses was poorly structured, incidental, or even accidental in design. Additionally, the main focus of leadership development was on those students who held positional leadership roles (Komives, 1996). The dynamics of leadership within higher education is that it is extensively shared among many, often non-positional, and includes both

individual leaders as well as collective leadership (Bolden, Petrov, & Gosling, 2008). During college, students need opportunities to enhance their individual leadership skills, as well as opportunities to enhance their ability to work with others. By providing these opportunities for students, much can be gained in their personal development. It is important to note that learning often occurs when people interact with each other (Mayrowetz, 2008); therefore, opportunities for students to work together are of great importance. Through leadership development programs, shared meaning becomes apparent as all students involved desire to enhance their leadership abilities. Within such programs, many students are provided the opportunity to interact with their peers while also learning to best enhance individual leadership skills. Individuals working toward a goal is what allows higher education to be in the forefront of establishing effective leadership development (Hornyak & Page, 2004).

When a strong leadership development program is instituted, many positive effects surface within an organization; and, in turn, create high morale. Rhodes, Brundrett, and Nevill (2008) articulate that high morale within an institution produces a strong and positive effect on the overarching environment. As a result, the benefit of having a leadership development program on campus is that it enhances campus life. The creation and implementation of a leadership development program takes time and effort to develop and put into practice. However, the lasting outcomes of such a program are well worth the time and energy expended to create a successful leadership program. By placing importance on leadership development programs and providing opportunities for

leadership to be enhanced, higher education institutions will continue to flourish (Rhodes et al., 2008).

Bennis and Nanus (1985) state, "[l]eadership is one of the most observed and least understood phenomena on earth" (p. 21). Therefore, it is important to study and better understand leadership development within an institution. Strong leadership is central to a good institution (Rhodes et al., 2008); accordingly, all will benefit from developing leadership skills. In addition to the creation and maintenance of a leadership program, it is important to assess that leadership development has occurred. The difficulty with assessing leadership is determining what factors contribute to perceived leadership, and what factors were present prior to any leadership training. With college students being the future leaders of society, the education and development of such leaders has historically been, and still remains, a core function of higher education (Dugan, 2006a).

Description and Scope of the Research

With leadership development becoming increasingly significant, it is important that college campuses develop avenues for students to enhance their leadership skills. A traditionally held belief is that students are leaders because they have attained positional leadership roles, such as president of a club or organization (Dugan, Komives, & Segar, 2008). However, contemporary views of leadership assert that notions of leadership can be learned and that everyone is capable of being a leader (Dobson, Cookson, Allgar, & McKendree, 2008). The view that leadership is based merely on positional authority is inadequate for the current challenges (Allen, Stelzner, & Wielkiewicz, 1998). As a

result, the literature review examines the many roles of leadership development among college students from the contemporary viewpoint that all students are capable of leadership. Through close examination of one specific model of leadership development, the Social Change Model of Leadership Development (HERI, 1996), the belief that all students are potential leaders was investigated.

This study focused on a 3-track leadership development program at a 4-year, public, Midwestern university. The development of students within this program was studied by using the conceptual framework of the Social Change Model of Leadership Development. The program was laid out as 3 separate leadership tracks within the Warriors Leadership Education and Development (L.E.A.D.) Series. Each individual track was compared separately as well as to one another. The first track (Emerging Warriors) focused on individual leadership, the second track (Developing Warriors) focused on group leadership, and the third track (Advancing Warriors) focused on community/societal leadership. The program was investigated using Tyree's (1998) Socially Responsible Leadership Scale – Revision 2, a leadership measurement tool designed specifically to correlate with the Social Change Model of Leadership Development. There was a control group of students who were assessed using his scale and then compared to the students participating in the Warriors L.E.A.D. Series. The pre-test and post-test took place during the fall semester of 2011, and the Follow-up data collection took place 2-3 weeks into the spring semester of 2012.

Research Questions

The study was guided by the following questions:

1. To what extent does participation in the Warriors L.E.A.D., Emerging Warriors Track, influence leadership abilities?
2. To what extent does participation in the Warriors, LE.A.D., Developing Warriors Track, influence leadership abilities?
3. To what extent does participation in the Warriors L.E.A.D., Advancing Warriors Track, influence leadership abilities?

Research Hypotheses

1. Participation in the Warriors L.E.A.D., Emerging Warriors Track, enhances leadership abilities.
2. Participation in the Warriors L.E.A.D., Developing Warriors Track, enhances leadership abilities.
3. Participation in the Warriors L.E.A.D., Advancing Warriors Track, enhances leadership abilities.

Purpose of the Study

The purpose of this study was to assess the questions of whether or not participation in the Warriors L.E.A.D. Series influences leadership abilities. The hypotheses indicate that participating in the Warriors L.E.A.D. Series enhances leadership abilities when compared to a control group of students not participating in the Series. This study provided quantitative data measuring the level of leadership

development among students. The main purpose of the study was to provide student development professionals with more resources to best enhance student leadership development, and to assess the leadership that developed. Through the assessment of achieved level of leadership using Tyree's (1998) Socially Responsible Leadership Scale – Revision 2, the leadership development of students participating in the Warriors L.E.A.D. Series was critiqued and appraised. There is very little data on assessment of leadership development, so this study contributes well to the field of higher education student affairs work. The results of this study allow campuses, and student development professionals, the opportunity to successfully develop leadership programs and assess that leadership skills have been developed among their students.

Assumptions of the Study

The study focused on the contemporary view of leadership development, which indicates that everyone is capable of becoming a leader (Dugan, 2006a). The assumptions for this study were that the facilitator of the Warriors L.E.A.D. Series was a competent and trained professional, and that all students participating in the research provided honest responses to the questions within the Socially Responsible Leadership Scale – Revision 2 (Tyree, 1998). The representative sample was selected from the undergraduate college students participating in the Warriors L.E.A.D. Series during the fall semester of 2011. The control group was a similar sized group as the treatment group, comprised of students not participating in the Warriors L.E.A.D. Series, who were willing to volunteer. With the multiple definitions of leadership that exist in the

literature, the definition used in this study was defined as, "ultimately about change, and that effective leaders are those who are able to effect positive change on behalf of others and society" (HERI, 1996, p. 10).

Delimitations

The most notable delimitation was the relatively short length of the study, as the pre-test and post-test took place over a single academic semester. According to Dugan and Komives (2007), formal leadership programs, regardless of duration, matter. A single academic semester of a formal leadership program is considered to be a moderate-term program and has a small to moderate magnitude of influence on outcomes when compared with no leadership training. Their work indicates that while the intervention period for this research is considered to be within the moderate-term length, growth can be achieved in this relatively short period of time. The purpose of this study was to validate that leadership training produces enhanced leadership when compared to students who receive no leadership training; therefore, any growth in leadership development was relevant to this study.

The study was focused on three separate leadership tracks within one overall leadership series, each focusing on different aspects of leadership development within the Social Change Model of Leadership Development. The curriculum for each of the tracks is displayed in Appendix A. The three different tracks were compared to one another to determine if participation in the Advancing track produced higher results than the Developing track, and to see if both produced higher results than the Emerging track. As

a result of studying all three tracks simultaneously, it was impossible to test those participating in the Advancing and Developing tracks before any intervention was received. Additionally, students did not need to take all three track options, as entry into the tracks was based on a self-selected application process as determined by where the students felt they belonged. Consequently, this study did not address the influence that self-selected application had on the leadership development of students.

Selection of diverse individuals to be a part of the research was important. However, the limitations of diversity within the institution where this study was conducted made this a difficult task. The students in this study were all traditional-aged college students, so the implication of leadership development for non-traditional students was not examined. Additionally, this study examined a single institution, so may not be generalizable to all institutions. The institution where the research was conducted is comprised of just over 95% Caucasian students, and is located near many rural communities. This 4-year university is a regional institution that pulls a majority of students from rural towns within approximately an hour from the campus. While this is an important area of noted delimitation, it does not discount the data associated with this research.

Summary

Leadership development programs are prevalent on many college campuses. Through an in depth exploration of the leadership development literature, a solid understanding of leadership emerged. When creating a leadership development program

on campus, it is important to understand the theory behind the model selected for the leadership program design to ensure that it aligns with the campus environment and institutional mission (Roberts, 2007). Once a theoretical model has been selected, program design and implementation surrounding the selected model emerges. With the lack of research conducted using the Social Change Model of Leadership Development (HERI, 1996), this dissertation explored a leadership development program at a 4-year, public, Midwestern university that uses this model. While campuses strive to create leadership development programs, it is imperative that campuses are also monitoring and assessing that leadership skills are being acquired. Through assessment scales, such as the Socially Responsible Leadership Scale – Revision 2 (Tyree, 1998), leadership development was explored, understood, and evaluated.

Once leadership development for college students is successfully understood, the rewards of a leadership development program on a college campus will benefit students, staff, faculty, administrators, and the institution alike. Students who participate in leadership programs have an increased confidence in their abilities, leadership skills, and willingness to serve in a leadership role. In turn, students who participated in leadership programs, when compared with those who did not participate, were noticeably more cooperative, less authoritarian, and held more ethical views of leadership (Cress, Astin, Zimmerman-Oster, & Barkhardt, 2001). As a result of more confident, cooperative, and ethical students, the role of those working within an institution becomes more focused on student learning and less focused on behavioral concerns.

The initial focus of this dissertation was to provide research about leadership development for undergraduate college students. Through a comprehensive literature review in Chapter II, the necessary components for a successful leadership development program are outlined. Additionally, assessment techniques for evaluating the development of leadership were explored. The secondary focus of this dissertation was to determine the effectiveness of a leadership development series at a 4-year, public, Midwestern university. A detailed description of this leadership development series ensures a solid understanding of the goals of the series, and the results of leadership development through participation. The methodology used is detailed in Chapter III to ensure complete understanding of the study that was conducted. The results of the study are discussed in Chapter IV and the discussion, conclusions, findings, limitations, implications for practice, future research, and an overall summary, are explored in Chapter V.

Chapter II

REVIEW OF LITERATURE

Introduction

The role of leadership is important within any organization. As a result of the pivotal role leadership plays in society, the need for leadership development is clear. An arena of particular importance for leadership education is within the collegiate setting. The purpose of college is to educate future generations for productive citizenship, and the goal of enhancing leadership should be a component within all college and university mission statements. Leadership development activities provide an avenue for universities to align their mission statements and goals with tangible objectives for student learning and growth (Cress et al., 2001).

The development of undergraduate college students is multifaceted. Consequently, there is an essential need for various opportunities to be presented to students, both inside and outside of classroom courses. Discovering the value added of a college education is a vital goal of collegiate research (Pascarella & Terenzini, 2005). According to Astin and Antonio (2000), participation in leadership education and training is the most critical and substantial component to the development of character during the college experience. DeRue and Ashford (2010) indicate that the traditional conception of leadership as being top-down, hierarchical, and only associated with formal supervisory

roles is no longer sufficient. Given leadership education is so vital, the importance of leadership development programs during the undergraduate years is also crucial. College student development experts Pascarella and Terenzini (2005), assert that college students can and do increase their leadership skills throughout the college years. As student development professionals, it becomes imperative that leadership education and development programs exist on campuses.

The impact of leadership development on traditional-aged college students was examined through an extensive study of participation versus non-participation in a leadership education and development series at a 4-year, public, Midwestern university. This study utilized the Social Change Model of Leadership Development (SCM), one of the most well-known student leadership development models (Moriarty & Kezar, 2000). By using quasi-experimental methodology, quantitative research data was compiled using Tyree's (1998) Socially Responsible Leadership Scale – Revision 2 (SRLS-R2). The research was conducted over a single academic semester, with a Follow-up survey administered early in the second academic semester, using a treatment and a control group of traditionally-aged college students.

Sources used to identify relevant literature. The quest to navigate through the copious amounts of leadership literature began with an Internet search for the Social Change Model of Leadership Development. From this Internet search, the National Clearinghouse for Leadership Programs (NCLP) website allowed access to purchase *A Social Change Model of Leadership Development, Guidebook Version III* (HERI, 1996).

The NCLP was the site that provided a student research license to administer the Socially Responsible Leadership Scale – Revision 2 (Tyree, 1998). Since the SCM is the basis for the study, this was the point of departure for reviewing a variety of resources that followed. Research by Komives (1996) quickly lead to works by Dugan (2006a), two very prominent names in the literature of leadership development. The library databases of EBSCO Host Academic Search Premier and Educational Resource Information Center (ERIC) provided most of the literature findings. Understanding the literature pertaining to college students and the affects of college on students, particularly the work of Pascarelli and Terenzini (2005), proved very beneficial. The compilation of these sources, and many more, lead to the literature review of undergraduate student leadership development.

Preview of topics/issues. The leadership literature provided in this review is a thorough analysis of past and present perspectives, models, and beliefs about leadership. The historical perspectives of leadership development are reviewed to provide background about the progression of theories and beliefs about leadership. Various leadership models are detailed next to provide an understanding of different approaches to leadership development for college students. One of the most well-known theories of college student leadership development, the Social Change Model of Leadership Development, is explored in depth in the next section. A detailed description of the 7 Cs, a concept associated with the SCM, is included within the exploration of the SCM. The selection of the SCM as the theoretical framework for this study is examined next. The

Warriors L.E.A.D. Series, which is the program in which participants for the treatment group in this study were selected, is also examined in great detail. The Socially Responsible Leadership Scale, a scale used to evaluate leadership development associated with the SCM is then examined and explained. The purpose and benefits of leadership development are explored in the two sections that follow to provide rationale for the creation of such programs on campus. To conclude, the maintenance of leadership programs is reviewed, providing insight into sustaining programs over time.

Historical Perspectives of Leadership Development

Over time, the understanding and conceptualization of leadership has changed dramatically. Understanding an historical reference of leadership development displays the evolution that has occurred, while also depicting the importance of continued research in leadership. Beginning in the mid-1800s and extending to the early 1900s, as examined by Roberts (2007), was the period of the Great Man perspective of leadership. The Great Man view stated that leaders were born, not made. Only "great" people, such as Abraham Lincoln, Gandhi, and Napoleon Bonaparte, to name a few, possessed these traits that made them great leaders (Northouse, 2010). This Great Man perspective began changing around 1907 when the trait theory surfaced. For approximately the next 40 years, the belief was that certain traits in individuals differentiated leaders from non-leaders (Roberts, 2007). The average person in a leadership role differed from the average individual by having an increase in eight specific traits: intelligence, alertness, insight, responsibility, initiative, persistence, self-confidence, and sociability (Northouse,

2010). If these traits were not present, the individual was certainly not a leader according to the trait philosophy. However, continued research in the field of leadership indicated that this notion, that "leaders are born," was not an accurately held belief.

Further understanding of leadership began to emerge, moving from the belief that innate skills were essential within a leader toward a belief that acts performed by the leader indicated leadership. Roberts (2007) asserts that beginning in the 1950s until the early 1980s, the behavioral model of leadership emerged. This period supported the notion that there was no one best way to lead. Instead, leadership was an act or behavior that the leader did to bring about change among a group of people (Northouse, 2010). During the 1950s and 1960s, situational and contingency perspectives emerged, insinuating that leadership should differ based on specific environmental factors (Roberts, 2007). Northouse (2010) describes this style as leaders considering the current needs of those they lead and changing the approach to meet the challenges of those needs. Influence models began to emerge in the mid-1920s and were relevant until approximately 1977. These models began to analyze the influence and exchanges that took place between leaders and followers. Finally, the reciprocal model emerged in 1978 and asserted that leadership was shared between leaders and followers (Roberts, 2007). Through the reciprocal model, the post-industrial understanding of leadership materialized.

Throughout the twentieth century, Dugan (2006a) declares that the industrial understanding of leadership focused on the individual as leader, promoting power and authority, as well as control and strong managerial skills. This type of leader focused on

task completion and took on a dictatorial approach. Currently, the post-industrial paradigm is the prominent belief, focusing on process and characterized by shared goals (Dugan, 2006a). Northouse (2010) indicates that one of the newest approaches to leadership is authentic leadership, which focuses on whether leadership is genuine. Northouse emphasizes that leaders need to be people whom followers believe and trust; as a result, the authentic leadership notion is gathering strength and support from leadership researchers.

While many different theories and beliefs about leadership have emerged over time, the important notion that remains true today is that leadership can be learned (Dobson et al., 2008). The college environment focuses on the holistic development of students, and the development of a student should be comprised of a variety of experiences that take place both inside and outside of the classroom (Roberts, 2007). In the midst of the rise of holistic education, college leadership development programs began to emerge. Moving toward the post-industrial belief that leadership can be taught, many colleges and universities developed leadership education programs. As a result, the original "positional" or "inherent characteristic" notion has since changed to the belief that all students who involve themselves in leadership training and education can enhance their leadership (Cress et al., 2001). Beginning in the 1970s, colleges and universities began to pay more attention to the development of leadership in students. In 1972, the President's Leadership Class at the University of Colorado was likely one, if not the first, leadership development effort for undergraduate college students. Four years later, The University of Maryland combined curricular and co-curricular programs, and was the

second leadership development program established, guided by a team of peers called the Leadership Development Program Team (Roberts, 2007). Over approximately the last 20 years, developing leadership skills in students has gained momentum (Dugan & Komives, 2007).

In the mid-1990s, many conceptual models of leadership development emerged for the college student population (Dugan et al., 2008). The Social Change Model of Leadership Development is one of the most prominent models to surface for college student leadership development. The ultimate aim of the SCM is to prepare a new generation of leaders to understand that leadership is not about being in power or having authority over others, but about acting as leaders to effect change in others.

> We must un-learn standard and traditional ways of leadership, which involve positional leaders and followers. We must, instead, learn how to work cooperatively instead of competitively, either stop assuming that we have to do it all ourselves, or learn to take individual responsibility instead of expecting others to do all the work. (HERI, 1996, p. 13)

Leadership Models for College Students

Throughout the literature, four primary leadership models seem to used on college campuses. Rosch and Kusel (2010) articulate that when determining which model to use, it is beneficial to begin by creating a campus-wide team, consisting of faculty, staff, and students, to define what leadership means on that campus. Leadership is all too often defined as intrapersonal, one-directional, and static, which inaccurately eliminates the

various contextual factors associated with leadership development (DeRue & Ashford, 2010). One of the struggles with leadership programs on campuses is the lack of definition of leadership, which makes it difficult to best select a model to adopt. Once a definition is operationalized, finding a model that is similar to that definition allows an administrator to design a leadership development program that is well suited for the campus (Rosch & Kusel, 2010). Baxter Magolda (1998) asserts that much of college is focused on a broadening sense of self in the context of others. As a result, providing opportunities, such as leadership development programs, for students to collaborate with peers is vital to the personal development of students.

The teaching and training of leadership to college students is a recent trend in higher education. Various different co-curricular and academic leadership development programs have emerged on college campuses, setting the trend for such programs in higher education (Riggio, Ciulla, & Sorenson, 2003; Schwartz, Axtman, & Freeman, 1998). Of the many important components of leadership development programs, having engaged students participating in the program, determines much of the quality of a leadership program. Each student participating in the program brings his or her own background and experiences to the group, and their level of commitment plays a tremendous role in a successful leadership development program (Eich, 2008). In addition, students that contribute time and energy to community service projects enhance their leadership exponentially. Community service opportunities provide a powerful platform for socially responsible leadership to develop (Jones & Abes, 2004). Below are three of the four different leadership models that are used regularly when working with

college students. The fourth model, the Social Change Model of Leadership Development (SCM), the model used in this study, is placed in its own section directly following the others.

Emotionally intelligent leadership. Emotionally Intelligent Leadership (EIL) was created when two bodies of research and theory were combined: emotional intelligence and leaders. EIL has been utilized in many leadership programs. EIL is comprised of 21 different capacities, within three main facets. The term capacity was purposefully selected because everyone has the capacity to develop the ability to lead. The 21 capacities are split into the three overarching facets.

The three facets of EIL include consciousness of context, consciousness of self, and consciousness of others. Consciousness of context, the first facet, focuses on the environment in which leaders and followers work. The second facet, consciousness of self, focuses on the individual and his or her abilities and emotions. Consciousness of others, the third and final facet, focuses on understanding the relationship with others and how other people influence the leader. Each of the capacities within each facet is detailed to provide a solid understanding of each capacity (Shankman & Allen, 2010).

Consciousness of context. Within this facet are two capacities: environmental awareness, and group savvy. Environmental awareness is about thinking intentionally about the environment of a leadership situation. The environment affects the psychological and interpersonal dynamics of interactions with others. Having environmental awareness allows a leader to be able to understand the environment that

s/he is a part of, and determine a course of action based on that environment. Group savvy is about understanding the written and unwritten rules of an organization and how to direct and influence others within that organization (Shankman & Allen, 2010).

Consciousness of self. Within this facet are nine capacities: emotional self-perception, honest self-understanding, healthy self-esteem, emotional self-control, authenticity, flexibility, achievement, optimism, and initiative. Emotional self-perception is about identifying your emotions and understanding how emotions impact you as a person. Honest self-understanding focuses on individual strengths and weaknesses, allowing the individual to see a holistic view of self. Healthy self-esteem entails recognizing self-worth, believing in your abilities, knowing your beliefs enough to defend them, and staying strong when challenged. The fourth capacity in this facet is emotional self-control, which involves regulating both emotions and individual reactions. Authenticity is the next capacity, and is about being transparent and trustworthy. Flexibility is the sixth facet, and entails being open and adapting to changes that occur. Achievement is about the drive to improve, according to personal standards. Optimism, the eighth facet, involves being positive. The ninth, and final, capacity in this facet is initiative, which entails wanting and seeking opportunities (Shankman & Allen, 2010).

Consciousness of others. Within this facet are ten capacities: empathy, citizenship, inspiration, influence, coaching, change agent, conflict management, developing relationships, teamwork, and capitalizing on differences. The first capacity in this facet is empathy, and focuses on understanding others from their perspective. Citizenship is about recognizing and fulfilling individual responsibilities for others or the

group. The third capacity is inspiration, which requires motivating and moving others toward a shared vision. Influence focuses on the ability to persuade others with ideas, emotions, behaviors, and information, while having a strong commitment to the values and purposes of the organization. Coaching is the ability to help others enhance their skills and abilities. Being a change agent is about seeking out people and working with others toward a new direction. Conflict management focuses on identifying and resolving problems and issues with others. Developing relationships is about the relationships with people and the connections made between them. Teamwork focuses on working well in a group and with others. The tenth, and final, capacity in this facet is capitalizing on differences, which entails building off of the differences between individuals in a group (Shankman & Allen, 2010).

Analysis of emotionally intelligent leadership. Emotionally Intelligent Leadership is an easy to use leadership development model. The accompanying book for EIL thoroughly explains the model, making it easy to follow and understand. However, one major critique of the model is that the term leadership is never defined. Since the development of leadership is the goal of this model, a lack of definition for this vital term produces an area of concern. In fact, EIL lacks many definitions to clearly understand the components of the model well. Other than the lack of definitions, this model seems like a good, useable model (Shankman & Allen, 2010). The Leadership Identity Development model is explored next, and is a model that is tremendously complex (Komives et al., 2006).

Leadership identity development. The Leadership Identity Development (LID) model is a stage-based model that entails progressing through one stage before beginning the next stage. There are six different stages that can be achieved: awareness, exploration/engagement, leader identified, leadership differentiated, generativity, and integration/synthesis (Komives, Longerbeam, Owen, Mainella, & Osteen, 2006). The achievement of each stage is influenced by a variety of factors related to the environment and the individual's readiness (King, 1994). Within each stage are transition points, which indicate the beginning of the next stage (Komives et al., 2006).

Awareness. The first stage, awareness, is about recognizing that leadership is happening. Awareness is about recognizing the influential adults around you who are leaders, such as teachers, parents, and principals. Sense of worth is often affirmed when an influential adult singles out an individual and recognizes a job well done. The transition out of this stage is generally signaled by an influential adult recognizing the leadership potential within an individual (Komives et al., 2006).

Exploration/engagement. Exploration/engagement, the second stage, occurs when individuals begin to experience themselves interacting with peers through friendships. Influential adults still play a pivotal role in setting and holding individuals to high expectations. Through encouragement by adults for gaining involvement in various different activities, the individual develops. In the course of involvement in such activities, a sense of self and self-confidence is established. Individuals in this stage still view themselves as highly reliant on influential adults. The transition out of this stage

begins when an individual recognizes that s/he has leadership potential (Komives et al., 2006).

Leader identified. This stage is characterized by the belief that leadership is a position; therefore, someone in a position is a leader. The role that an influential adult plays, such as mentor, guide, and coach is an essential part of this stage. Individuals in this stage recognize their responsibility to a group and become aware of their leadership potential. The feeling of independence occurs when holding a leadership position, as well as when following a leader. The transition out of this stage is often signaled by a desire for shared leadership roles such as a co-chair or co-captain. Older peers are increasingly important during this transition, and the individual leaves behind the belief that positional leadership is the only type of leadership (Komives et al., 2006).

Leadership differentiated. Stage four, leadership differentiated, focuses on a changing view of leadership. In this stage individuals see what positional leaders do, but can also see that others in the group, without a formalized position, are leading as well. The ability for a non-positional leader to lead characterizes this stage. Another characterization of this stage is the confidence that is gained when working in a group. Instead of trying to find community in a group, individuals in this phase are capable of forming communities within groups. Influential adults and older peers continue to be important role models in this stage as individuals look to understand and process leadership experiences. In addition, individuals begin to turn to same-age peers for support instead of only turning to adults and older peers. The ability to understand diverse perspectives is becoming clear in this stage as individuals begin to value diverse

viewpoints. The transition out of this stage is the understanding that one can be *a* leader without being *the* leader (Komives et al., 2006).

Generativity. Looking beyond themselves and expressing a passion for their commitments while caring about the welfare of others characterizes stage five, generativity. In this stage, there is a concern for the sustainability of the groups in which they are a part, and a desire to mentor and develop younger peers. Advisors and other adults are sought out as meaning-makers for the individuals. Receiving feedback from advisors and other adults produces opportunities for serious reflection on how to incorporate such feedback into their leadership to be more effective. Reflecting with peers is another characteristic of this stage. Individuals in this stage can successfully identify their beliefs and values and how they are embedded in their actions. The view of leadership has shifted to being a process in which all members of a group hold a common responsibility to the group, not just the leader. The transition out of this stage, to the final stage of the LID model, is being reflective about what is coming next and understanding the value of learning from others (Komives et al., 2006).

Integration/synthesis. Stage six, integration/synthesis, is characterized by individuals viewing themselves as effective in working with others and having the confidence to do that in most any context. The recognition that there is always a great deal to learn from others, as well as openness to the continual process of self-development, is an indicator of this stage. Finding value in processing experiences with someone who shares the same values is an important influence in this stage. In addition

to the interdependence of self with others in a group, an understanding of the interdependence of groups in a system is now understood (Komives et al., 2006).

Analysis of leadership identity development. The Leadership Identity Development (LID) model is a very complex, stage-based model. The terminology within this model is difficult to understand. Additionally, the stages within this stage-based model are too complex. The biggest critique of using LID for a college student leadership development program is that many of the stages begin well before college and even extend beyond college graduation. The LID model appears to be one of the more complex and seemingly most difficult model to understand and utilize effectively (Komives et al., 2006). A more user-friendly model, the Student Leadership Challenge (Kouzes & Posner, 2008) is examined next.

The student leadership challenge. The Student Leadership Challenge (SLC) focuses on demonstrating that anyone can be a leader, regardless of age or experience. The view of this model is that leadership is a process that ordinary people use when bringing forth the best from themselves and others. Leadership, according to this model, is defined as a set of skills and abilities that are available to everyone, and not just those higher-up within organizations. This model focuses on The Five Practices for Exemplary Leadership, which are: model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart. This model guides students toward building and enhancing skills (Kouzes & Posner, 2008). Each of The Five Practices for Exemplary Leadership are detailed as follows.

Model the way. Leaders modeling the behavior that they expect of others characterizes this practice. To effectively model, one must first clarify personal values, so that values are driving force behind the intended actions. Understanding that leaders do not merely speak for themselves is an important component to this practice. Instead, leaders must speak on behalf of the larger organization. Modeling the Way entails setting the example for others to follow (Kouzes & Posner, 2008). Kouzes and Posner (2008) summarize this practice as "earning the right and the respect to lead through direct involvement and action" (p. 12).

Inspire a shared vision. The second practice, inspire a shared vision, is about envisioning the future and all the exciting opportunities ahead. Leaders must be able to visualize the end goal before a project even begins, so that each project or task has an intended outcome. However, the leader cannot be the only constituent involved in creating such a vision. A leader works with others in creating the shared vision. Therefore, the leader must enlist others in the vision so that others truly feel their opinions and needs were considered (Kouzes & Posner, 2008).

Challenge the process. Challenge the process focuses on change. Successful leaders are always cognizant of things that can be changed to make for a more effective organization. Leaders are willing to step out and look for opportunities to innovate, grow, and improve. Looking for innovative ways to do things entails looking outside of your individual organization to provide different. To implement changes entails experimenting and taking risks. Successful leaders are willing to try a variety of new things and to take risks regularly. Leaders are also learners. When leaders continually

learn from the experiences they encounter, more successful leadership emerges (Kouzes & Posner, 2008).

Enable others to act. Enabling others to act is about group collaboration and individual accountability. Through promoting collaboration and building trust, a leader can successfully lead a group. One person cannot complete everything necessary for an organization, and this practice focuses on the value of teamwork and working with others. Giving away power, by allowing others to have individual responsibilities, empowers and gives people within an organization the desire and willingness to do well. When a leader helps others feel strong and capable, individuals, as well as organizations, thrive and remain vibrant (Kouzes & Posner, 2008).

Encourage the heart. The fifth and final practice is encourage the heart. This practices entails encouraging others to carry on, even when faced with difficulties or adversity. By recognizing contributions that individuals make to an organization, leaders can positively impact the productiveness of a group. Merely showing that you care is a trait that is often overlooked as a quality of a leader, but this trait goes a long way when working with people. Celebrating the successes, even smaller successes, is important and encourages others to continue moving forward for the good of the organization. When a leader recognizes the efforts of others, everyone feels cared about and appreciated (Kouzes & Posner, 2008).

Analysis of the student leadership challenge. The Student Leadership Challenge is specifically designed for the undergraduate college student. Therefore, the applicability of this model to college campuses is easy to apply. The accompanying book

provides an easy to follow, and understandable resource. This model also provides easy to understand definitions within the accompanying book. As a result, one does not have to be a leadership expert to understand the goals of this model. However, while the definitions are understandable, they are rather vague about how to practically teach the skills of this model to others. Overall, the Student Leadership Challenge seems to lack formality, making it somewhat difficult to create into a stand-alone leadership program (Kouzes & Posner, 2008). A model that provides more structure and concrete skills to teach is the Social Change Model of Leadership Development (HERI, 1996), which is examined next.

The Social Change Model of Leadership Development

The Social Change Model of Leadership Development (SCM) is a theoretical model that originated from a grant, called the Eisenhower Project, received by UCLA's Higher Education Research Institute (HERI) in 1993. An underlying assumption of the Eisenhower Project was that leadership is about change and leaders are people who are effective in producing positive change in others. The basic premise of this model is focused on inclusivity and is designed to enhance and develop leadership among all participants, not just those who hold a formal leadership role. When leadership is successful, other people and society as a whole benefit from that success. Based on the post-industrial paradigm of leadership, the SCM shares many of the assumptions associated with this paradigm. The basic conception of leadership according to the Social Change Model of Leadership Development is that leaders are non-hierarchical and

function as facilitators to enable collectivity among groups. The term collectivity refers to many people acting together as one cohesive group. Leadership is shared among many and is not the responsibility of one person.

Successful leadership development was created through an understanding of seven critical values, known as the 7 Cs of the Social Change Model of Leadership Development (see Appendix B). The 7 Cs are a set of constructs that are organized between three components and is visually depicted in Figure 1.

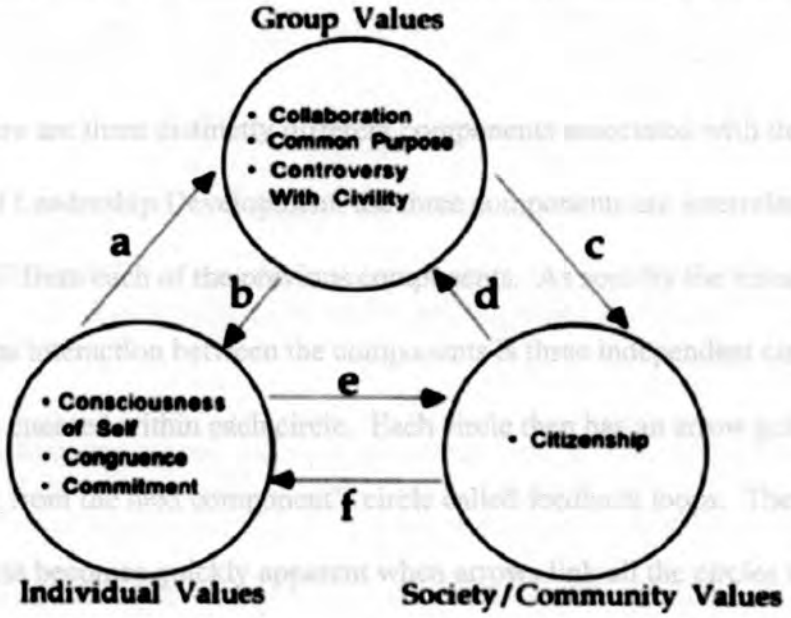

Figure 1

The Social Change Model of Leadership Development

Reprinted from HERI (1996). *A social change model of leadership development: Guidebook version III.* Los Angeles: University of California Los Angeles Higher Education Research Institute.

The first component focuses on individual values. In this component, the first three of the 7 Cs reside--consciousness of self, congruence, and commitment. The second component focuses on group values including three more of the 7 Cs--collaboration, common purpose, and controversy with civility. The last of the 7 Cs is citizenship, which resides in the third component of community/societal values. The ultimate goal of the process of leadership is change, which is the "hub" that provides meaning and purpose to the 7 Cs. When all the 7 Cs have been achieved, positive social change emerges. HERI's (1996) goal of leadership is "to make a better world and a better society for self and others" (p. 21).

While there are three distinctly different components associated with the Social Change Model of Leadership Development, the three components are interrelated and respond to stimuli from each of the previous components. As seen by the visual representation, the interaction between the components is three independent circles with the respective Cs encased within each circle. Each circle then has an arrow going toward and coming back from the next component's circle called feedback loops. The interconnectedness becomes quickly apparent when arrows link all the circles to one another, which is visually depicted in Figure 2.

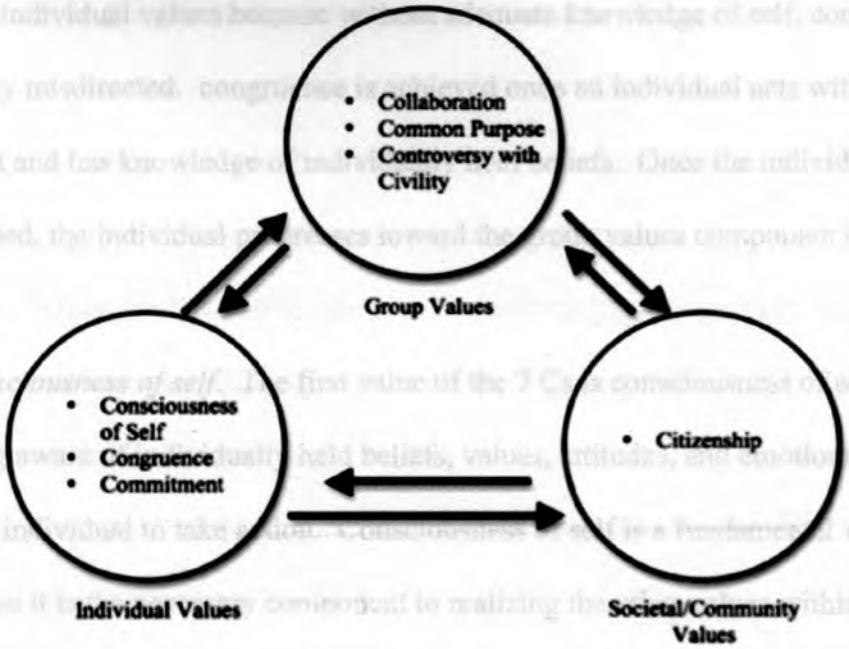

Figure 2

The Feedback Loops of the SCM

Adapted from HERI (1996). *A social change model of leadership development: Guidebook version III.* Los Angeles: University of California Los Angeles Higher Education Research Institute.

By interlinking the various circles, a cylindrical type of leadership is represented. Through a thorough understanding of the 7 Cs, one will come to understand the conceptualization of the Social Change Model of Leadership Development. Each of the 7 Cs associated with the Social Change Model of Leadership development play an integral part in understanding the SCM (HERI, 1996).

Individual values. The first component of the Social Change Model focuses on individual values. The three Cs associated with the development of individual values are consciousness of self, congruence, and commitment. These three Cs are under the

umbrella of individual values because without adequate knowledge of self, commitment is effortlessly misdirected. congruence is achieved once an individual acts with commitment and has knowledge of individually held beliefs. Once the individual values are established, the individual progresses toward the group values component (HERI, 1996).

Consciousness of self. The first value of the 7 Cs is consciousness of self, which entails being aware of individually held beliefs, values, attitudes, and emotions that motivate an individual to take action. Consciousness of self is a fundamental value to the SCM because it is the necessary component to realizing the other values within this model. Once a leader develops an accurate self-concept, and is able to observe his or her own behavior at any given time, he or she has acquired a consciousness of self. Through self-awareness, being an effective member of a team, and being of service to others, social change begins to emerge. When a leader understands himself or herself, that leader is able to develop a consciousness of others. Through a consciousness of others, a leader who recognizes and understands the needs of those in which s/he leads emerges (HERI, 1996).

Congruence. The second C is congruence, which focuses on thinking, feeling, and acting consistently within one's own deeply-held beliefs. This entails being true to yourself. Developing a consciousness of self, the first C, is an essential component to establishing congruence. In order to be true to deeply-held beliefs, one must examine what those beliefs are to live in accordance with those beliefs. Social change occurs when a group comes together based on a common concern or purpose, and the leader is

able to work within the group. Leadership begins with a feeling, and when the feeling is converted to behavior that is congruent with our beliefs, leadership of others is successful. When many people come together for a common purpose, collective congruence emerges and movement toward social change begins.

There will be times when congruence is challenged by determining whether or not to accept the group's direction or follow one's own dissenting beliefs. The leader must share his or her concerns, as well as the reasons for those concerns, with the others in the group. Remaining true to oneself is important, even if it means sharing dissenting opinions, "[p]erhaps the existence of differences within the group is less significant than a willingness to air these differences and to hear the views of others with an open mind" (HERI, 1996, p. 38). While it is important to air a dissenting viewpoint, it is also important to know when it is appropriate to share your opinion, and when it is not appropriate. Speaking up about every minor concern is likely not beneficial to the group. Knowing the difference between when to share such viewpoints and when it is more disruptive than helpful is a sign of successfully knowing what beliefs are in serious conflict with personal beliefs or values (HERI, 1996).

Commitment. Commitment is the third C under the individual values component and implies passion and continuation in whatever it is that motivates an individual.

> Commitment involves the purposive investment of time and physical and psychological energy in the leadership development process: helping the group to find a common purpose and to formulate effective strategies for realizing that

> purpose, sustaining the group during times of controversy, and facilitating the actual realization of the group's goals. (HERI, 1996, p. 40)

A leader's commitment brings liveliness to an activity and the intended outcomes. It provides the drive that pushes individuals toward completion of tasks. Being committed is allowing your heart to function as the driving force, which comes from having acquired consciousness of self and congruence. When consciousness of self comes together with congruence, commitment is achieved and allows one to make decisions. No one can force someone to be committed to something in which s/he is not invested. Commitment must come from within and cannot be delegated or demanded from an organization or colleague.

Commitment is about action and doing things that align with our beliefs. Following through on tasks is an attribute often associated with leadership. A committed leader is able to follow through on tasks and be committed to seeing projects and visions from start to finish. The SCM encourages an understanding of one's own beliefs and attitudes so s/he can act with commitment. Maintaining a healthy commitment level is essential, as individuals with tremendous passion and commitment can lead to cults or bigotry. An example of an unhealthy commitment level was displayed by the terrible acts of Adolf Hitler. Once an individual has achieved consciousness of self, congruence, and commitment, one can move away from merely developing individual values toward developing group values (HERI, 1996).

Group values. The second component associated with the 7 Cs focuses on group values. The three Cs associated with the development of group values are collaboration, common purpose, and controversy with civility. These three Cs are under the umbrella of group values because effecting positive change entails encouraging and influencing others. Collaboration is achieved when a group is able to take advantage of the many talents and perspectives within the group and determine creative solutions and actions. Following collaboration is common purpose, which entails working with one another within certain boundaries. Staying within boundaries leads to the final C within the group values component, which is controversy with civility. Simply stated, this C focuses on how to effectively disagree. Once the group values are established, the individual progresses toward the community/societal values component (HERI, 1996).

Collaboration. The first value within this component focuses on collaboration. The ability to work collaboratively with others is the most important aspect of group leadership. Through collaboration, empowerment of self and others is established through trust. Working with others maximizes the effectiveness of the overall group by focusing on individual talents and using those talents to best benefit the group. A variety of viewpoints are tremendously beneficial when determining the best approach to any situation, as more viewpoints entail more creative and effective solutions. To truly collaborate requires that individuals within a group come together with a mindset ready to consider a variety of perspectives and ideas. Collaboration is most effective when there is a clear-cut division of labor, meaning each person has responsibilities that are

maintained. By collaborating, and each person retaining certain aspects of responsibility, the overall group benefits and becomes more cohesive (HERI, 1996).

Common purpose. Common purpose proposes that all individuals work together to collectively analyze and undertake any issues within a group. Group members will likely be more committed to the group vision if they play a role in determining the group vision. Through the collaboration of working together, the group determines a shared common purpose, increasing the desire of group members to achieve the stated common purpose. When each individual within a group is working toward a common purpose, a high level of trust is established. Through the development of trust, group values are being established. When group values emerge, a team approach to issues or concerns begins to be displayed (HERI, 1996).

Controversy with civility. The third, and final, C within the group values component is controversy with civility. When working within a group setting, differences in viewpoints are expected. The differences should be known among the group, but displayed respectfully. Controversy within this component focuses on the willingness to listen to and consider the view of everyone within the group. Civility within this component is intended to provide a safe environment for others to respectfully state their viewpoint. Through controversy, new and creative solutions to problems are likely to arise. In turn, benefitting the group as a whole by providing a deeper insight and understanding to the group with each varying opinion. Respectful disagreement is very beneficial to any group. However, controversy is not simply about being resolved.

Instead, controversy should be seen as an important part to finding the most beneficial way to apply common purpose.

Disagreements within groups are likely to be resolved with civility when there is an established, strong sense of community. By creating a community in which people know and care about one another, group members better understand different viewpoints and show an attitude of care toward each other.

> The major barriers to resolving disagreements with civility include strong self-interest, strongly held values which the individual refuses to express or acknowledge, an unwillingness to cooperate with others, defensive communication, a fear that something will be lost or given up, and a lack of a cooperative or "win-win" philosophy among group members. (HERI, 1996, p. 63)

These barriers can be best resolved through acquiring skills within the previously stated values, especially those skills associated with congruence, consciousness of self, commitment, common purpose, and collaboration. Of most importance is to realize that both individuals and the overall group will learn and grow from approaching differences using a cooperative manner to arrive at mutually satisfying outcomes (HERI, 1996).

Community/societal values. The third, and final, component within the Social Change Model of Leadership Development is community/societal values. The one C associated with the development of community/societal values is citizenship. The ultimate goal of leadership is positive social change, so the intended outcome is change.

Once community/societal values are established, the individual has learned how to effect positive change (HERI, 1996).

Citizenship. Contained in this component is the final C, which is citizenship. Within this model, citizenship is defined as much more than merely being a person within a community.

> 'Citizenship,' in the context of this model, means much more than mere membership; rather, it implies active engagement of the individual (and the leadership group) in an effort to serve that community, as well as a 'citizen's mind' – a set of values and beliefs that connects an individual in a responsible manner to others. Citizenship, in other words, implies social or civic responsibility. (HERI, 1996, p. 65)

Through citizenship, the individual and the collaborative group become responsibly connected to the community, as well as to society as a whole. Being a good citizen focuses on producing positive change on behalf of others and to the community as a whole. Therefore, citizenship is interdependent on everyone who is involved.

Change. The intended outcome of The Social Change Model of Leadership Development is to produce individuals who work toward positive social change. Once the 7 Cs have been developed, the leadership skills acquired through the SCM provide the individual with the capabilities to effect positive change. As a result, a true leader is developed and is regarded as "one who is able to effect positive change for the betterment of others, the community, and society" (HERI, 1996, p. 16).

Selection of the Social Change Model of Leadership Development

One of the most important aspects for any leadership development program on a college campus is to examine what is most important for students to gain from such a program and to define leadership. Leadership programs that are created without analyzing the purpose for such programs are often too broad and less than successful. When a framework is not established for a leadership development program, ambiguity surrounding the construct of leadership surfaces (Rosch & Kusel, 2010). DeRue and Ashford (2010) propose the importance of conceptualizing leadership as a process that is shared and is equally endorsed within a group. When leadership is viewed as shared among many, skills related to leadership development are enhanced. When selecting a model to use for a leadership development program, it is important to determine why one model is more suitable than another.

The Social Change Model of Leadership Development is one of the most commonly used models in college student leadership programs (HERI, 1996), and through close examination the reasons for use of this model seem clear. The SCM is easy to understand and has a well-designed book to assist with best understanding the model. While having the appropriate resources to best understand the model selected is important, it is not the only important aspect when selecting a model. Definitions of terminology used within a model are very important when determining whether a model is appropriate for a specific institutional setting. Through understandable definitions, one can come to understand the purpose of the model. The SCM provides many definitions, and all definitions are easy to understand and relate to the college setting.

When comparing these four models, there are effective and non-effective features to all of them. The SCM encompasses many of the positive aspects that the other models do, but lacks empirical research regarding its use and effectiveness. However, the SCM has a positive reputation throughout college campuses, and was created by a team of experts (HERI, 1996). When selecting a leadership model to be used on a college campus, the most important component entails exploring which one is the best fit for the particular campus. While each model has benefits and downfalls, the SCM seems to be the easiest to follow, most well-defined, and user-friendly model.

The Warriors L.E.A.D. Series

The Warriors L.E.A.D. Series is comprised of three different leadership development tracks (Rahim, n.d.) and is designed so that each track focuses on a different component of the SCM (HERI, 1996). The first track, Emerging Warriors, focused on individual leadership development. Developing Warriors, the second track, focuses on group leadership development. Advancing Warriors, the third track, focuses on community/societal leadership development. Regardless of which track a student desires to participate in, s/he must apply, which includes self-selecting a track (Rahim, n.d.). To date, no student who applied to participate had been denied the opportunity to do so; however, if participant numbers continue to increase from year-to-year, such restrictions may apply. In an effort to better understand the content included in each of the three different leadership tracks, each track is operationalized as follows.

Emerging warriors. The Emerging Warriors track of the Warriors L.E.A.D. Series is framed around the first component of the SCM, which focuses on individual values (HERI, 1996). The goal of this track is to assist students in better understanding their own personal leadership styles and strengths so that they may become a stronger individual leader. Additionally, there are no prerequisites to participating in this track.

The content for this track was derived from the theory of Emotionally Intelligent Leadership (EIL). One capacity from each facet was selected as the focus for the Emerging Warriors. While there are 21 capacities within EIL (Shankman & Allen, 2010), only three were selected as the framework for this track. The intention for selecting only three of the capacities to focus on was so that all students had an in depth understanding of these three capacities instead of merely a shallow understanding of all 21. The three capacities focused on were: environmental awareness, honest self-understanding, and empathy. Over the course of a single academic semester, the Emerging Warriors met for six separate sessions. Each session had a specific goal, which follows (Rahim, n.d.).

Session one. During the first session, the main purpose was to give an overview of Emotionally Intelligent Leadership (Shankman & Allen, 2010). The theory and concept of EIL was presented to the group and questions were encouraged. All 21 of the capacities were briefly discussed, and the 17 that were not being directly focused on through this track were assigned to groups of four to five students to present during the last session (Rahim, n.d.).

Session two. The focus of this session was to concentrate on the three consciousnesses of environmental awareness, honest self-understanding, and empathy, which was the framework for this track. Students received their own copy of the *Emotionally Intelligent Leadership for Students workbook* (Shankman & Allen, 2010), as well as the accompanying *Emotionally Intelligent Leadership for Students inventory* (Shankman, Allen, & Facca, 2010). The inventory (Shankman et al., 2010) was completed by each student so that each could understand his or her areas of strength. This inventory consisted of 24, five point Likert scale questions, in which each student reflected upon his or her own leadership experiences. The scores from each of the questions were added up to produce a number that indicated his or her level of ability within each facet. From the results of this inventory, students created personal goals for themselves (Rahim, n.d.).

Session three. The focus of this session was to deeply examine the capacity of environmental awareness. Environmental awareness entails critically examining, and thinking deeply, about the environment of a leadership situation. Once environmental awareness was understood, the impact that environment has on an individual's ability to lead becomes evident (Shankman & Allen, 2010). Through a selection of hands-on activities, the facilitator focused this session on an in-depth understanding of environmental awareness (Rahim, n.d.).

Session four. This session focused on an in-depth understanding of the second capacity selected, which was honest self-understanding. Honest self-understanding focuses on knowing your own personal strengths and limitations (Shankman & Allen,

2010). Through an understanding of personal strengths and weaknesses, a leader better understands how the holistic understanding of oneself enhances his or her ability lead. This session provided hands-on activities, as presented by the facilitator, to gain a solid understanding of honest self-understanding (Rahim, n.d.).

Session five. Session five focused on the final of the three selected capacities, which was empathy. The purpose of understanding empathy allows students to build healthy relationships, work through difficult situation, and develop effective trust (Shankman & Allen, 2010). A successful understanding of empathy entails an individual having a high self-awareness and an awareness of others, "…to identify with the emotions of another person, you must first understand your own emotions" (p. 137). Through various hands-on activities, an in-depth understanding of empathy was discovered (Rahim, n.d.).

Session six. Session six was the final session for the Emerging Warriors track. The focus of this session was on the group presentations that were assigned during the first session. Small groups, of four to five students, presented on the seventeen other EIL capacities that were not studied in-depth throughout this track. These were short presentations lasting approximately three to five minutes. Students were encouraged to ask questions and participate in the presentations when possible. Upon completion of these presentations, all participants received a certificate of completion indicating successful completion of the expectations within the Emerging Warriors (Rahim, n.d.).

The developing warriors. The Developing Warriors track of the Warriors L.E.A.D. Series is framed around the second component of the SCM, which focuses on group values (HERI, 1996). The goal of this track was to assist students in better understanding their role within a group setting so that they may become a stronger leader among others. Participation in this track was intended for students who currently hold a position of leadership, or desire to hold a position of leadership, within an organization (Rahim, n.d.).

The content for this track was derived from the Certified Student Leader Group Fundamentals program through the National Center for Student Leadership (NCSL, 2012). Successful completion allowed the individual student to become a Nationally Certified Student Leader. Over the course of nine sessions, the students progressed together through eight, online video modules. Each student was given a three-ring binder of all the PowerPoints within each module so s/he could take notes and follow along. Upon completion of each video module, the facilitator led a group discussion about the content of the module.

Each student was provided an individual login from the NCSL as this video module program could be completed independently. However, this track required cohort participation for successful completion of the Developing Warriors track. The facilitator logged in and played the online modules for the group, each of which lasted 40 minutes, and concluded each session with a group discussion. Each of the sessions had individual goals, which follows (Rahim, n.d.).

Session one. The online module for this session was titled *Becoming a Leader of Character* (NCSL, 2012). The goals of this session were to understand how to align personal values and beliefs with actions as a leader. Through a solid understanding of integrity and how to act with integrity, students understood the importance of character and the role it plays in leading a group. In addition to completing the first module, students were assigned to complete a campus-improvement project. Students worked in self-selected groups and chose an on-campus project to complete that improved the campus community. The students were to complete this project over the course of the semester and present their completed project at the final session of the Developing Warriors (Rahim, n.d.).

Session two. The online module for this session was titled *Interpersonal Skills for a Cohesive Student Organization* (NCSL, 2012). The focus of this session was to develop strong communication skills. To begin, this session started with an assessment of personal communication styles, and an understanding of how to use individual natural tendencies to communicate effectively. The ability to constrictively deal with criticism is an important component of this session as well as how to work well with different communication styles. To conclude this session, the skill of working toward a group vision while still respecting individuality was emphasized (Rahim, n.d.).

Session three. The online module for this session was titled *Intentional and Inclusive Community Building* (NCSL, 2012). The goals of this session were to make the most of diverse skills, talents, and perspectives. Through an understanding of learning communities and how to lead a group in a manner that insured every group member is

heard, this session enhanced the skill of understanding and bridging differences within a group. Additionally, a successful leader must understand what triggers affect the leader, and how such triggers impact the perception the leader holds. Another focus of this session is on creating an inclusive community by moving a group through the stages of awareness, knowledge, skills, and action (Rahim, n.d.).

Session four. The online module for this session was titled *Prepare for Success: Strategic Planning* (NCSL, 2012). The goals of this session were how to successfully achieve the goals of an organization through the use of strategic planning. Through a focus on how strategic planning benefits an organization, this session detailed the differences between a mission and a vision for an organization, and the importance of having both. Creating objectives based on the organization's principles and values was emphasized as an important component to successfully leading a group. Skills for creating an action plan, allocating resources and responsibilities, and measuring progress concluded this session (Rahim, n.d.).

Session five. The online module for this session was titled *Effective Organizational Meetings* (NCSL, 2012). The goals of this session were to create, run, and enhance effectiveness of meetings. This session began with establishing an understanding of why effective meetings were beneficial to an organization, and how to create and use an effective agenda while maintaining focus. Skills for assessing and changing the energy of a meeting and encouraging active participation within a meeting were emphasized next. To conclude this session introducing parliamentary procedures

and how to use and understand motions and amendments within meetings was emphasized (Rahim, n.d.).

Session six. The online module for this session was titled *Event Success: Planning and Publicity* (NCSL, 2012). The goals of this session were to understand the stages of effective event planning before, during, and after an event. Beginning with questions to ask before planning an event, to understanding the purpose of documenting your event and everything in between, this session focused on the role that planning and publicizing play in creating a successful event. Furthermore, the most cost-effective and beneficial way to publicize an event, as well as the good, and bad, of word-of-mouth publicity were detailed to finish this session (Rahim, n.d.).

Session seven. The online module for this session was titled *Transforming and Resolving Conflict* (NCSL, 2012). The goals of this session were to focus on the relationships within an organization and resolving conflicts that will arise. To begin this session, the role of communication within conflict resolution was detailed, as well as the skill of active listening. This session ended with understanding varying approaches to conflict and the skill of effective problem solving and resolution within an organization (Rahim, n.d.).

Session eight. The online module for this session was titled *Playing the Part: Roles and Transitions* (NCSL, 2012). The goals of this session were to understand the different leadership roles within an organization and how to transition into and out of different leadership roles within an organization. Identifying the best candidates for leadership positions and creating a sense of involvement and ownership with members of

the group are vital when transitioning from one leader to the next. This session detailed the need for transition goals, communicating the leadership roles and responsibilities, and identifying sources of support for incoming leaders. To conclude this session, the skills of reviewing the organizational structure, history, and procedures were detailed as well as introducing new leaders to manuals and other important resources. This session concluded the online module component of this track (Rahim, n.d.).

Session nine. This was the last session of the Developing Warriors track. The focus of this session was on the group presentations that were assigned during the first session. Participants submitted a reflection paper about their campus improvement project, and presented their project to the group. The presentations included the details of the project, as well as their reflection of the project. Students were encouraged to ask questions and participate in the presentations when possible. Upon completion of these presentations, all participants received a certificate of completion indicating successful completion of the expectations within the Developing Warriors (Rahim, n.d.). Since this track was a facilitated program from the National Center for Student Leadership, a final exam was completed by each student after leaving the final session. Each participant was allowed one opportunity to take the online final exam and once passed, with 80% or higher, the student became a Nationally Certified Student Leader. The National Center for Student Leadership issued the certificate for the Nationally Certified Student Leader upon successful completion of the final exam (NCSL, 2012).

Advancing warriors. The Advancing Warriors track of the Warriors L.E.A.D. Series was framed around the third component of the SCM, which focused on societal/community values (HERI, 1996). The goal of this track was for students to assess their current leadership skills and build upon their leadership potential to make a real difference in society. Advancing Warriors was intended for junior and senior level students who wanted to advance their leadership skills by learning the best practices in leadership. The content for this track was based on Kouzes and Posner's (2008) student leadership challenge. Over the course of a single academic semester, the Advancing Warriors met for eight separate sessions. Each session had a specific goal, which follows (Rahim, n.d.).

Session one. During the first session, the main purpose was to give an overview of the Student Leadership Challenge. The theory and concept of the Student Leadership Challenge was presented to the group and questions were encouraged. Students participating in this track were asked to complete the Student Leadership Practices Inventory (Kouzes & Posner, 2008), an online leadership inventory to assess their perception of their leadership skills. In addition to completing the self-assessment, students were assigned to complete a campus-improvement project. Students worked in self-selected groups and chose an on-campus project to complete that improved the campus community. The students were to complete this project over the course of the semester and present their completed project at the final session of the Advancing Warriors.

To conclude this session, students were asked to contact individuals, who have observed their leadership, to assess the student's leadership skills. The participating student was to email the Leadership Practices Inventory (LPI) to the observers to complete. The information from all observers was compiled into one, easy to read report. During session two, the self-report from the participating students was compared to the same report from the observers (Rahim, n.d.).

Session two. This session focused on gaining an understanding of other people's perception of the student's leadership skills. Through a comparison of the student's self-report to the report from the observers, the participating student was able to gain an understanding of how his/her leadership was perceived by others. The report from the observers provided the feedback necessary for students to understand whether their perceived leadership aligns with their actual leadership. Each of the Five Practices for Exemplary Leaders (Kouzes & Posner, 2008) were displayed in the compiled report, and were used throughout the remainder of this track as a point of reference. Through a detailed analysis and discussion of the LPI report, students discovered a complete view of their leadership strengths and weaknesses (Rahim, n.d.).

Session three. The focus of this session was to examine the first of the Five Practices for Exemplary Leadership, which was *Model the Way* (Kouzes & Posner, 2008). The premise of this practice was to lead by example. Since leaders must understand and back up his/her beliefs, it is important that leaders know what they believe in so those beliefs are accurately displayed. Through the use of the LPI

assessment results, students were able to see which of the Five Practices were well developed and which were not (Rahim, n.d.).

Session four. The focus of this session was to examine the second of the Five Practices for Exemplary Leadership, which was *Inspire a Shared Vision* (Kouzes & Posner, 2008). This practice focuses on having a vision as the leader, while also inspiring others to have a vision for the future of the organization. Sharing a vision enlists others to desire to work toward that vision with the leader. To conclude this session, the LPI assessment results were used to determine the level of development for inspiring a shared vision (Rahim, n.d.).

Session five. The focus of this session was to examine the third of the Five Practices for Exemplary Leadership, which was *Challenge the Process* (Kouzes & Posner, 2008). Practice three is about taking risks and making changes for the improvement of the organization. Any leader who wants to make an impact within an organization must challenge commonly held practices to invoke change. It is only through the process of change that something different will emerge. To conclude this session, the LPI assessment results were examined to see the students' level of skill in challenging the process (Rahim, n.d.).

Session six. The focus of this session was to examine the fourth of the Five Practices for Exemplary Leadership, which was *Enable Others to Act* (Kouzes & Posner, 2008). This practice is about inspiring others to collaborate and work well together, including holding individuals within the organization accountable. Through a combination of motivating others to act and holding each member accountable, an

organization will be able to successfully move forward. To conclude this session, the LPI assessment results were examined to better understand the students' level of enabling others to act (Rahim, n.d.).

Session seven. The focus of this session was to examine the fifth, and final, of the Five Practices for Exemplary Leadership, which was *Encourage the Heart* (Kouzes & Posner, 2008). The premise of this practice is to encourage others toward success. In addition to encouraging others, this practices also focuses on recognizing the efforts of others. Through recognition, others continue to be motivated to make positive change. To conclude this session, the LPI assessment results for encouraging the heart were examined (Rahim, n.d.).

Session eight. This was the last session of the Advancing Warriors track. The focus of this session was on the campus-improvement presentations that were assigned during the first session. The presentations included the details of the project so that others could understand the purpose of completing such a project. Within the presentation, students were to include how they addressed each of the Five Practices for Exemplary Leadership (Kouzes & Posner, 2008) into their campus-improvement project. Students were encouraged to ask questions and participate in the presentations when possible. Upon completion of these presentations, all participants received a certificate of completion indicating successful completion of the expectations within the Advancing Warriors (Rahim, n.d.).

Socially Responsible Leadership Scale (SRLS)

The original SRLS was comprised of 104 question-items and was developed because there was a void in available tools to operationalize leadership among college students (Tyree, 1998). At the time of the original SRLS creation, leadership instruments were primarily created for use in formal settings, comprised of positional leaders (Snyder-Nepo, 1993). As a result of the need for non leader-centric leadership development assessment, Tyree's (1998) instrument assisted in filling this void. Additionally, this instrument measures the link between social change, the eighth and final goal of the Social Change Model of Leadership Development, and leadership.

Tyree's (1998) research consisted of a variety of tests to determine the validity of the original SRLS. First and foremost, the focus was on content validity through analysis by a rater exercise. Through the use of students, leadership experts, and the individuals responsible for creating the SCM, the rater exercise was conducted. Upon completion of the rater exercise, the original 291 items were reduced to the 202 items that were used in the pilot study.

The pilot study consisted of distributing the 202 items to 101 undergraduate students in six different settings. Of the 101 undergraduate students, 71 completed both administrations of the pilot instrument. When comparing the results of the pre- and post-test administrations of the pilot instrument, there was strong evidence for test-retest reliability. Tests for internal-consistency reliability and construct validity were conducted to identify a group of items that consistently measured each construct. A factor analysis was the statistical method used to determine that the instrument was

measuring what it intended to measure. When comparing the results, 98 items were identified for deletion; thus, the remaining 104 items of the original SRLS were formatted for the final administration of this study. The final study was conducted using simple random sampling, which resulted in 342 instruments returned from the original 675 disseminated. Chi-square tests were conducted to determine that no significant difference was noted based on sex, race, and classification between sample and respondents (Tyree, 1998).

Due to the length of the original SRLS, the practicality of this instrument for use negatively affected response rates. As a result, the SRLS – Revised was created. Through a sample of 859 participants, it was determined that removing the items with the lowest alpha levels would maintain acceptable reliabilities, and resulted in 21 items being removed (Dugan, 2006a; 2006b). Continual testing revealed that the high number of questions still negatively affected response rates; as a result, the SRLS – Revised was reduced to the 68 items, using standard data reduction techniques, to the current SRLS – R2 (DeVellis, 2003). The SRLS – R2 is the currently used leadership assessment tool for the SCM, and was used in this study.

Purpose of Leadership Development Programs

Research that took place pre-1990, relied heavily on psychological constructs and measures when studying students' abilities to interact with others. Very few of these studies examined the role that the institution had on leadership development (Pascarella & Terenzini, 2005). Today, leadership development remains a central goal for higher

education institutions as substantiated through collegiate mission statements that include leadership components, and the increased presence of such programs on campuses (Astin & Astin, 2000). However, there is a gap between leadership research and models used in practice (Dugan, 2006b). This disconnect substantiates the need for leadership development programs that are connected to theory. Astin and Antonio (2000) indicate that students of previous decades showed concern for issues related to social and humanitarian concerns; however, millennial students are increasingly concerned with their own careers and financial welfare. This increased narcissism in students indicates a strong need to provide avenues for students to develop in ways that are beneficial beyond themselves. The amount of student learning and personal development of students is directly related to the quantity and quality of participation in student involvement, including leadership experiences and activities (Astin, 1985). Hollander (1992) indicates that leadership is a process, not a person. Therefore, the process of acquiring leadership skills is vital to the collegiate environment. The creation of leadership programs on campuses provides the link between collegiate involvement with developmental gains for students. Therefore, leadership development is a critical tool for influencing student learning and development (Dugan, 2006a).

Students who are involved in leadership activities throughout their undergraduate years have higher levels of educational attainment than students who do not participate in such activities (Astin, 1993). Day and Harrison (2007) indicate that developing insights into the process of leadership is directly correlated to subsequent thought, affect, motivation, and action. As a result, being engaged in the leadership process promotes

seeking out leadership responsibilities and opportunities for leadership roles (Day, Harrison, & Halpin, 2009). Pascarella and Terenzini (2005) state that most studies on leadership suggest that a variety of aspects of campus life experiences, not just organizational characteristics, are powerful predictors of leadership development. Therefore, it is imperative to provide as many opportunities to propel students toward higher academic achievement.

> If institutions are serious about developing lifelong competencies in their students; if they value connecting academic learning with community concerns; and if they desire to graduate a legacy of leaders in businesses, organizations, governments, schools, and neighborhoods, then leadership development programs and activities must be given priority. (Cress et al., 2001, p. 23)

Forging educational partnerships, creating environments that are inclusive, and systematically evaluating student performance are just a few of the recommendations for good practices in student affairs for effective leadership development programs (Zimmerman-Oster & Burkhardt, 1999). Incorporating their recommendations into a leadership development program allows participants an opportunity to develop lifelong leadership competencies. When students are involved, Astin (1993) indicates that leadership development, as defined by psychosocial and physical energy expended within the collegiate environment, is directly linked to successful leadership development. Pascarella and Terenzini (2005) state, "[s]tudies of programs or educational experiences specifically designed to promote leadership skills consistently show that such interventions are successful" (p. 247). Therefore, providing opportunities for

involvement within a formalized leadership program benefits both students and the university alike.

Benefits of Leadership Education and Development

Participation in leadership education and development has proven to assist in the development of students both during and after college as well as enhance the overall university environment. In a longitudinal study conducted by Dugan et al. (2008), formalized leadership programs were examined to determine if there were direct influences on the development of leadership skills in students by participation in such programs. The results of this study indicated much growth in leadership-related skills; such as multicultural awareness, skills in conflict resolution, self-awareness, civic responsibility, goal-setting, and a commitment to and understanding of leadership. Additionally, the mere presence of a formalized leadership program on campus also benefitted students who did not participate in the formalized leadership program. This "halo effect" across campus provided a cultural background that encouraged conversations between students who had participated in the leadership development program with those who had not (Dugan et al., 2008).

The value of peer interactions is tremendous within a campus environment and is described by Komives, Owen, and Longerbeam (2005) to be one of the essential influences that foster leadership development in college students. When students engage in socio-cultural and diversity-related conversations with peers, the powerful influence of peer-to-peer interactions becomes glaringly evident (Dugan & Komives, 2010). While

such conversations are vital to the development of students, these conversations are all too often compartmentalized into a small segment of a leadership development program. The reality is, these conversations should take place across campus, and happen regularly (Segar, Hershey, & Dugan, 2008). Conversations about inclusiveness are vital and should be incorporated in student leadership programs (Cherrey & Isgar, 1998). Mere awareness of diverse views and perspectives is a necessary skill to insure that people can effectively engage in conversation with others (Drath, 2001). Dugan and Komives (2010) highlight that peer conversations, not just interactions, contribute to gains in socially responsible leadership. As a result, encouraging positive peer interactions enhances leadership potential among students.

Students who participate in leadership classes or programs succeed in areas of development that may not otherwise be achieved. Public speaking and the ability to influence others are strong improvements depicted by those who participate in such leadership development opportunities (Moriarty & Kezar, 2000). The American College Personnel Association (ACPA) focuses on student learning through the dissemination of knowledge, focusing on educating the whole student. The Student Learning Imperative within the ACPA assumes that learning, personal development, and student development are intertwined and cannot be separated from one another. Furthermore, a college-educated person has cognitive skills, competence in day-to-day functioning, ability to apply knowledge and understanding, and has developed an appreciation for human differences, and a rational sense of self within a societal context (1994). It is through

successful leadership development programs that the skill set to encourage this type of valuable development is formed.

Cress et al. (2001) state that students who participate in leadership development programs or activities are more likely to develop a sense of civic responsibility after their four year college career than students who do not. This civic responsibility aligns perfectly with the focus of the SCM, to create positive social change (Komives & Johnson, 2009). Through a combination of different leadership development programs and activities, students are able to develop leadership potential that will substantially benefit their future. The efforts of student development professionals provide students with a holistic college experience, complete with leadership development opportunities.

Maintenance of Leadership Programs

Creating a leadership development program is only a portion of the struggle toward creating positive change within a college campus, and in society as a whole. Once a program has been successfully created, it needs to be well maintained. Through careful thought and planning, a well-created leadership development sequence is one that can be carried out for years. While an administrator often initiates the original creation of a leadership development program, it is the combined efforts of an administrator and the students involved to maintain a flourishing program. Campus administrators have the opportunity to role model so students can view leadership as something that is not just taught, but also something that is practiced on campus (HERI, 1996). When establishing a leadership development program, it is important to create a collaborative style of

leadership between those running the program and those who are participants in the program (Komives, Wagner, & Associates, 2009).

An interesting dichotomy occurs between the administrator running the leadership development program and the students participating. The administrator is seen as an authority figure from the beginning of the program. The concern with the power differential is that students may not fully embrace the collective, teamwork style of leadership if they feel the administrator is the only leader in the room. Knowing this area of concern, it is very important to discuss this apprehension at the onset of the leadership development sequence with the students participating in the program. By discussing this dichotomy, the power differential can be minimized in the eyes of the students. While an administrator may feel that this power differential is non-existent, and need not be addressed, the same assumption cannot be made from the perspective of the students. A discussion of the intent of the leadership style displayed will assist with eliminating this dichotomy. For true leadership to be displayed, all individuals must practice the behavior that is expected of those they lead (HERI, 1996).

Synthesis of the Review of Research

Throughout the literature, undergraduate student leadership development for traditionally-aged college students is an area that is continually depicted as beneficial. The breadth of literature on the subject of leadership is extensive. However, the literature based solely on college student leadership development is an area that needs enhancement. In particular, empirical research surrounding the Social Change Model of

Leadership Development is minimal. Moriarty and Kezar (2000) note that despite the fact that the SCM is developed specifically for college students and is among the most well-known, there is little published empirical research about its use.

Assessment methods for leadership development are minimally existent among the literature. With the widespread popularity of the SCM, there exists only one assessment tool that is specifically designed to measure leadership development among college students. Tyree's (1998) Socially Responsible Leadership Scale – Revision 2 (SRLS-R2) is the only valid and reliable scale available for such assessment. Therefore, the breadth of empirical data on leadership assessment is minimal, specifically the use of the SRLS-R2. This study will improve understanding in this area.

Summary

The leadership literature clearly depicts the importance of leadership development and training for undergraduate college students. While a variety of factors influence college student development, it is clear that leadership skills enhance the lives of students both during college and beyond. Accordingly, the role of higher education is to educate students for productive citizenship through holistic learning, resulting in a need for leadership training. Since we are all responsible for the holistic development of students, it is the responsibility of faculty, staff, and students alike to foster this development (Roberts, 2007).

Understanding the breadth of literature on leadership allows student development professionals to best enhance leadership programs on campuses. The study of a single

theory leadership development program, and the assessment scale associated with determining the amount of leadership developed, will be conducted. This study will enhance the breadth of literature pertaining to undergraduate student leadership development and will examine the role that participation in such programs plays in students' educational experiences.

The methodology used to collect data for this study is detailed in Chapter III. This chapter provides information on the role of the facilitator and researcher, participants, instruments, research design, analysis, human subjects approval, and procedures and timelines.

Chapter III

METHODOLOGY

Introduction

Leadership education and development are important components of the undergraduate college experience. Higher education institutions are responsible for educating future professionals, and the development of leadership skills has tremendous potential to increase the quality of American democracy for everyone (HERI, 1996). As a result of the increased demand for undergraduate student leadership development programs, there is also an increased demand for assessing that leadership skills have actually developed through participation in such programs.

This study hypothesized that participation in the Warriors L.E.A.D. Series enhances leadership abilities. Through a comparison of students who participated in a leadership development series at a 4-year, public, Midwestern university, to students attending the same institution who did not participate, the role of leadership development programs for undergraduate student leadership development was explored. The Social Change Model of Leadership Development (SCM) has changed college student leadership development practices (Dugan & Komives, 2007), and was the single theory leadership model that provided the theoretical framework for this study. Through a quantitative research approach, using Tyree's (1998) Socially Responsible Leadership

Scale – Revision 2 (SRLS-R2), the leadership development of students within this institution was studied.

The design for this study was quasi-experimental, pre-test, post-test, and follow-up design. Using this approach, individuals participating in the study were assessed using pre-test, post-test, and follow-up data from the SRLS-R2 scale. The same pre-test, post-test, and Follow-up was given to students participating in the leadership development series and to students within the control group. Through an analysis of variance (ANOVA), the difference between participants and non-participants was tested (Cress et al., 2001).

This chapter provides a detailed and focused understanding of the study that was conducted. First, the Warriors L.E.A.D. Series is defined. Information about participants in the study is provided next. The research design and an analysis of the procedures used during data collection are then discussed. Subsequently, the rights of the human subjects involved are outlined to validate the protected nature of the participants involved in this study. To conclude this chapter, the procedures and timeline of the study are explained.

The Role of the Facilitator and the Researcher

The Warriors L.E.A.D. Series was created and is facilitated by the Associate Director of Student Activities and Leadership at a 4-year, public, Midwestern university. The Associate Director of Student Activities and Leadership is a Master's degree required position, and was a new position to this institution at the time the series was created. Through research on leadership development models, the facilitator selected the SCM as the theoretical framework for this series, and created the curriculum for each

track (Rahim, n.d.). Leadership education and development was one of the main roles within this salaried position, and was a directive from the Vice President of Student Life and Development.

The role of the researcher in the series was to administer the surveys to participants. The researcher attended each of the first sessions, for each track of the series, and administered the consent form and the pre-test survey. The post-test survey was administered at the final session for each of the tracks. The Follow-up survey was administered at the spring semester Leadership Retreat, a requirement for participants of the Warriors L.E.A.D. Series. The researcher administered the Follow-up surveys prior to the start of the retreat.

Participants

The participants for this study were selected from individuals participating in the leadership development series at a 4-year, public, Midwestern institution. The participants within the treatment group were the individuals who participated in one of the three tracks of the Warriors L.E.A.D. Series. Students ranged in age between 18 and 22 years old, the traditional-aged college student. The number of individuals who successfully completed the Series, between all three tracks, was 50 undergraduate students. In the Emerging Warriors group, which focused on individual leadership, there were 37 students who began the course, with 28 successfully completing this track of the Series. The Developing Warriors group focused on group leadership, and began and ended with 11 students. The Advancing Warriors group focused on community/societal

leadership, and began with 14 students and concluded with 11. The total student attrition from the treatment groups, from pre-test to post-test, was 12 undergraduate students.

The control group for this study was comprised of a group of undergraduate students who were not participating in the Series. These control group participants were randomly selected after volunteering to participate in the study. There were 82 surveys administered to control group participants, with a completion rate of 60 surveys for both the pre-test and post-test. The number of control group surveys administered for the pre-test was slightly higher than those participating in the treatment group to allow for participant attrition, with the end goal being that both the treatment and control group were similar in size.

The follow-up administration of the survey resulted in a loss of 16 surveys. Two of the students were from the treatment group, one from the Advancing Warriors track and one from the Emerging Warriors track, and the remaining 14 were from the control group. As a result, the total completion rate for all three administrations of the survey, was 48 participants in the treatment group. The total completion rate for all three administrations of the survey for the control group was 46 participants. In turn, the group sizes were comparable.

Instrument(s) for Data Collection

The instrument used for the data collection was the Socially Responsible Leadership Scale – Revised Version 2 (SRLS-R2) (see Appendix C), which consisted of 68 Likert scale questions. This is a statistically reliable and valid scale used to measure the seven constructs, as well as the final goal of change, associated with the Social

Change Model of Leadership Development. The Cronbach's alpha scores for the seven constructs, and the goal of change of the SCM are as follows:

SCM Construct	Cronbach's Alpha
Consciousness of Self	.82
Congruence	.82
Commitment	.85
Collaboration	.77
Common Purpose	.82
Controversy with Civility	.69
Citizenship	.92
Change	.78

Although the SRLS-R2 is a set of statistically valid and reliable scales, it is not a complete instrument. The scales are intended to be inserted into a Demographic and Background Instrument (Appendix D). Consequently, the development of survey questions about the leadership background or training that students have had prior to participation were inserted into the SRLS-R2 before administering it to students. The questions in the Demographic and Background Instrument (Appendix D) were compiled as follows:

Questions 1-6:	Adapted from the SRLS-R2 manual
Questions 7-10:	Taken from Tyree's (1998) research
Question 11:	Inserted by the researcher

The seven scales, which align with the seven constructs of the SCM, encompass 6-9 questions in Likert scale format. A Likert scale is set up to ask the participant about their level of agreement with each individual statement (Mitchell & Jolley, 2010). The Likert scale used for the SRLS-R2 is set up with 1 indicating strongly disagree, and 5 indicating strongly agree. The seven scales of the SRLS-R2 can be administered all together, or

administered individually based on an individual construct of the SCM. Through the use of the SRLS-R2, the success, or lack thereof, of the leadership development series was explored.

Research Design

The research design for this study was quasi-experimental because the participants were not randomly assigned to either the treatment or the control group (Mitchell & Jolley, 2010). Instead, the participants in the treatment group were selected based on their participation in the Warriors L.E.A.D. Series, and the control group participants were selected based on their non-participation in the Series, and their willingness to volunteer. This research was conducted using the between-subjects design by pre-test, post-test, and follow-up test of the SRLS-R2 to both the treatment and control groups.

The quasi-experimental design of this study addressed each of the hypotheses presented. The hypotheses that participation in each of the tracks of the Warriors L.E.A.D. Series enhances leadership abilities are directly related to this research design. Since the SRLS-R2 is specifically paired with the SCM, the quasi-experimental design focuses directly on the impact the SCM had on student leadership development. The pre-test, post-test, and follow-up scores associated with this quasi-experiment shed light on whether leadership developed, and to what extent. Additionally, the three different tracks associated with the Warriors L.E.A.D. Series were evaluated, independent from one another, to see if participation in the different tracks produced different amounts of leadership development.

Throughout the study, a few methods were employed to enhance the reliability and validity. The pre-test, post-test, and Follow-up administrations of the SRLS-R2 were presented simultaneously for both the treatment and control groups in an attempt to rule out the role maturation played among the participants. The administration of the post-test was administered six to eight weeks after the initial administration of the assessment. While this initially seems to be a short period of time between pre-test and post-test, the pilot of the original SRLS was administered for a second time just 4 weeks after the initial assessment (Tyree, 1998). The extra time allotted between pre-test and post-test in this study minimizes the validity threat of testing. The follow-up test was administered 9 to 11 weeks after the post-test administration of the assessment to determine retention of leadership skills. Additionally, the SRLS-R2 assessment remained the same between the pre-test, post-test, and Follow-up, minimizing an instrumentation concern to validity.

Analysis

The data collected was analyzed through the use of a factorial analysis of variance (ANOVA) with repeated measures, where interaction was explored using Bonferroni-adjusted t-tests. In addition to studying the difference in leadership development among participants and non-participants, this particular leadership series had three different tracks. As a result, comparisons of statistical differences were made between track one, two, and three. The intention of this analysis was to see if leadership development was stronger in track three (Advancing Warriors) than it was in track two (Developing Warriors), and if track two was stronger than track one (Emerging Warriors).

Additionally, data was analyzed using an ANOVA of the control group to the treatment group. All summary statistics are reported using mean and standard deviation.

Human Subject Approval – Institutional Review Board (IRB)

The rights of all human subjects were well protected throughout this study. The Institutional Review Board (IRB) reviewed the IRB application and deemed this research to be exempt status (see Appendix E). Participation in this study involved minimal risk to the participants. Prior to completing the SRLS-R2, all participants were given a statement of informed consent (see Appendix F and Appendix G) and were asked to read and sign the consent form. The researcher discussed with the participants that they were under no obligation to answer any question they did not wish to answer, and were free to withdraw from the study at any time with no adverse consequences. All data collected remained confidential and will be kept in a locked file for three years. There was no participant deception, and there was no risk to participants for being involved in this study.

Procedures and Timeline

The research began on September 19, 2011, during the start of the fall semester Warriors L.E.A.D. Series. The pre-test and post-test data collection took place over a six to eight week time period during that time. The follow-up data collection took place nine to eleven weeks after the post-test. All three tracks of the Warriors L.E.A.D. Series were evaluated independent of one another, and later compared. Through attendance at the first Warriors L.E.A.D. workshops, for each of the three tracks, participation for the study

was gained, and the pre-test SRLS-R2 was administered. At the last of each of the Warriors L.E.A.D. Series, the post-test SRLS-R2 was administered. Attending first-year orientation classes, and visiting upperclass residence halls established the control groups. Volunteers who were not participating in the Warriors L.E.A.D. Series were asked to complete the same assessment, during the same timeline, as those participating in the Warriors L.E.A.D. Series. The data collected from the control group was compared to the data collected from the treatment group. The pre-test and post-test data was collected over the course of a single fall semester, with the follow-up data collected nine to eleven weeks after the post-test, which was two to three weeks into spring semester of 2012. All processing and analyzing of data was completed at the conclusion of data collection.

Summary

The knowledge acquired from this study will benefit students, as well as both faculty and student development professionals alike. With an understanding of the study, including its participants, instrument(s) for data collection, analysis methods used, human subjects approval, and the procedures and timeline, this chapter detailed how to replicate this study. The results of the study are detailed in Chapter IV. The results of the hypotheses are explored, and a synthesis of the results is provided.

Chapter IV

RESULTS

Introduction

The purpose of this study was to examine whether or not participation in the Warriors L.E.A.D. Series influences leadership abilities. As the breadth of leadership literature continues to increase, the need for leadership development programs on college campuses becomes continually more evident. With the focus of leadership extending beyond merely positional leaders, it is imperative that campuses have and investigate leadership development programs (Komives, 1996). This study explored a three-track leadership development series at a 4-year, public, Midwestern university. The Social Change Model (SCM) of Leadership Development (HERI, 1996) was the theoretical framework, and Tyree's (1998) Socially Responsible Leadership Scale – Revision 2 (SRLS-R2) provided the assessment tool for this study. The research questions focused on participation in the different tracks of the Warriors L.E.A.D. Series and its influence on leadership abilities. It was hypothesized that participation in each of the different tracks of the Warriors L.E.A.D. Series enhances leadership abilities. This chapter provides a detailed depiction of the data that was collected throughout the study, and includes the following sections: survey response, subject population, results for each research question and hypothesis, synthesis of the data analysis, and summary.

Survey Response

The surveys for the treatment group were disseminated to all participants in the Warriors L.E.A.D. Series during the fall semester of 2011. The pre-test administration for the treatment group was 62 students, which was equal to the number of participants in the series. Everyone within the series volunteered to participate. The post-test administration of the survey was 50 students. The students who did not complete the post-test administration were the 12 students who dropped out of the Warriors L.E.A.D. Series during the fall semester. The follow-up survey resulted in an additional loss of two students. The students who did not complete the follow-up were the two students who did not attend the leadership retreat, and were non-responsive to the three email requests sent to their university email address.

The surveys for the control group were disseminated to students not participating in the Warriors L.E.A.D. Series. They all volunteered to participate. By visiting first-year orientation classrooms and upperclass residence halls, the researcher gathered control group participants. The pre-test administration for the control group was 82 students, with 60 completing the post-test. The loss of students between pre-test and post-test was attributed to students being non-responsive to email requests sent to their university email address. Since these students were sent their surveys through inter-campus mail, the response rate was much lower as there was no face-to-face incentive to complete the survey. The follow-up surveys resulted in an additional loss of 14 participants. Again, the students who did not participate were non-responsive to email requests and had no face-to-face incentive to complete the survey. It is likely that some

participants were no longer students at the university when the follow-up survey was administered, which may have accounted for some of the participant attrition.

The final participation numbers, meaning students who completed the pre-test, post-test, and follow-up surveys, for treatment group participants and control group participants were very comparable. The final treatment group consisted of 48 participants and the final control group consisted of 46 participants. As a result, the group sizes were numerically comparable.

Subject Population

The total *N* for the treatment group was 48 participants. Within the treatment group, there were 17 first-year students, 12 sophomores, 7 juniors, 11 seniors, and 1 international student (student did not indicate class standing). The demographic data for the treatment group participants is detailed in Table 1.

Table 1

Demographic Data for Treatment Group Participants

	Emerging Warriors	Developing Warriors	Advancing Warriors
Female	24	5	7
Male	3	6	3
Transgender	0	0	0
Rather Not Say	0	0	0

Table 1 (continued)

	Emerging Warriors	Developing Warriors	Advancing Warriors
Heterosexual	25	11	9
Bisexual	0	0	1
Gay/Lesbian	1	0	0
Rather Not Say	1	0	0
White/Caucasian	25	11	6
Middle Eastern	0	0	0
African American/Black	0	0	0
American Indian/Alaskan Native	0	0	0
Asian American/Asian	2	0	3
Latino/Hispanic	0	0	0
Multiracial	0	0	1
Other	0	0	0
Rather Not Say	0	0	0
Freshman/First-year	17	0	0
Sophomore	6	6	0
Junior	3	4	0
Senior (4th year and beyond)	0	1	10
Graduate Student	0	0	0
Unclassified	1	0	0
17 years old	0	0	0
18 years old	15	0	0
19 years old	8	5	0
20 years old	3	4	1
21 years old	0	1	2
22 years old or older	1	1	7

The total *N* for the control group was 46 participants. Within the control group, there were 30 first-year students, 2 sophomores, 8 juniors, 5 seniors, and 1 Post Secondary Enrollment Options (PSEO) student. The demographic data for the treatment group participants is detailed in Table 2.

Table 2

Demographic Data for Control Group Participants

Female	38
Male	8
Transgender	0
Rather Not Say	0
Heterosexual	44
Bisexual	1
Gay/Lesbian	0
Rather Not Say	1
White/Caucasian	41
Middle Eastern	0
African American/Black	0
American Indian/Alaskan Native	0
Asian American/Asian	1
Latino/Hispanic	0
Multiracial	2
Other	1
Rather Not Say	1
Freshman/First-year	30
Sophomore	2
Junior	8
Senior (4th year and beyond)	5
Graduate Student	0
Unclassified	1
17 years old	1
18 years old	27
19 years old	5
20 years old	8
21 years old	2
22 years old or older	3

Results for Each Research Question and Hypothesis

After administering the SRLS-R2 survey and running statistical analyses, the following results were found. The data within this study was analyzed using general linear model, repeated measures analysis of variance (ANOVA) using the Statistical Package for the Social Sciences (SPSS) analysis program. The within-subject factors were the pre-test, post-test, and follow-up administrations, with the between-subject factors being the track each student participated in as part of the Warriors L.E.A.D. Series. The interaction was investigated using Bonferroni-adjusted t-tests to avoid a Type 1 error.

A repeated measures ANOVA between the entire treatment group, consisting of all three tracks of the Warriors L.E.A.D. Series, and the entire control group showed no statistical significances (see Table 3). The *F*-value for the ANOVA results for the statistical significance of treatment versus non-treatment (see Table 3), is 1.000 with a significance of 0.372. Using a *p*-value of .05 indicates that there is no statistical significance between the groups of individuals that participated in the Warriors L.E.A.D. Series and the groups of individuals that did not participate. As a result, students participating in the Warriors L.E.A.D. Series (all three tracks) scored about the same as students not participating in the Warriors L.E.A.D. Series.

Table 3

ANOVA Results for the Statistical Significance of Treatment versus Non-Treatment

	Group	Mean	SD	N
Pre-Test	Emerging Warriors	288.3	19.3	27
	Developing Warriors	280.5	18.2	11
	Advancing Warriors	284.9	17.7	10
	Control Group	273.5	23.5	43
Post-Test	Emerging Warriors	291.4	25.0	27
	Developing Warriors	281.3	18.2	11
	Advancing Warriors	288.1	22.7	10
	Control Group	276.8	23.3	43
Follow-up	Emerging Warriors	291.5	23.2	27
	Developing Warriors	283.5	17.1	11
	Advancing Warriors	286.4	23.9	10
	Control Group	274.8	21.4	43

The *F*-values and significance for each construct within the SCM are as follows:

SCM Construct	*F*-values	Significance*
Consciousness of Self	.242	.785
Congruence	.646	.527
Commitment	.182	.834
Collaboration	.064	.938
Common Purpose	1.546	.219
Controversy with Civility	.394	.738
Citizenship	3.968	.022
Change	.867	.424

*$p = .05$

As a result of the *p*-value being .05, the only construct with statistical significance is the construct of citizenship, with a significance level of .022. Based on these data, it was concluded that there were no statistical differences for the other constructs of the SCM.

A table depicting the mean and standard deviation for each construct of the SCM explains each of the hypotheses associated with this study. Each construct associated with the SCM was explored to assist in understanding the level of development for each individual construct. Within each hypothesis, the data was compared to a comparable control group of students not participating in the Series. Table 4 examines the repeated measures ANOVA results of the control group of participants in relation to the SCM constructs.

Table 4

ANOVA Results by Leadership Construct for Non-Participants (Control Group)

	Pre-Test		Post-Test		Follow-up	
Leadership Constructs	Mean	SD	Mean	SD	Mean	SD
Consciousness of Self	35.9	3.9	36.3	3.5	35.8	3.3
Congruence	29.3	3.8	30.0	3.8	30.1	3.6
Commitment	27.0	2.5	26.9	2.3	26.8	2.4
Collaboration	33.0	3.4	33.3	3.7	32.8	3.1
Common Purpose	37.0	3.7	37.2	3.7	36.5	3.5
Controversy with Civility	41.9	4.1	42.9	4.4	42.3	3.7
Citizenship	31.6	4.6	32.3	4.1	32.5	4.0
Change	37.9	4.7	37.9	5.0	38.1	4.6

To validate the reliability of the instrument used within this study, the Cronbach's alpha scores were examined for each of the constructs within the SCM and are as follows:

SCM Construct	Cronbach's Alpha
Consciousness of Self	.70
Congruence	.87
Commitment	.81
Collaboration	.74
Common Purpose	.79
Controversy with Civility	.61
Citizenship	.88
Change	.77

The Cronbach's alpha scores from this study are quite similar to the Cronbach's alpha scores reported previously in Tyree's (1998) research for the SRLS-R2. Therefore, the internal consistency or reliability of the SRLS-R2 instrument itself is validated. This indicates that the lack of statistical significance within this study is related to the participants or the training program design and not to the SRLS-R2 instrument.

Research Question and Hypothesis 1

Research question 1. To what extent does participation in the Warriors L.E.A.D., Emerging Warriors Track, influence leadership abilities?

Hypothesis 1. Participation in the Warriors L.E.A.D. Series, Emerging Warriors Track, enhances leadership abilities.

A repeated measures ANOVA indicates there was no statistical difference between Emerging Warriors participants (see Table 5) when compared to the control group of participants (see Table 4).

Table 5

ANOVA Results by Leadership Construct for Emerging Warriors Participants

	Pre-Test		Post-Test		Follow-up	
Leadership Constructs	Mean	SD	Mean	SD	Mean	SD
Consciousness of Self	38.0	3.6	37.9	4.4	38.0	4.0
Congruence	30.7	3.5	30.8	4.0	30.9	4.1
Commitment	28.7	1.6	28.1	2.4	27.9	3.0
Collaboration	34.6	2.9	34.5	3.6	35.1	2.9
Common Purpose	28.9	3.2	39.9	3.9	39.6	3.5
Controversy with Civility	43.2	4.5	44.2	4.1	44.1	3.5
Citizenship	34.5	3.8	35.6	3.7	35.3	4.0
Change	39.7	4.3	40.4	5.0	40.7	4.6

Based on the results of this study, Hypothesis 1, was rejected. Based on the data, it was concluded that there were no differences in students who participated in the Emerging Warriors Track and those students who did not participate in the Emerging Warriors Track. Students participating in the Emerging Warriors Track scored about the same as did students not participating in the Emerging Warriors Track.

Research Question and Hypothesis 2

Research question 2. To what extent does participation in the Warriors L.E.A.D., Developing Warriors Track, influence leadership abilities?

Hypothesis 2. Participation in the Warriors L.E.A.D. Series, Developing Warriors Track, enhances leadership abilities.

A repeated measures ANOVA indicates there was no statistical difference between Developing Warriors participants (see Table 6) when compared to the control group of participants (see Table 4).

Table 6

ANOVA Results by Leadership Construct for Developing Warriors Participants

	Pre-Test		Post-Test		Follow-up	
Leadership Constructs	Mean	SD	Mean	SD	Mean	SD
Consciousness of Self	36.5	4.2	36.4	4.5	37.4	3.9
Congruence	30.2	2.7	30.3	2.5	30.5	1.9
Commitment	26.7	2.4	27.1	2.5	27.4	2.1
Collaboration	33.5	3.0	32.6	2.9	33.5	3.2
Common Purpose	38.1	2.6	38.5	2.1	38.0	3.4
Controversy with Civility	44.2	3.5	44.3	4.9	44.3	5.0
Citizenship	30.9	2.0	31.8	3.4	30.8	4.6
Change	40.3	4.8	40.4	4.3	40.9	4.0

Based on the results of this study, Hypothesis 2, was rejected. Based on the data, it was concluded that there were no differences in students who participated in the Developing Warriors Track and those students who did not participate in the Developing Warriors Track. Students participating in the Developing Warriors Track scored about the same as did students not participating in the Developing Warriors Track.

Research Question and Hypothesis 3

Research question 3. To what extent does participation in the Warriors L.E.A.D., Advancing Warriors Track, influence leadership abilities?

Hypothesis 3. Participation in the Warriors L.E.A.D. Series, Advancing Warriors Track, enhances leadership abilities.

A repeated measures ANOVA indicates there was no statistical difference between Advancing Warriors participants (see Table 7) when compared to the control group of participants (see Table 4).

Table 7

ANOVA Results by Leadership Construct for Advancing Warriors Participants

	Pre-Test		Post-Test		Follow-up	
Leadership Constructs	Mean	SD	Mean	SD	Mean	SD
Consciousness of Self	37.3	4.8	37.3	6.6	37.5	4.9
Congruence	30.8	3.8	31.1	2.8	30.9	3.9
Commitment	27.9	1.8	28.2	1.5	27.5	1.8
Collaboration	33.5	3.9	34.7	2.7	33.6	3.4
Common Purpose	38.4	2.3	39.5	3.1	39.5	3.8
Controversy with Civility	44.1	3.0	43.2	3.4	43.5	3.5
Citizenship	33.6	4.3	35.3	3.2	34.0	4.6
Change	39.3	3.7	38.8	4.7	40.0	3.2

Based on the results of this study, Hypothesis 3, was rejected. Based on the data, it was concluded that there were no differences in students who participated in the Advancing Warriors Track and those students who did not participate in the Advancing Warriors Track. Students participating in the Advancing Warriors Track scored about the same as did students not participating in the Advancing Warriors Track.

Synthesis

The results of this study indicate there is no statistical difference between the groups of students who participated in the Warriors L.E.A.D. Series (Emerging Warriors Track, Developing Warriors Track, or Advancing Warriors Track) when compared to the groups of students who did not participate. In an effort to determine the validity of the instrument used to collect this data, the SRLS-R2, the Cronbach's scores were run to determine the reliability of the instrument. With the Cronbach's scores being comparable to the original SRLS-R2 Cronbach's scores, it is confirmed that the instrument is reliable for measuring leadership attributes associated with the SCM. Therefore, the lack of statistical significance may be attributed to the participants within the study, or to the training program itself.

The construct of citizenship did reveal statistical significance for participants when compared to non-participants. Both the Developing and Advancing Warriors tracks had a requirement for participation that included completion of a campus service/improvement project. Citizenship, in the context of the SCM, is defined as active engagement of the individual in an effort to serve the community in which the individual resides. As a result of the campus service/improvement projects, students were actively engaged in their surrounding community.

Throughout this study, three hypotheses were examined related to participation in the Warriors L.E.A.D. Series. Each hypothesis was rejected based on a lack of statistical significance; in turn, no hypothesis was validated. These results were contradictory to what was expected as it was hypothesized that participants would score higher than non-

participants. Overall, the data indicates that the Warriors L.E.A.D. Series, all three tracks, are not closely associated with the constructs of the SCM.

Summary

Throughout the analysis, the results were discovered to lack statistical significance, with one exception being the construct of citizenship. The three hypotheses of this study were rejected and are depicted in table 8.

Table 8

Results Summary by Hypothesis

Hypothesis	Accepted/Rejected
H1. Participation in the Warriors L.E.A.D., Emerging Warriors Track, enhances leadership abilities.	Rejected
H2. Participation in the Warriors L.E.A.D., Developing Warriors Track, enhances leadership abilities.	Rejected
H3. Participation in the Warriors L.E.A.D., Advancing Warriors Track, enhances leadership abilities.	Rejected

The validity of the instrument proved to be valid, indicating that the concern may revolve around the participants or the training program design. The positive outcome of statistical significance for the construct of citizenship indicates that participants within the Warriors L.E.A.D. Series enhanced skills in regard to citizenship. A discussion of the

results of the study is detailed in Chapter V. Chapter V includes the discussion, conclusions, limitations, and implications associated with this study.

Chapter V

DISCUSSION

Introduction

The purpose of this study was to explore a three-track leadership development series at a 4-year, public, Midwestern university. The Social Change Model (SCM) of Leadership Development (HERI, 1996) was the theoretical framework, and Tyree's (1998) Socially Responsible Leadership Scale – Revision 2 (SRLS-R2) provided the assessment tool for this study. The preceding chapters provided an extensive literature review about leadership, a detailed overview of the research that was conducted, and the results of the study. The research questions focused on participation in the different tracks of the Warriors L.E.A.D. Series and its influence on leadership abilities. The data collected indicated that the three hypotheses within this study were rejected.

This chapter provides a summary of the results presented in Chapter IV. A discussion of the results and conclusions pertaining to the findings of this study are explored first. Next, the limitations of the study are closely reviewed. Implications for theory are thoroughly assessed, followed by recommendations for practice. To conclude this chapter, future research topics are examined.

Discussion and Conclusions

This study hypothesized that participation in each of the three different tracks of the Warriors L.E.A.D. Series enhances leadership abilities. This study used the SCM as the theoretical framework, and Tyree's (1998) SRLS-R2 as the assessment tool. All three of the hypotheses were rejected based on a lack of statistical significance.

Interpretation of participant results. In an effort to begin to understand the rejected hypotheses of this study, it was clear that an assessment of the participants within this study was necessary. To determine the reliability of the SRLS-R2 instrument utilized in this study, the Cronbach's scores were analyzed and compared to the original scores reported in Tyree's (1998) research. The results of this analysis displayed that the SRLS-R2 instrument used in this study was a reliable and valid instrument. As a result, the lack of statistical significance must be related to other factors, and not the instrument used for data collection.

Both the treatment group participants and the control group participants volunteered to participate in this study. Mitchell and Jolley (2010) indicate that individuals who volunteer tend to be more motivated than non-volunteers. As a result, those individuals who volunteer are not always representative of the population. The treatment group participants volunteered to participate in the Warriors L.E.A.D. Series, and the control group participants volunteered to participate in this study because of their non-participation in the Warriors L.E.A.D. Series. Therefore, the role of volunteering may be a contributing factor to the lack of statistical significance. If students volunteer to

participate in such activities, they are likely more prone to volunteer in other activities that may have enhanced their leadership experiences prior to this study. More information would need to be gathered to understand how the role of volunteering impacted the results of this study.

The students who volunteered to participate in this study may have had many, unaccounted for, experiences with leadership development prior to this study. As a result, they may have more enhanced leadership skills to begin with; in turn, lessening the gap between participants and non-participants. It is suggested that further research make an effort to find participants who have not had much leadership development training. This would produce a better representation about how to best enhance leadership skills if both groups began with comparable skill sets and previous experiences.

Interpretation of warriors L.E.A.D. series. The most notable explanation for the rejection of all hypotheses revolves around the theoretical framework used in the Warriors L.E.A.D. Series. The facilitator of the Warriors L.E.A.D. Series selected the SCM as the framework for the series that was subsequently created based on this theory. However, after reviewing the results of this study, it is clear that the SCM was not the framework used for the Warriors L.E.A.D. Series.

This study indicated that there was no statistical significance for any of the tracks within the Warriors L.E.A.D. Series. The non-statistical results indicate a major concern with this program. Since the participants received no leadership skill enhancement, as

evaluated by the SCM, the program may not be effective. As a result, the program design for this Series should be thoroughly evaluated.

The concept of the Warriors L.E.A.D. Series, and the three different track options associated with this series, is a great leadership program design. Having three different tracks that focus on different developmental levels of students is beneficial. Each track within this Series purports to focus on a different component within the SCM. The three components within the SCM are: individual values, group values, and societal/community values. However, the content within each track is not closely related to the development of the skills associated with the SCM. Each track within the Warriors L.E.A.D. Series utilized a different theoretical framework. The many different theoretical frameworks used within this leadership development series created the primary weakness of the program.

Focusing on one theory for the entire Series is ideal, and is what this Series claims to do. However, as a result of the study, it was discovered that was not an accurate claim as each track used a different framework. Therefore, it is not accurate to indicate that the model used for the overarching Warriors L.E.A.D. Series is the SCM. In order to effectively use the SCM, each track needs to be redesigned to teach the constructs within each component of the SCM. The Warriors L.E.A.D. Series is a well-designed, leadership education and development program; however, it is not appropriate to indicate that this series uses the SCM.

The one construct of the SCM that displayed statistical significance was the construct of citizenship. The basic premise surrounding the SCM's definition of

citizenship is providing service to the community. The campus service/improvement projects required for the Developing Warriors and Advancing Warriors tracks are perfect avenues to enhance this skill. Therefore, this one construct is adequately representative of the SCM's construct of citizenship. To best explain the results within each track of the Warriors L.E.A.D. Series, each track is examined independently as follows:

The emerging warriors track. The Emerging Warriors Track purports to focus on individual values, which is associated with the constructs of consciousness of self, congruence, and commitment. The goal of this track is to assist students in better understanding their own personal leadership styles and strengths so they become a stronger individual leader. However, the content for this course was derived from the theory of Emotionally Intelligent Leadership (Shankman & Allen, 2010), which does not focus specifically on the concepts associated with individual values within the SCM. Therefore, there is no direct relationship with the development of individual values, as described with the SCM, in the Emerging Warriors Track. As a result of this track not being closely related to the theoretical framework, the data from this study indicated no statistical significance between the treatment group and control group of participants. While the content for this course would be considered valid, appropriate, and developmentally based according to the literature, it cannot not be claimed to be associated with the development of individual values, as described by the SCM.

The developing warriors track. The Developing Warriors Track purports to focus on group values, which is associated with the constructs of collaboration, common purpose, and controversy with civility. The goal of this track is to assist students in better

understanding their role within a group setting so that they become a stronger leader among others. However, the content for this course was derived from the Certified Student Leader Group Fundamentals (NCSL, 2012) program through the National Center for Student Leadership, which does not focus specifically on the concepts associated with group values within the SCM. Therefore, there is no direct relationship with the development of group values, as described with the SCM, in the Developing Warriors Track. As a result of this track not being closely related to the theoretical framework, the data from this study indicated no statistical significance between the treatment group and control group of participants. As a result, the SCM group values constructs are not actually developed based on the current curriculum for this track.

The construct of citizenship, which is actually part of the community/societal values component of the SCM, was found to have statistical significance within this track of the Series. The campus service/improvement project, which was one of the requirements for participation in this course, produced positive results. Therefore, it is evident that this project was beneficial to the leadership development of students, according to the SCM. The importance that service learning plays in the development of leadership skills is evident by this study, as it was indicated as the only statistically significant finding. As a result more research should be conducted to analyze the impact that service learning has leadership development.

The advancing warriors track. The Advancing Warriors Track purports to focus on community/societal values, which is associated with the construct of citizenship, and the ultimate goal of change. The goal of this track is for students to assess their current

leadership skills and build upon their leadership potential to make a real difference in society. However, the content for this course was derived from the theory of the Student Leadership Challenge (Kouzes & Posner, 2008), which does not focus specifically on the concepts associated with community/societal values within the SCM. Therefore, there is no direct relationship with the development of community/societal values, as described with the SCM, in the Advancing Warriors Track. As a result of this track not being closely related to the theoretical framework, the data from this study indicated no statistical significance between the treatment group and control group. The Student Leadership Challenge is a well-designed program, but cannot be attributed to enhancing the constructs within the SCM.

One of the requirements for participation in this track of the Series was to complete a campus service/improvement project. This project aligned perfectly with the construct of citizenship, which produced statistically significant results in this track of the Series. Through this project, leadership, according to the SCM, was developed among participants.

Limitations

The most notable limitation in this study was the relatively small number of participants. The final number of participants who completed all three administrations of the survey, in the treatment group, was 48 participants, and in the control group, 46 participants. As a result, the treatment group and control group were comparable in the number of participants. However, the most participation attrition occurred between the

post-test and follow-up administration of the surveys, with an attrition rate of 16 participants -- two from the treatment group and 14 from the control group. One reason for participant attrition is attributed to a lack of incentive to continue to participate. Additionally, it is likely that some of the students who failed to complete the follow-up survey were no longer students at this institution, since the follow-up survey was administered during spring semester.

The duration of this study is also an important limitation to note. The short turn around time between the pre-test, post-test, and follow-up survey may have contributed to the lack of statistical significance. Dugan and Komives (2007) indicate that formal leadership programs, regardless of duration, matter. However, a longer span of time between pre-test and post-test would likely have been beneficial to the data collected.

Students participating in this study were asked their GPA, in an attempt to analyze the impact that GPA may have on leadership development. However, the researcher noticed a discrepancy in the reported GPA of participants that made this characteristic invalid for use in this study. The discrepancy was noted when many first-year student participants indicated a college GPA, when most should have responded using the "no college GPA" option. It was also noted that participants selected different GPAs between pre-test and post-test; however, there was no semester grade reporting that would have produced a different GPA in the pre-test and post-test answers. As a result of this concern, no statistical analyses were ran based on GPA.

The selection of participants in this study is also an area of limitation. Since this study utilized between-group subjects, the participants were not randomly assigned to

each group. Instead, convenience sampling was used since random assignment was not an option.

Implications for Theory

This study indicates that the theoretical framework, the Social Change Model of Leadership Development, was used inaccurately in the Warriors L.E.A.D. Series. Upon review of the data collected, and the lack of statistical significance between participants and non-participants, it is clear that the leadership series in this study is not based on this model. However, the research surrounding the SCM indicates it to be highly regarded in the college environment, yet this study cannot validate the model.

While this study did not provide much concrete data surrounding the effectiveness of the SCM, it brought to light one concern with this model. All information pertaining to this model is very descriptive. It is a well-defined and easy to understand model. However, the SCM lacks information pertaining to how to implement it in practice. Information about how to teach the constructs, and enhance the skills emphasized in this model, is a missing component that would be helpful to facilitators of leadership development programs. The widespread popularity, and the understudied nature of this model, leads one to wonder if many institutions are professing to use this model, but not doing so accurately. Therefore, creating curriculum based on this model seems imperative. Without a practical description of how to teach the concepts within this model, much is left to the facilitator's discretion.

Recommendations for Practice

Upon reviewing the literature and the results of this study, it is evident that the SCM is a well-respected model. In fact, Moriarty and Kezar (2000) indicate that the SCM is one of the most well-known student leadership development models. Tyree (1998) discovered a lack of tools available to operationalize leadership among college students. In turn, he created the Socially Responsible Leadership Scale – Revision 2 (SRLS-R2), which was the assessment tool used in this study. While one of the goals of this study was to enhance the statistical data associated with the SCM, this study proved to do otherwise. Two recommendations for practice are defined as a result of this study.

The first recommendation is that the three-track model remain the overall program design of the Warriors L.E.A.D. Series, as it is important to cater to the different development levels of students. However, the tracks must be operationalized in a manner that specifies the appropriate theoretical frameworks. As a result, removing the indication that the SCM is used in this program is appropriate. By adequately representing the framework used for each track of the Warriors L.E.A.D. Series, the program will represent itself accurately for students intending to participate.

Second, this study clearly displays the benefits of service learning on leadership development. With the construct of citizenship being the only statistically significant finding within this study, the benefits of service learning is clear. It is recommended that more service learning opportunities be used throughout the Series. In particular, a service learning component should be added to the Emerging Warriors Track. Through more

service learning opportunities, the benefits of this program for students will be greatly enhanced.

Further Research

The results of this study did not validate the hypotheses presented. However, the unintended findings of research often indicates more valuable information, such as where more research is needed. The results of this study indicated a lack of knowledge about how to develop the SCM constructs for students. To best understand if this model is being used accurately at other institutions, producing this same study, at a variety of institutions, would be beneficial. If the results were similar in nature to the results of this study, it would clearly indicate a need for a more definitive outline of how to enhance the constructs associated with the SCM. Further research is needed to determine how best to teach the constructs within this model.

The results of this study indicated a need for a practical guide to teach the constructs of the SCM. As a result of this study, practitioners in the field may use these results to further study ways to teach the constructs of this model to college students. Providing lesson plans, for each construct, would allow practitioners to enhance the skills associated with this model. Through lesson plans, the benefits of this model may be more impactful to the students participating in leadership development opportunities.

Collecting qualitative data, through individual interviews and/or focus groups could dramatically improve this study. Individuals participating in the leadership series could provide valuable feedback that would be beneficial to understanding the results of

this study. Through qualitative data collection, the strengths and weaknesses of the current Warriors L.E.A.D. Series could be closely examined.

Finally, more research is needed to determine if sequencing the tracks of the Warriors L.E.A.D. Series would produce better results. Within this study, participants were asked about previous participation in the Warriors L.E.A.D. Series, with the hope of gathering useful information regarding the sequencing of tracks. However, there were so few students who had participated in previous tracks of the program, that there was not enough data to be able to statistically analyze this information. Further research should review the impact that sequencing has on leadership development.

Summary

This study arrived at a very different conclusion than what was hypothesized at the outset of the study. However, the conclusions indicated a need for more research regarding how to develop the skills associated with the constructs of the SCM. The hypotheses were rejected, but the data collected was valuable to the field of higher education leadership development. Leadership development practitioners will benefit from this study by understanding that the SCM has an essential flaw. This flaw is the missing practical guide, which would indicate to practitioners how to best teach the SCM constructs to undergraduate students. While the understudied nature of the benefits of the SCM cannot be enhanced by this study, the discoveries of this study can assist future researchers. By determining how to best direct leadership practitioners toward

developing the skills associated with the SCM, this model will become stronger and more valuable to practitioners working on college student leadership development.

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APPENDICES

APPENDIX A

The Warriors L.E.A.D. Curriculum

The Warriors L.E.A.D. Curriculum

Emerging Warriors Program

The Emerging Warriors program is open to all students who want to enhance their individual leadership skills and knowledge by exploring Emotionally Intelligent Leadership (Shankman & Allen, 2010). Students will explore how they can demonstrate a consciousness of self, consciousness of others, and consciousness of context. Leaders must be aware of their own capacities (in both formal and informal roles), the needs of those who follow their leadership, and the environmental factors that impact their performance in order to be successful and effective. This program will show you how to improve in all three facets!

This program is offered fall and spring semesters. There is no cost to participate.

Emerging Warriors Program Requirements:

- Apply to the program
- Participate in the Warriors Leadership Retreat
- Attend all six sessions:
    - **Session 1**: Overview of Emotionally Intelligent Leadership for Students
    - **Session 2**: Inventory & Assessment
    - **Session 3**: Consciousness of Context
    - **Session 4**: Consciousness of Self
    - **Session 5**: Consciousness of Others
    - **Session 6**: Group Presentations & Wrap-Up Celebration

Upon completion of all the requirements, students will receive a certificate of completion and become a member of the Emerging Warriors Society.

Developing Warriors Program

The Developing Warriors program is for students who:

- are current or potential campus club or organization officers
- hold another leadership role on campus
- want to hone their leadership skills to be more effective leaders of peers
- need assistance in the daily nuts-and-bolts tasks of being an organizational leader.

Student leaders gather each week to progress through eight modules and related activities to boost leadership skills.

This program is offered fall and spring semesters. There is no cost to participate.

Developing Warriors Program Requirements:

- Apply to the program
- Participate in the Warriors Leadership Retreat
- Complete a campus service/improvement group project
- Attend all 9 sessions:
    - **Session 1:** Becoming a Leader of Character
    - **Session 2:** Interpersonal Skills for a Cohesive Student Organization
    - **Session 3:** Intentional and Inclusive Community Building
    - **Session 4:** Prepare for Success: Strategic Planning
    - **Session 5:** Effective Organizational Meetings
    - **Session 6:** Event Success: Planning & Publicity
    - **Session 7:** Transforming & Resolving Conflict
    - **Session 8:** Playing the Part: Roles & Transitions
    - **Session 9:** Wrap Up and Celebration
        - Successfully complete the NCSL post-exam

Upon completion of all the requirements, students will receive a certificate of completion and become a member of the Developing Warriors Society. The content for the program is based on the Certified Student Leader®: Group Fundamentals program – an online program through the National Center for Student Leadership (www.ncslcollege.com).

Advancing Warriors Program

The Advancing Warriors program is designed for students who:

- are juniors and seniors
- want to take their leadership skills and knowledge to the next level
- learn best practices in leadership.

The program is based on the Student Leadership Challenge (Kouzes & Posner, 2008) in which students will complete an online inventory that enables them to take a look at their current leadership skills and to build upon their immense potential to make a real difference in society. Focusing on the 5 Practices of Exemplary Leaders, the Student Leadership Challenge offers students the opportunity to measure their current leadership strengths and weaknesses, to make a plan for improvement, and to commit to growing as a leader.

This program is offered fall and spring semesters. There is no cost to participate.

Advancing Warriors Program Requirements

- Apply to the program
- Participate in the Warriors Leadership Retreat
- Complete a campus service/improvement group project
- Attend all 8 sessions:
    - **Session 1:** Introduction & Inventory
    - **Session 2:** Review of Inventory Report
    - **Session 3**: Model the Way
    - **Session 4:** Inspire a Shared Vision
    - **Session 5:** Challenge the Process
    - **Session 6:** Enable Others to Act
    - **Session 7:** Encourage the Heart
    - **Session 8:** Wrap-Up and Celebration

Upon completion of all the requirements, students will receive a certificate of completion and become a member of the Advancing Warriors Society

APPENDIX B

The Seven Cs of the Social Change Model

The Seven Cs: The Critical Values of the Social Change Model

Individual Values

Consciousness of Self	Being self-aware of the beliefs, values, attitudes, and emotions that motivate you to take action. Being mindful, or aware of your current emotional state, behavior, and perceptual lenses.
Congruence	Acting in ways that are consistent with your values and beliefs. Thinking, feeling, and behaving with consistency, genuineness, authenticity, and honesty toward others.
Commitment	Having significant investment in an idea or person, both in terms of intensity and duration. Having the energy to serve the group and its goals. Commitment originates from within, but others can create an environment that supports an individual's passions.

Group Values

Collaboration	Working with others in a common effort, sharing responsibility, authority, and accountability. Multiplying group effectiveness by capitalizing on various perspectives and talents, and on the power of diversity to generate creative solutions and actions.
Common Purpose	Having shared aims and values. Involving others in building a group's vision and purpose.
Controversy with Civility	Recognizing two fundamental realities of any creative effort: (1) that differences in viewpoint are inevitable, and (2) that such differences must be aired openly but with civility.

Community Values

Citizenship	Believing in a process whereby an individual and/or a group become responsibly connected to the community and to society through some activity. Recognizing that members of communities are not independent, but interdependent. Recognizing individuals and groups have responsibility for the welfare of others.

Change	Believing in the importance of making a better world and a better society for oneself and others. Believing that individuals, groups and communities have the ability to work together to make that change.

(HERI, 1996, p. 21; and Tyree, 1998, p. 176)

APPENDIX C

The SRLS–R2

The SRLS-R2

Assessing Leadership Development

Directions: Please read through each of the following items and indicate your agreement or disagreement. You should do this by circling the number that most closely represents your opinion about that statement. If you agree with a statement very much, circle a 5; if your agreement is more moderate, circle a 4; if you are not inclined to agree or disagree, circle a 3; if you disagree moderately, circle a 2; and if you disagree with the statement very much, circle a 1. For the statements that refer to a group, think of any group of which you have been a part. This might be a formal organization or an informal study group. For consistency, use the same group in all your responses. You want to indicate your general feelings about participating in a group (Tyree, 1998, p. 186).

Strongly Disagree 1	**Disagree** 2	**Neither Agree Nor Disagree** 3	**Agree** 4	**Strongly Agree** 5

1.	I am open to others' ideas	1	2	3	4	5
2.	Creativity can come from conflict	1	2	3	4	5
3.	I value differences in others	1	2	3	4	5
4.	I am able to articulate my priorities	1	2	3	4	5
5.	Hearing differences in opinions enriches my thinking	1	2	3	4	5
6.	I have a low self-esteem	1	2	3	4	5
7.	I struggle when group members have ideas that are different from mine	1	2	3	4	5
8.	Transition makes me uncomfortable	1	2	3	4	5
9.	I am usually self-confident	1	2	3	4	5
10.	I am seen as someone who works well with others	1	2	3	4	5
11.	Greater harmony can come out of disagreement	1	2	3	4	5
12.	I am comfortable initiating new ways of looking at things	1	2	3	4	5
13.	My behaviors are congruent with my beliefs	1	2	3	4	5
14.	I am committed to a collective purpose in those groups to which I belong	1	2	3	4	5
15.	It is important to develop a common direction in a group in order to get anything done	1	2	3	4	5

Strongly Disagree 1	Disagree 2	Neither Agree Nor Disagree 3	Agree 4	Strongly Agree 5

16. I respect opinions other than my own	1	2	3	4	5
17. Change brings new life to an organization	1	2	3	4	5
18. The things about which I feel passionate have priority in my life	1	2	3	4	5
19. I contribute to the goals of the group	1	2	3	4	5
20. There is energy in doing something a new way	1	2	3	4	5
21. I am uncomfortable when someone disagrees with me	1	2	3	4	5
22. I know myself pretty well	1	2	3	4	5
23. I am willing to devote time and energy to things that are important to me	1	2	3	4	5
24. I stick with others through the difficult times	1	2	3	4	5
25. When there is a conflict between two people, one will win and the other will lose	1	2	3	4	5
26. Change makes me uncomfortable	1	2	3	4	5
27. It is important to me to act on my beliefs	1	2	3	4	5
28. I am focused on my responsibilities	1	2	3	4	5
29. I can make a difference when I work with others on a task	1	2	3	4	5
30. I actively listen to what others have to say	1	2	3	4	5
31. I think it is important to know other people's priorities	1	2	3	4	5
32. My actions are consistent with my values	1	2	3	4	5
33. I believe I have responsibilities to my community	1	2	3	4	5
34. I could describe my personality	1	2	3	4	5
35. I have helped to shape the mission of the group	1	2	3	4	5
36. New ways of doing things frustrate me	1	2	3	4	5
37. Common values drive an organization	1	2	3	4	5
38. I give time to making a difference for someone else	1	2	3	4	5
39. I work well in changing environments	1	2	3	4	5
40. I work with others to make my communities better places	1	2	3	4	5

Strongly Disagree 1	Disagree 2	Neither Agree Nor Disagree 3	Agree 4	Strongly Agree 5

41. I can describe how I am similar to other people	1	2	3	4	5
42. I enjoy working with others toward common goals	1	2	3	4	5
43. I am open to new ideas	1	2	3	4	5
44. I have the power to make a difference in my community	1	2	3	4	5
45. I look for new ways to do something	1	2	3	4	5
46. I am willing to act for the rights of others	1	2	3	4	5
47. I participate in activities that contribute to the common good	1	2	3	4	5
48. Others would describe me as a cooperative group member	1	2	3	4	5
49. I am comfortable with conflict	1	2	3	4	5
50. I can identify the differences between positive and negative change	1	2	3	4	5
51. I can be counted on to do my part	1	2	3	4	5
52. Being seen as a person of integrity is important to me	1	2	3	4	5
53. I follow through on my promises	1	2	3	4	5
54. I hold myself accountable for responsibilities I agree to	1	2	3	4	5
55. I believe I have a civic responsibility to the greater public	1	2	3	4	5
56. Self-reflection is difficult for me	1	2	3	4	5
57. Collaboration produces better results	1	2	3	4	5
58. I know the purpose of the groups to which I belong	1	2	3	4	5
59. I am comfortable expressing myself	1	2	3	4	5
60. My contributions are recognized by others in the groups I belong to	1	2	3	4	5

Strongly Disagree 1	Disagree 2	Neither Agree Nor Disagree 3	Agree 4	Strongly Agree 5

61. I work well when I know the collective values of a group	1	2	3	4	5
62. I share my ideas with others	1	2	3	4	5
63. My behaviors reflect my beliefs	1	2	3	4	5
64. I am genuine	1	2	3	4	5
65. I am able to trust the people with whom I work	1	2	3	4	5
66. I value opportunities that allow me to contribute to my community	1	2	3	4	5
67. I support what the group is trying to accomplish	1	2	3	4	5
68. It is easy for me to be truthful	1	2	3	4	5

APPENDIX D

Demographic and Background Instrument

Demographic and Background Questionnaire

Directions: Please complete the following items. Read through each item and circle or write in the appropriate response as requested.

1. What is your gender? (Mark all that apply)
   - o Female
   - o Male
   - o Transgender
   - o Rather not say

2. What is your sexual orientation? (Mark all that apply)
   - o Heterosexual
   - o Bisexual
   - o Gay/Lesbian
   - o Rather not say

3. Please indicate your racial background. (Mark all that apply)
   - o White/Caucasian
   - o Middle Eastern
   - o African American/Black
   - o American Indian/Alaskan Native
   - o Asian American/Asian
   - o Latino/Hispanic
   - o Multiracial
   - o Other:_____
   - o Rather not say

4. What is your current class level?
   - o Freshman/First-year
   - o Sophomore
   - o Junior
   - o Senior (4th year and beyond)
   - o Graduate Student
   - o Unclassified

5. What is your age?
   - o 17
   - o 18
   - o 19
   - o 20
   - o 21
   - o 22 or older

6. What is your best estimate of your grades so far in college? [Assume 4.00 = A]
   - o 3.50 – 4.00 (A)
   - o 3.00 – 3.49 (B)
   - o 2.50 – 2.99 (C)
   - o 2.00 – 2.49 (D)
   - o 1.99 or less (F)
   - o No college GPA

For the questions below, please use the following scale

Rarely	Seldom	Occasionally	Frequently	Most of the Time
1	2	3	4	5

7. How often have you held a leadership position in an organization to which you belonged? (Examples include serving as an officer of a club or organization, captain of an athletic team, leader in a youth group, first chair in a musical group, editor of the newspaper/yearbook, chairperson of a committee, advisor to a group, etc. You might have held the position(s) in high school, college, or community organizations.)	1	2	3	4	5
8. To what degree have you participated in a course or exercise that helped you become a more effective leader (for example, a workshop, seminar, retreat, or training experience that focused on areas such as communication skills, team building, group dynamics, etc.)?	1	2	3	4	5
9. How often do you think of yourself as a leader?	1	2	3	4	5
10. How often do you think others would describe you as a leader?	1	2	3	4	5
11. How often do you perform community service?	1	2	3	4	5

APPENDIX E

Approved Human Subject Application

Sponsored Programs

St. Cloud State University Institutional Review Board (IRB)

Office of Sponsored Programs Administrative Services 210
Website: stcloudstate.edu/osp Email: osp@stcloudstate.edu Phone: 320-308-4932

Name: Jodi Monerson
Address: 265 West King Street
Winona, MN 55987
Email: anjo0902@stcloudstate.edu
Co-Investigator:

IRB APPLICATION DETERMINATION: EXEMPT

Project Title: Undergraduate Student Leadership Development
Advisor: Dr. Christine M. Imbra

The Institutional Review Board has reviewed your application to conduct research involving human subjects. Your project has been: **EXEMPT**

We are pleased to advise you that your project has been deemed as exempt in accordance with federal regulations. The IRB has found that your research project meets the criteria for exempt status and the criteria for protection of human subjects in exempt research. Please note the following items concerning our exempt policy:

-- Principal Investigator assumes the responsibilities for the protection of human subjects in this project

--Exempt protocols DO NOT need to be renewed.

--Exempt protocols DO NOT require revisions. However, if changes are made to a protocol that may no longer meet the exempt criteria, a new initial application will be required.

--Adverse events (research related injuries or other harmful outcomes) must be reported to the IRB as soon as possible.

--The IRB reserves the right to review the research while it is in progress or when it is completed.

Good luck on your research. If we can be of further assistance, please contact the Office of Sponsored Programs at 320-308-4932 or email jlkuznia@stcloudstate.edu. Please use the SCSU IRB number listed on any of the forms submitted which relate to this project, or on any correspondence with the IRB.

For the Institutional Review Board:

Jodi Kuznia
IRB Administrator
Office of Sponsored Programs

For St. Cloud State University:

Dan Gregory
Interim Dean, Graduate Studies

OFFICE USE ONLY

SCSUIRB# 880 - 1088
Type of Review:
Today's Date: 9/7/2011
EXEMPT:
Expiration Date:

APPENDIX F

Statement of Informed Consent for Participants Participating
in the Warriors L.E.A.D. Series

Statement of Informed Consent for Participants Participating in the Warriors L.E.A.D. Series

I understand that I am volunteering to take part in a study that will investigate undergraduate student leadership development. The goal of this study is to assist colleges and universities to better understand how best to develop and assess leadership skills. I have been invited to participate in this study because of my participation in the Warriors L.E.A.D. Series at Winona State University. As a part of my participation in this study, I agree to complete the pre-, post-, and Follow-up questionnaire administered to me by Jodi Monerson, the researcher.

I agree to participate in the completion of three questionnaires, over the course of a single academic semester, with a follow up questionnaire within the first month of second semester, in which I will be asked specific demographic and background information, and questions about leadership experiences and beliefs. I understand that the researcher will keep all information confidential.

I understand that no one, other than Jodi Monerson, will be aware of my direct responses to the questionnaires associated with this study. If I choose to participate in the study, all personal information will be kept in a locked file and all personal information will be protected to insure my confidentiality.

I understand that my participation in this study is voluntary, and that I may withdraw from the study at any time. If I choose to participate, I understand that I may refuse to answer any questions that make me uncomfortable.

I understand that I may not benefit directly from my participation in this research project. However, I will be helping higher education professionals to better understand how to develop and assess student leadership skills. Results of the study are available upon request by contacting Jodi Monerson.

This study will be submitted as Jodi Monerson's dissertation in partial fulfillment of the requirements for her Doctorate in Higher Education Administration at St. Cloud State University. If I have any questions concerning this research project, I can contact Jodi Monerson, at (507) 457-5320, or by email at anjo0902@stcloudstate.edu. I may also contact Dr. Christine M. Imbra, who is supervising this project, at (320) 308-1689, or by email at cmimbra@stcloudstate.edu.

Authorization:

I, _____, freely consent to take part in this research project about leadership development. I understand my rights as a participant in this study and all information that has been provided to me. My signature below indicates that I have received a copy of this consent form.

_____ _____

Signature of Student Date

I, Jodi Monerson, have explained the procedures of this study to the above named individual and have answered all questions to the best of my ability. My signature below indicates that I agree to follow all procedures as outlined above.

_____ _____

Jodi L. Monerson, M.S. Date

APPENDIX G

Statement of Informed Consent for Participants NOT Participating in the Warriors L.E.A.D. Series

Statement of Informed Consent for Participants NOT Participating in the Warriors L.E.A.D. Series

I understand that I am volunteering to take part in a study that will investigate undergraduate student leadership development. The goal of this study is to assist colleges and universities to better understand how best to develop and assess leadership skills. I have been invited to participate in this study because of my student status, and the fact that I am not participating in the Warriors L.E.A.D. Series at Winona State University. As a part of my participation in this study, I agree to complete the pre-, post-, and Follow-up questionnaire administered to me by Jodi Monerson, the researcher.

I agree to participate in the completion of three questionnaires, over the course of a single academic semester, with a follow up questionnaire within the first month of second semester, in which I will be asked specific demographic and background information, and questions about leadership experiences and beliefs. I understand that the researcher will keep all information confidential.

I understand that no one, other than Jodi Monerson, will be aare of my direct responses to the questionnaires associated with this study. If I choose to participate in the study, all personal information will be kept in a locked file and all personal information will be protected to insure my confidentiality.

I understand that my participation in this study is voluntary, and that I may withdraw from the study at any time. If I choose to participate, I understand that I may refuse to answer any questions that make me uncomfortable.

I understand that I may not benefit directly from my participation in this research project. However, I will be helping higher education professionals to better understand how to develop and assess student leadership skills. Results of the study are available upon request by contacting Jodi Monerson.

This study will be submitted as Jodi Monerson's dissertation in partial fulfillment of the requirements for her Doctorate in Higher Education Administration at St. Cloud State University. If I have any question concerning this research project, I can contact Jodi Monerson, at (507) 457-5320, or by email at anjo0902@stcloudstate.edu. I may also contact Dr. Christine M. Imbra, who is supervising this project, at (320) 308-1689, or by email at cmimbra@stcloudstate.edu.

Authorization:

I, _____, freely consent to take part in this research project about leadership development. I understand my rights as a participant in this study and all information that has been provided to me. My signature below indicates that I have received a copy of this consent form.

_____ _____

Signature of Student Date

I, Jodi Monerson, have explained the procedures of this study to the above named individual and have answered all questions to the best of my ability. My signature below indicates that I agree to follow all procedures as outlined above.

_____ _____

Jodi L. Monerson, M.S. Date