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LEADERSHIP DEVELOPMENT: ASSESSING THE IMPACT ON STUDENT
LEADERSHIP BEHAVIORS AND PRACTICES OF PARTICIPATION IN
LEADERSHIP 101

By

Damoni Wright

A dissertation

submitted in partial fulfillment

of the requirements for the degree of

Doctor of Education in the Department of Educational Leadership

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RE: Your application dated 9/12/2013 regarding study number 3969: Leadership Development: Leadership Behaviors and Practices Gained as a Result of Participation in and Completion of Boise State University's Foundations of Leadership Class, Leadership 101

Dear Mr./Ms. Wright:

I have reviewed your request for expedited approval of the new study listed above. This is to confirm that I have approved your application.

Notify the HSC of any adverse events. Serious, unexpected adverse events must be reported in writing within 10 business days.

Submit progress reports on your project in six months. You should report how many subjects have participated in the project and verify that you are following the methods and procedures outlined in your approved protocol. Then, report to the Human Subjects Committee when your project has been completed. Reporting forms are available on-line.

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Please note that any changes to the study as approved must be promptly reported and approved. Some changes may be approved by expedited review; others require full board review. Contact Patricia Hunter (208-282-2179; fax 208-282-4723; email: humsubj@isu.edu) if you have any questions or require further information.

Sincerely,

Ralph Baergen, PhD, MPH, CIP
Human Subjects Chair

DEDICATION

This study is dedicated to Montana, Nika, Damoni, and Leah Wright. There is no greater inspiration in my life than you all and just know that this was a labor of love. Not love of education, but a love for you all in wanting to remove barriers so that I can do that work that I am so passionate about, but also to set an example and to increase the number of opportunities that you all can have if you keep God first, believe in yourself, and always know that I am here to support you. I know that this study has taken a great deal of time away from you all and I can never replace that time, but I hope that I will be able to make your overall lives better as a result of having endured this process. I love you all so much.

I dedicate this to my students who believe(d) in me as much if not more than I believe in them.

I also dedicate this to all of those children raised by single moms in housing projects just know that it is not only possible, but with support and empowerment you can change the world...and we will!

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ABSTRACT

This study assessed the impact of whether completing and participating in Boise State University's Leadership 101 class affected participants' leadership behaviors and practices. The student Leadership Practice's Inventory – Self was administered to two sections of the BSU's LEAD 101 course during the Fall of 2012 and followed up with a focus group approximately 10 months after the completion of the course to gather additional data on impact and lessons learned during the course. There were 45 student participants total and seven respondents in the focus group. Descriptive statistics, *t* tests, and an analysis of variance (ANOVA) were utilized to analyze quantitative data. A focus group provided qualitative data to assist in answering the research questions guiding this study. The number of statistically significant results from Pre and Post SLPI-S scores along with comparing Pre to Post mean score frequencies and qualitative data from the focus group created a compelling analysis of increased leadership behaviors and practices overall, and also with regard to factors of age, class standing, gender, and leadership experiences. The most consistent exemplary behavior ranking in the high frequency of being exhibited regardless of age, class standing, gender, or leadership experiences was *Challenge the Process*. The information gathered has already contributed enhancements in the curriculum and in training instructors of the Leadership 101 course.

CHAPTER I

When one *Googles* the term leadership one gets up to 510 million different results ranging from definitions and quotes to different types/styles, categories, tips, theories, skills, venues to utilize, traits, events, businesses, qualities, concepts, videos, articles, and the list continues. When one *Google's* the term leader one gets over 1 billion hits, also ranging from specific people, theories, definitions, characteristics, synonyms, quotes, technologies, businesses, and the list continues. Burns (1978) described leadership as, “one of the most observed and least understood phenomena on earth” (p. 3). Leadership has been utilized in so many contexts that it conjures not only varying definitions, but also makes it difficult to recognize and identify, and for some, to take seriously (Greenwald, 2010). With such a wide array of definitions and associations, how would one approach and engage leadership education?

Thomas Cronin described leadership as, “one of the most widely talked about subjects and at the same time one of the most elusive and puzzling” (Wren, 1995, p. 27). “Numerous books and articles focus on leadership theory, behaviors, effective practices, or on particular populations (e.g., women, youth, ethnic groups), specific settings (e.g., civic leadership, business leadership, church leadership), and diverse outcomes (e.g., satisfaction, effectiveness, social responsibility)” (Komives, Owen, Longerbeam, Mainella, & Osteen, 2005, p. 593). Greenwald (2010) discovered while researching leadership programs that:

When leadership programs were first developed and introduced on campuses 20 years ago, they were at best marginal to the college or university's mission. They

were situated in centers led by charismatic personalities, often retired public figures. Some programs, such as the James MacGregor Burns Academy of Leadership, then housed at the University of Maryland, tried to carve out an academic home and to make a discipline out of leadership. But they were not taken seriously by the academic community, and many faded from view.

Thousands of books, scholarly journals, and conferences aimed to professionalize the field, but still, leadership was not considered a serious discipline by others in higher education. (p. A80)

There have been many educational studies and articles about leadership theories that exist in the U.S. and abroad. These sources discussed and suggested explanations of the various leadership styles including, but not limited to heroic, autocratic, democratic, laissez-faire, charismatic, transactional, transformational, moral, situational, relational, contingent, parallel, educational, managerial, and participative; leaders in one's field or research; as well as leadership as art and aesthetics (Dempster & Lizzio, 2007; Komives, Lucas, & McMahon, 2007; MacBeath, 2004; Richards, 2012). Despite this body of research, there were still many "... books on leadership, even serious ones [that] still get shelved with self-help books in many bookstores It was and remains easy to dismiss a field that seems to include every chief executive, politician, motivational speaker, and baseball manager who ever wrote a book" (Greenwald, 2010, p. A80).

Many people still believe in an antiquated top down approach to leadership and leadership development, which in business, created the *godlike* leadership theories where one person was the *all-knowing* leader and all others were to be the obedient followers (Dempster & Lizzio, 2007; Fox, 2007; Parry, 2005). "As Dr. Ronald Heifetz of the

Kennedy School of Government at Harvard commented in his interview about leadership, the ‘lone warrior’ leader is not a realistic model for our times” (W. K. Kellogg Foundation, 1999, p. 2). Meehan (n.d.) stated:

Traditional approaches to leadership and leadership development assume that training an individual leader with appropriate knowledge and skills will result in an increase of organizational capacity, which will in turn lead to better community results. While this model has had notable successes, it is not scalable. In other words we will not reach the scale of change that is needed in the world by developing one leader at a time. (p. 1)

Richards (2012) referred to the role of leaders in the past as having to “frame, create reality and find meaning for individuals willing to follow, [which] highlights the dependency society has on the existence of leaders and motivates the emergence of formal leadership roles within organization to strategically direct focus, guide interpretation, and manage action” (p. 86). The larger than life persona of the *all-knowing*, great communicator, great motivator, and great delegator as characterizing the only view of a leader, lent credence to the idea that not all people have the potential to become leaders and that only those who have learned a specific set of skills or were born with natural abilities could do so.

Historically leadership had been about acquiring a position near the top of the hierarchy, playing the role of organizer, motivator, task delegator, with the primary goal of leadership development being to develop people to refill hierarchical roles, job after job, year after year, as needed (Dempster & Lizzio, 2007). Were students to be the natural replacements for those leaving the typical hierarchical roles? Dempster and Lizzio

(2007) inquired, “Is interest in student leadership being heightened by [a] perceived shortage of people willing to take on leadership roles in their adult lives” (p. 276). “There seems to be a growing shortage of people willing to take on leadership roles in their careers. In fact, so short is the pool of leaders in the corporate world that a report by McKinsey and Company suggested that there is a ‘war’ being waged for leadership talent” (Dempster & Lizzio, 2007, p. 276).

Leadership had been thought of as needing to have a very practical use or role or else it had been seen as nebulous; helpful, but not required or significant to the *average* person, especially those without leadership traits. “Leadership theories that rely on traits, behaviors, and situations to explain leadership worked well in an industrial era when the predominant goals of leadership were production and efficiency” (Komives et al., 2005, p. 593). However, when applied to the current landscape, the leadership traits and behaviors that characterized the industrial era (i.e., lead and divide labor, organize, control, command, and manipulate for results) were rendered ineffective, passé, not relevant, and incomplete (Crawford, Brungardt, & Maughan, 2005). “Many notable scholars believe that society has evolved into more of a knowledge-based and networking society” (Komives et al., 2005, p. 593).

“Organizations view leadership capacity as a source of competitive advantage and invest in its development accordingly” (DeRue & Wellman, 2009, p. 859). DeRue and Wellman (2009) also stated that, “Approximately 45% of the \$56 billion that organizations spent on organizational learning and development in 2006 was targeted specifically at leadership development” (p. 859). “Corporations seek to hire those with leadership ability because they believe leaders will bring special assets to the

organization and ultimately increase profitability” (Northouse, 2010, p. 42). Analysis of the effects of leadership development activities for business organizations had been well documented, but few studies focus on the results of leadership development activities on college students (Posner & Brodsky, 1992; Wilcox, 2004).

Background

Chambers and Phelps (1993) found that the “literature [on college] student leadership had traditionally focused on students involved in such leadership roles as student government officers, residence hall officers, admissions/orientation leaders, fraternity and sorority members, student paraprofessionals and members of various recognized student organizations” (p. 19). Student leaders in the aforementioned student organizations typically took part in leadership workshops, trainings, three-day retreats, emerging leader programs, Catalyst, Leadershape, and in some cases, are able to have classes developed specifically for student leadership roles and contexts (i.e., residence hall preparatory courses, Greek Leadership classes, etc.) (Cress, Astin, Zimmerman-Oster, & Burkhardt, 2001). Students in the roles mentioned above were typically invited to participate in leadership opportunities because they were easier to contact via the already formed groups, highly visible to other students, and/or work with students, staff, or faculty on a continued basis. While examining college missions, Astin (1997) observed that despite the lack of research on student leadership development on college campuses, “when it comes to describing its educational mission, the typical college or university will use language such as ‘preparing students for responsible citizenship,’ ‘developing character,’ ‘developing future leaders,’ ‘preparing students to serve society,’ and so forth” (p. 4).

In the past 20 years a new narrative had been written about leader development and a new direction had been taken to educate students about leadership and its importance. Leadership development of all students had been reemphasized, especially as it relates to the broader advancement of learning for the public good, similar to the purpose and importance of an education in the 1600s and 1700s (Cremin, 1997). Dugan and Komives (2007) found that since the early 1990s the trends of college student leadership development converged to support a renewed focus on developing critical leadership outcomes in students, and increasing accountability for learning.

Today, in the higher education setting, departments responsible for the development of leadership courses and experiences often reside in student affairs divisions, as opposed to past distinctions where short workshops were facilitated by student affairs personnel and academic courses were taught by faculty (Cress et al., 2001). Schuh (1996) found that student affairs professionals often taught courses in leadership development and student success as a part of their job descriptions on file (Seemiller, 2006). A study of Chief Student Affairs officers at 563 institutions found that student affairs professionals held faculty rank at 53 percent of institutions; additionally, 62 percent of the institutions offered courses that student affairs professionals taught (Ender, Newton, & Caple, 1996). Dugan and Komives (2007) stated, in reference to education and leader development:

The education and development of students as leaders has long served as a central purpose for institutions of higher education as evidenced in mission statements and the increased presence of both curricular and co-curricular leadership development programs....additionally, research indicates that students can and do

increase their leadership skills during the college years (Pascarella & Terenzini, 2005) and that increase in leadership development in turn enhances the self-efficacy, civic engagement, character development, academic performance, and personal development of students. (p. 8)

According to Astin (1993), involvement in the institutional life of the college was related positively to developmental outcomes, and the amount of student learning was found to be proportional to the quality and quantity of student involvement, including participation in leadership experiences and activities. Similarly, Cress et al. (2001) researched leadership development in higher education institutions and found:

Developing leadership skills and abilities among students is a claim made by many college and university mission statements as an important aspect of creating educated individuals. Yet, despite this laudable goal, most institutions have traditionally only paid minimal attention to the development of their students as leaders in terms of offering specific leadership programs and curricula. This situation seems all the more ironic given increased accountability pressures placed upon institutions by their constituents and the public to prepare college graduates to deal with major economic, societal, and environmental issues. (p. 15)

In the past, many universities, including Boise State University (BSU), offered a number of student leadership development opportunities, a few even boasting a leadership major (Dugan & Komives, 2007). At BSU, these leadership development opportunities have included Leadership Summit, Women's Leadership Conference, Leadership Boise Academy, Emerging Leaders, Catalyst, LeaderShape, student organization leadership training, special request leadership experiences for students,

along with a leadership minor. The course of study for BSU's leadership minor (21 credits) included the core classes (12 credits), which were: Leadership 101, Foundations of Leadership (3 credits), Leadership 201, Applied Leadership (3 credits), Leadership 493, Leadership Internship (3 credits), Leadership 495, Leadership Capstone (3 credits); and a list of 44 electives from which to choose classes (9 credits) (Leadership Minor, n.d.). Despite this seemingly broad range of leadership development education opportunities, too often there was a lack of coherence and/or relevance in terms of enabling students to learn the skills necessary to be able to effectively deal with many major societal issues (Astin & Astin, 2000). Part of the problem with this leadership programming had been and remains that the message was not/is not consistent throughout the leadership programs outside of the student involvement and leadership center, or even within the Leadership Minor elective courses. Greenwald (2010) spoke to the idea of coherence in leadership programs, and said:

. . . each institution needs to define leadership in a meaningful way before it can develop a meaningful curriculum for its students. A leadership program should be based on the values and mission of the university. If those values are not defined, or if the program does not follow them, students will be left with a mash-up of courses with conflicting purposes and nothing tying them together. (A80)

Dempster and Lizzio (2007) purported that student leadership development and training programs had always existed in schools and communities, but that there needed to be more focused research on what students' envisioned leadership to be and to further examine the circumstances seen as important. Students taking leadership courses needed to understand what leadership is and why it is important to them and to society. Students

needed to understand (a) how to effectively challenge people's conventional ways of thinking, (b) gain an understanding of the importance of feedback, (c) collaborate with others, especially community partners, (d) learn to how link theory to practice, and (e) understand the vision creation process (Richards, 2012). "Rapid advancements in technology, increasing globalization, complexity, and interconnectedness reveal a new postindustrial paradigm of a networked world and call for 'new ways of leading, relating, learning, and influencing change'" (Komives et al., 2005, p. 593).

There were several societal issues that existed and leaders who can think outside the box to produce innovative and effective solutions were and will increasingly be needed. Astin and Astin (2000) summarized the point, stating:

Turbulence, conflict, change, surprise, challenge, and possibility are all words that describe today's world and that evoke myriad emotions ranging from fear and anxiety to excitement, enthusiasm, and hope. Clearly, the problems and challenges that we face today – global warming, religious and ethnic conflict, the maldistribution of wealth and opportunity, the decline of citizen interest and engagement in the political process, the increasing ineffectiveness of government, and the shift from an industrial to a knowledge-based society and from a national to a global economy – call for adaptive, creative solutions that will require a new kind of leadership. (p. 1)

Likewise, Wren (1995) discussed how leadership was central to the human condition; that it was not a "fad" but more so a concept that was both current and timeless, as well as how it was a fundamental aspect of the human condition. Wren (1995) continued explaining that the study of leadership should have been as all-

embracing as the human experience itself. "...the nation's ability to respond and prosper will depend on the quality of leadership demonstrated at all levels of society"

(Zimmerman-Oster & Burkhardt, 1999, p. 2). Astin and Astin (2000) made an argument for teaching leadership by explaining:

Of all the questions about the future of leadership that we can raise for ourselves, we can be certain in our answer to only one: 'Who will lead us?' The answer, of course, is that we will be led by those we have taught, and they will lead us as we have shown them they should. (vi)

Student Affairs, as a profession, has been concerned with developing the *whole* student, which in many cases meant combining the co-curricular experience with that of the curricular experience, in order to provide both theory and practice. "Research also indicated that students involved in leadership activities have higher levels of educational attainment and increases in personal values than do students who do not participate in leadership activities" (Astin, 1985, 1993; Wilcox, 2004, p. 3). The BSU class, Leadership 101, Foundations of Leadership, provided a semester of coherent leadership activities specifically related to outcomes, many of which were to improve leadership behaviors, in one form or another. Banta, Lund, Black, and Oblander (1996) stated the importance of assessment, "Effective assessment programs measure outcomes and then inform their many publics of the ways in which campus programs and service positively affect students, the community, and society. Assessment, then, is an important component in demonstrating institutional accountability" (p. 61). In an effort to properly assess and evaluate programming, beginning in the summer 2012, BSU's new Vice President of Student Affairs directed the division to develop and implement outcomes and evaluations

for *all* programs as well as classes being taught. In an effort to comply with this request, the chair of the leadership minor researched leadership inventories and based on the ease of use, reliability, and validity, decided to utilize Kouzes and Posner's Leadership Practices Inventory to assess and evaluate leadership behaviors and practices of those participating in the Leadership 101 sessions of the course each year.

Leadership was an important aspect of college education and the development of students' leadership skills has continued to be a focus of colleges and universities (Shertzer & Schuh, 2004; Zula, Yarrish, & Christensen, 2010). "Increasingly, higher education is being turned to as a source for potential change given its significant role in developing leadership capacity among today's youth" (Dugan & Komives, 2007, p. 8). The chair of BSU's leadership minor contended that the formal leadership development initiatives developed for the Leadership 101 course resulted in positive developmental outcomes for college student participants.

Statement of the Problem

An idea exists that leaders (positional) should also hold leadership certification in order to validate their positions (Bush, 2010). However, there are millions of ideations and definitions of leadership, and knowing that many people's definition of leadership involves being in a position of power, or one's position defining her/him as a leader, how then does one effectively learn or teach leadership? With more societal pressure to prepare student leaders to deal with major economic, societal, and environmental issues, are leadership classes and programs consistently focusing on the same leadership lessons, or are many continuing the lessons consistent with that of a leadership development course (Cress et al., 2001)? "One thing is certain...the nation's ability to respond and

prosper will depend on the quality of leadership demonstrated at all levels of society” (Zimmerman-Oster & Burkhardt, 1999, p. 2). Which leadership behaviors and perspectives are critical for societal progress and success, now and in the future? Is the quality of leadership gauged on the skills and behaviors demonstrated by those who have been taught? If so, when and how are those students who are taking leadership classes or participating in leadership experiences being assessed on their level of progress in acquiring and/or applying these skills and behaviors? With a lack of consistency in teaching and assessing student leaders, as well as student leadership programs and classes, how does one know if the programs or classes are effective in increasing student leadership behaviors and practices?

Purpose of the Study

The purpose of this study was to assess the impact on student leadership behaviors and practices, of participation in, and completion of Boise State University’s (BSU) course Foundations of Leadership (LEAD 101). Specifically, leadership behavior and practices’ impact were assessed relative to the five (5) practices of exemplary leadership identified and measured by the SLPI-S (using Kouzes and Posner’s Student Leadership Practices Inventory-Self [SLPI-S]). These five practices are: *Model the Way*, *Inspire a Shared Vision*, *Challenge the Process*, *Enable Others to Act*, and *Encourage the Heart*. The leadership impact data collected were delimited to pre and post class testing and a stratified focus group from the students enrolled in the Fall 2012, BSU LEAD 101 classes, which were not predicated on the five exemplary practices of leadership.

The three instructors who previously had taught the course met throughout the summer of 2012, created a google document, and shared ideas of lessons, readings, and

video clips that could be used within the LEAD 101 class for the Fall of 2012. The two sections of LEAD 101 were taught by two different instructors during the Fall of 2012. The two instructors who taught during the Fall 2012 then exchanged syllabi through email in order to align agreed upon course objectives, lessons (although taught in a different order and style), as well as assignments that contained only a few variations (see Appendix A and Appendix B). The two sections of LEAD 101 also used the same text *Exploring Leadership: For College Students Who Want to Make a Difference*. The instructors for the two sections delivered lessons differently based upon their backgrounds and teaching experiences in classes prior to teaching LEAD 101, but the core content, readings, and assignments were the same.

Although the class was not predicated on Kouzes and Posner's five exemplary practices of leadership, many of the class lessons directly related to the various commitments inherent within the five practices as indicated in Appendix C. The SLPI-S was used for its longevity as a valid and reliable instrument in measuring leadership practices and behaviors; however, there are many leadership behaviors and practices taught in LEAD 101 that were not assessed by the SLPI-S. It would be difficult to measure all leadership behaviors and practices learned through the LEAD 101 course, thus utilizing the SLPI-S inventory provided a useful tool to provide perspective regarding the content students had learned within the LEAD 101 class. Appendix C shows many of the lessons that could have been directly linked to the five exemplary practices as well as the other lessons taught in LEAD 101 the Fall of 2012 that did relate to the five practices. A focus group's qualitative responses were used in part to validate the lessons learned in the classroom that have been integrated into the respondents'

behaviors and actions after taking LEAD 101, demonstrating a connection between research, theory, and practice (Dugan, 2006).

The findings assisted the BSU Leadership Minor Committee and Leadership Minor chair in assessing the relevance and effectiveness of the current Leadership 101 class experience, and ultimately provided insight and direction for improving future class offerings.

Research Questions

Using Kouzes and Posner's Student Leadership Practices Inventory - Self (SLPI-S) (1998) and LEAD 101 students' SLPI-S responses, this study addressed the following questions:

1. To what degree have students' leadership behaviors and practices (defined and delimited to the five practices of exemplary leadership identified and measured by the SLPI-S) been impacted by and enhanced through the BSU LEAD 101 course experience? Hypothesis one was designed to test the extent to which a difference, if any, may exist among the SLPI-S scores, in regard to the degree in which leadership behaviors and practices have been enhanced. The research question one when stated in the null form reads: there will be no statistically significant differences between the students' pre and post scores on the Student Leadership Practices Inventory - Self (SLPI-S).
2. Are there differences in BSU LEAD 101 students' leadership behaviors and practices (as measured by the SLPI-S) based on student demographics (i.e., age, class standing, gender, and leadership experiences)? Hypothesis two was designed to test the extent to which a difference, if any, may exist among student SLPI-S

scores in regard to the four student demographic categories (age, class standing, gender, and leadership experiences). The research question two when stated in the null form reads: there will be no statistically significant difference between the students' scores on the Student Leadership Practices Inventory - Self (SLPI-S) in relation to age, class standing, gender, and leadership experiences.

3. To what degree do students who have completed BSU's LEAD 101 course perceive their leadership behaviors and practices (defined and delimited to the five practices of exemplary leadership identified and measured by the SLPI-S) to have been impacted by and enhanced through the course experience?

Definitions

Boise State University (BSU). Boise State University is a public, metropolitan university (Carnegie Classification: Master's L) offering an array of undergraduate and graduate degrees and experiences that foster student success, lifelong learning, community engagement, innovation, and creativity. BSU is comprised of seven colleges, 203 degree programs and certificates, and 22,678 students from 50 states and 65 countries (Boise State University Facts and Figures, 2012-2013).

Boise State University Leadership Minor Committee. The BSU Leadership Minor Committee is a team of faculty and staff from the department that houses the leadership minor (the College of Business and Economics [COBE] – Management department):

- Dean of the College of Business and Economics
- Management department chair

From the Student Involvement and Leadership Center, which is in charge of managing the curriculum, adjunct professors teaching within the leadership minor core classes, and the funding and growth of the leadership minor include:

- Associate Vice President of Student Affairs
- Assistant Vice President for Student Life
- Assistant Director of Student Involvement and Leadership Center and leadership minor chair; and

representatives from the different departments identified as housing viable elective classes within the leadership minor. Changes made to the individual leadership minor core classes can be made by the chair of the leadership minor, however, changes made to the minor itself must be approved by the entire BSU Leadership Minor Committee (COBE academic college record, 2009).

Completion. Completion is defined as persistence in a class, from registration through finals week, without dropping or withdrawing from the course.

Critical Thinking. Critical thinking is the metacognitive process of thinking; thinking about your thinking, while thinking. Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. Critical thinking involves making sure that one is informed and challenging assumptions (Ennis, 2002; Johanson, 2010).

Empower. The process of empowering unleashes a person's talents, skills, and experience that are already in place but are often underutilized or willfully held back;

organic approach addressing an implicit process of empowerment involves students, understanding needs; modeling empowered behavior; encouraging collaborative behavior, encouraging intelligent risk taking; and trusting people to perform (Quinn & Spreitzer, 2006).

Enhance. The process of enhancing involves raising a given component to a higher degree, in this case, increasing the engagement frequency of leadership practices and behaviors (Encarta dictionary, 2012; Kouzes & Posner, 2006).

Identity. Identity is defined as the state of continuous self (Erikson, 1968).

Impact. An impact is described as the powerful or dramatic effect that something or somebody has (Encarta dictionary, 2012).

Influence. Influence is defined as the power that a person has to affect another person's thinking, course of events, or actions by means of argument, example, or personality; as well as having identification skills, expert knowledge/information, freedom granting capability and autonomy; providing support for innovation, and having openness to the decision-making process (Krause, 2004).

Involvement. Involvement refers to the quantity and quality of physical and psychological energy that students invest in the college experience (Astin, 1999).

Leadership.

We believe that leadership is a process that is ultimately concerned with fostering change. In contrast to the notion of “management,” which suggests preservation or maintenance, “leadership” implies a process where there is movement — from wherever we are now to some future place or condition that is different. Leadership also implies intentionality, in the sense that the implied

change is not random — “change for change’s sake” — but is rather directed toward some future end or condition that is desired or valued. Accordingly, leadership is a purposive process which is inherently value-based. Consistent with the notion that leadership is concerned with change, we view the “leader” basically as a change agent, i.e., “one who fosters change.” Leaders, then, are not necessarily those who merely hold formal “leadership” positions; on the contrary, all people are potential leaders. Furthermore, since the concepts of “leadership” and “leader” imply that there are other people involved, leadership is, by definition, a collective or group process. (Astin & Astin, 2000, p. 8)

Leadership 101. Leadership 101 is a foundational course in BSU’s leadership minor. It is offered through the College of Business and Economics, under the Department of Management. This class is open to all class levels, and offered concurrently to 6 high schools within the Treasure Valley. This class teaches critical thinking, self-awareness, and understanding others, while examining the context of a given situation in order to work collaboratively towards viable solutions. This course also teaches the evolution of leadership and a number of different leadership theories, with the central course theory being the relational leadership model of Komives et al. (2007).

Leadership behaviors and practices. Leadership behaviors are the result of the leadership practices displayed in the Student Leadership Practices Inventory - Self (SLPI-S). These five (5) practices include:

1. *Model the Way* – finding your voice by clarifying your personal values. Set the example by aligning actions with shared values.

2. *Inspire a Shared Vision* – envisioning the future by imagining exciting and ennobling possibilities. Enlisting others in a common vision by appealing to shared aspirations.

3. *Challenge the Process* – searching for opportunities by seeking innovative ways to change, grow, and improve. Experimenting and taking risks by constantly generating small wins and learning from mistakes.

4. *Enable Others to Act* – fostering collaboration by promoting cooperative goals and building trust. Strengthening others by sharing power and discretion.

5. *Encourage the Heart* – recognizing contributions by showing appreciation for individual excellence. Celebrate the values and victories by creating a spirit of community. (Kouzes & Posner, 2002, p. 22)

Leadership minor. The BSU Leadership Studies minor is a 21-credit interdisciplinary minor based on a holistic philosophy of leadership. The core curriculum consists of 12-credits that collectively explore leadership theories and their application (Leadership 101: Foundations of Leadership; Leadership 201: Applied Leadership; Leadership 493 Internship of Leadership Studies; Leadership 495: Senior Capstone in Leadership Studies). The remaining 9-credits are chosen from a menu of relevant coursework that serves to supplement the content of the core curriculum (Boise State University Undergraduate Catalog, 2012-13). The findings helped the chair of the leadership minor, and other Leadership Minor Committee members, change the curriculum which will be discussed in chapter V.

Student Leadership Practices Inventory - Self (SLPI-S). The SLPI-S is a questionnaire with 30 behavioral statements—six for each of the leadership five

practices. This 360-degree assessment instrument serves two purposes: it allows the researcher to continuously test the initial findings that the five practices model is a valid view of the world of leadership, and it provides a tool that helps leaders assess the extent to which they actually use those practices in order to make plans for improvement. The students respond using a Likert-type scale between 1 and 5 (Kouzes & Posner, 2006).

- “1” means that the student *rarely or seldom* engaged in that behavior.
- “2” means that the student engaged in the behavior *once in a while*.
- “3” means that the student *sometimes* engaged in the behavior.
- “4” means that the student engaged in the behavior *fairly often*.
- “5” means that the student engaged in the behavior *very frequently*.

Participation. In the LEAD 101 class, participation means listening, sharing viewpoints, receiving feedback, and being mindful of one’s impact on others. Participation encompasses sharing knowledge and insight, engaging in class discussion/activities, and in the online forum; being present while in class (mentally engaged and focused on the class discussion, assignment, or project), as well as completing assignments. Participation is also thoughtful contributions to class discussions, integrating readings, past class discussions, video clips, research, and experience (Leadership 101 class syllabus, see Appendix A).

Perception. Perception is defined and delimited as an attitude or understanding based on what is observed or thought; the process of using the senses to acquire information about the surrounding environment or situation (Encarta Dictionary, 2012).

Reflection. “Reflection *generates* learning (articulating questions, confronting bias, examining causality, contrasting theory with practice, pointing to systemic issues),

deepens learning (challenging simplistic conclusions, inviting alternative perspectives, asking “why” iteratively), and *documents* learning (producing tangible expressions of new understandings for evaluation)” (Ash & Clayton, 2009, p. 27).

Why. Simon Sinek (2009) describes *why* as one’s purpose, cause, or belief?

Answers to questions such as *why* does one’s company exist, *why* does one get out of bed every morning, and *why* should anyone care, assist in leading to one’s *why*.

Limitations, Delimitations, and Assumptions

Limitations. The first limitation of the study may be the generalizability. This is due to the delimitation of students who registered for the BSU Leadership 101 class. Although there were no prerequisites for this class, the physical classroom capacity and prior year’s registration total limited the class to 25 students per section (2 sections total). As a result, the entire 2012 study population had the capacity for 50 students. Participants did not have to be declared in the leadership minor in order to register for the Leadership 101 course nor to have participated in the study.

Participants may or may not have responded with candor to the SLPI-S, therefore the results might not accurately reflect actual leadership behavior/practices’ impact. This was further limited by the decision to assess leadership behavior/practices’ impact delimited to the SLPI-S without any other perspectives of assessing the students’ leadership behaviors.

Boise, Idaho was and is relatively homogenous in terms of the population’s ethnicity. Likewise, BSU, which derives 81% of its student population (22,678) from the local/regional population, is relatively homogenous in terms of student ethnicity (see Table 1).

Table 1

Boise, Idaho versus Boise State University Ethnicity Breakdown

Boise, Idaho	Ethnicity	Boise State University
85.2%	White	77%
7.0%	Hispanic/Latino	7%
3.2%	Asian American	3%
1.5%	Black/African American	2%
.7%	American Indian/Alaska Native	1%
.1%	Pacific Islander	<1%
3.0%	Not Reported/Multi-Cultural	10%

Note. Hispanics may be of any race, so also are included in applicable race categories. Boise State University Facts & Figures, 2012-2013, p. 9 and U.S. Census Bureau, 2010.

Because of this homogeneity the students who registered for the LEAD 101 course were not a very diverse group in terms of race/ethnicity, gender (more male), or age. This may inhibit generalizability across a larger spectrum of students.

The first phase of the study took place over the course of a semester, which involved the administering of the Pre and Post SLPI-S during the Fall 2012 LEAD 101 class, addressing research questions one and two. Since the focus group gathered 10 months after the LEAD 101 course ended (Fall 2013), a limitation is the students may have attended other leadership programs. Those may have influenced their leadership behaviors and practices, instead of or in addition to the LEAD 101 course.

The study was also limited by the retention of all of the students in the BSU Leadership 101 through to completion of the course. It is possible and probable that students missed class, or simply chose not to complete the assignments, all of which had the potential to impact leadership behaviors and practices. Students may have decided not to participate in the post class SLPI-S, and could also have decided not to participate in any post class focus group interviews, as well, which limited the ability to collect

qualitative data on the students' experiences and perceptions about the course impact on their leadership behaviors and practices.

Delimitations. This study was delimited to those students registered for the Leadership 101 class on BSU's campus, in the face-to-face class format. There were several concurrently enrolled courses available throughout the Treasure Valley, so this was done in order to ensure a semblance of manageability in gathering data from participants. The sample was drawn from students registered for the Leadership 101 course. This course was open to all BSU students, no matter the class level, grade point average, pre-requisite courses, or admissions status, which provided the possibility of acquiring a more diverse group.

Due to the length of time between the Fall 2012 BSU Leadership 101 class and the Fall 2013 focus group, finding class members who could meet at a convenient time resulted in a group of seven. This decreased the researcher's chances to purposefully maximize demographic variability of respondents, which limited the amount of rich information from which to be able to make meaningful inferences.

The study was also delimited by the two different instructors who taught the sections of LEAD 101. Since this class, as well as many others, was taught by student affairs professionals who have full time responsibilities outside of teaching, the researcher procured the assistance of another adjunct faculty member (also a student affairs professional) who was knowledgeable in the field of leadership development in order to increase the capacity to effectively teach the course. Given that the instructors are different people and could teach the course slightly differently, this could have impacted the reliability of the lessons that were taught, which in turn could have led to

less consistent data gathered in relation to students engaged in the same course. The researcher did, as explained earlier, work directly with the second instructor for LEAD 101 on development and use of the same course objectives, content, assignment constructs, and course goals.

Assumptions. The first assumption was that students would be honest, open, and respond to the best of their ability when taking the SLPI-S, which is a self-reported inventory. Another assumption was that those who participated and answered the questions on the inventory understood the questions and answered without pretense or thought about what the value chosen in a question implied about their ability to lead effectively at that time.

It was assumed that the information collected from the SLPI-S provided a valid measurement of a specific set of students' leadership experiences in the class, and meaningfully reflected students' leadership behaviors and practices. Students in this study may also have taken additional classes, possible trainings, and/or have participated in additional leadership experiences that could impact their leadership behaviors and practices. It was assumed that participants' age, gender, educational preparation—class standing, and/or leadership training and experiences—would not negatively affect their perceptions in terms of understanding their leadership behaviors and completing the SLPI-S. There was one student who repeated the course for credit.

Significance of the Study

Hernez-Broome and Hughes (2004), in an exploration of the explosion of interest in leadership development, found that over the past two decades the two most common themes in the area were the creation of leadership development methods and the

importance of a leader's emotional resonance with and impact on others. Astin and Astin (2000) outlined a major source of the problem that society is encountering and the need for leaders by acknowledging the following:

Even though the United States is generally regarded as having the finest postsecondary education system in the world, there is mounting evidence that the quality of leadership in this country has been eroding in recent years. The list of problems is a long one: shaky race relations, growing economic disparities and inequities, excessive materialism, decaying inner cities, a deteriorating infrastructure, a weakening public school system, an irresponsible mass media, declining civic engagement, and the increasing ineffectiveness of government, to name just a few. In a democracy, of course, citizen disengagement from politics and governmental ineffectiveness not only go hand in hand, but also cripple our capacity to deal constructively with most of the other problems. The problems that plague American society are, in many respects, problems of leadership. (p. 2)

The various problems that exist within society and the world demand critically thinking members of society to begin answering the call for help. The problem implicit in the above quotation is that many people are waiting on those in leadership positions to provide the answers. What Astin and Astin (2000) discussed is that more *regular* citizens need to get involved in working toward solutions, but, in order for that to happen, these *regular* citizens need to see one another as being more powerful, and view each person as a potential leader and change agent.

The significance of the BSU Leadership 101 class is the focus on each student understanding the role and responsibility of leadership by and from *regular* citizens. By

emphasizing critical thinking, being informed, self-awareness, and understanding and applying leadership theory, students become vehicles for change. No one should wait for a person in a position of power to provide the road map for improving societal issues; it is done by all involved, directly or indirectly, in order for real change to take place. The initial findings from this study led the researcher and the leadership minor committee to make changes that were believed would enhance the curriculum.

“Creating visionary student leaders at the university or individuals within an organization for the future could possibly help to improve the quality of life and opportunities for others to grow academically, culturally and socially” (Hilliard, 2010, p. 96). Torres (2008) found in researching leadership behaviors that “effective leadership behaviors gained in student leader programs were connected to positive learning results. These programs have resulted in students’ satisfaction in their educational experience, persistence to graduation, and the development of personal and social skills” (p. 3). Teaching students leadership and involvement in higher education helped increase their sense of connection and purpose while in school, which in turn increased their chances to graduate and also to acquire the skills needed to become gainfully employed (Hart, 2006). The other side of this experience is that the leadership class empowered those who took the course to understand their ability, self-efficacy, and responsibility to apply what had been learned and to act and begin working towards viable solutions.

The President of Boise State University and the Vice President of Student Affairs made it clear that assessment is more critical now than at any point in the university’s history. Hence, there has been a major push forward among all departments, including the Student Involvement and Leadership Center (SILC), to assess and evaluate all

programming. The results of this study have the potential to provide further justification for SILC to continue directing the BSU leadership minor, housed in the management department of the College of Business and Economics, and provide the Chair of the leadership minor and leadership minor committee with evidence associated with the impact of the minor on student leadership behaviors and practices. This information assists in the ongoing curriculum development for the future of the Leadership 101 courses at BSU and serves to support leadership curriculum development at other universities.

The information gathered in the study has been used in helping augment the curriculum, in order for the staff responsible to continue to make the Leadership 101 class relevant and applicable to students. The chair of the leadership minor wanted to ensure that Leadership 101 class participants were being effectively prepared to lead, by providing the information, tools, and resources that would have aided them in doing so. A few of the students who decided to take Leadership 101 have been through many leadership trainings, high school trainings and programs, but still did not understand leadership, other than as associated with position or innate traits. A goal of the Leadership 101 class was to enable students to recognize themselves as leaders, no matter their position or rank, and thereby make sure that students understood the importance of their voice being heard and how to develop that voice. The leadership minor, especially the BSU LEAD 101 class, aimed to be effective, intentional, and impactful, to have facilitated students' understanding of leadership beyond the classroom and beyond the college environment. The continued development and improvement of the Leadership

101 curriculum relied heavily upon assessments and evaluation studies of the course's effectiveness.

Information gathered in this study has been used to identify areas of improvement not just for teaching the LEAD 101 course, but to also train other faculty to become instructors for the course. Perhaps improvements of students' leadership behaviors and practices could lead those teaching leadership courses at other institutions with similar populations to evaluate BSU's LEAD 101 course curriculum and adopt improvement or recommendations from this study about definitions, philosophy, lessons, video clips, and/or assignments from this course, and provide validation or tips for redesign on specific lessons that are positively impacting students' leadership behaviors and practices.

Information gathered in this study was also evaluated as a means to explore the impact of the same curriculum as it is taught to high school students in concurrent curriculum courses, which provide a larger population to sample the impact of leadership behaviors and practices. Results could impact lessons taught during leadership programs for high school, as well as college age students, focusing on those lessons that have been found to positively impact leadership behaviors and practices. In the age of the *selfie* and the next generation of people focused on themselves, the lessons from this course become even more important. Petillo (2014) discussed how it is important that institutions of higher education do not get caught into the perceived belief that education is about producing *excellent sheep*. Instead of creating the clueless zombies who question their individual identity and life purpose, the type of leaders needed are bold, thoughtful, decisive, empathetic, and knowledgeable leaders, open to new ideas. Ghodsi's (2000)

research stated, “Since leadership does not occur in a vacuum and a leader must have both a milieu and followers, the study of leadership is imperative in instilling a sense of mindfulness and concern for others” (p. 46).

The information gathered from this study adds to the body of knowledge in leadership development and it is expected to inform future practice, research, or theory. The study should lead to the development of better introductory leadership classes, programs, and even more insightful introductory class lessons, regardless of the students’ levels of involvement, age, gender, class level, or leadership experiences. Students who have participated in LEAD 101 are encouraged to take part in more programs involving the education of others about leadership, in hopes of providing application of leadership lessons learned as well as finding relevance of lessons as the then former LEAD 101 student, teaches others. As leadership programs are on the rise, it has become more important to provide meaningful and relevant curriculum that enhances the proposals for an introductory course that can make a difference in leadership behaviors and practices.

CHAPTER II

Literature Review

As stated, the purpose of this study is to assess the impact of participation in, and completion of Boise State University's (BSU) Foundations of Leadership class (LEAD 101) on student leadership behaviors (using Kouzes and Posner's Student Leadership Practices Inventory -Self [SLPI-S]). Specifically, leadership behavior impact will be assessed relative to the five (5) practices of exemplary leadership identified and measured by the SLPI-S.

Chapter II provides a review of the literature relevant to the study. The review of literature covers (1) the evolution of leadership, (2) defining leadership, (3) why leadership is needed now, (4) leadership in higher education, (5) exploration of the major lessons of the BSU LEAD 101 class, and finally (6) an examination of the populations of interest being studied, which consist of groupings by sex, class standing, age, and leadership experiences. The literature review concludes with a state of the literature section, which provides an analysis of the strengths, weaknesses, and gaps identified within the research.

Evolution of Leadership

"Leadership, and the study of it, has roots in the beginning of civilization. Egyptian, rulers, Greek heroes, and biblical patriarchs all have one thing in common—leadership" (Stone & Patterson, 2005, p. 1). Seemiller's research found that the concept of leadership dates back in history at least 5000 years as the words "leader," "leadership," and "follower" emerged in Egyptian hieroglyphics (Wren, 1995). The study of leadership began with ancient thinkers and philosophers and continues today with an ever increasing

emphasis and focus (Kakabadse & Kakabadse, 1999). “Since then, leadership has been interwoven into the ideas and practices of philosophers such as Plato, Socrates, Aristotle, and Lao-tzu and other historical figures such as Machiavelli and Gandhi” (Seemiller, 2006, p. 71). Seemiller (2006) found leadership to be “a multidisciplinary and transcontinental concept having connections with philosophy, business, politics, education, military, theology, and other disciplines, professions and cultures” (p. 71). “Our work, work environment, worker motivations, leaders, managers, leadership style, and a myriad of other work-related variables have been studied for almost two centuries” (Stone & Patterson, 2005, p. 1).

Tribal. Leadership could be seen even in the early tribal communities in the emerging stages of human development. Considering the probable importance of leadership in a tribal community or nomadic groups, leaders were thought to have served the role of coordinator and skilled expert (Crawford et al., 2005). Crawford et al. (2005) identified many factors that characterized the tribal age of leadership development; six are listed here in no particular order:

- The leadership relationship was more directive and task-oriented than personal or social.
- Tribal leaders were *elected* based more on their size, strength, and agility than on their good looks or interpersonal skills.
- Tribal leaders were skilled hunters, but were less skilled in social skills and human interaction.
- Leadership was based more in fear (survival challenges, etc.) than on charisma, personality traits, or behaviors.

- *Leaders*: Brute force accepted, fear based; survival skills rule, but social skills are a plus; coordinator/skilled expert.
- *Followers*: Failure to follow equals death; followers' role important to tribal success; long term power derived from survival skills. (p. 22)

Crawford et al. (2005) explain that during the time, prior to civilization, the familial relationship was as important as the hunting and gathering social groupings. Leadership in the family unit was thought to have taken the form of effective parenting skills, and language acquisition and social skills were also established during this life stage. The family was believed to have been a strong, nurturing safety net that served as a support for members, akin to a leader supporting his or her followers today in the workplace, home, and other social spheres. Because of the aforementioned beliefs, leadership during this time was thought to have been collaborative and person-centered.

Pre-Classical. As time moved forward into what Crawford et al. (2005) referred to as *biblical times*, ideas of leadership began to shift from the tribal to a more spiritual aspect and concern. There was the same *fear* of leaders that was present in the tribal times; however the fear was based on one being able to control what could happen beyond death. Crawford et al. (2005) identified many factors that characterized the pre-classical era of leadership; seven are listed here, in no particular order:

- Leaders claimed divinity; those with the most power had direct access to the gods for the purpose of interceding in the afterlife.
- Death was feared, but the afterlife was a bigger mystery and was feared even more.

- Leaders were skilled in leading others' behavior for the sake of not only their jobs, but also for their families, and their mortal souls.
- Magic and spirituality were important as were skills that separated the leaders from the natural world.
- Since they were perceived as having divine power, men dominated leadership in this era.
- *Leaders*: Spiritually or magically endowed; male dominant; kings and church in collusion; brutality and oppression justified.
- *Followers*: Subservient role; vessels to be filled with spiritual teachings or law; subhuman treatment accepted; follow because of or through fear. (p. 22)

Although positional leadership was prevalent in the form of generals, knights, scribes, etc..., the emergence of spirituality led to a power that was unequaled by humans, or kings of territories (Crawford et al., 2005). The philosophy of *divine right*, also referred to as the divine right of kings, meant that a monarch's position and power were given to them by a deity(ies) and not the people, which meant that Kings had the *ears of the Gods* (Crawford et al., 2005; Divine Right, 2008). Divine right provided absolution and set the words of monarch's above all reproach (Divine Right, 2008). Many followers not only feared what leaders could do to them in life, but also in death (Crawford et al., 2005).

Although monarchs were supposed to rule with benevolence, because the power was divinely ordained, many used their power to create fear if one disobeyed (i.e., punishment via burning, drawing and quartering, hanging, decapitation, etc...) (Sommerville, 2012). During the Dark Ages, the power of kings was further consolidated by the power of the Catholic Church in Europe and throughout the world, with the first *pope* commanding

that all Christians follow the Roman Emperor, even though he was still a pagan at that time (Divine Right, 2008). Kings and the church often used each other, serving to stifle progress and change in favor of fear and silence (Crawford et al., 2005). In some societies, kings were ornately entombed and were given the same spiritual status of gods.

Classical. The purpose that emerged during the classical period of leadership was the concept of creating stable profit. Leaders' jobs were seen as organizing, controlling, commanding, decision making, and manipulation, in order to enhance the effectiveness of productivity. Leaders believed to be the most effective were those who could create and integrate structure in a chaotic organization (Crawford et al., 2005). Stability was key in the classical organization, while change was seen as disruptive of the workflow and allowed more error and chance in the business equation (Crawford et al., 2005).

Regulations, rules, and policies were also created to stabilize, organize, and make unproductive workers work more efficiently in chaotic organizations, holding to the new status quo, which is, leaders lead, and workers work (Stone & Patterson, 2005). Profit became critical to the classical organization as well, to the point that a day without profit was equivalent to a failure (Crawford et al., 2005). The scientific management approach attempted by Frederick Taylor fused an engineer's perspective with that of a business manager, hence creating a, "strong emphasis on control, ruthless efficiency, quantification, predictability, and de-skilled jobs" (Stone & Patterson, 2005, p. 2). Many believed that due to this focus on efficiency and productivity, leaders viewed workers as instruments or machines, to be used and manipulated by their leaders (Stone & Patterson, 2005). This illuminated a shift from focusing on the organization versus the individual worker.

“The Industrial Revolution shifted America’s economy from an agriculture base to an industrial one and thereby, ushered in a change in how leaders would treat their followers” (Stone & Patterson, 2005, p. 1). Leaders during this time period had a duty (thought of as the right) and the authority to make decisions, confront issues, make others accountable, as well as hire and evaluate employees on a daily basis; they had to do whatever it took to get the job done in the most expedient and efficient manner possible (Crawford et al., 2005). The contribution of followers was limited to following directions. Classical leaders believed that workers were intrinsically lazy, inefficient, and if left to their own devices, would not perform at a satisfactory level (Crawford et al., 2005; Stone & Patterson, 2005). Leaders using this model generally use more direct and sometimes coercive means to get the job done.

“The Industrial Revolution created a paradigm shift to a new theory of leadership in which ‘common’ people gained power by virtue of their skills” (Stone & Patterson, 2005, p. 1). Thus not everyone could be a leader; only people with leadership duties and position were considered leaders, which gave them further justification to lead in a directive manner, since the hierarchy behaved in the same classical manner. Shertzer, Wall, Frandsen, Guo, Whalen, and Shelley (2005) contended:

The industrial paradigm contains many assumptions that dominated leadership perceptions throughout most of the 20th Century, including (a) leadership is the property of an individual, (b) leadership pertains to formal groups or organizations, and (c) the terms *leadership* and *management* can be used interchangeably. (p. 86)

Temes (1996) traced the scientific study of leadership during the classical period to one of the founding fathers of sociology, Max Weber. Temes (1996) believed Weber's work was influential in creating the foundation for future leadership study, research, and theory building, especially as it related to the idea of *charisma*. Stogdill purported that Weber's work in the early 1920s shaped perceptions about types of legitimate authority—the bureaucratic leader, patrimonial form of leadership, and the charismatic leader (Seemiller, 2006). While researching leadership theories of the classical period, Richards (2012) found,

Research to define and understand leadership has been ongoing since the 1920s. Over that time numerous theories have been proposed Generation one involved identification of leadership traits that were found not to be generalizable; followed by a move to identify leadership behaviors and the use of the two factors (consideration/relationship-orientation or task/goal-orientation), which blurred managerial and leadership activities and behaviors and ignored cultural and follower differences. Generation two included Fiedler's 1967 contingency model and the use of the least-preferred coworker (LPC) method, which took into account member-leader relationship, task and position power and the Vroom/Yetton decision tree model that identified five decision-making styles each appropriate for certain types of decisions Foster identifies a third generation, which includes attribution theory, reinforcement theory, exchange theory and the multiple influence model of leadership[,] which he also sees as theories more concerned with how organizations use management to get

subordinates to carry out tasks rather than the notions of leadership and learning.

(p. 88)

Crawford et al. (2005) characterized the classical period of leadership as follows:

- *Leaders*: Production at all costs; labor is infinite; Leaders lead and divide labor Organize, control, command, decide, and manipulate for results; and
- *Followers*: Hard work expected, and *builds character*; chaos is the downfall of the policy-driven organization; no one is indispensable; workers considered lazy and inefficient. (p. 22)

Progressive. “Unprecedented social change in the mid-1960s to the mid-1980s shifted societal focus from increasing economic wealth to ensuring social rights and equality.... The advent of the computer age was shifting employee requirements from brawn to brains” (Stone & Patterson, 2005, p. 4). By the mid-1970s, stability was no longer the prescription for organizational health for most of corporate America (Crawford et al., 2005). A combination of increased market and global competition, regulatory demands, new microeconomics trends, technological changes, and demographic shifts in the workplace all led to this new more competitive and volatile business climate (Brungardt & Crawford, 1999; Crawford et al., 2005). The slow incremental organizational change and improvement of the classical leadership period would no longer be enough for business resilience and survival (Bass, 1990). “In the late 1970s, leadership theory research moved beyond focusing on various types of situational supervision as a way to incrementally improve organizational performance” (Stone & Patterson, 2005, p. 6). Many leaders turned to utilizing a transactional leadership theory, which meant leading by providing workers incentives and motivation through exchanging

one thing for another (Avolio, Waldman, & Yammarino, 1991; Seltzer & Bass, 1990; Stone & Patterson, 2005). “The underlying theory of this leadership method was that leaders exchange rewards for employees’ compliance, a concept based on bureaucratic authority and a leader’s legitimacy within an organization” (Stone & Patterson, 2005, p. 6). Shertzer et al., (2005) contended:

The postindustrial paradigm has emerged from more recent literature and thoughts on leadership, and through criticism of the traditional paradigm. Assumptions of the postindustrial paradigm include these: (a) leadership is based on relationships and does not belong to any individual, (b) leadership is meant to create change, and (c) leadership can be done by anyone, not just by people who are designated leaders. (p. 86)

Business leaders began to realize that they would have to increase quality and reduce costs to ensure growth, to compete, and to survive in this new environment, where many Asian and European competitors were perceived to have had better quality products than the Americans (Brungardt & Crawford, 1999). In the 1980s and 1990s, the U.S. began implementing new management techniques and approaches to enhance organizational growth. These techniques and approaches were akin to what the Japanese utilized in the years after WWII, namely *kaizen* (Brungardt & Crawford, 1999). The philosophy of *kaizen*, which literally translates into two words *kai* (change), and *zen* (good), had been adopted and began to symbolize continuous improvement, in order to instill a dedication to quality and productivity anywhere within the company (Hudgik, 2013). The quality movements Total Quality Management (TQM) and Continuous Quality Improvement (CQI), along with many other quality development techniques,

were a part of the re-engineering methods, strategic thinking and planning, change management, organizational improvement, and transformational leadership implemented to create major change in U.S. companies (Crawford et al., 2005). In the new business environment, with the leader as change agent, the challenge was on how to promote, encourage, and master the art of organizational change, transforming the organization as a result (Crawford & Brungardt, 1999; Crawford et al., 2005).

“Transformational leaders look at where the organization should be heading and determine how to handle internal and external change and employee needs to reach that goal” (Stone & Patterson, 2005, p. 7). Burns (1978) believed transformational leaders should ask followers to transcend their own self-interests for the good of the organization/group, or society at large; to consider each person’s respective long-term needs and to prioritize and delineate what is really important. As change agents, leaders created the vision and direction for the group, as well as being the initiators and navigators of the change process.

The landscape of leadership began to shift from the maintaining the status quo to that of organizational change, incorporating employee empowerment, employee decision making, as well as more employee collaboration overall (Avolio et al, 1991; Stone & Patterson, 2005). Burns (1978) purported that effective leaders have to work from the inside out to transform organizations. Progressive leadership motivates people to work together to make change within organizations to create sustainable productivity (Dixon, 1998; Stone & Patterson, 2005). Badaracco and Ellsworth (1989) recognized that the leader needs to be more of a collaborator and facilitator in a volatile climate. “The job of

a transformational leader is not to make every decision within the organization, but to ensure that collaborative decision-making occurs” (Stone & Patterson, 2005, p. 7).

There are many different types, styles, models, and approaches to empowerment, and to some degree many revolve around the simple concept of shared power. The aforementioned models call for top management to transfer power to lower levels of the organization in the hopes of maximizing the full potential of all employees (Crawford et al., 2005). Crawford et al. (2005) believe that creating flexible organizations with informal collaborative and communication networks, decentralizing accountability, and sharing power, is how to unlock the potential of employees. They characterized the progressive period of leadership as:

- *Leaders*: Stability no longer the key; Change game, TQM, CQI, and re-engineering Change agent, visionary for transformational change; Empowerment is the mantra, Unlock the potential of everyone.
- *Followers*: Everyone has a worth value; Collaboration means more power for followers, shared power; Intimate involvement with total organizational change; Needs met on management’s terms. (p. 22)

Post progressive. Leadership in the new millennium takes a much different approach than that described in the classical and pre-classical paradigms. New leadership must be sensitive to the demands of the information society and the expectations of a post-Cold War world, as well as exploration of leadership beyond business and profit margins (Crawford et al., 2005). “Social change models, risk leadership, and leadership as ethics all represent efforts to define truly progressive models for leader-follower relations in the context of modern life” (Crawford et al., 2005, p. 23).

The future of leadership seeks to create a collaborative workplace and society where leadership changes and adapts to meet the needs of followers and community issues. Google Inc. describes the most important character trait of a leader, not to be where they graduated from nor their IQ, but their predictability (Chen, 2014). Part of Google's success has been the focus on *people analytics*, which has a greater focus on the people and the decisions that people make, based on data, as a necessary supplement of the data engineering focus (Chen, 2014). Google empowers employees through innovative ways of employee treatment that increases the value in each employee's ability to ask questions and make decisions. Part of the employee empowerment comes from ideas such as Google cafés, which allow people to work across teams to spark conversation and innovation; along with TGIF, which allows employees to ask questions directly to top leaders in the company; and Google Universal Ticketing System (GUTS), which is a way to file issues about any problem; even to the internal innovation reviews, which allow directors to present product ideas to top executives from any division (He, 2013). Up until recently, workers at Yahoo and Best Buy were allowed to telecommute or work at home, instead of having to be in the office, which allowed for more women and men with young children at home to work and increase workplace flexibility (Miller & Perlroth, 2013). Mayer, the CEO of Yahoo, "introduced free food in the cafeterias, swapped employees' BlackBerrys for iPhones and Android phones and started a Friday all-employee meeting where executives take questions and speak candidly (Miller & Perlroth, 2013, p. 1)."

Crawford et al. (2005) characterized the progressive period of leadership as:

- *Leaders*: Answers to issues in the post-industrial world; New democratic agenda; Social change, collaboration, and risk leadership models.
- *Followers*: Collaboration and agenda building are the new roles of the follower; Equal partner in the leadership relationship; Followers' needs met. (p. 22)

Defining Leadership

According to Conger (1992), it is a very exciting time to study leadership because of the shift in focus to learning about the process of leadership and because people's perceptions of leadership have become more positive and accurate. "In the past 60 years, as many as 65 different classification systems have been developed to define the dimensions of leadership" (Northouse, 2010, p. 2). The study of leadership has been an increasing focus for the past several decades, yet there remains considerable confusion and a lack of congruence in leadership definitions and theories (Conger & Benjamin, 1999). While examining Warren Bennis' leadership research, Conger and Benjamin (1999) wrote,

...of all the hazy and confounding areas in social psychology, leadership theory undoubtedly contends the top nomination. And, ironically probably more has been written and less known about leadership than any other topic in the behavioral sciences. Always, it seems the concept of leadership eludes us or turns up in another form to taunt us again with its slipperiness and complexity. (p. 15)

Stogdill (1974) found that there were almost as many different definitions of leadership as there are people who have tried to define it. In order to understand theories and definitions of leadership throughout recent history (early 1900s to 1970), Stogdill (1974) undertook a project to review over 5000 studies related to leadership from a variety of

sources across multiple disciplines in an effort to analyze methodologies as well as findings of these studies. Seemiller's (2006) research of Stogdill clusters the studies into themes that reflect the underlying definition of leadership in each particular study, whether or not the researcher knowingly indicated this definition. The definitions included:

- Leadership as a form of persuasion, in which leaders use persuasion to reach either the leader's goal or a common goal.
- Leadership as an instrument of goal achievement, postulates that leaders structure the group and its processes to achieve the highest task efficiency.
- Leadership as an effect of interaction, in which Anderson notes, "A true leader in the psychological sense is one who can make the most of individual differences, who can bring out the most differences in the group and therefore reveal to the group a sounder base for defining common purposes" (as cited in Stogdill, 1974, p. 13).
- Leadership as a differentiated role that indicates leadership as a position.
- Leadership as a focus of group processes, deems the leader to be the voice for the group and the group's needs.
- Leadership as personality and its effects, is the underlying foundation of trait theory in that certain personal characteristics are more equated to leadership than others.
- Leadership as the art of inducing compliance, indicates the leader's role to be able to move the group in the direction the leader wants to go with as little difficulty from the group as possible.

- Leadership as the exercise of influence, involves influencing change in people and not just compliance.
- Leadership as act or behavior, is the culmination of a variety of behaviors that predispose someone to be a leader.
- Leadership as the initiation of structure, which posits that the leader is the stimulus that structures “a group’s behavior because of a group-endowed belief that he has a legitimate source of stimuli” (Stogdill, 1974, p. 15).
- Leadership as a power relation, involves the leader’s ability to overtly or covertly influence power over group members more so than power can be influenced over the leader. (pp. 72-73)

Yet, there has been a definite shift in how leaders and leadership have been and continue to be perceived. “We traditionally think of leadership as the skills, qualities and behavior of an individual who exerts influence over others to take action or achieves a goal using their position and authority...” (Meehan, n.d., para. 1). Hilliard (2010) also examined a definition of leadership. According to Hilliard:

To make it simple, the leader is the *individual* who is capable of inspiring and directing the action to reach an identified goal short, intermediate, and long term. The leader is the individual that possesses the ability to motivate, collaborate with others, having the appropriate skills, knowledge and attitude to move the organization toward greatness. The leader’s personality is also persuasive enough to get others to follow him or her toward full fil[l]ing the goals of the organization. (pp. 93-94)

Likewise, George (2008) believed:

A leader is one who heads an organization or a department or a group of people to carry out certain tasks assigned to them or accepted by them as a single entity to the satisfaction of one and all. A leader should have the ability to manage or lead the group of people effectively to carry out the task. [A] leader should be responsible. (p. 19)

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

By defining leadership as process, Northouse was able to make the distinction from leadership being simply a trait or characteristic that a leader possesses, to an “event that occurs between the leader and the followers” (2010, p. 3). Scholars found that leadership ceased being only about the leader’s actions, abilities, behaviors, styles, or charisma, and instead began to understand that the process was about “the basic nature of leadership in terms of the *interaction* among the people involved in the process—in terms of what leaders and followers do together (Crawford et al., 2005, p. 100). The collaborative endeavor became a focal point in defining leadership, but to what end?

Hogan, Curphy, and Hogan (1994) defined leadership as being about persuading other people to set aside personal concerns and to pursue a mutually significant goal of the group. A leader, in other words, can be anyone—regardless of formal position—who serves as an effective social change agent. In this sense, every faculty and staff member, not to mention every student, is a potential leader (Astin & Astin, 2000). The fact that leadership is not only about the individual and the traits and skills the person possesses, nor simply followers following a leader blindly without expectation, are two of the

largest misconceptions the Boise State University (BSU) Leadership 101 students seem to have, according to the BSU LEAD 101 student Pre and Post definition cards distributed and collected by one instructor in the Fall 2012 semester.

According to Meehan (n.d.) leadership is described as a process:

...grounded in relationships that are fluid, dynamic, non-directive and non-unilateral...leadership as a process through which individuals and groups identify and act on behalf of a larger purpose, such as a greater equality and well-being of people and the planet. (para. 1-2)

In fact Boyer (1987) warned of emphasizing individualism by stating:

Individualism is necessary for a free and creative society, and the historic strength of our democracy lies in its commitment to personal improvement and fulfillment. We need individualism but, at the same time, we must be mindful of the consequences of selfishness. It is appropriate, therefore, for educational institutions that are preparing students to be citizens in participatory democracy to understand the dilemmas and paradoxes of an individualistic culture. (p. 68)

Peter Drucker (1986) said it best:

Leadership is not magnetic personality – that can just as well be a glib tongue. It is not “making friends and influencing people” – that is flattery. Leadership is lifting a person’s vision to higher sights, the raising of a person’s performance to a higher standard, the building of a personality beyond its normal limitations. (p. 159)

Dr. Ronald Heifetz of the Kennedy School of Government at Harvard commented in an interview about leadership that, “the *lone warrior* leader is not a realistic model for our times” (“W. K. Kellogg Foundation,” 1999, p. 2).

Leaders do not exist without followers; therefore learning followership is a vital aspect of effective leadership development (Smith, 1997). Burns (1978) stated:

Some define leadership as leaders making followers do what followers would not otherwise do, or as leaders making followers do what the leaders want them to do; I define leadership as leaders inducing followers to act for certain goals that represent the values and the motivations—the wants and needs, the aspirations and expectations—of both leaders and followers. And the genius of leadership lies in the manner in which leaders see and act on their own and their followers’ values and motivations. (p. 19)

It is important for leaders to understand what followers do, what followers want from their involvement, and what followers expect of their leaders (Kellerman, 2008). Leaders and followers have a reciprocal relationship that shifts from situation to situation for an organization to function at an optimal level. Modern leaders understand that power and control are shared with interchangeable leader/follower roles. Responsible followership is as important as responsible leadership, and the effective leader develops skills in each. Kotter (1990) defined leadership as a process of providing people with direction while motivating and empowering the same people to achieving a purpose. In defining leadership for the 21st century, Rost (1991) asserted that leadership was composed of four basic components. These were:

- The relationship is based on influence

- Leaders *and* followers are the people in this relationship
- Leaders and followers intend real changes
- The changes the leaders and followers intend reflect their mutual purposes.

(p. 101)

Aligning with the components of the definition, Rost (1991) defined leadership as, “an influence relationship among leaders and followers who intend real changes that reflect their mutual purpose” (p. 100). Consistent with the time period, Rost also integrated the idea of change into the definition. The Higher Education Research Institute (HERI) (1996), explaining the Social Change Model of Leadership Development, states that collaboration among individuals, groups, and campus/communities is essential for social change to occur. Komives et al. (2007) define leadership as “a relational and ethical process of people together attempting to accomplish positive change” (p. 29).

The theories that the BSU Leadership Minor subscribes to consistently examine and discuss leadership as a collaborative process to the end of accomplishing *change*. The relational leadership model includes the elements of inclusiveness, empowerment, ethics, purposefulness, and process orientation. W. K. Kellogg Foundation (1999) stated that, “communities want leaders to reflect their vision and values for positive social change and to display courage and determination to achieve this vision” (p. 3).

Many leadership educators agree that college students are best informed by learning a postindustrial, relational-values approach to leadership (Higher Education Research Institute (HERI), 1996; Komives et al., 2005). “Although scholarship exists that describes these leadership approaches, none offers a theoretical model of how this kind of relational leadership develops” (Komives, et al., 2005, p. 594). BSU’s Student

Involvement and Leadership Center and the BSU Leadership Minor adopted the following definition of leadership from Astin and Astin's (2000) text, *Leadership Reconsidered: Engaging Higher Education in Social Change*, to guide all leadership programming:

We believe that leadership is a process that is ultimately concerned with fostering change. In contrast to the notion of "management," which suggests preservation or maintenance, *leadership* implies a process where there is movement from wherever we are now to some future place or condition that is different.

Leadership also implies intentionality, in the sense that the implied change is not random *change for change's sake* but is rather directed toward some future end or condition that is desired or valued. Accordingly, leadership is a purposive process which is inherently value-based. Consistent with the notion that leadership is concerned with change, we view the leader basically as a change agent, i.e., *one who fosters change*. Leaders, then, are not necessarily those who merely hold formal leadership positions; on the contrary, all people are potential leaders.

Furthermore, since the concepts of leadership and leader imply that there are other people involved, leadership is, by definition, a collective or group process. (p. 8)

The components that the BSU leadership definition focuses on are: (a) leadership seeks to foster positive change, (b) leadership is inherently values based, (c) all people are potential leaders, and (d) leadership is a group process (Astin & Astin, 2000).

Lead versus Manage. Although the terms leadership and management are often used interchangeably, Kotter (1990) argued that leadership versus management functions are *quite dissimilar*. Similarly, Rost (1993) concluded that most of what has been labeled

leadership in the past was essentially good management. Wren's (1995) assessment of the difference between leadership and management found them to be two distinctive but complimentary actions with functions and characteristic activities, specific to each.

"Whereas the study of leadership can be traced back to Aristotle, management emerged around the turn of the century with the advent of our industrialized society" (Northouse, 2010, p. 9). "Management was created as a way to reduce chaos in organizations, to make them run more effectively and efficiently" (Northouse, 2010, p. 9). Kotter (1990) asserted that management was often seen as planning and budgeting, organizing and staffing, controlling and problem solving; resulting in order and predictable outcomes. "The primary functions of management, as first identified by Fayol (1916) were planning, organizing, staffing, and controlling" (Northouse, 2010, p. 9). Leadership involved establishing direction, aligning people, motivating and inspiring; resulting in change and increased competitiveness (Kotter, 1990). Richards (2012) espoused that:

The distinction between management and leadership is similar to the distinction between transactional versus transformational leadership, respectively... transformational leadership skills can be summarized as: creates vision, communicates meaning, inspires, empowers, takes risks, stirs (that is breaks the status quo); while transactional management skills include: agrees objectives, communicates information, motivates bargains, promotes security, stabilizes (that is, fair and consistent with existing arrangements). Transactional leadership tends to be equated with managerial tasks and activities. Transformational leadership occurs "when one or more persons engage with others in such a way that leaders

and followers raise one another to higher levels of motivation and morality.”

(p. 88)

In one of the more well-known statements about leaders and managers, Bennis and Nanus (1985) noted, “managers are people who do things right and leaders are people who do the right thing” (p. 221). Bennis and Nanus further asserted that to manage was to accomplish activities and master routines, while leading meant to influence others and set strategies and create visions for change. When examining leaders, George (2008) contended that a “leader should always try to improvise the existing technology. Because in the world of changing trends anything done new today will be old tomorrow” (p. 19). Zaleznik (1977) described leaders and managers as distinct and different types of people. He stated that managers are more reactive and prefer to be less emotionally involved when working with people; while leaders tend to shape ideas and expand available options, while being more emotionally active and involved. Kotter (1990) argued that management trains people to cope with and manage complexity, while leadership trains people to cope with change and to apply management skills toward situations of change and complexity. George (2008) purported:

Leaders should ensure the creation of strategies systems and methods for achieving excellence, stimulating innovation and building knowledge and capabilities. The value and strategies should help, guide all activities and decisions of the organization. A leader should inspire and motivate [the] entire work force, encourage all employees to improve the productivity and should always be supportive to the creative and innovative ideas of his subordinates.

(p. 19)

Burns (1978) also considered both leadership and management to be essential. In a university context where shared responsibility is the norm, transactional leadership can be seen as fulfilling follower expectations and transformational leadership as reshaping follower expectations (Middlehurst, 1993). Wren (1995) purported leadership and management, “both [were] necessary for success in an increasingly complex and volatile business environment” (p. 114).

Why is Leadership Needed Now?

Despite the concept of leadership moving from *self-help* sections of bookstores to integration into the business environment and everyday life, today’s society appears to be more interested in who leaders are and how they live, than a given leaders’ intent. “We peer into the private lives of leaders, as though their sleeping habits, eating preferences, sexual practices, dogs, and hobbies carry messages of profound significance” (Burns, 1978, p. 1). Wren (1995) examined the importance of leadership in society by stating:

There is a widespread perception of a lack of leadership in our society, in the face of increasingly challenging problems and needs. Governments at all levels confront increasing demands for services, even as resources to satisfy those demands contract. Political leaders appear to have no plan of action or, worse, waffle as competing constituencies successively claim the leaders’ attention. The very complexity of issues such as health care, crime, and the problems of the poor give pause to anyone seeking an effective resolution. Similarly on the international scene perplexing and often dangerous questions constantly arise, while leaders and their constituents flounder in response. In the private sector, corporations seek skilled leaders to guide them in their struggle to adapt to rapidly

changing conditions. Unfortunately, in such organizations, “leadership” is often confused with “management,” to the detriment of both. Even families seek the reassurance of effective leadership, yet family members do not understand how to realize this objective while maintaining healthy interrelationships. (p. ix)

Astin and Astin’s (2000) reference to leaders was not only about what the elected and appointed public officials do, but also the important civic work performed by individual citizens actively engaged in making a positive difference in their communities. The above mentioned perspective or *lens* is what Astin and Astin (2000) utilized to view social situations in order to provide insights and mobilize people with the intent to solving community troubles. “Leadership – especially the ways in which leaders are chosen, the expectations that are placed on them, and how they manifest their authority – can provide remarkable insights into any community or group” (Astin & Astin, 2000, p. v).

“A leader has many roles to be played in an organization ...[and] a leader should empower subordinates rather than controlling them” (George, 2008, p. 19).

Unfortunately, “There also seems to be a decline in general civic participation that may contribute to a declining interest in community leadership” (Dempster & Lizzio, 2007, p. 277). “Although political, social, and economic situations vary by region and in their complexity, there are common challenges that future leaders must be prepared to address. Many of these challenges are already on the horizon, threatening the quality of life and futures of communities around the world” (“W. K. Kellogg Foundation,” 1999, p. 2). Boyer (1987) warned that training future leaders emphasizing individualism, without community orientation, could threaten the communal fabric of society.

Writing and studying leadership has become a growth industry in recent years, yet cities seem to have sunk deeper into crisis, communities are in turmoil, political leaders of both parties are repeatedly charged with ethical violations, and the world's multiple crises demand the immediate attention they are not receiving (Bennis & Goldsmith, 1997). In "W. K. Kellogg Foundation" (1999), the authors argued:

Public cynicism about the ability of political leaders, political parties, and institutions to address problems is on the rise. One consequence of such cynicism is that non-governmental organizations (NGOs) with special interests are growing in number and influence, with the potential to energize people to act on important issues, but also to divide communities when they most need unity. (p. 2)

There is also a social and economic challenge facing leaders as well as a growing economic disparity between people. "W. K. Kellogg Foundation" (1999), also identified:

Disease, poverty, and unequal access to resources afflict too many communities throughout the world... Drug abuse and crime are the scourges of many communities, robbing them of young people who have the potential to lead. In many societies, discrimination and stereotyping have hindered civic participation by women, youth, and ethnic minorities. (p. 2)

Astin and Astin (2000) contended:

To cope effectively and creatively with these emerging national and world trends, future leaders will not only need to possess new knowledge and skills, but will also be called upon to display a high level of emotional and spiritual wisdom and maturity. (p. 1)

Hynes (2009) discussed the belief that traditional approaches to leadership are inadequate, or at best deficient, and are not currently meeting the needs of our world. Hynes (2009) also stated “that the rate of change has contributed to the lag in impact as well as the difficulty that so many organizations and individuals have had with sustaining positive change efforts” (p. 15). Astin and Astin (2000) indicated:

Within the last few years, we have come to appreciate that the study of leadership within a given social context can open up new possibilities for transformation and change. In this way, leadership can be more an active tool than a passive lens, allowing individuals, communities, institutions, and societies to narrow the gap between what they value and what their actions express, recognizing that leadership is an integral part of the drama that plays out between the two.
(pp. v-vi)

Hynes (2009) explained that:

This taunting complexity has not discouraged the interest in leadership development and the texts and theories that have been created appear to get considerable attention in a variety of fields; management, business, higher education, industry, medicine, etc. All of this emphasis on leadership and creating leaders does not however appear to have improved the quality of leadership or the difficult and complex dynamics present within our society. (p. 15)

Issues of globalization, information technology, increased knowledge, and the complexity and lack of expertise of knowledge, along with increased ethnic and religious diversity in the country and the workplace, are all relevant and prevalent concerns that leaders have to address (Cherrey & Isgar, 1998; Komives, Lucas, & McMahon, 1998; Komives &

Woodard, 1996). Strifflino and Saunders (1989) contended that it would be advantageous for higher education educators to develop leadership classes that promote change, innovations, value of inclusivity, and respect for diversity, consistent with the changing diversity of the workforce, country, and the world. Similarly, Dempster and Lizzio (2007) noted: “Our analysis of literature related to student leadership in schools shows that there is an identifiable gap in our knowledge of students’ understanding of leadership and how they see, experience and interpret it in different situations” (p. 279). Although there is research that points to the quality of leadership being disappointing because a lack of improvement, still others highlight the more contemporary definitions, theories, and applications of leadership being brought to the public consciousness as possibly being able to address some of the troubles of society (Hynes, 2009). Contemporary paradigms of leadership development focus on the acquisition of transformational skills, empowerment, and collaborative efforts and visions (Lussier & Achua, 2001; 2010). Zula et al. (2010) contended:

Past research has shown attitudes toward leadership, student perceptions of leadership, and enhancing leadership development to be crucial parts in determining how colleges or universities can improve students’ chances of succeeding as leaders. In preparing the next generation of business and management professionals, educators need to take seriously the responsibility of empowering them with tools to assist them in their pursuits. (p. 490)

Conger and Benjamin (1999) believed that newer models of leadership should be more customized, learner-centered, and integrated into the life and culture of the organization,

which should help in future leadership as well as future leadership development. In “W. K. Kellogg Foundation” (1999), the authors stated:

Leaders of the future must have confidence and excellent management skills.

Leaders must recognize their strengths and weaknesses and know how to build complementary teams. They should be capable of developing collaborative working relationships across numerous and varied constituencies and stakeholders. They should feel comfortable operating at all levels of society to affect and institutionalize change...the new leader must know how to network and build coalitions to get things done. (p. 4)

Meehan (n.d.) likewise stated that the more contemporary ideas of leadership, “...can reach more people and tackle bigger problems by investing our time and resources in strengthening leadership process that support organizations, communities, and networks to take collective action” (para. 3). “Future leaders, like their predecessors, must have a deep sense of mission and passion guided by strong moral, ethical, and spiritual values” (“W. K. Kellogg Foundation,” 1999, p. 3). “The contemporary leader is self-aware, has a high degree of accountability, and believes in the need to have many people *at the table*, which recognizes the significance of diverse perspectives and skills” (“W. K. Kellogg Foundation,” 1999, p. 3). “Effective leaders must be open to change and capable of a long term vision and a culturally sensitive world perspective. This requires continuous learning and personal development...” (“W. K. Kellogg Foundation,” 1999, p. 3).

Hilliard (2010) stated that an effective leader must be able to:

Manage the resources at his/her disposal, demonstrates strong sense of moral purpose and has an understanding of the dynamics of change. Effective leaders

have emotional intelligence and can connect easily with others as people in building relationship. Being a strong leader, an individual shows commitment to developing and sharing new ideas and knowledge. The real test of strong and effective leadership is when the leader is able to make sure that team members are focused and are moving in a meaningful direction within the organization. (p. 94)

Leadership in Higher Education

Are leaders born or made? An answer possibly lies within how the words are defined. Burns (1978) said, “we will look for patterns in the origins and socializing of persons that account for leadership” (p. 4). Hilliard (2010) answered the question thus:

Is a leader born or made? While there are people who seem to be naturally endowed with more leadership abilities than others. However, the author believes that people can learn to become effective leaders by concentrating on improving their particular leadership skills and being mentored by an experienced and effective leader in the profession. The researcher further believes that personality traits and the ability to think, share and pair as a leader with others is another effective way to improve and/or grow into the status of strong leadership. (p. 94)

“People with normally endowed intelligence have the right leadership stuff. But getting them to realize it is quite another matter” (Haas & Tamarkin, 1992, p. 4). Astin and Astin (2000) asserted:

Student leaders are not born. Rather, they are individuals who have associated themselves with other like-minded students and have taken the trouble to acquire the knowledge, skills, tools, and capabilities that are needed to effect change

through the group. Any student who seeks to become a change agent can do this.
(p. 23)

Kouzes and Posner (2002) wrote:

Leadership is certainly not a gene, and it is most definitely not something mystical and ethereal that cannot be understood by ordinary people. It's a myth that only a lucky few can ever decipher the leadership code. Of all the research and folklore surrounding leadership, this one has done more harm to the development of people and more to slow the growth of countries and companies than any other.
(p. 82)

Colleges and universities are important contributors to the development of leaders. In fact, Carry (2003) suggested that higher education's original function in America was to groom future leaders. A point seemingly lost with the emphasis now put on education for job placement. In the last few years, leadership programs have sprung up at colleges and universities across the country (Greenwald, 2010). "It seems that every university Web page and presidential message now highlights leadership opportunities for students at both the undergraduate and graduate levels" (Greenwald, 2010, p. A80). Carry's (2003) research found that there were at least seven undergraduate majors, 35 undergraduate minors, 16 masters programs, and 12 Ph.D. or Ed.D. programs focused on leadership studies, as well as a reported 900 plus colleges and universities that offer some form of student leadership programming – ranging from majors and degree programs to workshops and one-time seminars. Shertzer et al. (2005) contended, "Colleges are widely expected by the public to produce national and global leaders in

economics, politics, culture, education, and other spheres...institutions of higher education are trying to answer a call to deliver more leaders to society” (p. 86).

Cress et al. (2001) stated:

Despite the large number of investigations into the impact of leadership development programs in business organizations and in community-based programs, far fewer studies focus on the development of college students’ leadership ability, or on strategies for evaluating the success of leadership development efforts on college campuses. (p. 15)

“The commitment to leadership development continues to be strong in higher education; a student frequently defines leadership by the perception of himself/herself as a leader” (Zula et al., 2010, p. 49). Therein lies much of the problem, in that many people do not see themselves as leaders, or may have an antiquated definition of what leadership means. “There are many ways to define leadership, although it still remains a sought-after by-product for students in higher education” (Zula et al., 2010, p. 49). “Helping 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” (King, 1997, p. 87). “Colleges and universities strive to give students opportunities to practice citizenship, contribute service, and enhance communities as leaders” (Zula et al., 2010, p. 50).

Elaborating, Astin and Astin (2000) contended as follows:

Even though there are many opportunities for faculty, staff, and students to serve in formal leadership positions, our conception of leadership argues that *every* member of the academic community is a potential leader (i.e., change agent). The challenge for leadership development in higher education is thus to maximize the

number of faculty, students, administrators, and staff who become committed and effective agents of positive social change. (p. 2)

“Leadership programs recognize that the career ladder of old is broken. In the past, companies could be counted on to develop leaders by ushering bright employees into management-training programs. Today such programs are few and far between” (Greenwald, 2010, p. A80). Roberts and Ullom (1989) argued that “student leadership programs should be the integral part of our academic and co-curricular offerings” (p. 74). The onus is now on colleges and universities to educate future leaders in all fields of study, utilizing contemporary ideologies of leadership.

Ghodsi (2000) conducted a study that examined the feasibility of creating and implementing an undergraduate leadership program at Seattle University. As part of the study Ghodsi surveyed prospective students to the program, experienced faculty and even future potential employers. Ghodsi found that: (a) a clear majority of students, faculty, and employers thought that a minor in leadership or certificate was needed and desirable; (b) ninety percent of all respondents believed that classes in leadership studies could assist students in making meaningful contributions to the local region and beyond; (c) approximately 79% of respondents thought that more and better leaders could solve most of the world’s problems; (d) eighty-two percent of future employers believed that leadership education helps students be more prepared to enter and be effective participants in the work force; (e) ninety-two percent of student respondents agreed that leadership studies could contribute to the critical thinking capability of students; and (f) 100% of prospective future employers indicated that they view graduates who have

participated in leadership education very positively. As this study implies, the study of leadership holds value when considered from many different perspectives.

Astin and Astin (2000) identified two basic purposes of leadership development within the American higher education system, which are (a) to enable and encourage faculty, students, administrators, and other staff to change and transform institutions so that they can more effectively enhance student learning and development, generate new knowledge, and serve the community, and (b) to empower students to become agents of positive social change in the larger society (p. 2). Greenwald (2010) declared:

The idea is that leadership—like scientific disciplines, for example—consists of a set of skills, methodologies, and ideas that can be taught. The difference is that unlike, say biology, leadership should inform all aspects of life. Leadership programs teach important life skills, such as introspection, cultural sensitivity, moral acuity, people skills, and decision-making acumen. (p. A80)

Institutions should insist on the teaching of leadership in higher education, as part of each individual's learning, while many consider the entire college or university a laboratory of learning leadership (Boatman, 1999; Zimmerman-Oster & Burkhardt, 1999). There are numerous schools in countries other than the U.S. that, "provide no direct education in the professionalism of leadership—that is how to communicate, how to praise, how to constructively criticize, how to convince others, how to solve conflicts and so forth" (Aspinwall & Ursula, 2002, p. 154). Cress et al. (2001) found:

Developing leadership values and skills for effective civic involvement is often a secondary rather than a primary function of colleges and universities. Thus, although the short- and long-term goals of leadership development efforts are

seemingly important educational objectives, competing institutional priorities often hinder the advancement of intentional leadership development programs on campuses. (p. 15)

However, according to Maccoby (1979) “there is a current crisis of authority because neither the function of leadership nor the image of the leader fit the needs of large organizations....nor have universities understood the change and provided the education needed for leadership” (p. 17). Thus more research is needed on contemporary leadership theories and practice. “Research is often used to understand, or to interrogate, practice so that it can be disseminated. Research reports ... make good leadership practice available to a wider audience, providing the potential for systemic improvement” (Bush, 2010, p. 267). Bush (2010) also stated that many “practitioners tend to be dismissive of theories and concepts for their perceived remoteness from the ‘real’ school situation” (p. 267). Copland, Darling-Hammond, Knapp, McLaughlin, and Talbert (2002) assert:

If practitioners shun theory, then they must rely on experience as a guide to action. In deciding on their response to a problem they draw on a range of options suggested by previous experience with that type of issue. However, “it is wishful thinking to assume that experience alone will teach leaders everything they need to know.” (p. 75)

Bush (2010) discussed how:

...reflections can be seen as a potential conduit between theory and practice, leading to a framework for managerial decisions. The relevance of theory should

be judged by the extent to which it informs leadership action and contributes to the resolution of practical problems in schools and colleges. (p. 267)

Kempster, Jackson, and Conroy (2011) stated, "...purpose is so fundamentally tied up with leadership that it is almost invariably subsumed and taken for granted by leadership scholars" (p. 318). Leadership development is now intentionally integrated within the educational programming for college students, for undergraduates and graduates, in majors, minors, activities, and throughout the co-curricular experience (Seemiller, 2006). Komives et al. (1998; 2007) argued that leadership, like any other skill, needs to be learned and practiced. "Any skill can be strengthened, honed, and enhanced if we have the proper motivation and desire, along with practice, and feedback, role models and coaching" (Kouzes & Posner, 1998, p. 323). When considering this notion in terms of teaching and learning, Hilliard (2010) stated the following about students' learning of leadership:

Student leaders are invaluable assets to the growth of the academic, social and cultural development of the campus environment as follows

- Create a sense of ownership and responsibility.
- Help their peers in determining their own goals and passion for leadership.
- Educate their peers in knowing the significant role that ethical leadership plays in the community at large.
- Equip their peers with knowledge related to team building and high importance of a team.
- Improve campus physically and community relations.
- Increase the impact on peer educational and personal development.

- Offer peers the opportunity to grow and participate in civic community, diversity awareness and respect, improvement of social/personal values and leadership skills and activities i.e. effective communication, decision making, problem solving, understanding of leadership theories and practical application of leadership skills in different settings.
- Serve as an agent of positive change at both the classroom level and university level.
- Have a better understanding of self and others.
- Use leadership theories and practices as they continue to develop. (pp. 95-96)

Hynes (2009) examined:

While higher education is seeing a tremendous growth in leadership programming, the military and business sectors are also experiencing a surge of motivational seminars and workshops. Given this growth of leadership programming in business, industry and higher education, it can now be posited that virtually everyone will encounter some sort of leadership doctrine in their school or work experiences. (pp. 29-30)

Cautions and concerns in designing and developing leadership curriculum.

The question then becomes, to what end? With so many new leadership programs developed and yet such a large variety of the definitions of leaders and leadership, how do we know if programs are effective? Seemiller (2006) discussed efforts made to establish a consistent means of assessing the leadership development of students, as well as the effectiveness of the programs in which students are developing the capacity to lead. “Hundreds of institutions are embracing the call to intentionally develop leaders

who will impact the world in positive ways. However there are still hundreds of institutions that appear to be far behind in their development of experiences that can develop the leadership potential of students enrolled at their institutions” (Hynes, 2009, p. 30). Dugan and Komives (2007) examined how:

... the assessment of leadership outcomes followed the proliferation of programs and integration of theoretical influences. Building on a growing body of generic leadership research, scholars became interested in student leadership outcomes. *Leadership in the Making* established the important role of campus leadership programs in fostering student leadership. Kouzes and Posner’s Leadership Practices Inventory was adapted for the college student context. However, student leadership was largely not studied from a theoretical frame. (p. 7)

The research of the W.K. Kellogg Foundation in the 1990s on the leadership development of college-age young adults brought out three principles. The three principles were that (a) society needs more and better leaders, (b) effective leadership skills can be taught, and (c) the college environment is a strategic setting for learning leadership skills and the theories related to leadership (Zimmerman-Oster & Burkhardt, 1999). In order to achieve progress toward reaching student leadership potential, there need to be more and effective college level leadership classes developed.

Astin and Astin (2000) contended:

Our colleges and universities not only educate each new generation of leaders in government, business, science, law, medicine, the clergy, and other advanced professions, but are also responsible for setting the curriculum standards and training the personnel who will educate the entire citizenry at the pre-collegiate

level. College and university faculty also exert important influences on the leadership process through their research and scholarship, which seeks both to clarify the meaning of leadership and to identify the most effective approaches to leadership and leadership education. (p. 1)

Those in the community are impacted by both, being a student at the university, and being taught, formally or informally, by a student who has attended the university.

Programs that work with various community partners, such as service learning departments, also increase students' civic engagement and leadership capabilities, while affectively connecting students to the community. A case can be made, by the community organizations involved, about the impact service learning experiences have on students' leadership development and ability to face real world challenges, as well (Ball & Schilling, 2006). As Richards (2012) reports, unfortunately "at the institutional level, teaching performance and student satisfaction have become important agenda items with impacts on the *bottom line*" (p. 86). Astin and Astin (2000) discussed:

In the classroom, faculty continue to emphasize the acquisition of knowledge in the traditional disciplinary fields and the development of writing, quantitative, and critical thinking skills, giving relatively little attention to the development of those personal qualities that are most likely to be crucial to effective leadership: self-understanding, listening skills, empathy, honesty, integrity, and the ability to work collaboratively. (p. 3)

Richards (2012) explained that it seemed that students are thought of as consumers and the relationship built with professors is more about delivering a product, than it is the learning experience. Astin and Astin (2000) purported:

If the next generation of citizen leaders is to be engaged and committed to leading for the common good, then the institutions which nurture them must be engaged in the work of the society and the community, modeling effective leadership and problem solving skills, demonstrating how to accomplish change for the common good. This requires institutions of higher education to set their own house in order, if they expect to produce students who will improve society. (p. 2)

Zimmerman-Oster and Burkhardt (1999) found that co-curricular experiences could create powerful learning opportunities for leadership development through collaborative group projects that serve the institution or the community. “These projects can be implemented through service learning, residential living, community work, and student organizations” (Astin & Astin, 2000, p. 3). Many leadership development models for colleges and universities accept findings from studies that examined the business environment of professionals within the organizations versus undergraduates on the college level. However, as Kouzes and Posner (1998) cautioned, “Serious questions can be raised about whether such models and their concomitant instruments are applicable to college students and collegiate environments, which differ considerably from the environments in which managers operate” (p. 4).

Designing an effective leadership class. The Council for the Advancement of Standards in Higher Education (CAS) (2006) purported,

Leadership abilities can be intentionally learned. In fact, leadership development may well be one of the most fundamental and historic outcomes of college, as most colonial institutions were established to provide formal education to wealthy men who became state and religious leaders. (p. 93)

CAS (2006) also found that in the 1980s, many colleges and universities established leadership development programs and curricula for students, which was the beginning of the belief that leadership was taught through simply attending college, but it required the teachings of theories, experiences, and interactions. The aforementioned shift in ideologies made student leadership development a priority and created a place for leadership studies in the higher education curriculum (CAS, 2006; Bennet & Shayner, 1988).

Seemiller (2006) asserted that the content of initial leadership classes shared the intent of personal development classes, in that the classes were to enhance the success of students, in and outside of the classroom, by increasing the psycho-social, cognitive, and identity needs that were not typically met in the traditional classroom. Seemiller's (2006) research also revealed the origin of personal development and in turn leadership classes, "got their start in 1888 at Boston University with a freshman orientation class covering topics such as study skills, career counseling, citizenship, problems facing students, introduction to the institution, and college life" (p. 91). Seemiller (2006) purported,

Today, these types of classes focus on the underlying component of affective or personal development which is blended with cognitive development to give students in these classes both an increased knowledge of a particular subject matter and an opportunity to apply it to their own development. (p. 91)

CAS (2006) stated,

With the move of leadership development from the periphery occupied largely by the extracurricular to the center of education, several other changes were prompted. First, leadership development became an appropriate learning objective

and outcome of educational experiences. Second, theorists began to posit explanations relative to leadership development as a learning process. Third, educators became interested in assessing leadership development as a viable learning outcome. (p. 93)

CAS (2006) identified and discussed three methodical steps in the understanding the evolution of leadership studies. When examining leadership education Gallagher (2002) stated,

Leadership education is not easy; it is a complex challenge that requires knowledge and skill. As the two words--leadership education-- suggest, it is not a singular focus but sits at the nexus of two disciplines, the art and science of leadership and the art and science of education. These existing disciplines have each developed a substantive body of knowledge. However, within each of the disciplines there is very little specifically about the challenge of “leadership education.” At this nexus the challenge of integration across disciplines creates a special conversation. (pp. 3-4)

The conversation of which Gallagher speaks begins with the planning of each individual leadership class, beginning with outcomes and working backwards to individual lessons.

Huber (2002) purported that the purpose of leadership education is as varied as its contributing disciplines. Friedman (1987) contended that training for managers focuses on adding new skills, whereas training leaders requires a much broader education.

Friedman stated,

The purpose of training is to help people learn skills to solve problems. ...the purpose of teaching is quite the opposite—to broaden a person’s understanding, to

help the person examine a problem from several different points of view, and to place the problem in a cultural and historical context. (p. 355)

As the above implies, leadership can be taught, but must be taught using a more varied and intentional method.

Astin's (1993) research through the Cooperative Institutional Research Program (CIRP) established a significant relationship between the collegiate experience and increases in leadership abilities. However, there appear to be limited studies that show a significant relationship between the collegiate experience increasing leadership abilities utilizing *contemporary* ideations of leadership (Dugan & Komives, 2006). In an effort to create sustainable leadership programs across a variety of institutions, public and private, community or campus-based, the W. K. Kellogg Foundation funded 31 programs between the years 1990 and 1998, and focused on leadership development in college age young adults. Three basic assumptions were the basis for the Kellogg Foundation's funding the project: (a) our society needs more and better leaders, (b) effective leadership skills can be taught, and (c) the college environment is a strategic setting for learning these skills and theories (Zimmerman-Oster & Burkhardt, 1999). Nolfi (1993) warned that the keys to success are to not expect change to occur overnight, but instead programs would be better served identifying and utilizing available resources, while also identifying and collaborating with all important constituencies, on and off campus.

The Council for the Advancement of Standards in Higher Education (CAS).

“The Council for the Advancement of Standards in Higher Education (CAS) was established for purposes of developing and disseminating standards of professional practice to guide educators in higher education and their institutions in regard to work

with college students” (CAS, 2006, p. 11). CAS established universal standards for the creation of classes and programs designed to develop leadership skills for college students. The CAS Standards and Guidelines were written on the premise that practitioners concerned with high quality professional practice need access to comprehensive criteria upon which to rely to evaluate reaching outcomes. Continuing, CAS (2006) stated:

Since its inception in 1979, CAS has promulgated standards of professional practice for over 30 functional areas ranging from academic advising to women’s programs—service learning programs being a recent addition. Each functional area plays an important role in the learning process. Therefore, CAS maintains that each program or functional area must incorporate student learning and development in its mission. (p. 11)

CAS standards and guidelines were developed to enhance the quality of students’ total learning experience in higher education. Wilcox (2004) asserted, “Although the leadership literature revealed only a minute sampling of leadership models designed for college students, the Council for the Advancement of Standards in Higher Education (CAS) developed universal standards for the development of leadership skills for college students” (p. 13). Leadership development is one of the 16 student learning and development outcome domains identified by CAS (2006). CAS modified traditional ideas of leadership to reflect the shift in leadership theory to “an inherently relational process of working with others to accomplish a goal or to promote change” (Miller, 1997, p. 111). The BSU Leadership 101, Foundational Studies class (BSU LEAD 101) utilizes CAS standards for leadership development, the Relational Leadership Model as the

primary leadership theory, and the text *Exploring Leadership: For College Students Who Want To Make a Difference* (Komives, Lucas, & McMahon, 2007).

The development of the BSU Leadership 101 Foundational Studies class.

Defining leadership as a relational process involved five specific elements: (a) inclusion, (b) empowerment, (c) purposefulness, and (d) ethical practices, as well as (e) an overall process orientation. Leadership can be defined as “a relational and ethical process of people together attempting to accomplish positive change” (Komives et al., 2007, p. 29).

The postindustrial leadership scholarship included the relational, character-focused social constructions of leadership embracing values, ethical practices, inclusion, and collaborative practices that lead to shared vision (CAS, 2006, p. 94). The BSU LEAD 101 class was designed with the understanding that building relationships is a key in understanding leadership, as it related to understanding one’s self, others, different contexts, as well as the strength of collaboration. The development of the BSU LEAD 101 class, from 2009 to present, has aligned outcomes and integrated CAS (2003) mission of Student Learning Programs (SLP) standards such as:

- It must provide students with opportunities to develop and enhance a personal philosophy of leadership that includes and incorporates an understanding of self, others, the community, and the acceptance of responsibilities inherent in community membership.
- It must assist students in gaining varied leadership experience.
- It must use multiple techniques, theories, and models.
- It must recognize and reward exemplary leadership behaviors.
- It must be both inclusive and accessible. (p. 198)

Six of the components established by CAS (2003) that demonstrate successful leadership, which were also implicit in the development of the BSU LEAD 101 class, but not fully explicit in the outcomes, include (a) the development of self-awareness and the ability to understand others, (b) the ability to recognize diverse perspectives, (c) the ability to recognize the need for change in organizations, (d) the establishment of purpose, (e) the ability to work collaboratively, and (f) the awareness of conflict management techniques. Additional perspectives considered during the development of BSU's Leadership 101 class recommended from the CAS (2003) leadership standards and guidelines were to provide (a) historical perspectives on leaders, leadership, and leadership development, (b) established and evolving theoretical, conceptual, and philosophical frameworks of leadership, (c) the distinction between management and leadership, (d) diverse approaches to leadership including positional (leadership-follower dynamics) and non-positional (collaborative-process models), (e) theories and strategies of change, (f) the integrative and interdisciplinary nature of leadership, and (g) cross-cultural and global approaches to leadership.

Summary. There are dozens of standards and guidelines believed to enhance the development of future leaders; however, there is still a paucity of research when examining the effectiveness of leadership classes and programs, beyond self-esteem and personal improvement (Astin & Cress, 1998; Astin & Kent, 1983; Pascarella & Terenzini, 1998). Carry (2003) posited that many leadership programs were behind in their creation of developmental leadership experiences at their institutions. Cress et al. (2001) asserted that competing institutional priorities could also be limiting development, implementation, and assessment of campus based leadership programming. "Thus,

despite the abundance of leadership literature, many questions remain regarding college student leadership development; the limited research that does exist provides little advice regarding planning, implementing, and evaluating student leadership training” (Wilcox, 2004, p. 17). However, some of the questions about effectiveness of leadership classes were answered in a study conducted by the HERI, which found that participants who had completed “academic leadership classes reported a significantly increased grasp of theoretical knowledge about leadership, as well as an interest and willingness to develop leadership in others” (Zimmerman-Oster & Burkhardt, 1999, p. 9). Seemiller (2006) also examined a study that found that students, “who took a post-test after having taken three leadership classes indicated higher levels of self-esteem, civic responsibility, self-awareness, group dynamics, visioning, and problem solving than those who were starting the first leadership class in a series of three” (p. 108). Thus the question of effectiveness is not just a yes or no option, there are varying degrees of effectiveness and a consideration of why one class would be more effective than another has to cease being subjective, in order to learn and grow from the experiences.

BSU LEAD 101

Since the early 1900’s, researchers have been examining both individual and group concepts of leadership. Several leadership theories have been promulgated and tested in order to explain the phenomenon of leadership. Some of these theories closely align with other disciplines such as management, sociology, or psychology. The following are the leadership lessons and the order in which they are taught throughout a semester of the BSU LEAD 101 class. These lessons include: creating a definition, critical thinking, reflection, self-esteem, evolution of leadership, community building,

relational leadership model, the leadership identity development model, servant leadership/service learning, social change development model/change models, bad leadership, and the leadership challenge.

Creating one's own definition. As a part of the CAS 2003 program standard to provide students with an opportunity to develop and enhance a personal philosophy of leadership, the BSU LEAD 101 class' first exercise is to provide students with a card in which they both define leadership and then draw what leadership *looks like* on the back of the card. Students then repeat this exercise at the end of the class, in order to examine changes in definition/picture, critically think about what the difference is and why is it significant, and to continue to formulate a definition and philosophy of leadership.

Critical thinking. Facione (1990) conducted a national Delphi study of experts to define critical thinking and the definition consensus was as follows, “. . . purposeful, self-regulatory judgment, which results in interpretation, analysis, evaluation, and inference, as well as explanation of the evidential, conceptual, methodological, criteriological, or contextual considerations upon which that judgment is based” (p. 2). BSU LEAD 101 preferred to use the metacognitive process that Paul (1993) described as being “the art of thinking about thinking while you're thinking so to make your thinking more clear, precise, accurate, relevant, consistent, and fair” (p. 136). Students must question other's thinking as well as one's own. Siegel (1988) noted that critical thinking should be a part of the educational system, because today's youth are tomorrow's leaders, and critical thinking was becoming a necessary component of living life. Critical thinking is often an outcome of leadership classes and programs, however, the actual development of critical thinking in the university classrooms was found to be a rare occurrence

(Browne & Freeman, 2000; Paul, 1993). As future decision makers in communities, leaders will be required to make judgments on issues that lack clear solutions, or real life *messy* problems, and work with people who may possibly think differently about issues than that same leader, which tends to complicate issues even more. Leaders must possess the ability to think critically about the causes and consequences of issues relating to policy, economics, resource identity and development, and all individual human behaviors and actions, within any environment (Quinn, Burbach, Matkin, & Flores, 2009). Brannelly, Lewis, and Ndaruhutse (2011) stated:

Higher education is perceived to encourage critical thinking and exploration of ideas beyond students' individual circumstances and interests. It is thus seen as providing students with 'insight into the nature of their own society and therewith into themselves, thus making them better capable of acting in the world. (p. 7)

The first lesson taught in the BSU LEAD 101 class during every semester is that of critical thinking. The chair of the leadership minor stated, that this lesson is taught for all of the aforementioned reasons as well as critical thinking's importance to providing a deeper and more insightful reflective process in addition to learning.

Reflection. "The term "reflection" is derived from the Latin term *reflectere* -- meaning 'to bend back.' A mirror does precisely this, bend back the light, making visible what is apparent to others, but a mystery to us—namely, what our faces look like" (Reed & Koliba, 1995, para.1). Dewey (1910) defined reflection as the "active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends" (p. 6). Ash and Clayton (2009) asserted that reflection was a process of metacognition that functions to

improve the quality of thought and of action and the relationship between them. In BSU LEAD 101, reflection means to take time to make meaning out of what has happened in order to gain perspective and understanding of the experience and of one's self. The class normally uses guiding questions, discussed and created by each instructor throughout the duration of the class, but in the absence of guided reflection, an adaptation of Albert Camus' reflection circle is used. The three reflection components ask, (a) What or which refers to descriptive facts? What happened, with whom, and the substance of group interaction; (b) "So what?" shifts from the descriptive to the interpretive and examines the meaning of experience for each participant, the feelings involved, lessons learned, and the *why*; and finally (c) "Now what?" which is more contextual and examines the specific situation's place in the big picture; applying lessons learned and/or insights gained to new situations, and setting future goals, creating an action plan (Reed & Koliba, 1995, para. 3). Ash and Clayton (2009) found that perceptions of "reflection and its central role in applied learning are often misunderstood or seen as unnecessary. The word itself frequently connotes stream-of-consciousness writing, keeping a diary, or producing a summary of activities" (p. 27). The effectiveness of reflection can be correlated with the design of the reflection, as asserted by Stanton (1990), who stated that weak students' *learning* may be "haphazard, accidental, and superficial" (p. 185). However, "when it is well designed, reflection promotes significant learning, including problem-solving skills, higher order reasoning, integrative thinking, goal clarification, openness to new ideas, ability to adopt new perspectives, and systemic thinking" (Ash & Clayton, 2009, p. 27).

Self-esteem. While many of the lessons build self-esteem indirectly (i.e., reflection, service learning) it was important to include an additional lesson specifically on self-esteem, and what components make up self-esteem. Using Branden's (1995) six pillars of self-esteem, an addition to the curriculum was manifested in Fall 2010. This took place in response to students' requests regarding specific lessons about building self-esteem, and the instructor's observance of students with potential, based on reflections and other assignments, *holding back* and not approaching all work with the same fervor.

Branden's (1995) explanation of self-esteem was new to most of the students. Branden (1995) explained self-esteem as being made up of six components. These include: Living Consciously, Self-Acceptance, Self-Responsibility, Self-Assertiveness, Living Purposefully, and Personal Integrity. Each component has valuable lessons to help one in understanding what goes into building self-esteem, and that it is not as simple as believing in one's self. Branden examined the importance of self-esteem in humans' quest for psychological health, personal achievement, and positive relationships, which are all key to leadership development as well (Komives et al, 2007).

Evolution of leadership. Consistent with the CAS (2003) standards and guidelines for student leadership programs to provide historical perspectives on leaders, leadership, and leadership development, the BSU LEAD 101 class provides an overview of the evolution of leadership, starting with tribal leadership and moving through the post progressive period, as done near the beginning of the Literature Review. Exploring the history and evolution of leadership allows students to examine theories that emerged during specific times throughout history, provides rationale behind theory development

and the emergence of new paradigms, and examines conditions that exist/existed, as well as assumptions about human nature (Stone & Patterson, 2005).

Community building. Komives et al. (2007) discuss the importance of community as being able to “envision each group or organization you are in as a community provides a mental model that will respond to the relational needs of these rapidly changing times” (p. 282). Goodman (1992) describes a community as being “a social group that not only shares an identity and structured pattern of interaction, but also a common geographical territory” (p. 48). However, according to Komives et al. (2007), “...community is not just a place where interaction occurs, but also an attitude of connection and commitment that sustains relationships and purpose...communities know they are a collection of individuals who accomplish their goals through trust and teamwork” (p. 284). Students of the BSU LEAD 101 class learn what community is and why building *true* community is an essential aspect of relational leadership building (Komives et al., 2007). “Being a community is a process, not an end state” (Komives et al., 2007, p. 294). It is important that students understand that building community is not static and that communities are compelling, collaborative entities. “The difference between our espoused values and actual behaviors becomes transparent in communities” (Komives et al., 2007, p. 288). “Indeed, communities are the mirrors in which we see our true selves” (Hesselbein, Goldsmith, Beckhard, & Schubert, 1998, p. xiii). Again, understanding community and how to effectively build *true* community helps in providing self-awareness, trust, working with others different than you, support, communication, and collaboration (Komives et al., 2007).

Relational Leadership Model. Komives et al. (2007) asserted that:

The Relational Leadership Model (RLM) emphasizes the importance of relationship among participants in the process of purposeful change. Developing and maintaining healthy and honest relationships starts with a knowledge of self and an openness to appreciate and to respect others. (p. 115)

Wilcox (2004) found that the RLM was congruent with the post-industrial (entitled progressive in this chapter) view of leadership presented by Rost (1993). Komives et al. (1998; 2007) believed leadership to be essentially relational and collaborative. The RLM is described as “a relational and ethical process of people together attempting to accomplish positive change” (Komives et al., 2007, p. 74). The RLM focuses on five primary components, consisting of purpose, inclusive, empowering, ethical, and process-oriented. The approach is meant to be: (a) Purposeful, which means to build commitment toward positive purposes that are inclusive of people and diverse points of view, (b) Empowering to those involved, (c) Ethical, and (d) recognize that all four of these elements are accomplished by being Process-oriented (Komives et al. 2007, p. 74). By reviewing the Komives et al. (2007) text, *Exploring Leadership: For college students who want to make a difference*, Seemiller (2006) interpreted the meaning of the five components of the RLM as such:

Inclusivity involves an openness to new ideas, welcoming behavior to others, diversity, and shared meaning. Empowerment includes the ability to share power and responsibility, encourage others to take on new initiatives, and support others in new behaviors or skills. Purpose involves creating and defining a mission and vision, setting goals, and establishing strategies to move toward the set purpose.

Ethics is acting in a manner in which standards are set and people behave in a morally responsible way so as not to hurt others. Finally, process-orientation focuses on the group development while participating in these other four components. It includes an attention to group needs, understanding how the group is developing, and paying attention to the interactions of group members. (p. 88)

Endress' (2000) national survey research of 700 Americans, ages 18-30, found that the majority of those respondents agreed with the thought of leadership as relational and being about having a collective responsibility and working together to create change. The RLM is combined with a number of theories utilized in the BSU LEAD 101 class, but the concept that is also examined at the same time as learning the RLM is the leadership process of knowing, being, and doing. "The leadership process calls for those engaged in it to be knowledgeable (knowing), to be aware of self and others (being), and to act (doing)" (Komives et al., 2007, p. 76). Komives et al. (2007) also purport that an outcome of the knowing, being, and doing development model is learning, which is key in one's introduction to learning about leadership.

Leadership Identity Development (LID). Komives et al. (2005) created a theory for developing a leadership identity. According to this theory, "Identity development models describe a process of increasing differentiation in the sense of self and the integration of that growing complexity into a coherent whole" (Pascarella & Terenzini, 2005, p. 23). Identity is created in a social context through interaction with others, observation, and self-reflection (Komives et al., 2007). Despite the many different types of identities (i.e., gender, racial or ethnicity, sexual orientation, etc.), the BSU LEAD 101 class discusses many of the different identities, but focuses on the student's own

Leadership Identity Development (LID), and which stage she/he could be in, as he/she continues through the college experience. From being involved in student organizations and other groups, to making friends, the key element of LID is the development of self (Komives et al, 2007). “Developing oneself includes deepening self-awareness, building self-confidence, establishing interpersonal efficacy in working with others, applying new skills, and expanding one’s motivations...” (Komives et al., 2007, p. 394). Komives et al. (2005) describe the stages of the LID Model as, (a) awareness, (b) exploration/Engagement, (c) leader identified, (d) leadership differentiated, (e) generativity, and (f) integration/synthesis. Students progress through understanding themselves as leaders in different stages. Students move from understanding an idea of leadership and that someone is out there who could possibly be a leader, all the way through to understanding one’s own leadership capabilities and the work that can be done with collaborating to accomplish a shared goal while working for change. Komives et al. (2005) explain each of the stages of the LID model as,

- (1) Awareness stage, is becoming aware that there are leaders “out there” who are external to self like the President of the United States, one’s mother, or a teacher;
- (2) Exploration/Engagement stage, is a period of immersion in group experiences usually to make friends; a time of learning to engage with others (e.g., swim team, boy scouts, church choir);
- (3) Leader Identified stage, is viewing leadership as the actions of the positional leader of a group; an awareness of the hierarchical nature of relationships in groups;

(4) Leadership Differentiated stage, is viewing leadership also as non-positional and as a shared group process;

(5) Generativity stage, is a commitment to developing leadership in others and having a passion for issues or group objectives that the person wants to influence; and,

(6) Integration/Synthesis stage, is acknowledging the personal capacity for leadership in diverse contexts and claiming the identity as a leader without having to hold a positional role. (pp. 396-397)

LID is another necessary leadership model that when applied, can be significant in each students' journey toward understanding themselves better as a part of leadership development.

Servant leadership/service learning. Participating in service learning during the undergraduate years has been shown to enhance degree attainment, leadership skills, and a student's sense of personal empowerment (Astin & Sax, 1998; Astin, Sax, & Avalos, 1999). Unfortunately, "Traditional classroom activities fall short of equipping students with crucial career and life skills" (Hays, 2008, p. 113). According to Robert Greenleaf (1977), servant leadership is more about empowering the average citizen, from a student to an employee, while emphasizing the roles that service and support play in the facilitation of leadership. Servant leadership is leadership that transcends self-interest to serve the needs of others, by helping them grow professionally and personally. Greenleaf asserts that the guidelines for servant leadership are service to others over self-interest; earning and keeping others' trust; effective listening; and helping others discover their inner spirit. He alleged that people could transform themselves into leaders by focusing

on the primary needs of others and one's organization. Stewards are those in one's organization or community who dedicate themselves to taking care of the needs of the organization and the needs of others in the organization. Service Learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. Ball and Schilling (2006) alleged that by having students understand the importance of serving others, being stewards, and effectively engaging in service learning, civic engagement and civic partnerships are built as students learn to serve and serve to learn. Astin and Astin (2000) found that service learning can enable students to, (a) reach a greater depth of understanding of class concepts through practical application (i.e., service learning), (b) gain experience that is directly applicable to employment after college, (c) achieve a greater awareness of community needs and societal issues, and (d) create more meaningful relationships with faculty, student affairs educators, and other students. "Upon examination of a longitudinal study, suggested that one of the strongest effects of participation in community service during the undergraduate years is to enhance the student's leadership skills" (Astin & Astin, 2000, p. 22).

Social change/change models. Supported by a grant from the Dwight D. Eisenhower Leadership Development program, a group of college professors developed the Social Change Model (SCM) of Leadership Development (Astin, 1996; HERI, 1996; Komives et al., 2007). The model, often referred to as the 7 Cs model (really 8 Cs, the eighth C being for Change), "describes the values that are necessary for a leader to embody as she or he works at the individual, group, and society or community levels" (Komives et al., 2007, p. 357). The values that are examined in the SCM are individual

values, group values, and society/community values. The 7 Cs include: Individual values: consciousness of self, congruence, commitment; Group values: collaboration, common purpose, controversy with civility; and Societal and community values: citizenship, with the final C symbolizing the change that all of the work will be for (Astin, 1996; HERI, 1996; Komives et al., 2007). The SCM is a model that is briefly discussed in BSU LEAD 101, but nevertheless very important as the “model was designed for college students and advocates for leadership development grounded in social responsibility and change for the common good,” with the primary importance being on self-knowledge and the ability to work collaboratively (Dugan, 2006, p. 219).

Bad Leadership. Kellerman’s (2004) book on *bad* leadership helped to solidify lessons on toxic leaders and dispel the myth that all leadership is good. Students get a chance to examine two forms of bad leadership, which are ineffective—failure to achieve desired change; and unethical—failing to distinguish between right and wrong (Kellerman, 2004; Komives et al., 2007). The lesson continues by discussing how American’s have not suffered under a tyrant, despite having leaders who were stupid, inept, sleazy, or immoral; none could be considered tyrannical (Kellerman, 2004). Students get a chance to explore the things that influence bad leadership, such as traits, the situation, or even conditioning as children not to question or to submit to authority that one can admire, which could possibly treat one badly (Kellerman, 2004). Kellerman’s (2004) lessons on bad leadership continue to explore *why* people follow bad leaders and the different types of bad leadership styles, such as:

- Incompetent, the leader and at least some followers lack the will or skill, or both, to sustain effective action;

- Rigid, in which the leader and at least some followers are stiff and unyielding. Although they may be competent, they are unable or unwilling to adapt to new ideas, new information, or changing times;
- Intemperate, the leaders lacks self-control and is aided and abetted by followers who are unwilling or unable effectively to intervene;
- Callous, the leader and at least some followers are uncaring or unkind. Ignored or discounted are the needs, wants, and wishes of most members of the group or organization, especially subordinates;
- Corrupt, the leader and at least some followers lie, cheat, or steal. To a degree that exceeds the norm, they put self-interest ahead of the public interest;
- Insular, the leader and at least some followers minimize or disregard the health and welfare of “the other,” that is, those outside the group or organization for which they are directly responsible; and
- Evil, the leader and at least some followers commit atrocities. They use pain as an instrument of power. The harm done to men, women, and children is severe rather than slight. The harm can be physical, psychological, or both. (pp. 37- 47)

Students finish the lesson discussing the traits and behaviors associated with toxic leaders and ways to increase the probability of good leadership occurring (Kellerman, 2004; Komives et al., 2007).

The Leadership Challenge. *The Leadership Challenge* by Kouzes and Posner (2002) is another integral stop on BSU LEAD 101 students’ developmental journey. Lessons from *the Leadership Challenge* are discussed throughout the first chapter, as well as Chapter III, wherein the lessons relate directly to the Student Leadership Practices

Inventory (S-LPI) used in this study. The five practices of exemplary leadership are the same as those measured by the S-LPI: model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart. The *Leadership Challenge* lessons explore the idea of leaders having credibility, and the negatives of low credibility in a leader. Kouzes and Posner (2002) created the *Ten Commitments* of leadership, which speak to each individual's leadership development as well as affirm the five practices of exemplary leadership. The *Ten Commitments* are to (a) find your voice by clarifying your personal values, (b) set the examples by aligning actions with shared values, (c) envision the future by imagining exciting and ennobling possibilities, (d) enlist others in a common vision by appealing to shared aspirations, (e) search for opportunities by seeking innovative ways to change, grow, and improve, (f) experiment and take risks by constantly generating small wins and learning from mistakes, (g) foster collaboration by promoting cooperative goals and building trust, (h) strengthen others by sharing power and discretion, (i) recognize contributions by showing appreciation for individual excellence, and (j) celebrate the values and victories by creating a spirit of community. This lesson is important for developing leaders because it explains how leaders mobilize others to want to "get extraordinary things done in organizations...transform values into actions, visions into realities, obstacles into innovations, separateness into solidarity, and risks into rewards...and create a climate in which people turn challenging opportunities into remarkable successes" (p. xvii).

Populations of Interest

The following sections will discuss the literature of the significance of age, gender, class standing, and leadership experiences impacting one's leadership development in higher education.

Sex and gender. As students learn about the evolution of leadership as well as identity models, building in new ways to explore and explain the role of one's sex in leadership development is made less overwhelming. The aforementioned *Evolution of Leadership* section examined the focus of leadership research during the industrial period, during which the focus was on the leader as an individual, high levels of management, promoted power and authority, command and control models, and rational and analytical thinking (Rost, 1993). The industrial period was characterized by task orientation, transactional, and autocratic leadership style that was prevalent during the time (Rost, 1993). Dugan (2006) and others argue that the emerging post-industrial paradigm focuses more in human relations and is characterized by shared goals, collaborative, process-oriented, non-coercive, transformational, and value centered (HERI, 1996; Komives et al., 1998; 2007).

Historically, according to Komives et al. (1998), leadership has been described in terms of traits, behaviors, power, and authority, which came to be characterized as masculine and thought of as being practiced more often by male leaders.

“Simultaneously, our society has begun to adopt more feminine forms of leadership that are consistent with the theories that have been posited in the post-industrial revolution, particularly the Social Change Model of Leadership development” (Hynes, 2009, p. 53). McIntire (1989) cited the possibility that “There is a difference in application. Leadership

training classes frequently attempt to teach skill development in a male environment.

Women may require special attention to learning skills to equip them to break through the glass ceiling” (pp. 75-76). Thus despite the claim by Kouzes and Posner (1998), that “the practices of effective student leaders do not vary according to the leaders’ gender” (p. 9), research in other fields does not fully concur (Carter & Silva, 2010; Ely, Ibarra, & Kolb, 2011). Hynes (2009) examined the significance of both men and women being positively impacted by the college experience with regard to equity in gender roles and asserted that leadership educators should take advantage of the research and teach more to the contemporary conceptualizations of leadership. Chickering (1981) posited:

Today the doors of the universities are open wider to women, then, not because educational institutions have become convinced of the justice of admitting more women but because the “market” has changed. Market forces seem to have a greater impact on women than on men, favorable or unfavorable. (p. 257)

Hynes (2009) noted, “Women have been going to college in higher numbers for several decades and this has potentially influenced the tone and design of leadership development programs” (p. 53). “For at least a quarter of a century, women have been entering the professional and managerial ranks of U.S. corporations at about the same rate as men, yet they remain dramatically underrepresented at senior levels” (Ely, Ibarra, & Kolb, 2011, p. 474). Even among recent graduates from leading business schools worldwide, women’s career progress lags relative to comparable men’s (Carter & Silva, 2010, as cited in Ely, Ibarra, & Kolb, 2011). Is the lag due to institutionalized discrimination or conditioning? Ely, Ibarra, and Kolb (2011) purported:

At the same time, organizations' widespread adoption of policies prohibiting sex discrimination, while opening many doors to women, have also failed to close the gender gap at more senior levels, suggesting that impediments to women's advancement are more complex and elusive than deliberate forms of sex discrimination. (p. 475)

Temes (1996) found that women are seen as *legitimate* leaders only in fields such as education, health, and welfare, things considered to be of concern for most women. Temes (1996) also examined how "gender segregation is so evident in the modern work world [and] is exacerbated at the top echelons of business, the professions, and politics by gendered concepts of authority and leadership potential" (p. 148). Ely, Ibarra, and Kolb (2011) found that a *gender bias* could exist, creating a barrier to women's advancement and cultural beliefs that arise from workplace structures, practices, and patterns of interaction that inadvertently favor men. Ely et al., (2011) asserted that the aforementioned people with gender biases and biased workplace practices equate leadership with behaviors believed to be more common in men, which (knowingly or unknowingly) sends the message that women are not prepared for leadership roles. These thoughts, and actions in some cases, can be accumulated and internalized by women, which can begin to interfere with women's own perceptions and efficacy of leading (Ely et al., 2011). "The mismatch between qualities attributed to women and qualities thought necessary for leadership places women leaders in a double bind and subjects them to a double standard" (Ely et al., 2011, p. 477). The authors continued:

...constructing and internalizing a leader identity is central to the process of becoming a leader, as recent theory would suggest then these subtle yet pervasive

forms of gender bias may impede women's progress by obstructing the identity work necessary to take up leadership roles. (p. 475)

The conditioning aspect of leadership efficacy is also interesting to explore relative to gender. Helgesen (1990) conducted a study that examined the differences between male and female approaches to leadership and management and found:

Male children learn to put winning ahead of personal relationships or growth; to feel comfortable with rules, boundaries, and procedures; and to submerge their individuality for the greater goal of the game. Females learn to value cooperation and relationships; to disdain complex rules and authoritarian structures; and to disregard abstract notions like the quest for victory if they threaten harmony in the group as a whole. (p. 38)

Wilcox's (2004) study revealed that the reluctance of female students to lead campus-wide organizations was then equated to females' lack of development as leaders. Northouse (1997) found that women built support systems more effectively than males, and that females share competence versus competition with other women as a primary tool of achievement. Dugan and Komives' (2007) research of students' leadership efficacy change over time noted that men reported higher leadership efficacy, but women reported higher leadership competency, while men were more self-confident with regard to leadership abilities. An argument can be made that in the contemporary era of leadership, females should flourish, based on the skill-sets discussed that align with the components of newer definitions of leadership. In this vein, Helgesen (1990) asserted:

Women focused on the ecology of leadership. Mintzberg noted that his men tended to become overly absorbed in the day-to-day tasks of management, and so

rarely had the time to contemplate the long range. This was not true of the women, who kept the long term in constant focus. (p. 25)

Dugan (2006) purported, “women demonstrated more transformational behaviors (e.g., clearly communicated values, motivation, optimism, willingness to consider new perspectives, and attention to individual needs) than their male counterparts” (p. 2).

Adams and Keim (2000) used the SLPI-S to study the effectiveness and leadership practices of chapter presidents of traditional social college fraternities and sororities at three institutions in the Midwest. With regard to effectiveness and relevance to the current study, Adams and Keim (2000) found (a) fraternity leaders tended to *overrate* capabilities possessed, and sorority leaders *underrated* abilities possessed, (b) men chapter presidents were older than women chapter presidents, (c) women earned higher grades than the men, (d) women chapter presidents were less experienced as presidents than men, and (e) men appeared more confident in their leadership abilities than women presidents. From the above it seems that while transformational behaviors may help women to be successful in some leadership roles, it is distinctly dependent upon which paradigm the organization adheres to. However, the authoritarian style that may be less prevalent among women is requested more often, formally or informally, in higher level administrative positions (Dugan, 2006). The statements that Dugan (2006) made that are particularly important and relevant to women’s leadership development were (a) leadership behavior is often a major predictor of effectiveness, (b) results could potentially help to refute stereotypical beliefs regarding women’s abilities to lead, and (c) research may serve as a source of empowerment for women. According to studies done assessing leadership behaviors, there do not appear to have been statistically significant

differences found between men and women with regard to the five leadership practices as measured by the SLPI-S.

Age and Class standing. Sax, Astin, Korn, and Mahoney (1997) found that the typical freshmen entering college show a good deal of *readiness* to embrace leadership principles in the college environment. According to Astin and Astin (2000):

...a little over half (54 percent) of the freshmen entering college in the fall of 1999 rate themselves above average in competitiveness, more than two-thirds (70 percent) rate themselves above average in *cooperativeness*. At the same time, better than half of the freshmen rate themselves above average in three other important qualities: *self-understanding* (55 percent), *understanding of others* (63 percent), and *leadership ability* (57 percent). (p. 18)

Many of the aforementioned qualities were consistent with the contemporary paradigm of leadership development, giving the appearance that incoming freshmen were more prepared to lead. Increases in students' leadership skills as undergraduates were positively associated with students' experiences than students' age (Astin, 1993). Dugan and Komives (2007) measured change in leadership efficacy over time, from pre-college perceptions to views on the same components of the SCM and leadership efficacy as seniors. The demographic data of the study explained only 1% to 2% of college outcomes, while other factors of the SCM displayed larger change, with class standing being evenly distributed across all four years, and the mean age being 21 years old for respondents (Dugan & Komives, 2007, p. 11). Wilcox (2004) identified that college enrollment patterns project 44% growth in non-traditional students, described as students over the age of 25. The students' age at the time of college entry showed no statistically

significant changes associated with leadership scores (Astin, 1993; Dugan & Komives, 2007). Developmental needs, personal issues, stressors, experiences, and especially leadership experiences differ considerably for non-traditional students from those of more traditional-age students (Dugan & Komives, 2007; Wilcox, 2004). Focusing on non-traditional students' leadership development could increase the overall number of future leaders, by

- (1) identifying members of nontraditional populations as potential leaders,
- (2) educating the non-traditional students about basic leadership principles and practices, and
- (3) providing training opportunities for non-traditional students to apply leadership skills and behaviors for diverse leadership roles. (Wilcox, 2004, p. 24)

There should be an increase in both active learning environments and team projects in leadership classes, due to higher numbers of non-traditional commuter students whose only opportunity for meaningful interaction with other students, in regards to time, is in the classroom (Astin & Astin, 2000). The active classroom and group learning help facilitate skills characterized in the SCM, RLM, and the Leadership Challenge, such as collaboration, effective communication, valuing diversity, shared purpose, finding common purpose, and the ability to air differences in an atmosphere of respect or controversy with civility (Astin & Astin, 2000). Dynamic learning environments allow students (traditional and non-traditional) to act as both teachers and learners, in more of an andragogical approach, which creates positive learning for all (Astin & Astin, 2000; Wilson, 2007). The SLPI-S is robust across different collegiate

student populations and is relatively independent of various demographic variables (Kouzes & Posner, 2006).

Leadership experiences. Pre-college factors (e.g., leadership training experiences, involvement in high school student groups, volunteer services, varsity sports, and positional leadership roles) help to predict variance in college leadership outcomes (Dugan & Komives, 2007). Kouzes and Posner (2006) found that previous leadership experiences and classwork can affect leadership outcomes, as measured by the SLPI-S. “[R]esearchers estimate that upwards of 70% of all leadership development occurs through informal, on-the-job experiences, whereas training and other formal programs contribute less than 10% of a leader’s development” (DeRue & Wellman, 2009, p. 859). “However, there is a growing belief among scholars and practitioners alike that on-the-job work experience is the most effective way to develop individual leadership skills” (DeRue & Wellman, 2009, p. 859). Is it possible to create an environment in a classroom that is as effective as the outcomes that on the job experience yields? DeRue and Wellman (2009) found “another conceptual limitation of the existing research on developmental work experiences [was] that no research to date has empirically examined the impact of work experiences on the development of leadership skills” (p. 860). When researchers examined if work experience impacted leadership development, was a comparison being made between the on the job experience, solely, or the active kinesthetic environments that allow for active learning to take place? Do programs and organizations such as sororities, fraternities, residence halls, orientation programs, academic majors, Catalyst, and Leadershape help build capacity for leadership identity

and changes in leadership efficacy and outcomes? The literature appears to confirm that the above mentioned programs and organizations do help build capacity.

Most leadership development scholarship focuses on skill-building or short-term interventions such as retreats or classes, rather than on the process of how leadership capacity or leadership identity is created or changes over time...

Understanding the process of creating a leadership identity is central to designing leadership programs and teaching leadership. (Komives, et al., 2005, p. 594)

DeRue and Wellman (2009) also found "...that challenging work experiences involving novel responsibilities and 'stretch' assignments are perceived to be more developmental than experiences that are more routine and less challenging" (p. 859). Challenging experiences, whether formal or informal, appear to be a key component of leadership development during experiences. Astin and Astin (2000) found that informal activities such as,

...living and/or working in residence halls, living in fraternity or sorority houses, and various types of off-campus housing – these diverse settings ordinarily offer many opportunities to develop friendships, negotiate conflicts, and participate in group projects or other kinds of living/learning activities. An even wider range of opportunities to engage in collaborative work is available in student activities and organizations: athletics, student government, ethnic student organizations, subject matter clubs, volunteer activities, and so on. (p. 21)

Dugan and Komives (2007) examined the formal division of leadership programming based on duration of contact, which included: "Short-term (e.g., one-time lecture, workshop), moderate-term (e.g., a single academic class, multi-session series),

and long-term (e.g., leadership major or minor, certification program, or living learning program)” (p. 16). “Students who attended even one short-term program reported significantly higher leadership outcomes than those who had not training” (p. 16). Dugan and Komives’ research further found that when students participated in any of the aforementioned terms of leadership experiences versus none at all, there was an influence on leadership outcomes. Zimmerman-Oster and Burkhardt (1999) concurred, finding “an increased sense of social/civic/political awareness, efficacy, and engagement; increased commitments to service and volunteerism; a higher sense of personal and social responsibility; and improved likelihood of sharing power with others” (p. 11).

The literature has made clear that gains in leadership outcomes speak directly to the intent of and outcomes of leadership programs. Cress et al. (2001) found that students who participated in leadership activities demonstrated growth, when compared to those who were not involved in leadership activities, especially in areas such as decision making skills, goal setting, civic responsibility, self-esteem, interdependence, interpersonal communication, and conflict resolution, while also wanting to develop the leadership skills of those around them (pp. 20-21). Cress et al. (2001) asserted that participation in leadership activities increased one’s “ability to deal with complexity, uncertainty, and ambiguity” (Cress et al., 2001, p. 22). Poll (1987) found that student leaders were able to manage their time better, communicate effectively, develop delegation skills, and were more comfortable taking risks after participation in leadership experiences.

Colleges may be interested in students’ involvement in leadership activities because participating in leadership opportunities also provides students with the means to

become more involved, engaged, dedicated, and loyal students and future alumni (Bialek & Lloyd, 1998). Floerchinger (1988) produced a list of six benefits associated with student involvement in co-curricular activities. This list included: (a) increased retention; (b) improved interpersonal skills including communication and group organizational skills; (c) a positive influence on skills in leadership, communication, teamwork, organizing, decision-making and planning; (d) greater satisfaction with their college experience on general dimensions compared with less involved students; (e) useful experience in obtaining a job and providing job related skills; and (f) development of lifelong values of volunteerism and service to others as well as lifelong leisure skills (pp. 60-63). Students carry lessons from leadership experiences after graduation as well, exhibiting higher order performances in tasks associated with their plans for education and career development; positively influenced personal growth and development measures; demonstrating leadership and teamwork skills in their careers; and increases in community awareness (Cress et al., 2001; Strifflino & Saunders, 1989; Torres, 2008). By colleges and universities tapping into students' leadership potential, institutions are better preparing students for campus life, the changing paradigms pervading organizations, and the changing demands of our society (CAS, 2006; Cress et al., 2001).

Summary

The review of the literature examined the history of the field of leadership as well as the standards by which leadership curriculum should be created, and how to make the curriculum effective, in terms of helping students to reach their leadership potential. It is important that institutions of higher education perform due diligence in making sure that recommendations, guidelines, and best practices are considered when constructing

leadership classes. Defining leadership did not prove difficult, but finding a consistency in definitions for the development of student leaders for the future, is less constant. The literature addressed how there were hundreds of institutions that are far behind in their development of leadership experiences for students (Hynes, 2009).

This study seeks to improve our understanding of leadership education as well as increase the number of leaders in the world. It seeks to do this by providing the framework, context, and tools through which teachers and students participating in leadership classes and programs will be better informed regarding how to move forward in terms of vision, empowerment, critical thinking, gaining self-awareness, and collaborating with other like-minded people. Knowing what to teach is important and has been gaining more reliability through the work of CAS and other researchers, however, there does seem to be a paucity of research on how to create the most effective environment conducive to students learning leadership skills and behavior. The research discusses the benefits of learning leadership skills and behaviors, but many scholars pointed to learning the skills in the context outside of the classroom as being optimal for understanding and application (DeRue & Wellman, 2009). The issue this creates is one of turning the classroom into an *experience* in order for students to then be able to challenge their own thinking critically and in a way that is impactful for the development of one's leadership potential.

The research also informs the future curriculum and development of supplemental leadership experiences. "In most cases, however, a gap exists between research on college student leadership and the models used in practice" (Dugan, 2006, p. 335). There is a vast amount of leader and leadership information available and very practically

informative theories and models appropriate for many different types of situations. There has to be more research done on assessing students' leadership knowledge construction, integration and application, not just leadership knowledge acquisition (CAS, 2008). Finally, higher education has to do a better job formalizing, documenting, and asking critical questions in the development of training and teaching curriculum for college and university students (Dungy, 1997).

State of the Literature

The review of the literature examined the history of the field of leadership as well as the standards by which leadership curriculum should be created, and how to make the curriculum effective in terms of helping students to reach their leadership potential. It is important that institutions of higher education perform due diligence in making sure that recommendations, guidelines, and best practices are considered when constructing leadership classes. Defining leadership did not prove to be difficult, but finding consistency among definitions for the development of student leaders for the future was less constant. The literature addressed how numerous institutions are far behind in their development of student leadership experiences (Hynes, 2009). Seemiller (2006) found that of 563 institutions, 53% of student leadership courses and/or experiences were taught by individuals that held faculty rank, and 62% offered student affairs taught courses. A question that arises based on this scenario is, are institutions behind in leadership development because of the prevalence of classes being taught by student affairs professionals, or is it that the student affairs professionals teaching the classes do not have similar or adequate backgrounds in regard to training and education in leadership studies? Will leadership studies fail to be legitimized in academia, beyond self-help

books, if it is believed that one can simply read a leadership text book and then understand it conceptually, enough to then teach it without the need for formal academic preparation? A related question pertains to whether or not there are other subjects taught in higher education by faculty or personnel who do not have academic preparation and/or training, or relevant experience to teach effectively? A lack of instructor preparedness and training in leadership studies, could lead to lower levels of teaching performance, which could then lead to lower student satisfaction and student learning, which limits students ability to reach their potential (Richards, 2012).

This study seeks to improve our understanding of leadership education generally, as well as specifically as it is delimited by an educational leadership program at one university. Through this process, this study has the potential to increase the number of self-aware, relational leaders. It seeks to do this by providing the framework, context, and tools through which teachers and students participating in leadership classes and programs will be better informed regarding how to move forward in terms of vision, empowerment, critical thinking, gaining self-awareness, and collaborating with other like-minded people. Hernez-Broome and Hughes (2004) stated,

Developing “more and better” individual leaders is no longer the sole focus of leadership development, although it remains a critical aspect. Increasingly, leadership is defined not as what the leader does but rather as a process that engenders and is the result of relationships – relationships that focus on the interactions of both leaders and collaborators instead of focusing on only the competencies of the leaders. (p. 27)

Learning to effectively lead requires that one become more self-aware, especially in regard to the impact of one's behavior on others (Hernandez-Broome & Hughes, 2004). Knowing what to teach is important and has been gaining more reliability through the work of the Council for the Advancement of Standards in Higher Education (CAS) and other researchers; however, there does seem to be a paucity of research on how to create the most effective environment conducive to students learning the process of garnering leadership skills and behavior, beyond self-esteem and personal improvement (Astin & Cress, 1998; Pascarella & Terenzini, 1998). The literature reviewed discussed the benefits of learning leadership skills and behaviors, but many scholars pointed to learning skills in a context outside of the classroom as being optimal for understanding and application, i.e. experience (DeRue & Wellman, 2009). The issue this creates is one of turning the classroom into an *experience* in order for students to then be able to challenge their own thinking critically and in a way that is impactful for the development of one's leadership potential. Is an answer, supplementing the curricular work of a leadership class with a leadership experience program, credit bearing or otherwise, in order to create an overall experience? Would doing so further denigrate leadership from being a respected academic discipline, despite the use of assessment and evaluation in either or both (Brungardt & Crawford, 1996)? It may also be possible to supplement leadership class lessons with an in class leadership project that provides the students experience applying the skills being acquired during the course (service learning). Or, is effectiveness and impact of a leadership curriculum better measured by what students learn from classes individually?

The research also informed the future curriculum and development of supplemental leadership experiences. Dugan (2006) stated, “In most cases, however, a gap exists between research on college student leadership and the models used in practice” (p. 335). There is a vast amount of leader and leadership information available, and very practical and informative theories and models appropriate for many different types of situations. Even so, more research is needed in terms of assessing students’ leadership knowledge construction, integration, and application, not just leadership knowledge acquisition (CAS, 2008). “The goal of leadership development ultimately involves action not [just] knowledge” (Hernez-Broome & Hughes, 2004, p. 27). Finally, as the literature reviewed indicated, higher education needs to do a better job formalizing, documenting, and asking critical questions about the development of leadership training, and teaching curriculum for college and university students (Dungy, 1997).

One critical question should be, not if leadership should be an academic study, but if it should be a major or a minor of academic study? Should there ever be cause to have leadership as a major? If we are preparing students to be able to effectively solve major economic, societal, and environmental issues, should not the idea be to inspire, and teach leaders in all fields how to go about leading within that field? “Rapid advancements in technology, increasing globalization, complexity, and interconnectedness reveal a new postindustrial paradigm of a networked world and call for new ways of leading, relating, learning, and influencing change” (Komives et al., 2005, p. 593). Hernez-Broome and Hughes (2004) found that in order for leadership development programs to bring about profound or long-lasting changes, leaders and leadership competencies should correspond with more specific business challenges and goals. By tapping into the diverse students in

various majors to participate in learning and understanding leadership, then applying to their major of interest, it should increase the chances of being able to effectively apply one's skills to a larger range of issues, correct? Instead, the leadership program research tends to speak in generalities about compiled lists of leadership attributes, skills, and traits to be learned, that are universal in the ability to effectively create change agents. Also, by many programs focusing on leaders and what leaders can do, the same programs continue to discount the improbability that,

...all leaders *within* an organization must all possess the same set of competencies to be successful – or make the organization successful... This perspective looks beyond competencies, which have a tendency to focus on “what needs fixing,” and instead focuses attention on the *whole person* and on peoples' strengths and natural talents, not on a reductionist list of idiosyncratic competencies. (Hernez-Broome & Hughes, 2004, p. 28)

CHAPTER III

Methodology

As stated, the purpose of this study was to assess the impact of participation in, and completion of Boise State University's (BSU) Foundations of Leadership class (LEAD 101) on student leadership behaviors (using Kouzes and Posner's Student Leadership Practices Inventory-Self [SLPI-S]). Specifically, leadership behavior impact was assessed relative to the five (5) practices of exemplary leadership identified and measured by the SLPI-S. The data collected assisted the BSU Leadership minor committee and chair in evaluating the effectiveness of the current Leadership 101 classes' curriculum content and development, while providing insight and direction of ways to improve future class offerings.

Many of the leadership development assessments designed for college students were based on studies and models that were developed from the business and corporate sectors in an effort to evaluate the cultivation of leadership abilities (Conger & Benjamin, 1999). As a result, questions had been raised as to whether such models and instruments were applicable to college students in the collegiate environment (Freeman, Knott, & Schwartz, 1994). In 1988, Brodsky concluded that "valid instruments designed specifically for college students to measure their leadership development did not exist" (p. 23). Kouzes & Posner's 2006 student version of the Leadership Practices Inventory (LPI) emerged to investigate the leadership behaviors and practices of college students and filled that gap.

In order to effectively address the purpose of the study was conducted in two phases. The first phase of the study was quantitative and used the SLPI-S data to assess leadership behaviors and practices, as a result of students' participation in the Leadership 101 class. The second phase was qualitative and sought to understand and assess the efficacy of the Leadership 101 class in impacting leadership behaviors by utilizing focus groups. The description in the subsequent sections of the research design included the (a) participants and sampling, (b) instrumentation, (c) procedures, and (d) design and analysis.

Participants and Sampling

LEAD 101 participant demographics. As part of Phase I of this process, 45 students who registered for Boise State University's Leadership 101 during the Fall 2012 semester, section one (25 students) and section two (20 students), completed both a Pre and Post SLPI-S, as part of an ongoing Leadership class assessment. These 45 students represented the participant sample for Phase I of this study, and their SLPI-S Pre and Post Leadership class assessment scores provided the existing data set used in this study.

Table 2 displays basic demographic data for the participants based on the demographics strata studied identified by age, gender, class standing, and the number of leadership experiences of participants. Overall, the majority of participants were male, sophomore in class standing, aged 19 and 20 years of age (which seemed to correspond with the class standing), with the majority having had at least one leadership experience. Boise State University (BSU) is Idaho's metropolitan institution, and is located in Idaho's population center and capital city, Boise, and is the largest university in the state with approximately 22,000+ students BSU has a Carnegie classification of master's colleges

and universities (larger programs designation). In 2012-2013, the BSU population was made up of 54% female students, 45% male, and 1% undeclared students; with 19% of the student body under the age of 18, 16% between the ages of 19-20, 24% between 21-24, 24% between the ages of 24-34, 13% between the ages of 35-49, and 4% over the age of 50 (BSU Facts & Figures, 2012-2013; This is Boise State, 2014). All students, whether part-time or full-time, at Boise State University were eligible to register for the Leadership 101 class, regardless of class standing, grade point average, admission status, graduate level, major, or minor. Table 2 displays the demographics of these students.

Table 2

Participant Demographics

Age		Class Standing				Gender		# of Leadership Experiences	
		Fr	So	Ju	Se	Female	Male	Range 0 – 8*	
Range	Number								
18	4	4	0	0	0	3	1	0 = 5	1 = 10
19-20	22	0	20	2	0	10	12	2 = 6	3 = 9
21-24	10	1	0	5	4	3	7	4 = 8	5 = 4
25-34	7	0	0	6	1	0	7	7 = 2	8 = 1
35-49	2	0	0	1	1	0	2		

Note. Each column, except for leadership experiences, is calculated from the total number of participants,

*The range of 0-8 was for all 45 students; it was not broken out by age group. Numbers given are not related to age.

Since the SLPI-S was administered as a class (program) assessment for the BSU department of Student Involvement and Leadership Center's end of year report, the researcher sought to follow-up on the class results collected and analyzed in the Pre and Post SLPI-S by interpreting and analyzing this existing data set relative to the research questions posed.

Phase II focus group and demographics. Phase II of the participation and sampling process involved recruiting potential focus group participants from among those

who took part in the Pre and Post SLPI-S during their Fall 2012, Leadership 101 class. Potential focus group participants were recruited in Fall 2013, using a combination of email invitations (see Appendix D) and a formal letter of invitation (see Appendix E).

Students who responded to the focus group participation invitation were selected based on demographic strata to maximize variability and to try and diversify respondent perceptions and perspectives and thereby strengthen the potential depth and breadth of the focus group narrative data. Demographics of interest included: age, gender, class standing, and leadership experiences. Ideally ten participants would have been the optimum number selected and willing for an effective focus group (Gall, Borg, & Gall, 2003). Krueger and Casey (2000) described a focus group as consisting of seven to ten people (p. 18). The seven who responded to the invitation and were selected to take part in the focus group are referred to as respondents (please see Table 3).

Table 3

Focus Group					
Respondent Number	Gender	Age range	Class Standing	Leadership Experiences	LEAD 101 Class Section
1	Male	21-24	Senior	N/A	001
2	Female	21-24	Senior	N/A	002
3	Male	21-24	Senior	N/A	001
4	Female	21-24	Senior	5+	001
5	Female	18	Freshman	N/A	001
6	Male	35-49	Senior	N/A	001
7	Male	25-34	Senior	N/A	002

Data derived from focus group respondents were narratives. The narrative data were recorded, transcribed, and analyzed for emergent themes and used to assess LEAD

101 class efficacy, defined and described group norms and individual experiences (as related to the five exemplary practices of leadership), and produced findings that were applicable beyond the immediate boundaries of the study (Mack, Woodsong, MacQueen, Guest, & Namey, 2005, pp. 1-2).

Instrumentation

This study utilized two instruments: The Student Leadership Practices Inventory - Self (SLPI-S) (Appendix G, which included the Demographic Supplement; Appendix F) and Focus Group Interview Protocol and Questions.

Leadership Practices Inventory (LPI) and Student Leadership Practices Inventory – Self (SLPI-S). The LPI was developed using case studies of over 2,500 corporate managers about their personal best experiences as leaders in business (Kouzes & Posner, 2006). Upon analysis of the case study content, a pattern emerged identifying behaviors exhibited by people when they were most effective as leaders. The behaviors identified resulted in the development of the five key leadership practices. These are listed below. Kouzes and Posner (2002) gathered data from more than 4,000 cases and 200,000 surveys, which showed that leadership was an observable, learnable set of practices. The Student Leadership Practices Inventory - Self (SLPI-S) is a questionnaire with 30 behavioral statements—six for each of the five practices. These five practices along with the corresponding behaviors and related commitments are located in Table 4. The students responded to the inventory’s Likert-type scale with values ranging between one (1) and five (5):

(1) If you RARELY or SELDOM do what is described in the statement, circle the number one (1).

- (2) If you do what is described ONCE IN A WHILE, circle the number two (2).
- (3) If you SOMETIMES do what is described, circle the number three (3).
- (4) If you do what is described FAIRLY OFTEN, circle the number four (4).
- (5) If you do what is described VERY FREQUENTLY or ALMOST ALWAYS, circle the number five (5).

The SLPI-S consists of a total of 30 statements (see Appendix G). Statements 4, 9, 14, 19, 24, and 29 correspond to the practice of *Model the Way*. Statements 1, 6, 11, 16, 21, and 26 correspond to the practice of *Challenge the Process*. Statements 2, 7, 12, 17, 22, and 27 correspond to the practice of *Inspire a Shared Vision*. Statements 3, 8, 13, 18, 23, and 28 correspond with the practice of *Enable Others to Act*. Statements 5, 10, 15, 20, 25, and 30 correspond to the practice of *Encourage the Heart*. The leadership practices and the corresponding question's number and behavior are displayed in Table 4.

Table 4

Five Leadership Practices, Corresponding Behaviors, and Related Commitments

Exemplary Practice & Corresponding Behaviors	Related Commitment (K&P's Ten Commitments of Leadership)	
Practice 1: <i>Model the Way</i>	Setting the example	Finding your voice
4. Shares beliefs about leading		
9. Breaks projects into steps		
14. Sets personal example		
19. Talks about guiding values		
24. Follows through on promises		
29. Sets clear goals and plans		
Practice 2: <i>Inspire a Shared Vision</i>	Envisioning the future	Enlisting others in a common vision
2. Describes ideal capabilities		
7. Looks ahead / communicates future		
12. Upbeat and positive communicator		
17. Finds common ground		
22. Communicates purpose and meaning		
27. Enthusiastic about possibilities		
Practice 3: <i>Challenge the Process</i>	Searching for opportunities.	Taking risks
1. Seeks challenge		
6. Keeps current		
11. Initiates experiment		
16. Looks for ways to improve		
21. Asks "What can we learn?"		
26. Let's others take risks		
Practice 4: <i>Enable Others to Act</i>	Fostering collaboration	Strengthening others Sharing power & discretion
3. Includes others in planning		
8. Treats others with respect		
13. Supports decisions of others		
18. Fosters cooperative relationships		
23. Provides freedom and choice		
28. Let's others lead		
Practice 5: <i>Encourage the Heart</i>	Recognize contributions by showing appreciation	Celebrate values and victories by creating community
5. Encourages other people		
10. Recognizes people's contributions		
15. Praises people for job well done		
20. Gives support and appreciation		
25. Finds ways to publicly celebrate		
30. Tells others about group's good work		

Note. Compiled from Kouzes & Posner (2006). *Student Leadership Practices Inventory: Facilitator's Guide*. San Francisco: Jossey-Bass.

Phase I of the study utilized existing leadership assessment data derived from the SLPI-S designed by Kouzes and Posner (2006). As was evident above, five leadership practices and behaviors formed the foundation of the SLPI-S (Kouzes & Posner, 2006).

The SLPI-S contains 30 statements that described various leadership behaviors. For example, the first statement was, “I look for opportunities that challenge my skills and abilities” (Kouzes & Posner, 1998, p. 1). Students were asked to consider each statement in the context of student organizations, team, unit, program, or leadership activities with which they were most involved. In selecting each response, students were encouraged to be realistic about the extent to which one would *typically* behave and engage in the particular behaviors described (Kouzes & Posner, 2006). Students were also reminded that there were no *right* or *wrong* answers.

LPI/SLPI-S reliability and validity. The Leadership Practices Inventory (LPI) was designed “as part of an extensive continuing research project into the everyday actions and behaviors of exemplary leaders—at all levels, across a variety of organizational settings” (Kouzes & Posner, 2006, p. 3). The LPI has been shown to be a specific and valid instrument (Kouzes & Posner, 1998). Normative data revealed high internal and test-retest reliability (see Table 5). Kouzes and Posner (2006) contended that those who engaged in the set of behaviors described in the SLPI-S more frequently were more likely to be effective leaders, and if one increases the frequency of a behavior along any of the five dimensions, the person would become a more effective leader. The SLPI-S has been used as a leadership development instrument and had proven to be valuable in assessing participants’ leadership behaviors and in providing feedback used to make enhancements to leadership programs in order to enhance students’ leadership

competencies (Kouzes & Posner, 1995; Posner & Brodsky, 1992; Zimmerman-Oster, & Burkhardt, 1999).

Table 5

Reliability Data

Five Leadership Practices	Internal Reliability	Test-Retest Reliability
<i>Challenge the Process</i>	.66	.94
<i>Inspire a Shared Vision</i>	.79	.93
<i>Enable Others to Act</i>	.70	.95
<i>Model the Way</i>	.68	.91
<i>Encourage the Heart</i>	.80	.96

Note. Compiled from Kouzes & Posner (2006). *Student Leadership Practices Inventory: Facilitator's Guide*. San Francisco: Jossey-Bass.

The SLPI-S is a reliable and valid instrument. Reliability of a survey instrument relates to the extent to which an instrument consistently measured responses when administered at different times or to different people (Gall, Borg, & Gall, 1996).

Empirical studies using the SLPI-S have revealed sound psychometric properties. The scale of each leadership practice was internally reliable, meaning that the statements within each practice were highly correlated with one another (Posner, 2004). Posner (2004) found strong internal reliability scores among each of the five exemplary leadership behaviors. Other published studies have reported internal reliabilities for the five leadership practices ranging between .63 *Challenge and Enable* and .83 *Inspiring*, and ranging as high as between .83 and .92 (Levy, 1995). Kouzes and Posner (2006) generated strong data which indicated internal reliability (Cronbach alpha) being $\alpha = .91$ for *Model the Way*; .79 for *Inspire a Shared Vision*; .66 for *Challenge the Process*; .70 for *Enable Others to Act*; and .80 for *Encourage the Heart* for the SLPI-S. Pugh (2001)

found that test-retest reliability of the SLPI-S over a 10 week span demonstrated statistical significance with correlations exceeding $r = .51$, which showed a strong relationship between variables being measured.

Validity of an instrument was related to the extent the instrument measured what it intended to measure (Gall, Borg, & Gall, 1996). The SLPI-S has been shown to have good face validity and predictive or concurrent validity. The results were clear, predictable in measuring the behaviors that were attempting to be measured, and the results made sense to people (Kouzes & Posner, 2006). SLPI-S results have also shown that “those who engage in the leadership behaviors measured more frequently, as opposed to less frequently, are more likely to be effective leaders” (Kouzes & Posner, 2006, p. 29). The scores on the SLPI-S significantly differentiated high-performing leaders from moderate and lower performing leaders (Kouzes & Posner, 2006; 2008). The SLPI-S has also been shown to have concurrent and predictive validity, which is the extent to which the SLPI-S scores are correlated with other important variables, such as the practices and behaviors associated with the question (Kouzes & Posner, 2006; Posner 2004). “Overall, the LPI has excellent concurrent validity, and leadership scores are consistently associated with important aspects of managerial and organizational effectiveness such as workgroup performance, team cohesiveness, commitment, satisfaction, and credibility” (Kouzes & Posner, 2002). Kouzes & Posner (2006) also found the studies indicating the relationship between SLPI-S scores and variables such as, “team cohesion, member commitment and loyalty, satisfaction, upward influence, and credibility” (p. 28). Daniel (2011) also determined of the SLPI-S that the, “leadership practice inventory has concurrent validity for psychometric properties such as gender,

hierarchical positions, age, ethnicity, educational level, tenure, and organizational size” (p. 50). SLPI-S results have also shown that “those who engage in the leadership behaviors measured more frequently, as opposed to less frequently, are more likely to be effective leaders” (Kouzes & Posner, 2006, p. 29). The scores on the SLPI-S significantly differentiated high-performing leaders from moderate and lower performing leaders (Kouzes & Posner, 2006; 2008). Accordingly, Kouzes and Posner found that:

Those who engage in the set of behaviors described in the Student LPI more frequently, are more likely to be effective leaders. In fact, no matter where on the scale individuals initially score, to the extent that they can increase the frequency of their behavior along these dimensions, they will become more effective leaders. (p. 29)

Because of the variation and large number of studies the SLPI-S has investigated for leadership practices, Posner (2004) stated, “correlations with other sociological and psychological instruments further enhances confidence that the LPI measures what it is purported to measure and not some other phenomenon (construct validity)” (p. 16).

Focus group. Phase II of this study incorporated the use of a focus group, which has been described as an interview involving an interviewer and a small group of six to ten people (research respondents) gathered for carefully planned discussion designed to obtain ideas and perceptions on a defined area of interest in a permissive, nonthreatening environment group of people who were free to discuss and influence each other in the process of sharing ideas and perceptions about a specific topic (Gall, Borg, & Gall, 2003; Krueger & Casey, 2000). Researchers suggested there be one facilitator and one note taker, while also setting aside up to two hours to facilitate the focus group (Gall, Borg, &

Gall, 2003; Krueger, 1994). The focus group was recruited from among individuals who met the study inclusion criteria (i.e., were students in the BSU Leadership 101 Fall 2012 class), responded that they were willing to participate in a focus group interview, and were purposefully selected to maximize demographic variability as described above. This purposeful sampling technique helped ensure that the selected respondents provided enough *information rich* observations across various demographic strata to be able to make meaningful inferences by strata, as noted in chapter IV (for the purposes of this study demographic strata were identified as age, gender, class standing, and leadership experiences) (Gall, Borg, & Gall, 2003). The Focus Group Interview Protocol and Questions were used to guide the group as the respondents discussed the topics and interacted with the facilitator to provide answers to the questions posed (Appendix H). The researcher decided upon utilizing a focus group, which according to Gall Borg and Gall (2003) and Marshall and Rossman (1999), was an excellent method of gathering rich data, and the group interaction stimulated respondents to state feelings, perceptions, and beliefs that may not typically have been expressed in individual interviews or questionnaires (Gall, Borg, & Gall, 2003; Marshall & Rossman, 1999).

Procedures

As both a student affairs professional and adjunct faculty member (acting chair of the leadership minor), evaluating the efficacy of the leadership 101 class was necessary and an opportunity to work with a group of students who were close in proximity and in relation to the researcher's BSU job responsibilities; in other words, working with the students was not an additional work responsibility. Preliminary on-site permission to study the Leadership 101 classes was granted in the late spring semester (May, 2012)

prior to the summer before the class was to begin, by the BSU Leadership Minor Committee. Permission to utilize the SLPI-S instrument was requested and received from Kouzes, Posner, and the publishing company (July, 2012) (see Appendix I). In order to collect additional demographic information confidentially, an additional consent form and demographic questioning section had to be created and attached as part of the SLPI-S (Appendix G).

All registered students of both sections of the Leadership 101 class participated in a Pre and Post SLPI-S as a part of the regular class assessments and ongoing evaluation of departmental programs within the BSU division of student affairs, which included by default, Leadership Minor classes. Since the researcher's department fell under the student affairs *umbrella*, the Leadership Minor classes all had to be evaluated beyond the end of semester class evaluation. As a part of this assessment, the same students being asked to voluntarily and anonymously complete the SLPI-S in both classes also completed demographic information on the Demographic Supplement (Appendix F) attached to the SLPI-S (Appendix G).

The SLPI-S was administered as part of the regular pre-class assessment during the second class of the semester, prior to any lesson being taught for the class, understanding that the first day of class was devoted to reviewing the syllabus, class expectations, and student expectations of the class. The aforementioned assessment was administered in order to assess the frequency of student leaders' use of the Five Practices of Exemplary Leadership, rating themselves on the 30 leadership behaviors described in the inventory (also see Appendix C)(Kouzes & Posner, 2006). At the end of the semester, as part of the post-class assessments, the students anonymously and confidentially filled

out the SLPI-S during the last day of the class (Section one, December 12th, and Section two, December 13th, 2012).

The researcher gained permission from the Institutional Review Boards (IRB) of both Boise State University and Idaho State University in order to conduct the study. Idaho State University is a Carnegie-classified RU/H (research university-high) institution of approximately 14,000 students, based in Pocatello, Idaho (Carnegie Foundation, 2008-2010). After the IRBs granted permission, the existing data derived from Phase I were analyzed and Phase II of the study began. Since the SLPI-S was administered as a class (program) assessment for the BSU department of Student Involvement and Leadership Center's end of year report, the researcher followed up the results collected and analyzed in the Pre and Post SLPI-S by interpreting the existing data with regard to the research questions posed in this study.

The process of utilizing the existing data set from the classes that took the SLPI-S during the Fall 2012 semester was supplemented by preparing and conducting a focus group interview. LEAD 101 Fall 2012 students' current contact information was secured from older class rosters at the beginning of the Fall 2013 semester. Focus group participants were invited, recruited, and selected during the Fall 2013 semester as described above, to maximize demographic variability. As stated previously, participants were recruited using a combination of email invitation (see Appendix D), and a formal letter invitation (see Appendix E), which sought to validate a time that the ideal number range of respondents could attend. The invitations provided the researcher's contact information, date, time, purpose and importance of the study, and deadline for acknowledging willingness to participate. Potential participants were informed that the

focus group interview process would take approximately two hours. Students who responded to the focus group participation invitation were then selected based on demographic strata which included: age, gender, class standing, and leadership experiences. Before the deadline for notifying the researcher of their willingness to participate in the focus group had passed (September 1, 2013), eight individuals indicated willingness to participate, and those respondent names were divided by demographic strata (age, gender, class standing, leadership experiences), and selected and contacted to provide variability. This purposeful sampling was employed because it was a method that increased the likelihood of finding information rich sources to achieve an “in-depth understanding of selected individuals” (Gall, Borg, Gall, 2003, p. 166). Unfortunately, this sample lacked the ideal demographic diversity that the researcher expected. As a result of a lack of the ideal diversity of respondents being able to all meet at the same time, the researcher began exploring alternative times and days, in order to accommodate the range of the ideal number of respondents for the focus group. The researcher used calls, follow up emails, and doodle polls in order to coordinate a time that an ideal number of respondents would be able to meet, which as supported by Gall, Borg, and Gall, (2003) is six to ten (see Table 3 above on p. 110). Although the researcher was not able to purposefully recruit members of each of the various fields of demographic strata identified as factors in the study, the researcher believes that the focus group interaction still yielded a variation of information rich responses that validated the effectiveness of LEAD 101 lessons, as they related to the five exemplary practices of leadership, as well as providing an in-depth understanding of the participants involved. A majority of the respondents were seniors, and their perspectives allowed the researcher to examine how

the lessons taught in LEAD 101 related to the five exemplary practices as well as the Seniors were the most active students in the classes and many were in leadership roles were of higher profile organizations and programs on campus (fraternity/sorority philanthropies, Dance Marathon, orientation coordinators, Leadershape, etc...). Seniors were consistently in contact from initial email invitations, and doodle polls sent out seniors showed a willingness to attend the focus group during any free time they had from work, or other responsibilities that they were unable to cancel. Given the respondents' answers, the researcher was able to find the significance of lessons in regard to different contexts/venues, such as academic life, work life, and personal life examples.

The researcher secured the necessary equipment to properly conduct the focus group session (i.e., tape recorders, iPad recorder, paper, pens, guiding questions, comfortable chairs, seating chart, tables, notepads, markers, and snacks) (Mack et al., 2005). The focus group session was held on October 28, 2013, from 7 p.m. – 9 p.m. in the Charter conference room inside the Student Involvement and Leadership Center.

As respondents arrived to the focus group session they were greeted and asked to read and sign the informed consent form (see Appendix J) (Gall, Borg, & Gall, 2003). The researcher introduced himself and the note taker (a colleague who works with the researcher in the Student Involvement and Leadership Center and has assisted in focus groups and other leadership inventories in the office), provided an overview of how the interview would be conducted, reviewed the study purpose and importance (significance of the study), and reiterated that participation was voluntary and there would be no impact on past or current participation or grading. The researcher also reviewed how the data would be collected (audio recordings), stored, and then ultimately destroyed. The

focus group facilitator utilized the Focus Group Interview Protocol and Questions to guide the conversation, which was prefaced with the intent of all of the answers being related to the students' lessons learned during LEAD 101 (Appendix H). After the focus group session ended, the recorded narratives were transcribed, checked against the notes of the focus group note taker, organized, coded by the researcher, and then sorted according to responses relating to the five practices of exemplary leadership, as well as the efficacy of the Leadership 101 classes (Gall, Borg, & Gall, 2003). Each respondent statement was analyzed round after round in order to identify, classify, and possibly reclassify the various themes garnered from each statement overall, and then organized into the emergent themes related specifically to each of the exemplary practices of leadership. Themes were then reordered to fit both the exemplary practice and theme in which it best correlated. Using the data gathered from the SLPI-S pre/post-test and the focus group narratives/themes contributed to the process validity of the study through triangulation. The data will be kept in a locked file cabinet (for a period of seven years), accessible only to the researcher. At the end of seven years, the data will be destroyed by shredding and deletion.

Design and Analysis

A mixed methods design was used in this study. The quantitative methods components including descriptive statistics, *t* tests, and a one-way analysis of variance (ANOVA) were conducted to evaluate the SLPI-S total scores, and the four demographic variables were used to analyze the data according to the research questions guiding the study. Phase I of the study sought to address research questions one and two while phase

II sought to answer research question three and make possible inferences to a broader scope of the LEAD 101 lessons taught.

Research Question 1: To what degree have students' leadership behaviors and practices (defined and delimited to the five practices of exemplary leadership identified and measured by the SLPI-S) been impacted by and enhanced through the BSU LEAD 101 course experience?

Research Question 2: Are there differences in BSU LEAD 101 students' leadership behaviors and practices (as measured by the SLPI-S) based on student demographics (i.e., age, class standing, gender, and leadership experiences).

Responses from the data of the SLPI-S were compiled and descriptive and inferential statistics run to determine: (a) to what degree students' leadership behaviors and practices (defined and delimited to the five practices of exemplary leadership identified and measured by the SLPI-S) have been impacted by and enhanced through the class experience; and (b) whether or not there were differences in the impact of class participation and completion (as measured by the SLPI-S) based on student demographics (e.g., age, sex, participation in formal college-level leadership programs, trainings, workshops, seminars or experiences, and class standing). The five scores from the leadership practice subscales were the dependent variables for the study, and the demographics (age, class standing, gender, leadership experiences) (nominal data) were the independent variables.

A paired samples *t* test was used for null hypothesis 1: There are no statistically significant differences between the means of the students' Pre and Post scores on the Student Leadership Practices Inventory - Self (SLPI-S).

A series of One-Way ANOVAs was used to test the null hypothesis 2: There is no statistically significant difference between the students' scores on the Student Leadership Practices Inventory - Self (SLPI-S) in relation to age, class standing, gender, and leadership experiences. These ANOVAs were individually implemented utilizing one independent variable at a time rather than utilizing multiple independent variables concurrently due to potential degree of freedom issues due to the relatively small sample size of 45 students. Thus potential interaction effects of the independent variables representing the demographics could not be assessed. However, the statistical power when assessing the sample size against the population of the university was considered small, with a low confidence level and low significance level, which limits generalizability. The researcher viewed the sample size against the total number of students who could register for LEAD 101 in a given semester, which is 50 students, which would mean that this sample size compared to the total number of students possible is 90%, and in addition, the sample was 100% of students taking the course for credit, which if the results are to be related back to the two class sections that are taught each Fall semester, confidence and significance levels should be considered much higher.

Research Question 3: To what degree do students who have completed BSU's LEAD 101 course perceive their leadership behaviors and practices (defined and delimited to the five practices of exemplary leadership identified and measured by the SLPI-S) to have been impacted by and enhanced through the course experience?

Research Question 3 was based on respondent perceptions using the narrative data derived from the focus group interview. Because the guiding focus group questions were thematically center on the five practices of exemplary leadership identified and measured

by the SLPI-S, it was anticipated that respondent perceptions would be grouped into these five broad leadership areas. Data were transcribed, read, and reread noting emergent themes. Themes were then coded and related to the five leadership behaviors and practices. Focus groups were utilized for “capturing information about social norms and the variety of opinions or views within a population” (Mack et al., 2005, p. 52). The information was examined for themes and the data was then be reported as both text-based narratives, with descriptions directly from respondents, along with frequency of repeated thematic occurrences to indicate strength of response, once relational patterns or constructs were found. The coding method that was used was known as the constant comparison analysis. This method initially chunks the data into small units where the researcher attaches a descriptor or code, to each of the units; then the codes are grouped into categories; and last, the researcher develops one or more themes that express the content of each of the groups (Onwuegbuzie, Dickinson, Leech, & Zoran, 2009, p. 5-6) (See Appendix K).

Summary

As stated, the purpose of the study was to assess the impact of participation in and completion of Boise State University’s (BSU) student leadership foundations class (Leadership 101) on student leadership behaviors and practices as measured by Kouzes’ and Posner’s Student Leadership Practices Inventory (SLPI-S). Specifically, impact was assessed relative to the five (5) practices of exemplary leadership identified and measured by the SLPI-S. These five practices are: *Model the Way*, *Inspire a Shared Vision*, *Challenge the Process*, *Enable Others to Act*, and *Encourage the Heart*. The study was unable to provide inferences of causality, thus the word influence is a better term. The

study has increased understanding of the influences of the leadership behaviors and practices being assessed, and assisted in evaluating the effectiveness of the Leadership 101 classes' curriculum content and development, while providing insight, perspective, and direction for improving future class offerings.

CHAPTER IV

RESULTS

As previously stated, the purpose of this study was to assess the impact of participation in and completion of Boise State University's (BSU) Foundations of Leadership class (LEAD 101) on student leadership behaviors (using Kouzes and Posner's Student Leadership Practices Inventory -Self [SLPI-S]). Specifically, leadership behavior impact was assessed relative to the five (5) practices of exemplary leadership identified and measured by the SLPI-S. In order to address the purpose of the study effectively, the study was conducted in two phases. The first phase of the study was quantitative and used the SLPI-S data to assess leadership behaviors and practices, as a result of students' participation in the Leadership 101 class. The second phase was qualitative and attempted to understand and assess the efficacy of the Leadership 101 class in impacting leadership behaviors by utilizing a focus group.

This chapter reviews the findings of the research beginning with a description of the research questions, analysis of participant and respondent data, and a summary of the findings. Each research questions is addressed and the data gathered from the Pre and Post SLPI-S participants and the focus group respondents was analyzed. The researcher identified patterns, themes, and other salient information with regard to the implications of the study.

Research Questions

There were three research questions which guided this study:

Research Question 1: To what degree have students' leadership behaviors and practices (defined and delimited to the five practices of exemplary leadership identified and measured by the SLPI-S) been impacted by and enhanced through the BSU LEAD 101 course experience? Hypothesis one was designed to test the extent to which a difference, if any, may exist among the SLPI-S scores, in regard to the degree in which leadership behaviors and practices have been enhanced. The research question one when stated in the null form reads: there will be no statistically significant differences between the students' pre and post scores on the Student Leadership Practices Inventory-Self (SLPI-S).

Research Question 2: Are there differences in BSU LEAD 101 students' leadership behaviors and practices (as measured by the SLPI-S) based on student demographics (i.e., age, class standing, gender, and leadership experiences)? Hypothesis two was designed to test the extent to which a difference, if any, may exist among student SLPI-S scores in regard to the four student demographic categories (age, class standing, gender, and leadership experiences). The research question two when stated in the null form reads: there will be no statistically significant difference between the students' scores on the Student Leadership Practices Inventory - Self (SLPI-S) in relation to age, class standing, gender, and leadership experiences.

Research Question 3: To what degree do students who have completed BSU's LEAD 101 course perceive their leadership behaviors and practices (defined and delimited to the five practices of exemplary leadership identified and measured by the SLPI-S) to have been impacted by and enhanced through the course experience?

Demographics

Phase I. A form to gather demographics was completed by each participant in the study. Demographic data were collected concerning respondents' age, class standing, gender, and leadership experiences. Since the SLPI-S was administered as a class (program) assessment for the BSU department of Student Involvement and Leadership Center's end of year report, the researcher sought to follow-up on the class results collected and analyzed in the Pre and Post SLPI-S by interpreting and analyzing this existing data set relative to the research questions posed. A total of 46 students filled out the SLPI-S Pre and Post, 25 students from section one, and 21 students from section two of Leadership 101, but one of the participants from section two was omitted due to an inability to meet the age of legal consent or to gain permission from a parent or legal guardian. Thus the final total is 45 for purposes of this study.

The researcher (instructor of section one of LEAD 101) had extensive discussions with the instructor of section two of LEAD 101 about the research study as well as the SLPI-S administration. The researcher created a google document in which the researcher and the instructor of section two both contributed ideas for weekly lessons, based on the themes discussed in the literature review (based on lessons taught in LEAD 101, identified in Appendix A, Appendix B, and Appendix C) and the targeted outcomes of the course. The instructors asked the students to complete the SLPI-S on the first day of class for each respective section (August 27, 2012, section two; August 28, 2012, section one). The researcher repeated this measure on the last day of class with the Post SLPI-S for each section (December 12, section two; December 13, 2012, section one). Table 6

(same as Table 2 in chapter III, p. 109) provides demographics of respondents by age, class standing, gender, and leadership experiences.

Table 6

Participant Demographics

Age		Class Standing				Gender		# of Leadership Experiences	
		Fr	So	Ju	Se	Female	Male	Range 0 – 8*	
Range	Number							#Exp / #students	
18	4	4	0	0	0	3	1	0 = 5 11.1%	1 = 10 22%
19-20	22	0	20	2	0	10	12	2 = 6 13.3%	3 = 9 20%
21-24	10	1	0	5	4	3	7	4 = 8 17.8%	5 = 4 8.9%
25-34	7	0	0	6	1	0	7	7 = 2 4.4%	8 = 1 2.2%
35-49	2	0	0	1	1	0	2		

Note. Each column, except for leadership experiences, is calculated from the total number of participants.

**The range of 0-8 was for all 45 students; it was not broken out by age group. Numbers given are not related to age.*

The distribution of the students' class standing, also illustrated in Table 6, shows only five freshman participants (11%) total from both sections, which is an unexpectedly low total given that LEAD 101 is a 100 level course that was advertised very heavily to incoming freshman as a recommended class to take (Boise State University Undergraduate Catalog, 2012-2013).

Phase II. Phase II of the participation and sampling process involved recruiting potential focus group participants from among those who took part in the Pre and Post SLPI-S during their Fall 2012 LEAD 101 class.

Table 7 (same as Table 3 in chapter III, pg. 110) shows each focus group respondent by gender, age, class standing, leadership experiences, and LEAD 101 section taken during the Fall 2012 semester.

Table 7

Focus Group					
Respondent Number	Gender	Age range	Class Standing	Leadership Experiences	LEAD 101 Class Section
1	Male	21-24	Senior	N/A	001
2	Female	21-24	Senior	N/A	002
3	Male	21-24	Senior	N/A	001
4	Female	21-24	Senior	5+	001
5	Female	18	Freshman	N/A	001
6	Male	35-49	Senior	N/A	001
7	Male	25-34	Senior	N/A	002

Only one person shared her number of leadership experiences, which was the female 21 – 24 year old senior, who listed having five experiences; all other respondents left that question blank and the reason for that is unknown.

Data derived from focus group respondents are narrative. These narrative data were recorded, transcribed (please see Appendix K), and analyzed for emergent themes and used to assess Leadership 101 class efficacy, define and describe group norms and individual experiences, and produce findings that can be generalized beyond the boundaries of the study (Mack et al., 2005, pp. 1-2).

Data Analysis

This study was primarily descriptive in nature and employed a mixed methods research design. The analysis involved basic descriptive statistics, including response frequencies and corresponding percentages. Means of total variables were compared using *t* tests and ANOVAs, as related to the corresponding question.

A paired samples *t* test was calculated to compare the mean of the individual questions of the Pre SLPI-S to the mean of the individual questions of the Post SLPI-S scores. Table 8 illustrated that there was a statistically significant difference found in

three out of the thirty Pre and Post questions asked from the SLPI-S: number 10 ($t(44) = -2.325, p < .05$); number 22 ($t(44) = -2.283, p < .05$); and number 25 ($t(44) = -2.895, p < .05$). Pre and Post Questions 10 and 25 both correspond with the practice *Encourage the Heart*, and question number 22 corresponds with the practice *Inspire a Shared Vision*. More specifically, question 10 asked if students encouraged others as they worked on activities and programs in their respective organizations, while question 25 referred to finding ways to celebrate accomplishments. Statistically significant changes in these two questions for students in their student organizations would mean that students have integrated the lessons and have helped empower students to want to achieve more by demonstrating more encouraging and supportive behavior, while also celebrating those efforts once they are completed. Question 22 referred to students being upbeat and positive when talking about what the organization aspires to accomplish. The discussion of a person's and an organization's *why* could have contributed to this answer having a statically significant difference, which helps provide purpose behind trying to get students to collaborate toward one goal.

Tables 9 and 10 illustrate the mean differences and standard deviations of each of the exemplary practices of leadership distribution of scores of each of the respective class sections (Kouzes & Posner, 2006). Within the chart of Appendix L, the low (0 – 29) percentiles correspond to low (least frequent), (30 – 70) percentiles correspond to moderate (frequent), and (71 – 100) percentiles correspond to high (most frequent) (Kouzes & Posner, 2006). There was a positive effect calculated between the Pre – SLPI-S and Post – SLPI-S means of each of the five practices (all) for section one, which indicated that there was an increase in the frequency of students' leadership behaviors

and practices along each one of the five practices of exemplary leadership (Kouzes & Posner, 2006). The chart in Appendix L illustrates scores of several thousand people who have taken the SLPI-S (version taken for this study), in which the lines at the 30th and 70th percentiles divide the graph into three segments. LEAD 101 Section One reported *Model the Way*, *Enable Others to Act*, and *Encourage the Heart* in the frequent (moderate) frequency of behaviors and practices demonstrated, although there was still a growth in frequency of practices and behaviors, while *Challenge the Process* remained in the high (most frequent) behavior and practice range (increase also demonstrated). There was an increase in *Inspire a Shared Vision* from Pre to Post SLPI-S from moderate to high in frequency of behaviors and practices exhibited by the students of section one. The scores charted for each of the five practices of exemplary leadership for section two of LEAD 101 showed *Inspire a Shared Vision*, *Enable Others to Act*, and *Encourage the Heart* were in the moderate (frequent) frequency of behaviors and practices demonstrated, while *Model the Way* was in the low (least frequent) frequency, and *Challenge the Process* was in the high (most frequent) frequency of behaviors and practices demonstrated. While there were two decreased mean scores in *Inspire a Shared Vision* and *Challenge the Process*, the practice of *Enable Others to Act* stayed the same (22.9 mean, Pre and Post SLPI-S), there were increases in frequency in *Model the Way* and *Encourage the Heart*, with the frequency for behaviors and practices for *Model the Way* moving from the lower third of the percentile (low, least frequent) to moderate (frequent). Although the overall scores for each exemplary practice measured was higher in section one of LEAD 101, the two sections showed Post SLPI-S ranges with only one difference, which was *Inspire a Shared Vision* moving from the moderate to high range

of frequency of behavior and practice exhibited. Given both instructors' discussion and resonance with helping students find and understand their *why*, which is just as much about purpose as it is challenging the status quo, thus it was no surprise that *Challenge the Process* was the most frequent behavior and practice exhibited. The remainder of the study discusses overall and specific demographic data explaining the differences and significance of the information gathered.

Table 8

Paired Samples Test SLPI-S Questions 1 – 30

135

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PreQ1 - PostQ1	-.200	.990	.148	-.498	.098	-1.354	44	.183
Pair 2	PreQ2 - PostQ2	-.267	1.251	.186	-.642	.109	-1.431	44	.160
Pair 3	PreQ3 - PostQ3	-.200	1.217	.181	-.566	.166	-1.102	44	.276
Pair 4	PreQ4 - PostQ4	-.289	1.141	.170	-.632	.054	-1.699	44	.096
Pair 5	PreQ6 - PostQ6	-.333	1.279	.191	-.718	.051	-1.748	44	.087
Pair 6	PreQ5 - PostQ5	-.111	1.265	.189	-.491	.269	-.589	44	.559
Pair 7	PreQ7 - PostQ7	-.089	1.104	.165	-.421	.243	-.540	44	.592
Pair 8	PreQ8 - PostQ8	-.067	.579	.086	-.241	.108	-.771	44	.445
Pair 9	PreQ9 - PostQ9	-.289	1.121	.167	-.626	.048	-1.729	44	.091
Pair 10	PreQ10 - PostQ10	-.356	1.026	.153	-.664	-.047	-2.325	44	.025
Pair 11	PreQ11 - PostQ11	-.133	1.408	.209	-.556	.289	-.635	44	.528
Pair 12	PreQ12 - PostQ12	-.178	1.230	.183	-.547	.192	-.969	44	.338
Pair 13	PreQ13 - PostQ13	-.133	1.198	.179	-.493	.227	-.746	44	.459
Pair 14	PreQ14 - PostQ14	.022	1.097	.163	-.307	.352	.136	44	.893
Pair 15	PreQ15 - PostQ15	-.022	1.097	.163	-.352	.308	-.136	44	.893

Pair 16	PreQ16 - PostQ16	-.156	.976	.145	-.449	.138	-1.069	44	.291
Pair 17	PreQ17 - PostQ17	.067	1.116	.166	-.269	.402	.401	44	.691
Pair 18	PreQ18 - PostQ18	.067	1.321	.197	-.330	.464	.339	44	.737
Pair 19	PreQ19 - PostQ19	-.267	1.724	.257	-.785	.251	-1.038	44	.305
Pair 20	PreQ20 - PostQ20	-.044	.825	.123	-.292	.203	-.362	44	.719
Pair 21	PreQ21 - PostQ21	-.400	1.587	.237	-.877	.077	-1.691	44	.098
Pair 22	PreQ22 - PostQ22	-.400	1.176	.175	-.753	-.047	-2.283	44	.027
Pair 23	PreQ23 - PostQ23	-.067	1.156	.172	-.414	.281	-.387	44	.701
Pair 24	PreQ24 - PostQ24	.178	1.050	.157	-.138	.493	1.135	44	.263
Pair 25	PreQ25 - PostQ25	-.533	1.236	.184	-.905	-.162	-2.895	44	.006
Pair 26	PreQ26 - PostQ26	-.222	1.126	.168	-.560	.116	-1.324	44	.192
Pair 27	PreQ27 - PostQ27	.089	1.311	.195	-.305	.483	.455	44	.652
Pair 28	PreQ28 - PostQ28	.044	.976	.145	-.249	.338	.305	44	.761
Pair 29	PreQ29 - PostQ29	-.177	1.173	.175	-.530	.175	-1.016	44	.315
Pair 30	PreQ30 - PostQ30	-.311	1.534	.229	-.772	.149	-1.360	44	.181

Table 9

LEAD 101 Sec. 1 SLPI-S

5 Practices	Pre SLPI-S		Post SLPI-S	
	Mean	Std Dev.	Mean	Std Dev.
Model the Way	21.1	3.2	22.9	2.9
Inspire a Shared Vision	22.8	3.1	24.4	2.7
Challenge the Process	24.1	3.1	25	2.1
Enable Others to Act	23.1	3.4	24.5	2.4
Encourage the Heart	23.6	2.7	25.1	2.5
n = 25				

Table 10

<i>LEAD 101 Sec. 2 SLPI-S</i>		Pre-SLPI-S		Post SLPI-S	
5 Practices		Mean	Std Dev.	Mean	Std Dev.
Model the Way		20.8	3.8	21.9	2.3
Inspire a Shared Vision		22.4	4.1	22.2	3.5
Challenge the Process		24.9	3.1	24.6	2.8
Enable Others to Act		22.9	3.4	22.9	3.1
Encourage the Heart		22.7	4.7	23.9	2.8
n = 20					

Analysis of Data Addressing Research Question 1

Research Question #1: To what degree have students' leadership behaviors and practices (defined and delimited to the five practices of exemplary leadership identified and measured by the SLPI-S) been impacted by and enhanced through the BSU LEAD 101 course experience?

H₀1: There will be no statistically significant differences between the means of the students' Pre and Post scores on the SLPI-S.

A paired sample *t* test was calculated to compare the mean Pre SLPI-S scores to the mean Post SLPI-S scores. The mean scores on the Pre SLPI-S and the Post SLPI-S for each of the behaviors and practices of exemplary leadership are displayed in Table 11. Table 11 also illustrates that there was an increase in the mean scores in all five

exemplary leadership practices, which demonstrated an increase in the frequency of leadership behaviors and practices by participants (Kouzes & Posner, 2006). There were no statistically significant differences found from the paired samples of the Pre and Post leadership behaviors and practices, listed in Table 12, of *Inspire a Shared Vision*, *Challenge the Process*, nor *Enable Others to Act*. There was, however, a statistically significant difference found on the students' Pre and Post scores for the leadership behaviors and practices of *Model the Way* ($t(44) = -2.374$, $p < .05$, two-tailed) and *Encourage the Heart* ($t(44) = -2.043$, $p < .05$, two-tailed), therefore the null hypothesis for research question number one is rejected. Part of the significance of this study was for students to see each person as potential leaders and change agents, which is effectively done through teaching students about critical thinking, being informed, self-awareness, developing students' voices and allowing them to be heard. Those lessons were indicative of the practice of *Model the Way*. Students were also taught the significance empowering others by helping each one understand their own abilities and strengths, sharing power, and the responsibility to apply what had been learned toward more cooperative goals. Increasing frequency in *Enable Others to Act* increases students' chance of accomplishing shared tasks.

Table 11

<i>Paired Sample Statistic</i>							
	Mean		n	Std. Deviation		Std. Error Mean	
	Pre	Post		Pre	Post	Pre	Post
<i>Model the Way</i>	20.98	22.42	45	3.434	2.676	.512	.399
<i>Inspire a Shared Vision</i>	22.62	23.40	45	3.569	3.208	.532	.478
<i>Challenge the Process</i>	24.42	24.78	45	3.086	2.383	.460	.355
<i>Enable Others to Act</i>	22.98	23.80	45	3.394	2.825	.506	.421
<i>Encourage the Heart</i>	23.12	24.56	45	3.731	2.680	.556	.400

Table 12

Paired Samples t test SLPI-S Pre/Post

		Paired Differences							
					95% Confidence Interval of the Difference				
5 Practices		Mean	Std. Dev.	Std. Error Mean	Lower	Upper	<i>t</i>	Df	Sig. (2-tailed)
Pair 1	Pre/Post <i>Model the Way</i>	-1.444	4.082	.608	-2.671	-.218	-2.374	44	.022
Pair 2	Pre/Post <i>Inspire Shared Vision</i>	-.778	4.577	.682	-2.153	.597	-1.140	44	.260
Pair 3	Pre/Post <i>Challenge the Process</i>	-.356	3.949	.589	-1.542	.831	-.604	44	.549
Pair 4	Pre/Post <i>Enable Others to Act</i>	-.822	4.687	.699	-2.230	.586	-1.177	44	.246
Pair 5	Pre/Post <i>Encourage the Heart</i>	-1.378	4.524	.674	-2.737	-.0186	-2.043	44	.047

Analysis of Data Addressing Research Question 2

Research Question 2: Are there differences in BSU LEAD 101 students'

leadership behaviors and practices (as measured by the SLPI-S) based on student

demographics (i.e., age, class standing, gender, and leadership experiences) in response

to their participation and completion of the BSU LEAD 101 course?

H₀2: There will be no statistically significant difference between the students' scores on the Student Leadership Practices Inventory - Self (SLPI-S) in relation to age, class standing, gender, and leadership experiences.

One-way ANOVAs were performed on each of the variables of age, gender, class standing, and number of leadership experiences, using the dependent variable of the Pre and Post SLPI-S scores. ANOVAs were individually implemented utilizing one independent variable at a time rather than utilizing multiple independent variables concurrently due to potential degree of freedom issues due to the relatively small sample

size. Table 13 shows the descriptive statistics for age. Age categories were broken down into the age ranges that Boise State University uses for university wide demographic evaluations and measurements of student data. The researcher believed it would be more useful in understanding the university age breakdown in relation to this study's age breakdown. There were differences in mean scores in each division within the age categories and the age ranges of 21 – 24 and 25 – 34, which illustrated an increase in frequency of leadership behaviors and practices in all five categories of exemplary leadership (Kouzes & Posner, 2006). For participants aged 21 – 24 ($n = 10$), frequency increased in the theme of *Model the Way* from low to moderate, maintained a moderate frequency for *Enable Others to Act* and *Encourage the Heart*, while showing an increase for *Inspire a Shared Vision* from moderate to high frequency, and maintaining a high frequency for *Challenge the Process*. For participants aged 25 – 34 ($n = 7$), Pre SLPI-S illustrated moderate scores in all exemplary practices except for *Challenge the Process*, which was scored in the high frequency; the scores on the Post SLPI-S illustrated an increase in the frequency of all five exemplary practices with three of them moving from moderate to high frequency (*Model the Way*, *Inspire a Shared Vision*, and *Enable Others to Act*). For participants aged 35 – 49 ($n = 2$) the mean frequencies maintained score percentile regions with *Model the Way* continuing the moderate frequency percentile, while the remaining four exemplary practices continued the pattern of high frequency scores for this age range. For Participants aged 18 years old ($n = 4$), the frequency was moderate for *Model the Way*, *Inspire a Shared Vision*, *Enable Others to Act*, and *Encourage the Heart*, but remained high frequency for *Challenge the Process* and decreased for enabling others to act. Ages 19 – 20 increased in frequency from low to

moderate in *Model the Way*; maintained moderate frequency for *Inspire a Shared Vision*, *Enable Others to Act*, and *Encourage the Heart*; and maintained a high frequency for *Challenge the Process*. Despite differences in frequency of behavior and practices, there was no statically significant difference found when comparing participants' ages in results of the Pre and Post SLPI-S scores (see Table 14). Although there were increases found in each of the age groups, the pattern that emerged was more of the exemplary practices exhibited in the most frequent range in older participants. In the 18 year olds, *Challenge the Process* was the highest frequency of the five exemplary practices exhibited; as age ranges increase so then does the remaining four of the practices to the most frequent range, except for *Model the Way*. Although there is not enough data to make inferences, the researcher believes that it is likely that students 35 – 49 have done work, formally or informally, on finding their voice, understanding their values, and understanding the consistency of aligning actions to values, leading to a more moderate score, while the other four remaining exemplary practices remained in the high frequency of behaviors and practices exhibited (actually scored exactly the same).

Table 13

Descriptives: Age

5 Exemplary Practices	Range	n = 45	Mean		St. Deviation		St. Error Mean	
			Pre	Post	Pre	Post	Pre	Post
<i>Model the Way</i>	18	4	21.75	22.25	3.594	4.113	1.797	2.056
	19-20	22	20.27	22.36	3.269	2.735	.697	.583
	21-24	10	20.70	22.40	2.710	2.836	.857	.897
	25-34	7	22.71	23.00	4.990	2.236	1.886	.845
	35-49	2	22.50	21.50	.707	.707	.500	.500
	Total	45	20.98	22.42	3.434	2.676	.512	.399
<i>Inspire a Shared Vision</i>	18	4	20.75	21.00	3.594	5.292	1.797	2.646
	19-20	22	22.91	23.77	3.490	3.250	.744	.693
	21-24	10	21.70	23.20	2.983	3.048	.943	.964
	25-34	7	22.86	24.29	4.488	1.799	1.696	.680
	35-49	2	27.00	22.00	1.414	2.828	1.000	2.000
	Total	45	22.62	23.40	3.569	3.208	.532	.478
<i>Challenge the Process</i>	18	4	25.00	22.50	3.162	2.887	1.581	1.443
	19-20	22	24.18	25.18	2.500	2.519	.533	.537
	21-24	10	24.90	25.30	3.843	1.947	1.215	.616
	25-34	7	23.43	24.71	4.077	1.799	1.541	.680
	35-49	2	27.00	22.50	.000	.707	.000	.500
	Total	45	24.42	24.78	3.086	2.383	.460	.355
<i>Enable Others to Act</i>	18	4	23.00	22.50	3.162	3.697	1.581	1.848
	19-20	22	22.68	23.95	3.138	3.373	.669	.719
	21-24	10	23.10	23.50	3.178	2.224	1.005	.703
	25-34	7	23.14	24.86	5.178	1.069	1.957	.404
	35-49	2	25.00	22.50	2.828	.707	2.000	.500
	Total	45	22.98	23.80	3.394	2.825	.506	.421
<i>Encourage the Heart</i>	18	4	22.50	23.00	4.359	3.559	2.179	1.779
	19-20	22	22.95	24.82	4.146	2.754	.884	.587
	21-24	10	23.10	25.00	3.213	2.944	1.016	.931
	25-34	7	23.43	24.14	3.552	2.116	1.343	.799
	35-49	2	26.50	24.00	.707	.000	.500	.000
	Total	45	23.18	24.56	3.731	2.685	.556	.400

Table 14

ANOVA: Age

		Sum of Squares	df	Mean Square	F	Sig.
<i>Pre Model the Way</i>	Between Groups	39.836	4	9.959	.831	.513
	Within Groups	479.142	40	11.979		
	Total	518.978	44			
<i>Post Model the Way</i>	Between Groups	4.237	4	1.059	.136	.968
	Within Groups	310.741	40	7.769		
	Total	314.978	44			
<i>Pre Inspire a Shared Vision</i>	Between Groups	63.052	4	15.763	1.267	.299
	Within Groups	497.525	40	12.438		
	Total	560.578	44			
<i>Post Inspire a Shared Vision</i>	Between Groups	35.908	4	8.977	.861	.495
	Within Groups	416.892	40	10.422		
	Total	452.800	44			
<i>Pre Challenge the Process</i>	Between Groups	25.091	4	6.273	.637	.639
	Within Groups	393.887	40	9.847		
	Total	418.978	44			
<i>Post Challenge the Process</i>	Between Groups	37.476	4	9.369	1.765	.155
	Within Groups	212.301	40	5.308		
	Total	249.778	44			
<i>Pre Enable Others to Act</i>	Between Groups	10.448	4	2.612	.210	.931
	Within Groups	496.530	40	12.413		
	Total	506.978	44			
<i>Post Enable Others to Act</i>	Between Groups	19.388	4	4.847	.584	.676
	Within Groups	331.812	40	8.295		
	Total	351.200	44			
<i>Pre Encourage the Heart</i>	Between Groups	25.509	4	6.377	.435	.783
	Within Groups	587.069	40	14.677		
	Total	612.578	44			
<i>Post Encourage the Heart</i>	Between Groups	14.981	4	3.745	.496	.739
	Within Groups	302.130	40	7.553		
	Total	317.111	44			

Table 15 shows the descriptive statistics based on participants' gender. There were both increases and decreases in mean scores, but males' mean scores increased in each of the five practices, demonstrating an increase in frequency of the behaviors and practices of leadership (Kouzes & Posner, 2006). While the increases in frequency occurred at the moderate level for four of the exemplary practices, one of the practices,

Challenge the Process, rated in the high frequency, just over the 70th percentile. Females ranked in the moderate frequency of exhibiting leadership behaviors and practices for *Model the Way* and *Enable Others to Act*, and *Encourage the Heart*, but saw a decrease in frequency for *Inspire a Shared Vision* from high to moderate frequency Pre and Post, and a small decrease in frequency in *Challenge the Process*, which remained in the high frequency percentile. A one-way ANOVA was computed comparing the Pre and Post SLPI-S scores of participants by gender. Table 16 displays a statistically significant difference was found among the participants in the Pre-*Inspire a Shared Vision* ($F(1, 43) = 4.35, p < .05$), Pre-*Challenge the Process* ($F(1, 43) = 10.61, p < .05$), and Pre-*Encourage the Heart* ($F(1, 43) = 7.232, p < .05$). There were no other statistically significant differences found in any other Pre or Post results by gender and the Pre and Post SLPI-S results found males and females in the same percentile range by the end of the Post SLPI-S overall. Combined with the sample size not being large enough, results are inconclusive with regard to gender.

Table 15

Descriptives-Gender

5 Exemplary Practices	Range	n = 45	Mean		St. Deviation		St. Error Mean	
			Pre	Post	Pre	Post	Pre	Post
<i>Model the Way</i>	Male	29	21.00	22.31	3.546	2.904	.658	.539
	Female	16	20.94	22.63	3.336	2.277	.834	.569
	Total	45	20.98	22.42	3.434	2.676	.512	.399
<i>Inspire a Shared Vision</i>	Male	29	21.83	23.66	3.837	2.807	.712	.521
	Female	16	24.06	22.94	2.542	3.889	.636	.972
	Total	45	22.62	23.40	3.569	3.208	.532	.478
<i>Challenge the Process</i>	Male	29	23.41	24.59	3.123	2.338	.579	.434
	Female	16	26.25	25.13	2.049	2.500	.512	.625
	Total	45	24.42	24.78	3.086	2.383	.460	.355
<i>Enable Others to Act</i>	Male	29	22.34	24.14	3.487	2.133	.648	.396
	Female	16	24.13	23.19	2.986	3.781	.747	.945
	Total	45	22.98	23.80	3.394	2.825	.506	.421
<i>Encourage the Heart</i>	Male	29	22.34	24.14	3.487	2.133	.648	.396
	Female	16	24.13	23.19	2.986	3.781	.747	.945
	Total	45	22.98	23.80	3.394	2.825	.506	.421

Table 16

ANOVA: Gender

		Sum of Squares	df	Mean Square	F	Sig.
Pre Model the Way	Between Groups	.040	1	.040	.003	.954
	Within Groups	518.938	43	12.068		
	Total	518.978	44			
Post Model the Way	Between Groups	1.021	1	1.021	.140	.710
	Within Groups	313.957	43	7.301		
	Total	314.978	44			
Pre Inspire a Shared Vision	Between Groups	51.502	1	51.502	4.350	.043
	Within Groups	509.075	43	11.839		
	Total	560.578	44			
Post Inspire a Shared Vision	Between Groups	5.311	1	5.311	.510	.479
	Within Groups	447.489	43	10.407		
	Total	452.800	44			
Pre Challenge the Process	Between Groups	82.943	1	82.943	10.614	.002
	Within Groups	336.034	43	7.815		
	Total	418.978	44			
Post Challenge the Process	Between Groups	2.993	1	2.993	.522	.474
	Within Groups	246.784	43	5.739		
	Total	249.778	44			
Pre Enable Others to Act	Between Groups	32.676	1	32.676	2.962	.092
	Within Groups	474.302	43	11.030		
	Total	506.978	44			
Post Enable Others to Act	Between Groups	9.314	1	9.314	1.171	.285
	Within Groups	341.886	43	7.951		
	Total	351.200	44			
Pre Encourage the Heart	Between Groups	88.192	1	88.192	7.232	.010
	Within Groups	524.386	43	12.195		
	Total	612.578	44			
Post Encourage the Heart	Between Groups	.077	1	.077	.010	.919
	Within Groups	317.034	43	7.373		
	Total	317.111	44			

Table 17 illustrates descriptive statistics based on participants' class standing. There are differences in mean scores for all levels of class standing through each of the five exemplary practices, however, sophomores showed an increase in frequency of all five leadership behaviors and practices, with moderate level frequencies in four of the five exemplary practices, except for *Challenge the Process*, which continued to be a high frequency from Pre to Post SLPI-S. Freshman participants showed moderate frequencies of the exemplary behaviors, from Pre to Post, of *Inspire a Shared Vision*, *Enable Others to Act* and *Encourage the Heart*; while illustrating an increase in frequency of *Model the Way* from low to moderate and a slight decrease in *Challenge the Process*, but still maintaining a high frequency. Participants holding junior status did show increases in frequencies *Enable Others to Act* and *Encourage the Heart*, but stayed within the moderate percentile range. Juniors' increase in *Model the Way* and *Inspire a Shared Vision* did illustrate percentile ranking changes from low to moderate and from moderate to high frequency respectively, while *Challenge the Process* mean scores remained the same, Pre and Post SLPI-S. Senior participants illustrated moderate percentile scores in three of the exemplary practices Pre and Post of *Model the Way*, *Enable Others to Act*, and *Encourage the Heart*. There was an increase in the frequency percentile ranking from moderate to high of *Inspire a Shared Vision* for senior participants, and although there was a slight increase in frequency for *Challenge the Process*, it remained in the high frequency percentile. There was, however, no statistically significant difference found in any of the one-way ANOVAs based on participants' class standing, as displayed in Table 18. Although there was not enough data to make inferences the researcher found it interesting, however, to note the increase in frequency of behaviors and practices from

freshmen and sophomores when compared to juniors and seniors. There appeared to be a more moderate exhibition of behaviors and practices in the students' later years (junior and senior) as well as a more frequent display of *Inspire a Share Vision* and *Challenge the Process*. Although inconclusive, the researcher believed that it is likely that LEAD 101 students in the junior and senior years could have thought more about the envisioning the future and developing common vision that appeal to shared aspirations, because those participants are technically closer to graduation, which should aid them in finding relevance to the material presented. The students are also taught about innovating and standing out (being courageous), but also experimenting and taking risks, in order to learn to better challenge, which upperclassmen may be experiencing during the class (work, student organization, community organization, etc.) versus those who are still finding their voice and understanding what and when to challenge. Learning how and why to reflect also assisted participants in learning from mistakes as well (all class standings).

Table 17

Descriptives-Class Standing

5 Exemplary Practices	Class	n = 45	Mean		St. Deviation		St. Error Mean	
			Pre	Post	Pre	Post	Pre	Post
<i>Model the Way</i>	Freshman	5	20.20	22.60	3.564	3.507	1.593	1.568
	Sophomore	20	20.95	22.10	3.395	3.127	.759	.699
	Junior	14	20.57	22.43	3.502	2.065	.936	.552
	Senior	6	22.67	23.33	3.669	1.862	1.498	.760
	Total	45	20.98	22.42	3.434	2.676	.512	.399
<i>Inspire a Shared Vision</i>	Freshman	5	20.80	22.80	4.324	5.718	1.934	2.557
	Sophomore	20	22.40	23.65	3.455	2.323	.773	.51949
	Junior	14	23.64	23.14	3.225	3.840	.862	1.026
	Senior	6	22.50	23.67	4.278	2.160	1.746	.882
	Total	45	22.62	23.40	3.569	3.208	.532	.478
<i>Challenge the Process</i>	Freshman	5	25.60	24.40	3.049	3.435	1.364	1.536
	Sophomore	20	23.40	24.95	2.817	2.502	.629	.559
	Junior	14	25.86	24.36	3.085	1.985	.824	.530
	Senior	6	23.50	25.50	3.017	2.258	1.232	.922
	Total	45	24.42	24.78	3.086	2.383	.460	.355
<i>Enable Others to Act</i>	Freshman	5	23.20	23.40	3.114	4.775	1.393	1.806
	Sophomore	20	22.75	24.15	3.076	4.056	.688	.563
	Junior	14	22.71	23.36	4.103	3.173	1.097	.893
	Senior	6	24.17	24.00	3.430	3.669	1.400	.683
	Total	45	22.98	23.80	3.394	3.731	.506	.421
<i>Encourage the Heart</i>	Freshman	5	23.60	23.20	4.775	3.114	2.135	1.393
	Sophomore	20	22.65	25.05	4.056	2.459	.907	.550
	Junior	14	23.71	24.43	3.173	2.472	.848	.660
	Senior	6	23.33	24.33	3.669	3.724	1.498	1.520
	Total	45	23.18	24.56	3.731	2.685	.556	.400

Table 18

ANOVA: Class Standing

		Sum of Squares	df	Mean Square	F	Sig.
Pre Model the Way	Between Groups	22.466	3	7.489	.618	.607
	Within Groups	496.512	41	12.110		
	Total	518.978	44			
Post Model the Way	Between Groups	7.216	3	2.405	.320	.811
	Within Groups	307.762	41	7.506		
	Total	314.978	44			
Pre Inspire a Shared Vision	Between Groups	32.263	3	10.754	.835	.483
	Within Groups	528.314	41	12.886		
	Total	560.578	44			
Post Inspire a Shared Vision	Between Groups	4.402	3	1.467	.134	.939
	Within Groups	448.398	41	10.937		
	Total	452.800	44			
Pre Challenge the Process	Between Groups	61.763	3	20.588	2.363	.085
	Within Groups	357.214	41	8.713		
	Total	418.978	44			
Post Challenge the Process	Between Groups	6.913	3	2.304	.389	.761
	Within Groups	242.864	41	5.924		
	Total	249.778	44			
Pre Enable Others to Act	Between Groups	10.737	3	3.579	.296	.828
	Within Groups	496.240	41	12.103		
	Total	506.978	44			
Post Enable Others to Act	Between Groups	6.236	3	2.079	.247	.863
	Within Groups	344.964	41	8.414		
	Total	351.200	44			
Pre Model the Way	Between Groups	22.466	3	7.489	.618	.607
	Within Groups	496.512	41	12.110		
	Total	518.978	44			
Post Model the Way	Between Groups	7.216	3	2.405	.320	.811
	Within Groups	307.762	41	7.506		
	Total	314.978	44			
Pre Encourage the Heart	Between Groups	10.637	3	3.546	.242	.867
	Within Groups	601.940	41	14.681		
	Total	612.578	44			
Post Encourage the Heart	Between Groups	14.599	3	4.866	.660	.582
	Within Groups	302.512	41	7.378		
	Total	317.111	44			

Table 19 shows the descriptive statistics based on participants' number of leadership experiences. There were both increases and decreases in mean scores, but the

mean score for *five leadership experiences* increased in each of the five exemplary practices, demonstrating an increase in frequency of the behaviors and practices of leadership (Kouzes & Posner, 2006). There was an increase in frequency in the exemplary practices *Challenge the Process* and *Enable Others to Act*, moving from moderate to high and from low to moderate respectively; *Model the Way* remained in the lowest percentile Pre and Post. Participants identifying two experiences yielded increases in frequency in *Inspire a Shared Vision* from moderate to high frequency and decreasing in *Enable Others to Act* from high to moderate in frequency; *Challenge the Process* remained in the high frequency of behaviors and practices exhibited by those participants with two leadership experiences. The participants with three leadership experiences also showed increases in frequencies in all exemplary practices except for *Model the Way*, with *Inspire a Shared Vision* changing from moderate to high frequency and *Challenge the Process* remaining in the high frequency of behavior and practice. Participants with four leadership experiences showed an increase in frequency for all exemplary practices except for *Inspire a Shared Vision*; *Model the Way* increased slightly from low to moderate frequency of behaviors and practices exhibited, and again *Challenge the Process* remained in the high frequency percentile. Those participants with seven leadership experiences showed a major increase for *Model the Way* from the low percentile frequency to the high percentile frequency, while also showing a major decrease for *Enable Others to Act* from moderate to low; the seven leadership experiences also yielded high frequency percentile rankings for both *Inspire a Shared Vision* and *Challenge the Process*, with low frequency exhibiting the exemplary behavior of *Encourage the Heart*. The participants with eight leadership experiences displayed an

increase in *Model the Way* from low to moderate in frequency percentile rankings, with three of the exemplary practices remaining in the high frequency scoring percentile, despite small decreases, and *Enable Others to Act* remaining exactly the same in frequency.

A one-way ANOVA was computed comparing the Pre and Post SLPI-S scores of participants by leadership experiences. Table 20 displays a statistically significant difference was found among the participants in the Post-*Inspire a Shared Vision* ($F(7, 37) = 3.56, p < .05$) and Post-*Enable Others to Act* ($F(7, 37) = 2.41, p < .05$). There were no other statistically significant differences found in any other Pre or Post results for leadership experiences. Because there were statically significant differences found within the factors measured, the null hypothesis is rejected for research question number two. There was not enough data to make inferences as well as the mean scores were inconsistent in regard to frequency with regard to leadership experiences, which made it difficult to find a pattern or theme.

Table 19

Descriptive Leadership Experiences

5 Exemplary Practices	# of Experiences	n = 45	Mean		St. Deviation		St. Error Mean	
			Pre	Post	Pre	Post	Pre	Post
<i>Model the Way</i>	None	5	22.80	22.00	2.775	3.162	1.241	1.414
	1xp	10	19.80	22.10	3.824	2.283	1.209	.722
	2xp	6	22.33	22.83	4.502	1.941	1.838	.792
	3xp	9	21.33	21.00	3.606	2.398	1.202	.799
	4xp	8	20.63	23.13	2.973	3.227	1.051	1.141
	5xp	4	20.75	25.75	2.062	1.708	1.031	.854
	7xp	2	17.50	21.00	2.121	2.828	1.500	2.000
	8xp	1	23.00	22.00	.	.	.	.
	Total	45	20.98	22.42	3.434	2.676	.512	.399
<i>Inspire a Shared Vision</i>	None	5	20.60	21.20	3.131	4.207	1.400	1.881
	1xp	10	21.20	24.40	4.315	1.897	1.365	.600
	2xp	6	23.50	25.67	5.206	1.033	2.125	.422
	3xp	9	22.89	21.00	2.759	1.936	.919	.646
	4xp	8	23.25	23.00	2.712	3.505	.959	1.239
	5xp	4	23.50	27.00	2.517	2.160	1.258	1.080
	7xp	2	24.00	24.00	1.414	5.657	1.000	4.000
	8xp	1	28.00	20.00	.	.	.	.
	Total	45	22.62	23.40	3.569	3.208	.532	.478
<i>Challenge the Process</i>	None	5	23.20	25.00	3.114	3.937	1.393	1.761
	1xp	10	24.10	25.30	3.604	2.710	1.139	.857
	2xp	6	25.83	24.83	3.061	2.041	1.249	.833
	3xp	9	24.22	23.56	3.833	1.424	1.278	.475
	4xp	8	23.88	24.88	2.696	2.031	.953	.718
	5xp	4	25.25	26.25	2.062	2.217	1.031	1.109
	7xp	2	25.00	24.50	1.414	3.536	1.000	2.500
	8xp	1	27.00	23.00	.	.	.	.
	Total	45	24.42	24.78	3.086	2.383	.460	.355
<i>Enable Others to Act</i>	None	5	21.80	23.60	2.775	2.191	1.241	.979
	1xp	10	22.00	23.70	4.109	2.003	1.299	.633
	2xp	6	25.50	25.17	3.146	1.835	1.285	.749
	3xp	9	22.89	21.78	2.892	2.048	.964	.683
	4xp	8	23.75	24.00	3.196	4.106	1.129	1.452
	5xp	4	23.25	27.50	3.686	2.380	1.843	1.190
	7xp	2	20.00	22.50	4.243	.707	3.000	.500
	8xp	1	23.00	22.00	.	.	.	.
	Total	45	22.98	23.80	3.394	2.825	.506	.421
<i>Encourage the Heart</i>	None	5	21.00	24.60	3.000	3.975	1.342	1.778
	1xp	10	21.70	24.60	5.376	2.503	1.700	.792
	2xp	6	24.50	25.50	3.082	2.168	1.258	.885
	3xp	9	24.44	23.56	2.128	1.944	.709	.648
	4xp	8	23.50	24.63	3.505	3.701	1.239	1.308
	5xp	4	24.50	25.50	3.416	1.915	1.708	.957
	7xp	2	20.50	24.00	2.121	4.243	1.500	3.000
	8xp	1	27.00	24.00	.	.	.	.
	Total	45	23.18	24.56	3.731	2.685	.556	.400

Table 20

ANOVA: Leadership Experiences

		Sum of Squares	df	Mean Square	F	Sig.
Pre Model the Way	Between Groups	72.119	7	10.303	.853	.552
	Within Groups	446.858	37	12.077		
	Total	518.978	44			
Post Model the Way	Between Groups	73.619	7	10.517	1.612	.163
	Within Groups	241.358	37	6.523		
	Total	314.978	44			
Pre Inspire a Shared Vision	Between Groups	84.889	7	12.127	.943	.486
	Within Groups	475.689	37	12.856		
	Total	560.578	44			
Post Inspire a Shared Vision	Between Groups	182.267	7	26.038	3.561	.005
	Within Groups	270.533	37	7.312		
	Total	452.800	44			
Pre Challenge the Process	Between Groups	33.264	7	4.752	.456	.860
	Within Groups	385.714	37	10.425		
	Total	418.978	44			
Post Challenge the Process	Between Groups	28.497	7	4.071	.681	.687
	Within Groups	221.281	37	5.981		
	Total	249.778	44			
Pre Enable Others to Act	Between Groups	77.539	7	11.077	.954	.478
	Within Groups	429.439	37	11.606		
	Total	506.978	44			
Post Enable Others to Act	Between Groups	110.011	7	15.716	2.411	.039
	Within Groups	241.189	37	6.519		
	Total	351.200	44			
Pre Encourage the Heart	Between Groups	107.256	7	15.322	1.122	.371
	Within Groups	505.322	37	13.657		
	Total	612.578	44			
Post Encourage the Heart	Between Groups	18.914	7	2.702	.335	.933
	Within Groups	298.197	37	8.059		
	Total	317.111	44			

Analysis of Data Addressing Research Question 3

Research Question 3: To what degree do students who have completed BSU's LEAD 101 course perceive their leadership behaviors and practices (defined and delimited to the five practices of exemplary leadership identified and measured by the SLPI-S) to have been impacted by and enhanced through the course experience?

Research Question 3 is based on respondent perceptions using the narrative data derived from the focus group. Because the guiding focus group questions were thematically centered on the five practices of exemplary leadership identified and measured by the SLPI-S, the respondent perceptions were grouped into those five broad leadership areas. The data were transcribed, read, and reread to note emergent themes, and then coded and related to the five leadership behaviors and practices. The information was examined for themes and the data were reported as both text-based narratives, with descriptions directly from respondents, along with frequency of repeated thematic occurrences to indicate strength of response, once relational patterns or constructs were found. The researcher has included quotes from each of the five exemplary practices within the emergent theme in order to assist readers with the understanding and validation of the thematic relationships with the specific exemplary practice.

Model the Way

Theme 1: Values clarification. The first theme that emerged from the focus group research was that of students clarifying their values, understanding what values are, and what and how they connect to one's actions. "You can't believe in the messenger if you don't know what the messenger believes" (Kouzes & Posner, 2002, p. 48). All seven

respondents discussed self-awareness in some capacity while answering the questions related to *Model the Way*. Respondents in the study provided stories that discussed how becoming aware of values helped them in being more aware of their actions and the impact of their actions. Respondent 4 stated, “I know what I value now, before I was a very *go with the flow* type person, not realizing what I actually valued, but now that I know what I value I am just trying to go with that.” When asked about how she is now better able to *Model the Way*, Respondent 2 stated that, “really understanding what values are, how that your values should match your actions and what you say, are the biggest things that I’ve learned.” This same respondent later discussed how knowing one’s values can ground a person in making sure that one does not do something that does not coincide with one’s values and that, “values can help you stay firm when you are in conflicts.” Respondent 1 commented, “as a leader, they (values) are your premise to lead the things that you hold strongly so that those you lead will value those characteristics.” The same participant later alluded to the clarification of values leading to finding and motivating others with similar values to *follow suit* or *team up* to accomplish things.

Theme 2: Self-awareness. Self-awareness is another theme that came from the respondents of the focus group, meaning that the participating students gained an understanding of themselves through reflection, values clarification, and deep self-analysis of their actions. Five of the seven participants commented on some aspect of self-awareness, while discussing *Model the Way*. Kouzes and Posner (2002) espoused that, “To act with integrity, we must first know who we are” (p. 54). Respondent 5 commented that she has a better understanding about who she is, and better self-awareness due to her experience in LEAD 101. Respondent 1 stated that understanding

himself better led to him beginning to understand others and their situations better.

Respondent 2 discussed how understanding values is significant, especially when certain situations *test* one's alignment of values through actions, which caused her to be able to better assess her actions in the moment. Similarly, Respondent 7 commented, "Before taking it (LEAD 101) and having more self-awareness of my actions and what they do to other people in the environment, I was unaware of how they affect other people following."

Theme 3: Authenticity/congruence. Authenticity/congruence emerged from focus group discussion as people who consistently demonstrate their values through their actions, as well as do what they say they will do, and as a result, connect with others with the same or similar beliefs. Five out of the seven respondents had responses that were related to the theme of authenticity and transparency. Kouzes and Posner (2002, p. 52) believed that a part of *Model the Way* was exploring one's inner territory from which it was stated, "...you can only be authentic when leading others according to the principles that matter most to you. Otherwise you're just putting on an act. If you don't care, how can you expect others to do so?" Respondent 5 stated that, "no one wants to follow a leader who isn't transparent." She continued after a clarification prompt, "that no one wants to follow someone who is not consistent, not being who you are all of the time, if you say you're going to do something you are going to do it, you're not just going to talk the talk." Respondent 6 stated, "I think that each one of us has values but until each one of us is able to demonstrate them through action, others may not be aware of what they are, and as a leader it is important that others see what you believe." Respondent 3 stated,

“I had an idea of what I wanted my values to be and over the past year, I’ve been trying to change myself to fit those values that I want to have.”

Theme 4: Embracing vulnerability. Vulnerability emerged in focus group discussion and is described as uncertainty, risk, and emotional exposure, according to our student discussions from lessons on Brene Brown’s Power of Vulnerability TEDx Houston (Brown, 2010). “Letting others know what we stand for, what we value, what we want, what we hope for, what we’re willing (and not willing) to do means disclosing information about ourselves” (Kouzes & Posner, 2002, p. 248). The theme of vulnerability emerged from the practice of *Model the Way* from three out of the seven respondents, but was also referred to in two additional exemplary practices (*Challenge the Process* and *Enable Others to Act*) by three additional respondents during the time of the focus group. Respondent 6 stated that:

Prior to LEAD 101 class I was never comfortable embracing vulnerabilities in a leadership position or as a leader ‘cause it never felt, it was never modeled as a successful way to lead for me that I’d experienced, but after that it’s something that I’ve completely embraced and I think it has made me a much more successful leader.

Respondent 5 said, “Vulnerability helped me the most, too, just with myself in general, the video we watched was a real eye opener.” Respondent 1 stated it was a “complete change of my view of vulnerability for Leadership 101, it was just such a negative thing in my mind, so there has definitely been a big change.”

Inspire a Shared Vision

Theme 1: Active listening. The theme of active listening is described as not simply hearing the individual words being said but trying to understand the entire message that is being conveyed through both verbal and non-verbal communication. Four of the seven respondents commented directly about active listening, while two others alluded to it in their statements, which led to the emergence of a new theme. In response to a question about *Inspire a Shared Vision*, Respondent 4 stated, "...by listening actively. Too many times we don't really listen; we let it go in one ear and out of the other ready to say our next point without really listening to people in the organization."

Respondent 6 stated:

how, as a leader I can remove road blocks so that others can accomplish those goals, maybe understanding struggles that they face that could limit them or hinder them from accomplishing specific things...active listening and building those relationships kind of touch back on the concept on how relationships mesh with leadership.

Respondent 3 discussed goals and stated, "... as for aspirations in life it comes down to listening, it comes down to us all in it together, helping each other to help build each other up." Respondent 4 stated how, "by actively listening to people that you can help them in reaching their fullest potential as a person, and as a leader in society."

Respondent 6 stated, "As a supervisor in my organization, it is important for me to spend time with each of my team members and understand them and what their goals within our organization are." "The simple act of listening to what other people have to say and

appreciating their unique points of view demonstrates your respect for others and their ideas” (Kouzes & Posner, 2002, p. 249).

Theme 2: Invest in others. Investing in others is described as finding value in the time taken to contribute to others’ development. Five out of the seven respondents discussed the theme of investing in others as it relates to *Inspire a Shared Vision*.

Respondent 6 stated:

There may be goals or aspirations that you have as an individual that until those are met hold you back from meeting the goals and visions of the collective group... so it may be important for me as a leader to help you meet your needs first before you can become a one hundred percent contributor to the group.

Respondent 2 said that:

Good leaders will find value in investing in followers or the rest of the group in order to help them to develop and grow. Good leaders will value that because they think that if I invest in the person and develop a relationship, find out what their goals are and how they want to be successful in this organization by investing that time in doing that and being a resource to enable them to do that, it is worth it to see the development happen.

Respondent 8 discussed that *Inspire a Shared Vision*, “also means that you have to be approachable if you are a leader, as in someone, anyone in your organization can be comfortable with coming to you with an issue or general thing.”

Theme 3: Develop/connect vision. Learning to be a connector means listening, removing barriers, and helping someone find appropriate resources or becoming a resource. Kouzes and Posner wrote, “Networking has value, value that goes far beyond

anything monetary. It has to do with what really counts in our daily lives. We're helpless if left to ourselves. Socially and professionally, we need other people" (p. 260). Five out of the seven respondents relayed examples of being a connector in the discussion on *Inspire a Shared Vision*. Respondent 5 stated:

By being a Rho Gamma in recruitment we are one of the first girls they see that models Boise State Greek life, so we want to recruit girls to have the same vision as we do for Greek life, so we want to recruit girls to have the same vision as we do for Greek life so that they see that we are a community and that we are not just all about ourselves.

Respondent 4 discussed her experience with dance marathon stating, "When we first started, I only knew about it. Getting the committee to buy in was hard, but when we went to the children's hospital to see what they would be raising money for and bringing everyone back to the cause, it made it real." Respondent 1 discussed training new recruits in his job, stating "I try to connect values of the team with that of the individual. What we can do for each other is a give take relationship, by you helping that person succeed, they help the organization to succeed." Respondent 3 discussed his time as a student staff member for Boise State University's admission's office, stating how:

...most of them (first year students) do want to be involved in something that pertains to their values, mission, purpose, finding that organization, club, or that internship, or whatever, it may be connecting them that way. Being a connector, connecting people to what their vision and passions are is good for first year students.

Challenge the Process

Theme1: Risk taking. Taking risk emerged as a theme from respondents' experiences taking chances and challenging themselves. Four out of the seven discussed the theme of risk in *Challenge the Process*. Respondent 3 discussed how he wanted to make changes in his life and challenge himself:

I sent personal surveys to 80 people (80 close people that I work with or interact with) and asked for personal feedback...it is anonymous so it allows people to give me full feedback on however they would like to do so, for me to become a better person.

Respondent 5 stated:

[in] my personal life I'm taking a lot more chances, I think the beginning of last year I was a lost soul, so I wanted to change who I surrounded myself, like people who believed I could be better versus people who were holding me back from things.

Respondent 4 discussed taking risks and the things that make her feel at risk such as, "asking for help, sometimes I feel like I'm too proud to ask for help and if I am struggling with something in my personal life or even asking for help with a task."

Kouzes and Posner (2002) discuss the idea of making it safe for others to experiment as integral in creating environments for people to take risks and to fail in ways that are not detrimental to them or the business or organization.

Theme 2: Confidence (building and lack thereof). Confidence emerged as a theme in participants seeing a need to believe in themselves, build the belief, or have others believe in them. Four out of the seven respondents discussed the theme of

confidence as it relates to *Challenge the Process*. Kouzes and Posner (2002) discuss building confidence through feedback and how, “to ensure that people achieve their best, leaders have to take steps to bring forth the best from others” (p. 321). In reference to asking for help, Respondent 5 stated, “You are stronger than you think, it’s ok to ask others if you don’t think that you can get through it.” Another comment that she made regarding building her self-confidence was: “Taking chances with people who are close to me or people who have affected my life in a negative way generally I can forgive, forget, and move on from that.”

Respondent 6 discussed an experience in his job:

We do journal club get-togethers with physicians, complete experts in their field, and our medical director asks that we review some peer reviewed journal articles and present them to the group. It’s an uncomfortable experience, having to read an academic journal where you may not understand all of the concepts and statistics behind it, the practices, and then having to present those to experts in their field. It was something I was excited to try and really made me push myself to try and figure this information out so it let me know what I could step up to a challenge if I put some time and effort into it.

Respondent 5 also commented in reference to self-confidence that, “[what] is simple for some and really hard for others in life is loving yourself.”

Theme 3: Culture of vulnerability. Developing a culture of vulnerability emerged as students conveyed their experiences that led to what they were able to discover and learn within an environment that allowed for themselves and others to be vulnerable (embracing uncertainty, risk and emotional exposure). Four out of the seven

respondents discussed the theme of the culture of vulnerability as it relates to *Challenge the Process*. Respondent 1 stated:

It brings back the idea of vulnerability. Before LEAD 101 I would have thought that I'd be feeling vulnerable asking for help and not asking for help because I was vulnerable, so that whole cycling thing happening. You build better understanding of vulnerability; you expand yourself and your capabilities because you seek to understand vulnerability more.

Respondent 5 stated, "Again, I have learned to take chances and be vulnerable with people who are close to me...I have grown a lot from the beginning last year to now."

Respondent 7, when discussing the benefits of creating a vulnerable environment, stated:

Back home I work with youth on my reservation...We have devised a way to help them, what I mean by that is that we put on air guitar concerts, they have to pick a name out of the hat and whatever band, they get on stage and they get to be somebody else; they dress up and go on stage and perform...I found it is more of a challenge to me, I am learning more from all of them, so I am grateful, and it's humbling.

Enable Others to Act

Theme 1: Acknowledgement. Acknowledgement emerged as a theme for those respondents who *Enable Others to Act* either by observation and support, recognition given to them, or by a recognition bestowed upon someone else, who was originally encouraged by one of the respondents to progress toward a goal. Three out of seven respondents discussed the theme of appreciation as it relates to *Enable Others to Act*.

Respondent 5 stated, "Recognizing the little things, even small just take a second, just to

say that was a good job helps.” Respondent 4 discussed how she fosters confidence in others by saying:

Showing gratitude to those people and letting them know how thankful you are for them can boost their confidence and make you happier as a person by showing them you appreciate them.

Respondent 4 acknowledged her parents’ display of support and appreciation for her efforts by stating:

My parents are probably the people who pushed me the most, I’d definitely say staying in school is something that within this five to six years I had thoughts that I wanted to stop and that I’m never going to graduate, and so many things seemed to be working against me, but everything happens for a reason, and their being there and being supportive, helped me to see the light at the end of the tunnel.

Even though this respondent acknowledged her parents, she discussed how she did not have the perspective that her parents thought were positive until taking LEAD 101.

Theme 2: Empowerment. Empowerment emerged as a theme in enabling people to feel confident in their ability to do something by removing barriers that hinder that belief (including the fear of failure). “Creating a climate where people are involved and important is at the heart of strengthening others” (Kouzes & Posner, 2002, p. 284). Six out of the seven respondents discussed and provided examples of the theme empowerment as it relates to *Enable Others to Act*. Respondent 6 discussed how he felt that no one has pushed him beyond a point that he felt was his limit by stating, “I don’t think anyone has pushed me to that point nor have I myself done that for anyone else, for

fear of failure.” Other respondents, such as Respondent 5, discussed a different experience, stating:

In chapter yesterday, we had to nominate people to be on the board of our election process. I turned to this girl next to me (who was a freshman, new member) who wasn’t going to run and I told her that she should run for it and she said *why*, and I said why not. She said okay, and then she won it! I think it was the little support that I gave her, telling her I’d vote for you and a little bit of hope and she ended up winning it...it starts that way sometimes, they take one leadership role and they enjoy it and then just keep going.

Commenting on the same experience, Respondent 6 commented, “That’s cool because it may be the one thing that springboards her into something else.” Respondent 1 also commenting about the same example said: “At that point it’s like wow, people believe in me and people have confidence in me to do this. That makes me feel good when people thought of me right away.”

Respondent 4 provided an example that spoke to assessing or creating empowering environments for lessons to be taught, by stating:

Stepping back, letting them take the reins, even if it’s going to fail. If it’s going to fail, letting them learn the hard way, because the only way you’re going to learn most of the time is if you fail. Stepping back and if it does fail it fails, but you could be in a better place for the next time.

Respondent 3 provided an example from the work with a dance marathon program explaining:

Last year Dance Marathon went through a struggle with an idea that she (a female respondent in the same room) wanted to bring to campus (which was the program Dance Marathon, or DM). We pulled together a team, we went through a lot of ups and downs, while it might not have been new across the country, it (DM) was new to BSU.

Respondent 3 added that, despite the turbulent week to week struggles and small wins of putting the program together, the team was only able to implement a successful program by overcoming the fear of failure together, while also challenging and supporting team members through the process.

Theme 3: Appreciation/perspective. Appreciation and Perspective emerged from the focus group by those who felt enabled to act after asking questions, listening, and then taking advice from trusted individuals in order to gain more understanding of a situation. Three out of the seven respondents discussed the theme appreciation as it relates to *Enable Others to Act*. Respondent 7 stated:

Talking with people and listening and seeing where they come from and putting everything right on the table, where you stand, where they stand, where everyone sits, there are important things for me to learn, and to listen works tremendously in just trying to work with other people.

Respondent 6 stated the following in regard to fostering people confidence and enabling others to act:

I think that by displaying vulnerability lets other people know that you believe in them and this was what was modeled for me in the class (LEAD 101), to be

vulnerable and take chances and even if you don't succeed, that practice will give you some gains in confidence, the ability to see things from different perspectives.

A trusted co-worker provided the example for Respondent 6, which he explained as:

I had an idea to develop a policy at work for a response policy for school shooting incidents, an idea that I heard through a course that I had. During some dialogue with my supervisor, she said that maybe that is something that I could take on, and with that advice, it something that motivated me and pushed for these reasons, she gave me good perspective of it, gave me avenues to get the process going, made checks to make sure that my process is progressing...

Encouraging the Heart

Theme 1: Trusting relationships. "Trust" assists the development of relationships in which one is able to provide critical feedback for someone else's development. Kouzes and Posner (2002) stated, "We listen to people we trust and accept their influence. Thus the most effective leadership situations are those in which each member of the team trusts the others" (p. 245). Four of the seven respondents discussed or alluded to building trusting relationship as it relates to *Encourage the Heart*.

Respondent 5 stated:

Ever since this class (LEAD 101) I have been searching for feedback, if I don't agree with something, I call this one girl and I talk to her, and she will be *like* your being stupid. In my sorority I didn't agree with something and I talked to this girl, who is an alumna now, and I called about a situation and asked if I was being stupid and she said that I was taking it overboard. Now when I call her I know that I am going to get some kind of feedback from...I don't just listen to anyone it

is someone who knows me. I don't want random people and be like *that's stupid*, someone who I have a great amount of respect for I'm going to listen and I am going to take them seriously.

Respondent 4 discussed encouraging the heart as a high school volleyball coach saying:

I have some of the players come up to me and ask why they aren't playing as much, and giving feedback on why they aren't playing is hard, but some of the girls take it to heart and will try and improve during practice.

Respondent 6 stated:

Most important is building that relationship. When someone feels invested they are going to contribute more to that bond, and once you build that relationship you feel as the follower, for poor use of a term, you feel compelled to be there for that person. I feel like we built a bit of a relationship during the LEAD 101 class, so I didn't want to let you down by not showing up today and I definitely want to stay the whole time because regardless of what the paper says, I'd feel horrible.

Theme 2: Listening and observing. Listening and observing emerged from the focus group data as peoples' ability to be able to watch and observe others, without judgment, in order to eventually aid the same people in their progress and/or development. Four of the seven respondents discussed listening and observing as it relates to *Encourage the Heart*. This theme can be seen as eyes and heart listening as discussed in Kouzes and Posner's (year) research:

Eyes-and-heart-listening can't be from a distance, reading reports or hearing things second hand. Our constituents want to know who we are, how we feel, and whether we really care. They want to see us in living color. Since proximity is the

single best predictor of whether two people will talk to one another, you have to get close to people if you're going to communicate. (p. 329)

Respondent 6 discussed his profession as an emergency medical technician (EMT), saying:

Through my profession we have volunteers, brand new EMT's who work with us and by doing that their goal is to gain full time employment. I've had one who had been riding with me pretty frequently so, kind of by the nature of the position we provide them feedback to that person after every time we go on a call for service and it's interesting to watch him grow and progress. To watch him handle a motor vehicle accident patient now is so much more advanced then when he first started, and because of that he goes through those progressions so much better and just this past week we hired him on full time so that was a pretty big deal for him, one way I was able to see feedback.

Respondent 1 discussed his work in commission-based direct sales jobs stating:

We use college kids who want to make money, but they do not know what they are doing. They were horrible and everyone said no (those to whom they were trying to sell products), and they see failure 100 times before they see success. We walk them through a process, five steps to make the sale, they get the first part down, they do it a couple of times, then get the next part down they move to the next part. It is great to see them process (the information from the experience) when they finally go through the whole thing in selling a product. Because one thing could go wrong you are always providing feedback to them and trying to think of the best way to do it.

Respondent 5 discussed her experience in showing support and care for someone by stating, “Investing time into them, going out of your way to spend time with them, listening to them, knowing what’s going on, and holding them accountable” as keys for *Encourage the Heart*. She later followed up with this example:

From our class, this guy in our group was gone for a few weeks so I went out of my way to email him and see what was going on, then he emailed me back and showed up the day that the project was due, and he was all upset (with himself), saying “I’m sorry I haven’t put any input into this and I know I don’t deserve any credit” and so on. I told him “you can help us now and you could get credit. I think you can get full credit, you know, if you do a good job.” He helped us so much and gave us so much constructive criticism, and he had so many better ideas than we had, so the presentation was way better than it was, and so we all gave him all high scores on everything and full credit, because he deserved it. So ‘til this day he will still text me, meet up, text me, and have coffee together, and catch up. I like being that person, if he needs a friend; I want to be there for him.

Respondent 7 discussed the application of this theme, stating:

From the class, being able to see someone who has the weight of the world on their shoulders, they are emotional, so sometimes they are late a couple of times that week so sometimes just ask them to talk to them or just being there, because some people won’t ask for help, but sometimes if you put out your hand, people will accept it.

Most Difficult of the 5 Exemplary Practices to Implement

Model the Way. Respondent 5 found *Model the Way* to be the most difficult of the five exemplary practices and stated, “I changed a lot this year, fell into old habits, and I was really working on just getting rid of old habits and embracing the person I want to be versus the one that people expect me to be.” Respondent 6 also responded that modeling the way, saying:

Setting the example is sometimes easy or hard based on mindset. A positive mindset can approach any situation or display those characteristics, yet if you find yourself in times of strife then even the smallest slip up that people will notice those, then that becomes how you set the example. So it can take a lot of cognitive effort to set the right example.

Respondent 1 stated that “you can take someone there, push them and do everything for them just perfectly, but it takes the person you are working with to make it happen.”

Inspire a Shared Vision. Respondent 3 stated:

The hardest and easiest was *Inspire a Shared Vision*, sometimes it is easy to get people to get what you believe because some will take your word for it and others jump right on but when you try to enlist others to share that value or to embrace the vision that you have, I think it’s so hard to show, but many people want to see and they don’t want believe that it’s doing something great or will do something great, they want to see that it’s going to do something great first before jumping on the band wagon.

Challenge the Process. Respondent 2 discussed why she believed *Challenge the Process* was the most difficult of the five practices to implement in her life:

The hardest is experimenting with taking risk, challenging the process, trusting the process, because with risk comes failure and embarrassment. Confidence goes down if you failed lot of things which could prevent you from doing that, but you could do that (try new things), if you can find it in you to be vulnerable. It can provide you with the most growing experience and the most feedback to help you grow later on.

Enable Others to Act. Respondent 7 stated:

The hardest is strength in others and enabling others to act because I am still trying to figure out myself. To experiment and take risks, at university we are taught to take risks, and lots of things that go along with it, school work parties, relationships, all kinds of stuff.

A senior male respondent who also believed modeling the way to be the most difficult to implement also stated that:

I also think that enabling others to act is difficult because there may be a lot things outside of your control as a leader, you're dependent on others and you can only do so much to foster collaboration, so others have to find it within themselves to kind of step up.

Encourage the Heart. Respondent 4 stated with regard to *Encourage the Heart*, that the spirit of community is the hardest session to do here at BSU.

We don't have many traditions at BSU, it becomes a matter of can you do one thing right, but then, you to do it again and you have to keep proving your thing until it's a tradition here. So, I feel like I can't celebrate because you did it good once, but do it again and again and again, until it is set in stone for a while, even

as fraternities and sororities we have such a bad name here because of other things outside of BSU, so we have to keep proving ourselves worthy. ...we have to keep proving ourselves, but it's always that one thing that sets us back because people are out there looking for it, and for dance marathon people are like, "we did great", the first year, but we have to keep proving ourselves to make it something wonderful.

Summary

The purpose of this study was to assess the impact of participation in and completion of Boise State University's (BSU) Foundations of Leadership class (LEAD 101) on student leadership behaviors, (using Kouzes and Posner's Student Leadership Practices Inventory -Self [SLPI-S]). The major findings of this study were discussed in this chapter relative to the research questions posed. The mean scores of all 45 participants indicated an increase in all five exemplary leadership practices, which also demonstrated an increase in the frequency of leadership behaviors and practices by participants (Kouzes & Posner, 2006). There was no statistically significant difference in the paired samples *t* tests of three of the five exemplary leadership behaviors and practices *Inspire a Shared Vision*, *Challenge the Process*, and *Enable Others to Act*. There was, however, a statistically significant difference in the students' Pre and Post scores on the SLPI-S of the leadership behaviors and practices *Model the Way* and *Encourage the Heart*.

There were differences assessed in BSU LEAD 101 students' leadership behaviors and practices (as measured by the SLPI-S) based on student demographics (i.e., age, class standing, gender, and leadership experiences) in response to their participation

and completion of the BSU LEAD 101 course. There was not enough information to make inference, however, there were differences in mean scores in each division within the age category, but the only age ranges that illustrated an increase in frequency of leadership behaviors and practices in all five categories of exemplary leadership were in participants aged 21 – 24 ($n = 10$) and 25 -34 ($n = 7$). There was, however, no statistically significant difference found when comparing participants' age in results of the Pre and Post SLPI-S scores. Another pattern that emerged appeared to be one in which as participants age ranges increased, so did frequency in the exhibition of leadership behaviors. There were both increases and decreases in mean scores for males and females as well, but males' mean scores increased in each of the five practices, demonstrating an increase in frequency of the behaviors and practices of the 5 exemplary leadership practices (Kouzes & Posner, 2006). Overall, females perceived their frequency of the behaviors for *Inspire a Shared Vision*, *Challenge the Process*, and *Encourage the Heart* to be higher than that of males. There were statistically significant differences found between male and female participants in the Pre *Inspire a Shared Vision*, Pre-*Challenge the Process*, and Pre-*Encourage the Heart*. There was not enough data to make conclusive inferences of causality, and there were no other statistically significant differences found in any other Pre or Post results by gender.

After examining the findings of the descriptive statistics based on participants' class standing, there were differences in mean scores, Pre to Post test, for all levels of class standing through each of the five exemplary practices; however, sophomores were the only class level that showed an increase in frequency of all five leadership behaviors

and practices. There were no statistically significant differences found based upon participants' class standing.

The findings from the examination of the descriptive statistics based on participants' number of leadership experiences identified both increases and decreases in mean scores, but the mean score for *five leadership experiences* specifically was the only factor that increased in each of the five exemplary leadership practices, demonstrating an increase in frequency of the leadership behaviors and practices. Comparisons of the Pre and Post SLPI-S scores of participants by leadership experiences showed a statistically significant difference in the Post-*Inspire a Shared Vision* and Post-*Enable Others to Act*. There were, however, no other statistically significant differences found in any other Pre or Post results for number of leadership experiences of a participant. In all four factors age, gender, class standing, and leadership experiences, there was a constant of all participants perceiving their frequency of *Challenge the Process* to be at a high frequency, which was illustrated in every SLPI-S score calculated and recorded in the highest percentile ranking. When compared to various sample populations as reported in specific published research studies utilizing Kouzes and Posner's SLPI-S, the highest mean score on average in all categories listed was *Enable Others to Act*, compared to this study in which *Challenge the Process* had the highest mean score in all populations across all factors.

“In the end, we realize that leadership development is ultimately self-development. Meeting the leadership challenge is a personal—and a daily—challenge for all of us” (Kouzes & Posner, 2002, p. xxviii). The researcher's interpretation of the findings from the focus group respondents approximately one year after beginning the

LEAD 101 course, were insightful. Respondents were not only able to recall specifics about the lessons taught, but were able to relate behaviors and practices of their daily lives to the five exemplary practices. Kouzes and Posner stated, “Success in leading will be wholly dependent upon the capacity to build and sustain those human relationships that enable people to get extraordinary things done on a regular basis” (p. 21). Students received very general lessons on the five exemplary leadership practices, so it was interesting that many of the *themes* that the respondents’ comments provided were still consistent with many of the five exemplary practices lessons more explicitly explained within the Leadership Challenge text overall. It was also very interesting that the students’ examples of their exemplary leadership practices and behaviors were not their *personal best* but rather everyday experiences. Students were taught, similar to Hanna-Barbera’s belief, according to Kouzes and Posner (2002), to “Know what you value, be willing to take a risk, and lead from the heart—lead from what you believe in” (p. 12). Respondents who answered prompts to questions concerning *Model the Way* spoke of values clarification, self-awareness, congruence/authenticity, and vulnerability and the examples all spoke to finding one’s voice, learning and understanding who each person is (self-awareness), congruence and authenticity, as well as the significance of being vulnerable as a measure of courage. Respondents then discussed examples of their experiences related to *Inspire a Shared Vision*. The abilities to actively listen, invest in others, and develop the connection to the vision were the integral themes discussed. When discussing *Challenge the Process*, respondents spoke of fighting the fear of failure and taking risks, building their own and others’ confidence, while fostering a culture of vulnerability. As respondents discussed *Enable to Act*, many respondents, if not all, spoke

of experiences and examples of when they provided acknowledgement for others or when it was done for them and why it was significant. Respondents also spoke of empowerment, what it is, and how they went about trying to empower others, while also understanding and implementing ways to show appreciation for others. The *Encourage the Heart* exemplary leadership behavior was discussed with examples of how respondents went about building trusting relationships as well as again learning how to effectively listen and observe prior to providing feedback. When asked which of the five exemplary practices was the most difficult to implement after taking the class (LEAD 101), the answer was split among all of the five practices, thus as much as students had examples and experiences with the five practices, it was all still a work in progress. “Leadership is not at all about personality; it’s about practice” (Kouzes & Posner, 2002, p. 12).

CHAPTER V

Discussion and Conclusions

Research findings are summarized and discussed in this chapter, and conclusions are presented based on the findings reported in Chapter IV. As previously stated, the purpose of this study was to assess the impact of participation in, and completion of Boise State University's (BSU) Foundations of Leadership class (LEAD 101) on student leadership behaviors and practices (using Kouzes and Posner's Student Leadership Practices Inventory -Self [SLPI-S]). Specifically, the impact of leadership behavior and practices was assessed relative to the five (5) practices of exemplary leadership identified and measured by the SLPI-S. These five practices are: *Model the Way*, *Inspire a Shared Vision*, *Challenge the Process*, *Enable Others to Act*, and *Encourage the Heart*. The leadership impact data collected were delimited to Pre and Post class testing and a stratified focus group from the students enrolled in the Fall 2012, BSU LEAD 101 classes. Findings have already assisted the BSU Leadership Minor Committee and Leadership Minor chair in assessing the relevance and effectiveness of the current Leadership 101 class experience, and ultimately lent insight and direction for improving future class offerings at BSU and elsewhere. The discussion provides interpretation of the study's findings relative to the response rate and respondent demographics, then by research question, followed by emergent recommendations and questions for further inquiry. The study was guided by the following research questions:

1. To what degree have students' leadership behaviors and practices (defined and delimited to the five practices of exemplary leadership identified and measured by

the SLPI-S) been impacted by and enhanced through the BSU LEAD 101 course experience?

2. Are there differences in BSU LEAD 101 students' leadership behaviors and practices (as measured by the SLPI-S) based on student demographics (i.e., age, class standing, gender, and leadership experiences)?
3. To what degree do students who have completed BSU's LEAD 101 course perceive their leadership behaviors and practices (defined and delimited to the five practices of exemplary leadership identified and measured by the SLPI-S) to have been impacted by and enhanced through the course?

Discussion of Study Findings

Research question 1. To what degree have students' leadership behaviors and practices (defined and delimited to the five practices of exemplary leadership identified and measured by the SLPI-S) been impacted by and enhanced through the BSU LEAD 101 course experience?

Posner (2009) provided insight regarding representative statements of leadership behaviors and practices of the study that are portrayed in Table 21.

Table 21

Representative Leadership Behaviors and Practices

<i>Model the Way</i> (e.g. I set a personal example of what I expect from others)	a) set the example by behaving in ways that are consistent with shared values b) achieve small wins that promote consistent progress and build commitment
<i>Inspire a Shared Vision</i> (e.g. I describe a compelling image of what our future could be like)	a) envision an uplifting and ennobling future b) enlist others in a common vision by appealing to their values, interests, hopes, and dreams
<i>Challenge the Process</i> (e.g. I seek out challenging opportunities that test my skills and abilities)	a) search out challenging opportunities to change, grow, innovate, and improve b) experiment, take risks, and learn from the accompanying mistakes
<i>Enable Others to Act</i> (e.g. I develop cooperative relationships with the people I work with)	a) foster collaboration by promoting cooperative goals and building trust b) strengthen people by giving power away, providing choice, developing competence, assigning critical tasks, and offering visible support
<i>Encourage the Heart</i> (e.g. I praise people for a job well done)	a) recognize individual contributions to the success of every project b) celebrate team accomplishments regularly

Note. Posner, 2009, pp. 388-389.

The creators of the SLPI-S also found that, based upon mean scores, *Enable Others to Act* is the exemplary leadership practice most frequently reported (Posner, 2012; Kouzes & Posner 2006).

A paired sample *t* test was calculated to compare the mean Pre SLPI-S score to the mean Post SLPI-S score. The means on the Pre SLPI-S and the Post SLPI-S for each of the behaviors and practices of exemplary leadership are displayed in Table 12 (see table above on p. 139). Table 12 also illustrated that there was an increase in the mean scores in all five exemplary leadership practices while there was also a decrease in standard deviation of each category, which demonstrated an increase in the frequency of leadership behaviors and practices by participants and less variation away from the mean score from Pre to Post scores (Kouzes & Posner, 2006). Kouzes and Posner (2002) do not

make a distinction between any of the five exemplary practices being more important or having any additional significant meaning compared to the others; in fact, the authors found that, “the leaders who frequently engage in the Five Practices are significantly more likely to achieve extraordinary results than leaders who make use of these practices less often” (p. 395). There was no statistically significant difference found in the paired samples of the Pre and Post leadership behaviors and practices, listed in Table 12, of *Inspire a Shared Vision*, *Challenge the Process*, nor *Enable Others to Act*, but there was a statistically significant difference found in the students’ Pre and Post scores on the SLPI-S, of the leadership behaviors and practices of *Model the Way* ($t(44) = -2.374$, $p < .05$, two-tailed), and that of *Encourage the Heart* ($t(44) = -2.043$, $p < .05$, two-tailed). Thus, although there were only significant differences found in two of the five exemplary leadership behaviors and practices, Kouzes and Posner (2002) believe that results of the entire participant pool showing increases in the five exemplary behaviors and practices means that there is a higher probability that the participants will achieve better results as leaders. This validation by the authors of the SLPI-S provides context for the significance of the LPI scoring tool as well as the significance of understanding increasing frequencies in the five exemplary leadership behaviors and practices, which indicate increasing probability of a student effectively leading. Percentile ranges provide estimates of frequency of leadership behaviors and practices. In other words, lower mean scores are equated with lower frequencies, which are then seen as a lower perceived level of probability of leadership success. The increase in the mean score of all five leadership behaviors and practices is made even more relevant, given the use and results of the SLPI-S. Significant differences were found in the two exemplary leadership practices of

Model the Way and *Encourage the Heart*. In order to find relevance, the researcher has examined the commitments that exist as a part of each of the exemplary practices and compared them with the lessons of the curriculum that the participants experienced. The researcher was able to connect *Model the Way* to lessons of: critical thinking, reflection, self-esteem, self-awareness, vulnerability, values clarification, Relational Leadership Model (RLM), Leadership Identity Development (LID), and servant leadership. All of the aforementioned lessons focus on the individual, in relation to others and the environment, and the ways in which leaders perceive themselves as modeling leadership behaviors and practices, through the congruency of their actions and their values. The researcher was able to connect *Encourage the Heart* to lessons of: critical thinking, vulnerability, values, community building, RLM, and servant leadership. It is difficult to attribute these lessons alone to the significant changes recorded in the SLPI-S, when many leadership experiences and possible life, work, and other personal experiences could also have contributed to the increase in frequency of the leadership behaviors and practices. Philosophically as well as practically, many of the leadership programs offered through the Student Involvement and Leadership Center focus heavily on leadership development through modeling, vision work, finding one's *why* (Sinek, 2009) and challenging the status quo, creating community and environments to *Enable Others to Act*, and also the value in creating environments that are conducive to enabling and encouraging others through support and recognition ceremonies. It is therefore difficult to distinguish a single factor that is the reason that students increased the frequency of leadership behaviors and practices.

The behavior and practice with the highest mean scores out of the five exemplary practices, Pre then Post for the population studied, was for the practice of *Challenge the Process*. Hundreds of studies of entities using the SLPI-S, especially those of student populations in higher education (Greek Chapter Presidents, N=177, Resident Assistants, N = 333, Peer Educators, N = 152, Student Body Presidents, N= 35, Orientation Advisors, N=78, High School Students, N = 151), as well as studies of different populations, have demonstrated that the most typical result and the highest mean score of five exemplary practices has been *Enable Others to Act* (Kouzes & Posner, 2006, pp. 81–83). The exemplary leadership practice in which this study's participants showed the highest mean score, from Pre to Post scores, came in the practice of *Challenge the Process*. The research that validates the SLPI-S examines the increases and decreases in leadership behaviors and practices of the five exemplary practices, but the researcher believes there to be more significance attached to which of the five exemplary practices show more increases than the others and the reasons behind those increases. The majority of participants / respondents who utilize the SLPI-S tool all either end up with *Enable Others to Act* as the highest ranking leadership behavior and practice, and the research points to increases in mean scores as the most important factor, but there is no research that examines why one exemplary practice would consistently score higher than others, nor is there any information to explain why other practices would score higher in *Enable Others to Act*. The BSU student participants' *Challenge the Process* showed the highest means scores. Does that mean they are somehow different than the hundreds of other students whose SLPI-S scores on *Enable Others to Act* were their highest? The higher mean scores in *Challenge the Process* could indicate that BSU students are more willing

to advocate for change, take risks, and seek opportunities to be innovative and recognize ideas from various sources. Amirianzadeh, Jaafari, Ghourchian, and Jowkar (2010) examined a study of students from the 1990s contrasted with students of today and found:

Leadership is ultimately about change, and ... effective leaders are those who are able to effect positive change on behalf of others and society. Change ... is the ultimate goal of the creative process of leadership to make a better world and a better society for self and others. (p. 168)

Donahue (2010) discussed how entrepreneurship and innovation are often a part of the goals and outcomes of American colleges and universities, and as a result believes that more institutions should begin training future business (and social) entrepreneurs, thus encouraging students to take more risks and to learn from failure (Gallagher, Marshall, Pories, & Daughety, 2014). As George (2008) stated, “A leader has many roles to be played in an organization... [and] a leader should empower subordinates rather than control them” (p. 19). Empowerment and enabling are prevalent throughout the literature as significant and important to those developing and honing leadership skills (George, 2008; Kouzes & Posner, 2002). BSU student participants in LEAD 101 also had leadership experiences such as LeaderShape, Catalyst, Emerging Leaders, Student Organization Training, etc., which were opportunities to experience programs that speak directly to change, social change, innovation, taking risks, and not accepting the status quo. Cress, Astin, Zimmerman-Oster, & Burkhardt (2001) found that “leadership potential exists in every student and that colleges and universities can develop this potential through leadership programs and activities” (p. 23). Although students have other leadership experiences, the LEAD 101 class focuses not just on awareness of the

lessons but also applicability and relevance, so it came as no surprise to many past LEAD 101 students and student affairs staff that *Challenge the Process* received a high frequency.

Research question #2. Are there differences in BSU LEAD 101 students' leadership behaviors and practices (as measured by the SLPI-S) based on student demographics (i.e., age, class standing, gender, and leadership experiences)?

One-way ANOVAs were performed on each of the variables of age, class standing, gender, and number of leadership experiences, using the dependent variable of the Pre and Post SLPI-S scores. Table 13 (see table above on p. 142) showed the descriptive statistics for age. There were differences in mean scores of the SLPI-S in each division within the age categories and the age ranges of 21 – 24, 25 – 34, and 35 – 49 were the ranges that illustrated an increase in frequency of leadership behaviors and practices in all five categories of exemplary leadership, although they were not found to be statistically significant. This means that participants in all of the ages ranged from 21 – 49 all either showed increases in frequency of exhibiting exemplary leadership behaviors and/or were exhibiting higher frequencies of exemplary leadership behaviors than those participants aged 18 – 20 (age 18, 19, and 20 combined). Participants in all of the ranges aged 21 – 49 exhibited exemplary leadership behaviors more than younger participants aged 18 – 20, with all ages showing a high frequency of exhibiting *Challenge the Process*. Thus in regard to mean scores and frequency ranges by age, differences exist, albeit not statistically significant differences. There is no clear reason for the older age groups past the age of 21 to exhibit higher frequencies of exemplary leadership practices. As mentioned before, the researcher would assert that as students age, they also

experience various programs that introduce the philosophical ideology of leadership development, as described earlier in this study (process oriented, values based, change oriented, potential in all, collaborative, etc.) in training and development programs produced through the student involvement and leadership center or even outside the university. It is easier to accept that more students would seek opportunities to challenge themselves, change, grow, innovate, and improve while learning to take risks as a result of attending the LEAD 101 class and the aforementioned leadership programs then either the class or programs alone. A pattern of increased frequencies for all five exemplary practices did emerge as the age ranges increased, which indicated that the older a student became, the greater the likelihood that SLPI-S scores would be higher. This led the researcher to believe that maturity level and life experience due to age influence a student's leadership learning and frequency of leadership practices and behaviors exhibited.

Table 15 (see table above on p. 145) showed the descriptive statistics based on participants' gender. There were both increases and decreases in mean scores, but males' mean scores increased in each of the five practices, demonstrating an increase in frequency of the behaviors and practices of leadership (Kouzes & Posner, 2006). While the increases in frequency occurred at the moderate level for four of the exemplary practices, one of the practices, *Challenge the Process*, rated in the high frequency, just over the 70th percentile. Females ranked in the moderate frequency of exhibiting leadership behaviors and practices for *Model the Way*, *Enable Others to Act*, and *Encourage the Heart*, but saw a decrease in frequency for *Inspire a Shared Vision* high to moderate frequency Pre and Post, and a small decrease in frequency in *Challenge the*

Process, which remained in the high frequency percentile. Without examining the increases or decreases of male and female mean scores on the SLPI-S, and examining the frequency ranges of the exemplary leadership behaviors (low, moderate, or high), the scores for both men and women fell into the same categories on the Post test. In other words, four of the exemplary leadership mean scores were all moderately exhibited at the end of the Post test (*Model the Way*, *Inspire a Shared Vision*, *Enable Others to Act*, and *Encourage the Heart*), while the mean scores were exhibited in the high frequency for *Challenge the Process*. The work of Barbuto, Fritz, Matkin, and Marx (2007) stated:

A meta-analysis of 58 studies of the emergence of leaders in groups initially without leaders showed that men emerged as leaders more often than women did, ...however, women emerged slightly more often than men in the role of a “social leader” or facilitator, who contributes to morale and good interpersonal relations. Men’s leadership tended to emerge in the more task-oriented aspects of interaction. The researchers found that women and men became more equal in their leadership contributions overall in groups that had existed for longer periods of time. (p. 72)

As mentioned earlier in the research, Hynes (2009) examined the significance of both men and women being positively impacted by the college experience with regard to equity in gender roles and asserted that leadership educators should take advantage of the research and teach more to the contemporary conceptualizations of leadership. The Leadership 101 class attempted to do so, and with regard to the results, it may have created an environment conducive to learning leadership equally. Barbuto et al. (2007) discussed an issue in their study and examined gender and leadership, stating “leadership

has traditionally been studied using masculine norms as the standards for behaviors. Thus, men often are viewed as better leaders, and women often adopt masculine behaviors to fit into male-dominated hierarchical structures and systems” (p. 72). A more informative research point would be to find the environments in which men and women are exhibiting the exemplary leadership behaviors and practices, and in which fields or organizations they are manifested in order to gain a better sense of how the behavior impacts others, regardless of gender. Komives (1991) found that men attributed their use of power and direct styles to transactional leadership, whereas women attributed their use of relational styles to transformational leadership. As research has conveyed over and over again, “the more women violate the standards for their gender, the more they may be penalized by prejudiced reactions that would not be directed toward their male counterparts” (Barbuto et al., 2007, p. 72). Thus it may not be that women or men are *better* leaders, but rather the student perceptions regarding traditionally feminine and masculine norms of leadership behaviors and practices may have influenced selections on the SLPI-S. “If women and men are to be valued equally as leaders, it is imperative that we understand the differences that may occur either as a result of gender or as a result of workers’ reactions to leaders based on gender” (Barbuto et al., 2007, p. 73).

A one-way ANOVA was computed comparing the Pre and Post SLPI-S scores of participants by gender. A significant difference was found among the participants in the Pre-*Inspire a Shared Vision* ($F(1, 43) = 4.35, p < .05$), Pre-*Challenge the Process* ($F(1, 43) = 10.61, p < .05$), and Pre-*Encourage the Heart* ($F(1, 43) = 7.232, p < .05$). There were no other significant differences found in any other Pre or Post results by gender. This information was inconclusive as the significance appeared in Pre SLPI-S results,

which is not beneficial in a study examining the impact of leadership behaviors and practices after participating in the LEAD 101 class. Posner (2002) stated:

Generally, the leadership practices are not significantly different for males and females on the LPI-Self. Both groups report engaging in Modeling the Way, Inspiring a Shared Vision, Challenging the Process, and Enabling Others to Act with about the same approximate frequency. Female manager's report engaging in the leadership practice of Encouraging the Heart significantly more often than do their male colleagues. (p. 10)

Table 17 (see table above on p. 149) illustrated descriptive statistics based on participants' class standing. There were differences in mean scores for all levels of class standing through each of the five exemplary practices; however, sophomores showed an increase in frequency of all five leadership behaviors and practices, with moderate level frequencies in four of the five exemplary practices, except for *Challenge the Process*, which continued as a high frequency from Pre to Post SLPI-S. Again, Kouzes and Posner (2002) view this result as indicative of leaders who frequently engage in the Five Practices as being significantly more likely to achieve extraordinary results than leaders who make use of these practices less often (p. 395). The research examines mean scores as they relate to frequency percentiles. Although not enough data for conclusive inferences of causality the increase in mean scores as an indication of the frequency of exhibited behaviors recorded and analyzed for the sophomores could indicate a gain in leadership skills learned as a result of the students' participation in Leadership 101.

Freshman participants showed moderate frequencies of the exemplary behaviors, from Pre to Post, of *Inspire a Shared Vision*, *Enable Others to Act*, and *Encourage the*

Heart, while illustrating an increase in frequency of *Model the Way* from low to moderate and a slight decrease in *Challenge the Process*, but still maintaining a high frequency. Participants holding junior class standing did show increases in frequencies for *Enable Others to Act* and *Encourage the Heart*, but stayed in the moderate percentile range. Juniors' increases in *Model the Way* and *Inspire a Shared Vision* did illustrate percentile ranking changes from low to moderate and from moderate to high frequency respectively, while *Challenge the Process* mean scores remained the same, Pre and Post SLPI-S. Juniors had more percentile ranking increases between the exemplary practices, and overall all juniors were either exhibiting exemplary leadership practices at a moderate level or at a high level, which is also indicative of the impact of the Leadership 101 classes on leadership skills learned.

Senior participants illustrated moderate percentile scores in three of the exemplary practices Pre and Post of *Model the Way*, *Enable Others to Act*, and *Encourage the Heart*. There was an increase in the frequency percentile ranking from moderate to high of *Inspire a Shared Vision* for senior participants, and although there was a slight decrease in frequency for *Challenge the Process*, it remained in the high frequency percentile. The results for seniors was also very important as it illustrated the frequency at which this particular class standing exhibited exemplary leadership practices, which was either moderate or at a high level. These results could be indicative of the influence of the Leadership 101 classes on leadership skills learned by students of higher class standing.

There was, however, no significant difference found in any of the one-way ANOVAs based on participants' class standing. All four classes exhibited changes in frequencies, in most cases, increasing, but none of the results were statistically

significant. Once the researcher began to examine both, increases in Pre to Post SLPI-S means scores of the Leadership 101 classes, as well as the frequencies of exemplary leadership practices, the class standing that displayed the most consistent increases was the sophomores. The sophomores showed increases in frequency in four of the exemplary leadership practices (*Model the Way*, *Inspire a Shared Vision*, *Enable Others to Act*, and *Encourage the Heart*; all within the moderate frequency range), and an increase in *Challenge the Process* in the high frequency range. There were a few committee members (associated with the development of a new leadership certificate program for Fall 2015) who believed that the age data gathered helped validate thoughts that would change their proposed introductory leadership classes to a 200 or 300 level in order for students to better increase leadership behaviors by engaging the curriculum, discussion, and assignments. There was also no statistically significant difference between freshman and seniors, as examined in a longitudinal study by Posner (2009). In an earlier study, Posner (2002) noted, "LPI scores have been found, in general, to be unrelated with various demographic characteristics (e.g., age, marital status, years of experience, educational level) or organizational features (e.g., size, functional area, line versus staff position)" (p. 8). In fact, Posner (2004) asserted, "With a population of college students, leadership practices (using the student version of the LPI) were not related to gender, race, age, gender role orientation, work experience, or year in school" (p. 8). The findings from the current study, along with earlier research studies identify the sophomore, junior, and senior class standing as slightly more effective for students exhibiting higher levels of leadership behaviors and practices. This does not mean that freshmen do not or cannot learn leadership behaviors and practices, but implies that higher class standings (more

specifically sophomores and juniors) tend to display learning of leadership in higher frequencies from assessing the beginning and end of behaviors and practices displayed. This could mean creating very specialized leadership programs for freshmen and allowing students at least one full time academic year before allowing students into leadership classes and comprehensive leadership programming in order to increase effectiveness of leadership lessons taught. This would mean that more time and energy has to be spent on assessment of all leadership programming and to find students' needs and then to create more appropriate and effective programming.

Table 19 (see table above on p. 153) showed the descriptive statistics based on participants' number of leadership experiences. There were both increases and decreases in mean scores of all the different numbers of experience, but the mean score for *one*, *three*, and *five leadership experiences* increased in each of the five exemplary practices and demonstrated an increase in mean scores on the SLPI-S and frequency of the behaviors and practices leadership (Kouzes & Posner, 2006). The participants with one leadership experience increased their mean score from Pre to Post SLPI-S in all five exemplary leadership practices and demonstrated increases in frequency in *Model the Way* (low to moderate), *Inspire a Shared Vision* (moderate to high), *Enable Others to Act* (low to moderate), and *Encourage the Heart* (low to moderate), while still increasing within the high frequency of the exemplary practice of *Challenge the Process*. The participants with three leadership experiences also showed increases in frequencies in all exemplary practices including *Model the Way*, *Inspire a Shared Vision*, which changed from moderate to high frequency, and *Challenge the Process*, which remained in the high frequency of behavior and practice. For participants with five leadership experiences,

there was an increase in frequency in the exemplary practice of *Challenge the Process* and *Enable Others to Act*, moving from moderate to high and from low to moderate respectively; *Model the Way* remained in the lowest percentile Pre and Post. Those participants with no leadership experiences showed a decrease in mean SLPI-S scores, but the frequency remained moderate for *Model the Way*, with an increase in *Inspire a Shared Vision* (remaining in the moderate frequency), plus there were increases from low to moderate for both exemplary practices of *Enable Others to Act* and *Encourage the Heart*, and an increase from moderate to high frequency for *Challenge the Process*. This is inconsistent with literature that claims those with no leadership experiences would have significantly lower scores and frequencies than those with more leadership experiences, but the current study was a small sample (Gallagher et al., 2014). Two experiences yielded increases in frequency in *Inspire a Shared Vision* from moderate to high frequency and decreasing in *Enable Others to Act* from high to moderate in frequency; *Challenge the Process* remained in the high frequency of behaviors and practices exhibited by those participants with two leadership experiences. Participants with four leadership experiences showed an increase in frequency for all exemplary practices except for *Inspire a Shared Vision*; modeling the way increasing slightly from low to moderate frequency of behaviors and practices exhibited, and again *Challenge the Process* remaining in the high frequency percentile. Those participants with seven leadership experiences showed a major increase of *Model the Way* from the low percentile frequency to the high percentile frequency, while also showing a major decrease of *Enable Others to Act* from moderate to low; the seven leadership experiences also yielded high frequency percentile rankings for both *Inspire a Shared Vision* and

Challenge the Process, with low frequency exhibiting the exemplary behavior of *Encourage the Heart*. The participants with eight leadership experiences displayed an increase in *Model the Way*, from low to moderate in frequency percentile rankings, with three of the exemplary practices remaining in the high frequency scoring percentile, despite small decreases, and *Enable Others to Act* remaining exactly the same in frequency (moderate).

Despite the frequencies of each experience not being either a consistent growth or reduction, there was at least a pattern of increased leadership behaviors and practices beginning at two experiences. There was a difference found, although not significant, between having no leadership experiences and having one or more, so from that aspect, the researcher interprets that experiences did influence students' leadership behaviors and practice frequency. But when comparing each of the individual numbers of leadership experiences, there was no pattern found when comparing each number of experiences to the other. The numbers themselves are arbitrary if there is no consistency in types of leadership experiences to categorize and then assess.

A one-way ANOVA was computed comparing the Pre and Post SLPI-S scores of participants by leadership experiences. A significant difference was found among the participants in the Post-*Inspire a Shared Vision* ($F(7, 37) = 3.56, p < .05$) and Post-*Enable Others to Act* ($F(7, 37) = 2.41, p < .05$). This means that having leadership experiences in addition to taking Leadership 101 class show some indication of increasing a student's ability to find like-minded people to enlist them in a common vision by appealing to their values, interests, hopes, and dreams as well as increase one's

ability to foster collaboration by promoting cooperative goals and building trust and by empowering others (Kouzes & Posner, 2002).

There were no other significant differences found in any other Pre or Post results for leadership experiences. Many of the findings are not consistent with the prior research. For example, Gallagher et al. (2014) found that individuals with no organizational leadership experience had significantly lower scores than those with at least one type of organizational leadership experience, with the exception of the *Enable Others to Act* practice. In addition, the researchers found that students with three or more different types of organizational leadership experiences scored significantly higher on all SLPI practice indicators than those with only one or two experiences, again with the exception of *Enable Others to Act* (Gallagher et al., 2014). The results are inconclusive for this research, which can be seen from examining each of the experiences. One can observe the Post SLPI-S results and identify how they are consistently in the moderate to high level for all results except for *Enable Others to Act* at seven leadership experiences.

It was apparent when examining the mean scores and frequencies of participants utilizing the factors of age and class standing that there were very similar patterns between the students who were aged 21 – 49 and the class standings of sophomores, juniors, and seniors. This study addressed factors independently and there was not an intentional effort made to address the demographic links between factors of participants, such as those who were 18 year old, female, sophomores, with two leadership experiences, because the information did not serve to effectively answer the research questions posed. However, by examining the factors and themes present within the factors being analyzed, the researcher recognized patterns of leadership behavior and

practice increased by mean scores and frequencies, which has led the researcher to assert that even though advisors recommend the Leadership 101 classes for freshmen, so far it appears that those learning leadership skills and exhibiting exemplary leadership practices are sophomores, juniors, and seniors, who could also be students aged 21 – 49 years of age. This does not exclude other participants, it is an observation of the statistically significant data, and even more so SLPI-S mean scores and percentile frequency rankings as indicators.

Research question 3. To what degree do students who have completed BSU's LEAD 101 course perceive their leadership behaviors and practices (defined and delimited to the five practices of exemplary leadership identified and measured by the SLPI-S) to have been impacted by and enhanced through the course?

Model the Way

The themes that arose from respondents when discussing the exemplary practice *Model the Way* were **values clarification, self-awareness, authenticity/transparency, and vulnerability**. The first theme that emerged from the focus group research was that of students clarifying and understanding their values and how they should connect to one's actions. "You can't believe in the messenger if you don't know what the messenger believes" (Kouzes & Posner, 2002, p. 48). Respondents in the study provided stories that indicated how becoming aware of values helped them in being more aware of their actions and the impact of their actions on others. Respondents also discussed how understanding their values influenced how they displayed their actions and behaviors, as well. Respondents discussed not only the importance of making sure that they understood what their values were and that others did as well, but also the difficulty in congruence

and consistency of actions with respect to one's values for them as leaders. Knowing one's values can aid the individual in making decisions and also for finding like-minded people with whom they share beliefs in order to collaborate and connect with to accomplish tasks. Understanding one's values can also help in motivating those with the same or similar beliefs to become more comfortable expressing their values openly and through their actions. All seven respondents discussed self-awareness, a second theme, in some capacity relating to *Model the Way*.

The theme of "self-awareness" means that the participating students gained an understanding of themselves through reflection, values clarification, and deep self-analysis of their actions. Kouzes and Posner (2002) espoused that, "To act with integrity, we must first know who we are" (p. 54). Students reflected on lessons from the year prior that dealt with lessons and assessments that aided them in learning about themselves (Clifton Strengths Finder, Leadership Styles Inventory, self-esteem lessons, reflections, etc...) and how they had always thought this would be an easy process, but were surprised about the amount of work and intentionality that it took. Many respondents discussed how understanding themselves better helped them in understanding others better, especially relationally as people. Understanding of self can lead to being able to reassess actions and prevent impulse actions as well, according to some of the respondents. Other respondents discussed how having a lack of self-awareness prior to taking Leadership 101 left them not understanding (or caring) about how they affected other people around them.

Respondents discussed a third theme, "transparency / authenticity"—how others follow them because people are able to discern from one's actions what they believe, and

that in turn, enables people to connect to others who have similar values and do what they say they will do. The consistency in displaying what one believes can lead to building reliability with someone who shares the same belief, which helps build trust and is vital for connection and collaboration. Kouzes and Posner (2002) believe that a part of modeling the way is exploring one's inner territory. Kouzes and Posner (2003) stated, "...you can only be authentic when leading others according to the principles that matter most to you. Otherwise you are just putting on an act. If you don't care, how can you expect others to do so" (p. 21)? Respondents stated that, "no one wants to follow a leader who isn't transparent." And what leaders want followers who follow blindly without holding them accountable? People want to follow leaders who do what they say they will do (Kouzes & Posner, 2002). Respondents discussed the consequence for those leaders who find themselves incongruent with their values and their actions and how that changes the relationship and belief of the followers. Good or bad, respondents believe that it is important to be oneself and that is the only way that one can grow and develop, as well as build true community, which is consistent with the research of Komives et al. (2013).

The final theme "vulnerability" emerged in focus group discussions and was described as uncertainty, risk, and emotional exposure, according to Brene Brown during her *Power of Vulnerability* TEDx Houston discussion (Brown, 2010). "Letting others know what we stand for, what we value, what we want, what we hope for, what we're willing (and not willing) to do means disclosing information about ourselves" (Kouzes & Posner, 2002, p. 248). The lesson about vulnerability being significant to leadership resonated with all respondents. The lessons were explained differently than respondents had ever experienced (the term of vulnerability) and the stories and examples of the

facilitators (and of Brene Brown) along with coherent integration into the curriculum helped students in understanding themselves and connecting with others. Respondents brought up example after example of how being vulnerable is about being courageous and how, although vulnerability is the core of fear and shame, it is also the birthplace of creativity, innovation, belonging, and joy. All of the respondents discussed how being vulnerable is about being fully seen and also fully seeing others and how connecting with people in that way builds trust, support, and creates an environment more conducive to people working as best they can without fear of making mistakes. Now respondents believe that it is a key to connecting with people. Many male respondents discussed how vulnerability had always been explained to them as being weakness, but since Leadership 101, they view it as courage and feel that they do a better job modeling what this means.

Inspire a Shared Vision

The themes that arose from respondents when discussing the exemplary practice *Inspire a Shared Vision* were **active listening, investing in others, and being a connector**. The theme of “active listening” is described as not simply hearing the individual words being said, but trying to understand the entire message that is being conveyed through both verbal and non-verbal communication. In response to a question about *Inspire a Shared Vision*, respondents discussed how convincing a person to feel included and that all people’s voices can be heard requires active listening. A few discussed the initial difficulty in some of the lessons that required them to be completely quiet for one or two minutes while a person across from them answered a question fully. Respondents continued to discuss active listening by examining how leaders can assist in removing obstacles in other people’s lives, which could provide relief for people who are

struggling. Many believed that the active listening activity seemed to be at the heart of building relationships and trust with others. It was believed that by actively listening, students could help each other to build up one another's self-esteem, which could then lead to reaching goals and helping people to reach their fullest potential. Others saw active listening as demonstrating respect for others and their unique points of view.

"Investing in others" is described as finding value in the time taken to contribute to others' development. A respondent made a good point when stating, "There may be goals or aspirations that you have as an individual that until those are met hold you back from meeting the goals and visions of the collective group... so it may be important for me as a leader to help you meet your needs first before you can become a one hundred percent contributor to the group." Other respondents discussed how the LEAD 101 class helped them in recognizing that investing in others, as peers, followers, or whatever the label is, can help each person develop and grow as leaders. One lesson that many respondents gained as a result of *Inspire a Share Vision* is that it takes time and patience to invest in people. Respondents also discussed how investing in others and listening to others' needs and desires involves being personable and approachable, which goes back to self-awareness.

Respondents described learning to "be a connector" as being able to listen, remove barriers, and help someone find the appropriate resources or becoming a resource themselves. Kouzes and Posner (2002) wrote, "Networking has value, value that goes far beyond anything monetary. It has to do with what really counts in our daily lives. We're helpless if left to ourselves. Socially and professionally, we need other people" (p. 260). Respondents discussed how in some cases being a connector means being selfless, in

some aspects, and thinking about others' needs first. Others discussed how they did not fully understand the impact of connecting with others until after an event and then reflecting on what had happened. Respondents also discussed how helping others connect to organizations that their values are aligned with can help that person succeed, and they can in turn help that organization succeed. Yet other respondents discussed how the course helped in understanding the significance of their campus jobs of connecting first year students to activities, events, and organizations that align with their passions, values, and majors, as well.

Challenge the Process

When discussing the exemplary practice *Challenge the Process*, "Taking risk" emerged as a theme from respondents' experiences of taking chances and challenging themselves. Respondents spoke of not only just taking risks, but taking the risk of asking people for feedback, which requires courage and vulnerability. Others discussed taking chances with changing major parts of their personal lives and changing who they surrounded themselves with, in order to find more support in order to take on new challenges. Respondents spoke of removing people who they felt were holding them back from accomplishing goals that they had, and how difficult but necessary it was for them to do that, after reflecting on lessons from the Leadership 101 class. Many talked about the difficulty in asking for help as also being a challenge that prevents them from sometimes attempting or accomplishing a task. Kouzes and Posner (2002) discuss the idea of making it safe for others to experiment as integral in creating environments for people to take risks and to fail in ways that are not detrimental to them or the business or organization.

Confidence building emerged as a theme in participants identifying the need to believe in themselves, build the belief, or have others believe in them. Kouzes and Posner (2002) discuss building confidence through feedback and how, “to ensure that people achieve their best, leaders have to take steps to bring forth the best from others” (p. 321). Respondents discussed how people are stronger than they believe, but it is still okay to ask others for help when needed or to provide/receive encouraging words from someone. One respondent even spoke of taking chances with those closest to him first, as well as forgiving those who have wronged them, in order to move past those hindrances and find peace, happiness, and eventual success. Another respondent discussed the idea of being put in environments that are uncomfortable, but safe for learning and development, and how, despite the anxiety and nervousness of a situation, they can provide development, and as a result, more confidence in one’s work. Respondents also discussed and agreed that learning to love one’s self is also needed for building self-confidence.

Developing a culture of vulnerability emerged as students conveyed their experiences that led to what they were able to discover and learn within an environment that allowed them and others to be vulnerable (embracing uncertainty, risk and emotional exposure according to Brene Brown). Respondents discussed how prior to LEAD 101 they thought that being vulnerable and asking for help meant that one was weak or incompetent, but after building an understanding of vulnerability from discussions in the class, they now know it to be a measurement of courage, to break the cycle of ignorance and the shame attached to not knowing something. Respondents discussed their growth from the beginning of the class the year prior through to the day of the focus group (a year later) and examined how much they have grown in their ability to take chances and

be more vulnerable, and wanting to create environments that allow for those feelings, so that more risk can be taken by alleviating fear. A respondent discussed creating vulnerable environments with the youth on his reservation and how, as a result of doing so, it led to the students being able to express themselves and have more fun versus being bound by male stereotypes of being cool.

Enable Others to Act

The themes that arose from respondents when discussing the exemplary practice *Enabling Others to Act* were **acknowledgement, empowerment, stepping back, and appreciation and perspective**. “Acknowledgement” emerged as a theme for those respondents who enabled others to act either by modeling being observed, recognizing others, or because of recognition being bestowed upon them, which encouraged them to progress toward a goal. Respondents discussed why it was important to take the time to recognize and validate people for the things that they have done, large or small, in words and actions. Being sincere in one’s gratitude is key in helping people feel appreciated for what they have done and who they are, which also possibly speaks to people’s values. The sharing of genuine feelings for what someone has done can help boost self-esteem and confidence, which could lead to people duplicating even more acts worthy of appreciation. Many discussed the difficulty for some to accept a compliment or sincere forms of appreciation and how sometimes it is important to explain explicitly what is being celebrated. Appreciation shown to someone struggling or otherwise can be what provides that person impetus to push through the hard times. Some respondents had different perspectives of comments made to them in a way that seemed negative but were meant to be positive motivating statements, but after taking Leadership 101, and

understanding perception, perspective, forgiveness, and self-awareness, the respondent was able to analyze comments through a different lens.

“Empowerment” emerged as a theme in enabling people to feel confident in their ability to do something by removing barriers that hinder that belief (including the fear of failure). “Creating a climate where people are involved and important is at the heart of strengthening others” (Kouzes & Posner, 2002, p. 284). Respondents discussed how after learning what empowerment was and why it was significant to leadership, that many of their interactions over the past year involved empowering others in work situations as well as student organization experiences. Examples were given of respondents helping others they are close to see the skills and potential that they, the respondents, were able to see, and encourage those people to create goals to work toward and provide them even more support. Many respondents discussed how some of the people who need to be empowered the most tend to be people who doubt themselves because of reasons they believe are valid, such as age (too young), lack of experience, or not having all of the answers. Other respondents discussed how one empowered situation could be the catalyst for more risk taking and empowering others in the future, if they are able to develop a better understanding and self-awareness. Another lesson discussed a year after taking LEAD 101 was that empowerment can also come in the form of “stepping back” and allowing people to take over an event or activity. A few other respondents discussed how going through a very tough and challenging experience together can either cause negative conflict and lead to people not working together again, or it can help each person learn about how others work and as a result lead them to create events or experiences together

because of their knowledge of how each other works and ability to then empower each other with that understanding.

“Appreciation and perspective” emerged from the focus group by those who felt enabled to act after asking questions, listening, and then taking advice from trusted individuals in order to gain more understanding of a situation. Many respondents discussed how even though this entire process appears to take some time to be able to process, it all starts with the components of actively listening and then critically thinking. Many believed that being able to open up and be vulnerable in expressing appreciation allows others to let them know that they believe in them and that it is okay to take chances, and that type of modeling took place in the Leadership 101 classroom, by instructors and peers. Respondents also discussed how dialogue with a trusted friend or co-worker could lead to critical questions being asked and then someone taking the time to provide a perspective, while empowering the other person to try something new or different, and how appreciation of those types of situations and people is key to one’s leadership development journey.

Encourage the Heart

The themes that arose from respondents when discussing the exemplary practice *Encourage the Heart* were **trust and listening / observing**. “Trust” assists the development of relationships in which one is able to provide critical feedback for someone else’s development. Kouzes and Posner (2002) stated, “We listen to people we trust and accept their influence. Thus the most effective leadership situations are those in which each member of the team trusts the others” (p. 245). After taking LEAD 101 some of the respondents consistently seek feedback and put ideas out into the open (part of

critical thinking). As a result, many have built relationships with peers and others with whom they are then able to discuss the critical questions and find the gaps in their own thinking, due to the trusting relationship that has been forged. They talked about these relationships as not being very common, but how they rely on these trusted people in their lives, which seems to happen with fairly significant questions or those that involve possible gaps in self-awareness. Those people who are trusted are trusted both in providing feedback as well as listening, which is why when respondents spoke of those who trusted them and vice versa, they often talked about sharing more information and guidance with those people as well. The relational aspect is key in building this relationship. When someone feels invested, those people are going to contribute more to that bond, and once a relationship is built, one can feel compelled to be there for that person in many ways (physical, mental, emotional), as one respondent expressed. One respondent felt that there was an environment of trust built in his section of Leadership 101, which made him feel more accountable to become a participant in the study in any way that he could, because he did not want to disappoint his instructor.

“Listening and observing” emerged from the focus group data as the actions of the people who are able to watch and observe others, without judgment, in order to eventually aid in their progress and/or development. This theme can be seen as eyes and heart listening as discussed in Kouzes and Posner’s (2002) research. Respondents provided examples of when they were able to observe people working or performing some sort of task and how, because of the intense observation, they were able to provide insightful and constructive feedback as a result. This feedback in turn provided the listeners at times with more explicit directions on what to work on, which could aid them

in their development. Another respondent discussed how observing and listening before and after students go through training on how to do something, and then providing feedback in those moments is critical, especially since the discouragement and lack of self-confidence can be most prevalent in those times; thus timely, constructive feedback and encouragement would be important. Other respondents had examples that were all similar in that they really focused on how they as leaders need to invest time in others, listening to them and holding them accountable, as well. Many respondents also discussed how providing people a helping hand and a critical eye, even when they do not ask for it directly, that it could still be found to be very useful to others and their development. One respondent believed that one way to encourage people was to extend a helping hand when someone is visibly troubled, versus having one have to ask for help.

Most Difficult of the 5 Exemplary Practices to Implement

When posing this question, “Which of the 5 exemplary practices has been the most difficult for you to implement in your life, after taking the BSU LEAD 101 class in the Fall of 2012, and why” to respondents, there was an answer for each of the five practices of exemplary leadership, as illustrated in Chapter IV. Beginning with *Model the Way*, respondents discussed the importance of really embracing who they are versus who others expect them to be, and how, despite the hard work to do so, it can prove to be more beneficial in the long term. A respondent spoke of how setting the example can be difficult at times and how the pressure of other people watching can make someone have to increase his cognitive effort and intent to lead with integrity.

Those respondents viewing *Inspire a Shared Vision* as the most difficult exemplary practice to implement spoke of trying to enlist others to believe in something

that they cannot tangibly see how great it could be, and how that sense of certainty can lead to people not believing in one's vision. Those respondents choosing *Challenge the Process* as the most difficult of the five practices to implement in their lives discussed how with risk comes possible failure and with failure comes embarrassment and a loss of confidence. A few respondents discussed vulnerability to then temper or even prevent the thoughts of fear and failure that can inhibit one from taking chances.

Respondents who chose *Enable Others to Act* as the most difficult exemplary leadership practice to implement spoke about not having all of the answers and still learning about themselves, so it was difficult to think of enabling someone else when they did not quite know how to help themselves. Another respondent spoke about the things that are outside of one's control that make it difficult to help empower someone else, including the people who are unwilling to help themselves or take advantage of opportunities, in some manner. When asked about *Encourage the Heart* as the most difficult exemplary leadership practice to implement, respondents talked about the difficulty in building a spirit of community as being difficult to do here (at Boise State University), because of the lack of traditions and the scrutiny on doing things right, which may be different than what a university administrator would view as fun or celebratory when compared to a student's perspective.

Conclusions

Based on the study's findings, participants' (those answering the SLPI-S) and respondents' (those participating in the Focus Group) leadership behaviors and practices appear to have been influenced by taking the Boise State University Leadership 101 classes during the Fall of 2012. The number of statistically significant results from Pre

and Post SLPI-S scores, along with comparing Pre to Post mean score frequencies and qualitative data from the focus group created a compelling analysis of increased leadership behaviors and practices overall, and also with regard to factors of age, class standing, gender, and leadership experiences. The most consistent exemplary behavior ranking in the high frequency of being exhibited regardless of age, class standing, gender, or leadership experiences was *Challenge the Process*, which differs from the typical *Enable Others to Act*, according to Posner (2004). The researcher examined participants' behavior, checking for evidence that students exhibit transformational learning of the lessons for real life application, versus simply learning theories, traits, and behaviors. By assessing increased frequency in behavior along with the narrative themes from the focus group, the researcher expected to be able to evaluate the transformational learning of participants and respondents that has helped to shape them. Both they and others are able to recognize the differences (Kegan, 2000). Posner (2009) wrote that leadership learning takes place in school, college, and university especially, and that,

Learning about leadership and being a leader takes place in formal classes and seminars, through reading books and articles, participation in co-curricular activities (ranging from intercollegiate and intramural sports, residential halls, fraternal organizations, student government, clubs, community service projects, etc.), interactions with external speakers, role models, and coaches, through small-group project assignments, challenging tasks, competitions, and even hardships. (p. 386)

Posner (2002) stated that the LPI scores have been found, in general, to be unrelated to various demographic characteristics (e.g., age, marital status, years of experience,

educational level) or organizational features. Although a great deal of research is concerned with the relationship between leadership and gender, few researchers have explored the relationship between leadership and age, and fewer still the relationship between leadership and educational level (Barbuto et al., 2007).

The information gathered in this study was also evaluated as a means to explore the impact of the curriculum on BSU Fall 2012 LEAD 101 students and the same data to be used as they are interpreted and extrapolated to be taught to high school students in concurrent curriculum courses. LEAD 101 concurrent enrollment courses provide a larger population to sample the impact of leadership behaviors and practices. The study impacted the curriculum in that each of the lessons tied to five exemplary practices was reviewed and evaluated by the researcher and a student intern to examine and bolster lessons that needed clarification and/or additional reference material that allow for the information to be more readily consumed. An example would be the researcher and interns identifying more video clips and academic articles that specifically relate to the outcomes of the class, which should be related to one of the five exemplary practices. Instead of learning about critical thinking strictly from a lecture, class exercises, and a Simon Sinek video, the researcher implemented videos that displayed the results of what happens when people think outside the box along with an academic article that that speaks to the idea of committing to oneself. The idea behind these additions was to provide students with a picture of what it could *look like* for them to address societal issues in a way that connects to other like-minded individuals and enacts change as a result. The BSU Lead 101 course is administered in the same manner as it was except special attention is paid to making sure that there are relevant examples and lessons that

are constructed to help in orienting freshman to the basic tenants of leadership development. The most notable change to the curriculum occurs as result of the potential dissolution of the leadership minor. The results of the study led to recommendations to form a new group to explore the viability of creating a leadership certificate and dissolving the current leadership minor. Within the discussions of a leadership certificate by an interdisciplinary group of faculty and staff from around the university (student affairs, communications, dispute resolution, business, athletic leadership, etc.), for which the researcher served as a consultant, the leadership minor and especially the LEAD 101 class are changing. Notable changes include the LEAD 101 class becoming a three hundred level class with a prerequisite of sophomore class standing. This will eliminate the concurrent course offering, but will also increase the potential of the class lessons to influence students' leadership behaviors and practices. In order to better prepare students for many of the societal issues identified by Astin and Astin (2000), the leadership certificate program will not just offer class lessons from various societal lenses, but the professors teaching the classes will be from the aforementioned departments on campus, offering insight from their respective areas of expertise, as they relate to the learning and application of this knowledge toward solving societal ills.

The LEAD 101 class continues to be assessed using class evaluations and final reflection papers regarding strengths and weaknesses. One year after the initial SLPI-S was administered (Fall 2012), the researcher used the SLPI-S simply to examine if there were increases in leadership practices in behavior of the five exemplary practices, of the two sections of LEAD 101 being offered. There were increases in frequency of all five exemplary practices from Pre to Post in both sections of LEAD 101; however, there was

not an in-depth analysis examining any of the demographic areas identified in the initial study. The SLPI-S is a proven valid and reliable instrument for measuring leadership practices and behaviors; however, there may have been a more appropriate instrument for measuring all of the factors that the researcher was seeking to learn, in ways that would have drawn more conclusive inferences toward causality of the impact of the LEAD 101 class on its participants. The SLPI-S was utilized well in answering research question number one; however, due to the nature of research questions two and three, there were a number of factors the inventory was not able to account for with specific questions versus examining the factors separately through a data analysis program such as SPSS. In other words, the questions of the SLPI-S do not directly examine specific questions related to age, gender, class standing, or leadership experiences; they only examine leadership practices and behaviors, all other factors are left to be analyzed through a data analysis system, which despite the validity and reliability, still leaves gaps in this researcher's ability to examine conclusive inferences of causality. The researcher is attempting to develop an instrument that could be validated and then used to assess the impact of the LEAD 101 class on students' leadership behavior and practices.

This study added to the body of knowledge in leadership development and it is believed that the information garnered will inform future practice, research, or theory. The belief is that the information from the study will lead to the development of better introductory leadership classes, programs, and even more insightful introductory class lessons, in order to prepare leaders to be able to better handle the problems that plague American society (Astin & Astin, 2000). Students who have participated in LEAD 101 are encouraged to take part in more programs involving the education of others about

leadership, in hopes of providing application of leadership lessons learned. Desirable, too, is for students to find relevance in the lessons from LEAD 101 and teach other students, as they integrate the five exemplary practices into their everyday lives. As leadership programs are on the rise, it has become more important to provide meaningful and relevant curriculum that enhances the proposals for an introductory course that can make a difference in leadership behaviors and practices. This program's intent is to empower its participants to see each other as potential change agents and leaders without regard for position held, but even as *regular citizens*. The findings from this study can improve and enhance the impact of the curriculum at BSU and hopefully all of those interested in developing leadership classes, which in turn will positively affect students' understanding of each student's ability to reach one's leadership potential, as well as embrace the challenge of seeking opportunities to make a difference. This study will lead to the development of a better introductory leadership class in spite of the 300 level, as well as leadership programs, and even more insightful introductory class lessons. The information from this study will help leadership educators in preparing informed, meaningful, timely, and relevant curriculum content and processes that enhance the student experiences in introductory courses and make a difference in leadership behaviors and practices.

Recommendations

Given the findings discussed in this chapter and chapter IV, the following recommendations are presented in response to Research Questions 1 through 3:

- 1) The Leadership Minor Committee along with Leadership 101 facilitators should meet and analyze the findings from this study. Members should evaluate the

statistically significant scores as well as the increased and high frequency exemplary leadership practices in order to better assess curriculum effectiveness and identify possible gaps and inconsistencies in lessons taught in order to create transformative leadership learning (as opposed to transactional). This would also be the committee that could examine the high frequency of *Challenge the Process* scores and possibly begin to assess this in other leadership programs to distinguish if these lessons are being taught in other programs as well. The committee should assess additional tools and inventories to assess leadership development and leadership learning. The committee would also make recommendations for introductory leadership classes for those involved in creating the leadership certificate.

- 2) The Leadership Minor Committee and Leadership 101 facilitators will have to examine the data from this study and evaluate statistically significant scores as well as frequency range scores and determine the leadership behaviors that are most prevalent and exhibited the most. Cress, Astin, Zimmerman-Oster, and Burkhardt (2001) asserted that leadership educators must do a better job assessing the needs of unique student populations and take these needs into consideration in the design and redesign of leadership programs. Dugan (2006) believed that there needs to be more emphasis placed on connecting the research, theory, and practice of leadership and leadership programs.
- 3) Given the evidence that leadership behaviors and practices were learned and that the lessons are maintained and applied even one year after participating in a LEAD 101 class, the Leadership Minor Committee and LEAD 101 facilitators

must be able to provide reliable and valid evidence that this occurs each time that the classes are taught and that the lessons learned are coherent and relevant to students' real lives. The chair of the leadership minor must examine new ways to both identify and train more leadership faculty in order to have more course offerings at different times of the day, by faculty who understand leadership theories, relevance, and practice. The Leadership Minor Committee must continue to find resources to conduct more assessment and evaluation of leadership behaviors and practice in order to continue to understand the students who take leadership classes, how to recruit to them in order to increase the number of students who have a higher likelihood of learning and engaging in the courses and coursework.

- 4) Course objectives should be aligned with the five exemplary practices of leadership, if the SLPI-S is to continue to be used for research of leadership behaviors and practices.

Areas of Further Inquiry

The purpose of this study was to assess the impact of participation in and completion of Boise State University's (BSU) Foundations of Leadership class (LEAD 101) on student leadership behaviors and practices (using Kouzes and Posner's Student Leadership Practices Inventory -Self [SLPI-S]). Given the conclusions reached based on the study findings, the following areas of further inquiry are suggested:

- 1) This study used the SLPI- (Self) Instrument. Other studies should be conducted using the LPI (Observer) version in addition to the SLPI- (Self). In order to get a more accurate rating of leadership practices, researchers should consider utilizing

the LPI 360 scoring approach, from both self and observers (peers and professional staff members), because some of the student leaders may have rated themselves higher (or lower) in the leadership behaviors in comparison with potential observers' ratings. Student leaders also interact with their peers in student organizations as well as in campus jobs which would make a study using the SLPI (Observer) with their peers more insightful in evaluating leadership practices and behaviors, as well. This would also be an ideal situation to utilize the SLPI-O, since it would be a group that directly observes student's leadership behaviors.

- 2) Utilize the updated version of the SLPI-S, which has the same questions in the same order, but a more sensitive 10 point Likert scale as opposed to a five point Likert scale.
- 3) Larger participant and respondent sample sizes should be utilized in future studies in order to increase the generalizability of the results.
- 4) The researcher could define and provide a more specific list of leadership experiences to choose from that have been researched in order to appropriately assess and evaluate each factor's influence on students' learning of leadership practices and behaviors.
- 5) A comparison study should be undertaken to examine the different sections of LEAD 101, seeking consistencies (or the lack there of) in students' experiences in the courses. It would also be interesting to have a single instructor teach both sections of LEAD 101 and measure student leadership practices and behaviors.

- 6) Defining leadership experiences or providing a list of experiences may help provide better context and consistency relative to the other factors that influenced participants' and respondents' leadership practices and behaviors.
- 7) Further studies should include a more diverse group of students in regard to the factors identified in this study (age, class standing, gender, and leadership experiences), but it would be interesting to study first generation students' perceptions of their ability to lead versus other students' leadership behaviors and practices, using the SLPI-S. There is not much research published about the intersection of first generation students and leadership and little has been discerned about the unique needs and capabilities of this population with regard to leadership (Hynes, 2009).

The remaining areas of further inquiry were suggested as a result of the process of conducting the study:

- 1) Administration of the SLPI-S prior to taking LEAD 101 and then schedule it again during students' participation in the Leadership Capstone class (Lead 495) to study students' leadership development overall (the length of time would increase the number of confounding influences as well).
- 2) Evaluate questions of SLPI-S. The researcher believes that the questions for *Enable Others to Act* comparatively (to other questions on the SLPI-S) hold students less accountable than the other questions, which may be a reason why this score is typically a higher frequency for students who take it. It does not explain BSU student scores of *Challenge the Process* being higher, it is just an observation.

- 3) There needs to be development of a meaningful service project for the entire class, not separate projects done by each student. Students acknowledged in the focus groups that they recommend having a service learning project for the class. LEAD 101 instructors have already begun to act on this advice.
- 4) With so many facilitators of Leadership classes and programs being student affairs professionals with little to no leadership development training (Seemiller, 2006), there needs to be training of those who teach lead classes, in the core leadership minor courses, to add to consistency to the student experience, lessons taught, and to bolster the lessons that theoretically add to students' ability to solve more complex societal issues. Utilize LEAD 101 research, local leadership program research and CAS standards in order to assist students to better serve society.
- 5) Develop a leadership e-portfolio so that students are more easily able to identify leadership behaviors and practices increased through experiences as well as how to articulate the lesson learned to others (future employers).
- 6) Compare evaluations and inventories of co-curricular leadership programs to those of LEAD 101 and other leadership courses to gain a better understanding of the impact and outcomes of each on the different demographics of students participating in particular programs.
- 7) Practitioners must familiarize themselves with studies on the outcomes of student leadership development programs so that they can close the gap between practice and research.

- 8) A comparison study between the college level LEAD 101 courses and the high school concurrent enrollment LEAD 101 courses could also yield significant results relating to measuring students' leadership practices and behaviors. Focusing on the difference in scheduling, demographics, age, adapted lessons (since LEAD 101 courses can run from one semester to an entire year, while because of funding, the curriculum is often combined with other already established curricula [i.e., *AVID*, Advancement via Individual Determination]), and service would be very helpful to the assessment of the rigor and outcomes of LEAD 101.

Concluding Thoughts

The literature is clear in stating the significance of leadership development and the need for leadership in our world. Concerns have been raised in higher education with the belief that many practitioners may not be accessing the findings of such leadership program research to inform the development of their programs or classes. Dugan (2006) stated, "In most cases, however, a gap exists between research on college student leadership and the models used in practice" (p. 335). Until leadership practitioners become committed to the integration of research, theory, practice, and the assessment and continuous and ongoing improvement of leadership programming, student participants will experience less effective leadership experiences (Dugan, 2006). The results on the SLPI-S also indicate where a leader is most comfortable and where a leader needs to improve (Kouzes & Posner, 2013). This research study identified areas of success in high frequency of leadership behaviors and practices and areas needed for growth, in low to moderate frequencies. Kouzes and Posner (2013) asserted that, if one seeks to become an

effective leader, one has to pay attention to those leadership behaviors that seem most comfortable for the person herself or himself, and those one does not engage with as frequently, take it one step at a time, and allow the small wins to create momentum for change.

BSU LEAD 101 class structure has already been impacted and the curriculum has been improved and enhanced as a result of the study. In fact, after a state program prioritization of all functions of state colleges and universities was conducted, the leadership minor was in danger of being dissolved. The success of the LEAD 101 courses led to a decision to include LEAD 101 in BSU's new College of Innovation and Design's new Leadership Certificate program. The Leadership Certificate was initially going to start in the Fall of 2016, but because of the success of the LEAD 101 course and other factors, the Leadership Minor will be phased out at the end of the Summer 2015 semester and the new Leadership Certificate will begin Fall 2015. The LEAD 101 class will be changed to a different course number Lead 325, and students will have to have sophomore status to register. A student must be at least a sophomore to register for any class in the new Leadership Certificate. The study results were an important factor in considering the engagement level, readiness, and effectiveness of the new Lead classes. The researcher and the facilitator of section two of the LEAD 101 class of the study will continue to be instructors for the new Lead 325 courses beginning Fall 2015. The Leadership Certificate has more financial support than the Leadership Minor, thus student affairs instructors can be paid to teach the class, which was not done for any LEAD 101 class. This will also increase the likelihood of more faculty and staff's willingness to take

that time to devote to the class as needed, versus being another staff responsibility added to list of other duties.

There are more reasons that leadership development is significant than understanding societal issues, aligning with college mission student outcomes, assessment protocols, or increasing leadership quality for programming. Beyond these reasons, even employers seek students with a practical knowledge of leadership skills. Approximately 79.8% of employers look for the ability to work in a team on a candidate's resume (Koc & Koncz, 2011). Up to 77.2% of employers want to see leadership skills (Koc & Koncz, 2011). As many as 95% of employers believe leadership development should begin by age 21 (Van Velsor & Wright, 2012). And as many as 90% of employers believe leadership development opportunities should be part of every student's educational experiences (Center for Leadership Insights, 2012). Research on leadership in higher education, on employers nationally and locally (Treasure Valley), and less than positive events around the world, are creating a compelling case to provide more and better leadership development currently as well as for the future. The value of a higher education is being questioned more so now than ever, which makes this the best time to provide sound empirical evidence that the lessons learned in leadership courses are practical, relevant, and necessary. This researcher is encouraged to continue to improve students' leadership development classes and programs.

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APPENDIX A

Leadership 101, Section #1 Syllabus

LEAD 101: FOUNDATIONS OF LEADERSHIP

Boise State University

Fall 2012

Tuesday/Thursday, 3:00 p.m. - 4:15 p.m.

Multipurpose Building 210

Course Instructor:

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Office Hours: By appointment

Boise State University Student Leadership Program

We believe that leadership is a process that is ultimately concerned with fostering change. In contrast to the notion of "management," which suggests preservation or maintenance, "leadership" implies a process where there is movement from wherever we are now to some future place or condition that is different. Leadership also implies intentionality, in the sense that the implied change is not random, "change for change's sake", but is rather directed toward some future end or condition that is desired or valued. Accordingly, leadership is a purposive process which is inherently value-based.

Consistent with the notion that leadership is concerned with change, we view the "leader" basically as a change agent, i.e., "one who fosters change." Leaders, then, are not necessarily those who merely hold formal "leadership" positions; on the contrary, all people are potential leaders. Furthermore, since the concepts of "leadership" and "leader" imply that there are other people involved; leadership is, by definition, a collective or group process.

-Leadership Reconsidered

Administration of the Course

This course is designed to function as a collaborative effort with every student responsible for their own learning. The instructor's primary responsibility is to provide a structure within which the student is free to learn. To this end, class structures will be based on student and instructor interests and are therefore subject to change. Emphasis will be placed on leadership development through the exploration of one's leadership identity, values, and ethics; understanding of oneself through multicultural appreciation; and fostering active citizenship through an understanding of service.

Course Outcomes:

1. Provide an introduction to the study of leadership
2. Provide an overview of basic concepts related to leadership
3. Develop a framework for developing leadership capacity
4. Explore the inter/intrapersonal components of leadership
5. Articulate the importance and utility of effective and purposeful leadership

Student Expectations

1. Students will come to class prepared for active participation with a positive attitude. Participating means listening, sharing viewpoints, receiving feedback and ***being mindful of your impact on others***. A quality experience in this class rests heavily upon interaction and exchange of ideas among students and the instructor. Your ability to contribute to class discussion thoughtfully and to integrate readings will be heavily weighted in your final grade.
 - Attendance at *all* class sessions.
 - Be on time and prepared to contribute to the class discussion.
 - If an emergency arises, notify instructor by email as soon as possible.
 - In the event of an absence, secure class notes and assignments from fellow classmates.
 - More than two **unexcused** absence will constitute grounds for failure of the course.
2. Students will ask questions if they do not understand and challenge themselves to step out of their comfort zones.
3. The classroom will be a safe environment for exploring ideas and challenging assumptions. Students will keep an open and seeking mind to learn. It is an expectation of this course that students will take the necessary action to respectfully listen to the voices of others and share their own opinions, values, and voice. Students and the instructor are expected to treat each member with respect.
4. Students are expected to approach assignments with **thoughtful** consideration and to be **thorough** in their completion. In all class written assignments, students will be expected to present solid content and to convey their message using appropriate grammar, syntax, punctuation, spelling, and language. Written assignments will be reviewed for both content and presentation. **Written assignments are to be typed, double-spaced, in 12 point Times New Roman or Courier font, with 1" margins**

on 8.5”X11” paper with page numbers and a heading. Please include in the single-spaced heading: your name, paper title, course title/semester, and date.

5. **All citations must be in APA format.** Quotes and statistics must be cited. Valid websites must be cited with their full accurate URL.
6. Students should be prepared to experience learning through many different avenues and participate in each to his or her fullest capacity and be flexible to changes and unexpected circumstances. Blackboard will be used for group discussions, additional hand-outs, readings, and powerpoint review.
7. Students can expect the instructor to come prepared. The instructor will be a willing listener regarding student concerns. Students can expect the instructor to be available outside of class to give additional help or support. The instructor will use e-mail as a mode of communication with the class. Students are expected to check their e-mail on a daily basis.

As has been stated, the primary objective of this course is to develop and educate leaders. There are two fundamental components to consider in this process:

1. You, as the leader are the first component. Therefore, I will ask you to make explicit your interests, beliefs, values, attitudes, motivations, etc. It is essential that you have some awareness of yourself, as you are the instrument through which leadership takes place. Additionally, it is important that you develop the capacity to express your interests, motivations etc to others. You must develop your own “voice” as a leader.
2. The second component is the context. Your ability to critically analyze or “make sense” of context is an essential leadership skill.

Academic Integrity

Refer to Boise State’s Student Code of Conduct for definitions of cheating, plagiarism, and other forms of academic dishonesty as well as policies and procedures for handling such cases. The Code of Conduct is found at <http://www2.boisestate.edu/studentconduct/>

As a student, you are responsible for upholding the code conduct for this course. On all assignments and examinations undertaken by students, the following pledge is implied, whether or not it is stated: “On my honor as a student, I have neither given nor received unauthorized aid on this academic work.”

Religious or Cultural Observances

Some class times are in close proximity to religious and cultural observances. If a class date or assignment creates a conflict, please let the instructor know in advance so that we can make appropriate arrangements.

ADA Statement

Both in compliance with and in the spirit of the Americans with Disabilities Act (ADA), the instructor would like to work with students who have a disability that impacts learning in this class. Students with a documented disability should contact the instructors within the first week

of the semester to discuss academic accommodations. Additional information and support is available through Disability Services at 426-1583 or <http://disabilityresourcecenter.boisestate.edu/>

Textbooks

Required:

Komives, S.R., Lucas, N., McMahon, T.R. (2007). *Exploring Leadership: For College Students Who Want to Make a Difference*, 2nd Edition. San Francisco: Jossey-Bass
This book can be purchased at the bookstore.

Additional reading materials will be provided in class or on Blackboard.

Assignments:

***Written assignments will be utilized as a vehicle to describe and analyze your learning during the course.**

****Group assignments will be utilized as a vehicle to demonstrate the ability to collaborate during the course.**

Participation, Attendance, Knowledge of Readings (20 pts)

A quality experience in this class rests heavily upon interaction and exchange of ideas among students and the instructor. Your ability to contribute to class discussion thoughtfully and to integrate readings will be heavily weighted in your final grade. Class attendance is essential and expected. **Students who frequently arrive late or leave early may be counted absent at the instructor's discretion.**

Reflection Journals/Guided Writings Portfolio (5 pts)

Students will be assigned guided writing and reflection journal assignments. These writing exercises will link your ongoing leadership experiences with course content. The instructor will identify questions that elicit a response about reactions to classroom experiences, or provocative readings or video clips from the class. Answers should range from 250-400 words. (Each reflection title will be announced in class, then posted to the blackboard, and due the class period after being explained/posted) Unless otherwise indicated.

Leadership Autobiography (5 pts)

Reflect on how you have become who you are and compose a brief but well-organized autobiography

(3-4 pages maximum). This **should not be** a chronological history of your life, but rather an analytical and reflective view of the influences and factors, which have shaped you. Some questions to consider exploring include: write about one “watershed moment” that came to define you or something significant about you; What is your family history? What are your family traditions and customs? How have these factors influenced your life and perceptions of leadership? When was the first time you realized your leadership potential or why do you believe that you haven’t realized your leadership potential yet? What family members influenced your values and philosophy of leadership? What people and outside of your family influenced your values and philosophy of leadership? What events shaped who you are and the type of leader you are or want to become? Do you have mentors, and if so, how have they influenced you? Reflect and write about a personal best leadership incident in which you exercised effective leadership and perhaps made a difference in a group, organization, project, or community. Additionally write about a personal leadership incident in which you believe you were not effective or did not reach your goals. These lessons that you have learned should be analyzed and organized in a very clear and coherent manner.

Discussion Papers [3] (10 pts/each)

Discussion papers/Synthesis will be evaluated according to the following criteria:

1. Concept Application - Concepts from readings and from class discussion used to frame your arguments.
2. Data Application – Data/observations that augment and exemplify the concepts from the reading.
3. Personal Response - Your opportunity to subjectively respond to your feelings related to your learning & discoveries.

*(Choices of topics will be provided at least 2 weeks prior to due date)***[3-4 page limit]**

Movie Analysis (10 pts)

Students will be required to watch and analyze a movie related to leadership. Students will be able to identify leadership traits, theories, and concepts, in both a narrative format as well as answering specific questions about characters within the movies. **(options will be provided)**

Group Class Presentation (15 pts)

Students will be required to work in small groups. Each group will then choose a topic from a list, which will be provided within the first 3 weeks of class. Each group will then research, organize, and teach that topic to the rest of the class. This lesson can be taught using a number of different methods (a rubric and team evaluation will be provided). (Time limits: No less than 3, no more than 5; what does that tell you?).

Final Exam (15 pts)

Due during Finals week (December 18, 2012)

Extra Credit (10 points each)(Max 4)

The instructor will make an announcement of upcoming events at any time, which are opportunities to enhance your leadership skills. Upon attending these events or completing these assignments, providing proof of attendance and a short write up of the experience, students can gain 10 extra credit points for each approved event that will then go towards their total score

Week	Date	Topic	
1	Aug. 28	Intro	
	Aug. 30	LPI/Syllabus explanation	
2	Sept. 4	Beginning Critical Thinking	
	Sept. 6	Self-Awareness	
3	Sept. 11	Self-Awareness	
	Sept. 13	Evolution of Leadership	
4	Sept. 18	Building Community	
	Sept. 20	Building Community/The study of Leadership	
5	Sept. 25	Relational Leadership Model	
	Sept. 27	Relational Leadership	
6	Oct. 2	Shaping Identity	
	Oct. 4	Team Leadership	
7	Oct. 9	Understanding Others	
	Oct. 11	Understanding Others	
8	Oct. 16	LID Model	
	Oct. 18	LID Model (no class)group time	
9	Oct. 23	Presentations	
	Oct. 25	Presentations	
10	Oct. 30	Check in (Presentations)	
	Nov. 1	Ethics/Bad Leadership	
11	Nov. 6	Ethics Bad Leadership	
	Nov. 8	Ethics Bad/Leadership	
12	Nov. 13	Servant Leadership	
	Nov. 15	Special Topics	
13	Nov. 20	Thanksgiving	
	Nov. 22	Thanksgiving	

14	Nov. 27	Exploring Change	
	Nov. 29	Exploring Change	
15	Dec. 4	The Leadership Chall.	
	Dec. 6	The Leadership Chall.	
16	Dec. 11	Special Topic/Presentations	
	Dec. 13	Special Topic/Presentation	

APPENDIX B

Leadership 101, Section #2 Syllabus

LEAD 101 - Foundations of Leadership Fall 2012 - 210

Multipurpose Classroom Building

Instructor: Jeremiah B. Shinn;
jeremiahshinn@boisestate.edu
Office: Student Involvement &
Leadership Center
2nd Floor,
Student Union
Building (SUB)
phone: 208.426.1223

Leadership Defined:

We believe that leadership is a process that is ultimately concerned with fostering change. In contrast to the notion of "management," which suggests preservation or maintenance, "leadership" implies a process where there is movement from wherever we are now to some future place or condition that is different. Leadership also implies intentionality, in the sense that the implied change is not random, "change for change's sake", but is rather directed toward some future end or condition that is desired or valued. Accordingly, leadership is a purposive process which is inherently value- based.

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-Leadership Reconsidered

Course Objectives:

1. Provide an introduction to the study of leadership
2. Provide an overview of basic concepts related to leadership
3. Develop a framework for developing leadership capacity
4. Explore the inter/intrapersonal components of leadership
5. Articulate the importance and utility of effective and purposeful leadership

Administration of the Course

This course is designed to function as a collaborative effort with every student responsible for their own learning. The instructor's primary responsibility is to provide a structure within which the student is free to learn. To this end, class structures will be based on student and instructor interests and are therefore subject to change.

Student Responsibilities

1. Completion of the readings for each class *prior* to the topic
2. *Active* participation in discussion.
3. Timely completion of all assignments.
4. Attendance at *all* class sessions.
 - Be on time and prepared to contribute to the class discussion.
 - If an emergency arises, notify instructor by email as soon as possible.
 - In the event of an absence, secure class notes and assignments from fellow classmates.
 - More than two **unexcused** absence will constitute grounds for failure of the course.

As has been stated, the primary objective of this course is to develop and educate leaders. There are two fundamental components to consider in this process:

1. You, as the leader are the first component. Therefore, I will ask you to make explicit your interests, beliefs, values, attitudes, motivations, etc. It is essential that you have some awareness of yourself, as you are the instrument through which leadership takes place. Additionally, it is important that you develop the capacity to express your interests, motivations etc to others. You must develop your own “voice” as a leader.
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Religious or Cultural Observances

Some class times will fall on or near various religious and cultural observances. If a class date or assignment creates a conflict, please inform the instructor at least one week in advance so appropriate arrangements can be made.

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Both in compliance with and in the spirit of the Americans with Disabilities Act (ADA), the instructor is committed to accommodating students who have a documented disability. Students with a documented disability should contact the instructor within the first week of the semester to discuss potential academic accommodations. Additional information and support is available through Disability Services at 426-1583 or <http://disabilityresourcecenter.boisestate.edu/>

Assignments

1. Written assignments will be utilized as a vehicle to describe and analyze your learning during the course.
2. Group assignments will be utilized as a vehicle to demonstrate the ability to collaborate during the course.

Final grades will be determined according to the following criteria:

3 discussion papers @ 10 points	
30 points	30 %
2 Movie Narratives @ 10 points	
20 points	20 %
Group Project	
15 points	15 %
Final Reflection / Synthesis	
15 points	15 %
Active Class Participation ¹	
20 points	20 %

100 points 100 %

Discussion papers & Final Reflection/Synthesis will be evaluated according to the following criteria:

1. Concept Application - Concepts from readings and from class discussion used to *frame* your arguments.
 2. Data Application - Data/observations that augment and exemplify the concepts from the reading.
 3. Personal Response - Your opportunity to subjectively respond to your feelings related to your learning & discoveries.
-

¹ To receive full participation credit, it is necessary to attend all class sessions

Due Dates:**Discussion Papers (choose any three)**

September 26, 2012	Discussion Paper #1 (Leadership and Relationships)
October 10, 2012	Discussion Paper #2 (Personal Leadership)
October 24, 2012	Discussion Paper #3 (Understanding Others)
November 14, 2012	Discussion Paper #4 (Purpose-based Leadership)

Movie Narratives

October 15, 2012	Movie Narrative #1
October 22, 2012	Movie Narrative #2

Group Project

December 5, 2012	Outline / Hard Copy Due
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Final Reflection

December 12, 2012	Final Due
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Course Schedule:**Introduction to the Course***Monday August 27, 2012***Introduction to the Study of Leadership***Wednesday August 29, 2012*

- a. Exploring Leadership - Chapter 1 (An Introduction to Leadership)

Labor Day Holiday (no class)*Monday September 3, 2012***Perspectives on Leadership***Wednesday September 5, 2012*

- a. Exploring Leadership - Chapter 2 (The Changing Nature of Leadership)
- b. Other readings as assigned

Leadership in Teams*Monday, September 10, 2012*

- a. Exploring Leadership - Chapter 7 (Leadership in Teams and Groups)

Leadership in Teams (cont.)*Wednesday September 12, 2012*

- a. TBD

Relational Leadership*Monday September 17, 2012*

- a. Exploring Leadership - Chapter 3 (The Relational Leadership Model)

Community Leadership*Wednesday September 19, 2012*

- a. Exploring Leadership - Chapter 9 (Being in Communities)

Community Leadership (cont.)*Monday September 24, 2012*

- a. Exploring Leadership - Chapter 10 (Renewing Groups, Organizations & Communities)

Personal Leadership*Wednesday September 26, 2012*

- b. Exploring Leadership - Chapter 4 (Understanding Yourself)

Personal Leadership (examining strengths)*Monday October 1, 2012*

- a. Strengths Quest

Personal Leadership (emotional intelligence)*Wednesday October 3, 2012*

- a. Emotional Intelligence Reading TBA

Emotional Intelligence (out-of-class)*Monday October 8, 2012*

- a. View Movie on own time (TBA)

Understanding Others (emotional intelligence)*Wednesday October 10, 2012*

- a. Emotional Intelligence Reading TBA

Emotional Intelligence (out-of-class)*Monday October 15, 2012*

- a. View Movie on own time (TBA)

Understanding Others*Wednesday October 17, 2012*

- a. Exploring Leadership - Chapter 5 (Understanding Others)

Leadership in a Diverse World*Monday October 22, 2012*

- a. Readings TBA

Special Topic(s)*Wednesday October 24, 2012*

- a. Assignment TBA

NO CLASS / CATCH UP DAY*Monday October 29, 2012*

Leadership with Integrity*Wednesday October 31, 2012*

- a. Exploring Leadership - Chapter 6 (Leading with Integrity and Moral Purpose)

Special Topic(s)*Monday November 5, 2012*

- a. Assignment TBA

Leading for a Reason*Monday November 12, 2012*

- a. Simon Sinek Ted Talk
(http://www.ted.com/talks/lang/en/simon_sinek_how_great_leaders_inspire_action.html)

Exploring Change*Wednesday November 14, 2012*

- a. Exploring Leadership - Chapter 11 (Understanding Change)
- b. Exploring Leadership - Chapter 12 (Strategies for Change)

Thinking Critically*Monday November 19, 2012*

- a. Readings TBA

Thinking Critically*Wednesday November 21, 2012*

- a. Readings TBA

Group Project Time*Monday November 26, 2012***Group Project Time***Wednesday November 28, 2012***Group Project Time***Monday December 3, 2012**OUT***Group Project Presentations***Wednesday December 5, 2012***Group Project Presentations***Monday December 10, 2012***Course Wrap-Up***Wednesday December 12, 2012*

APPENDIX C

Corresponding Lessons between Lead 101 Sections & their Relationship to the Five Exemplary Practices

Relation to Specific Exemplary Leadership Practice	Lead 101 Section #1 Lessons	Lead 101 Section #2 Lessons
	Intro/LPI	Intro/LPI
	Syllabus Explanation	Syllabus Explanation/Exp.
<i>Challenge the Process</i>	Critical Thinking	Thinking Critically
<i>Model the Way</i>	Self-Awareness – Strengths Quest	Personal Leadership
<i>Model the Way</i>	Self-Awareness	Personal Leadership – Strengths Quest
<i>Challenge the Process</i>	Evolution of Leadership	Perspectives on Leadership
<i>Inspire a Shared Vision</i>	Building Community	Community Leadership
	The Study of Leadership	Intro to the Study of Leadership
	Relational Leadership Model	Relational Leadership
<i>Model the Way</i>	Shaping Identity	Personal Leadership
<i>Enable Others to Act</i>	Team Leadership	Leadership in Teams
<i>Enable Others to Act</i>	Understanding Others	Understanding Others
<i>Model the Way</i>	Leadership Identity Development Model	Personal Leadership – Understanding Others
	Ethics/Bad Leadership	Leadership with Integrity
<i>Encourage the Heart</i>	Servant Leadership	Exploring Change
<i>Challenge the Process</i>	Exploring Change	Exploring Change
<i>All</i>	The Leadership Challenge	Perspectives on Leadership – Relational Leadership

APPENDIX D

Focus Group Interview Invitation Email

Hello XXX,

I am a Leadership 101 facilitator and a doctoral candidate at Idaho State University. I am seeking volunteers to participate in a focus group as part of my dissertation research. My dissertation will focus on the impact of the Boise State University Leadership 101 class on students' leadership practices and behaviors.

The Leadership Studies Minor seeks to provide the highest quality experience for all of its students. In an effort to further evaluate and improve, I am conducting a focus group with a sample of students who were enrolled in the Fall 2012 sections of Leadership 101, Foundations in Leadership course at Boise State University.

You are being asked to participate in a focus group interview with 6 – 10 of your classmates or peers from the other section of Lead 101, to discuss your experience in the Leadership 101 class Fall 2012, specifically as it relates to leadership behaviors and practices. Once the deadline for notifying me of your willingness to participate in the focus group has passed (September 1, 2013), assuming at least 10 individuals indicate participation willingness, respondent names will be divided by demographic strata (age, gender, class standing, leadership experiences), and selected and contacted to purposefully maximize demographic variability. The focus group interview will be scheduled to take place on the BSU campus in early September, 2013 and will last approximately two hours.

Please reply by September 1 to this e-mail message and check the appropriate boxes below to indicate your willingness to participate in the focus group interview. I will contact you shortly thereafter to confirm your participation and schedule the interview.

Thank you for your consideration and I look forward to hearing from you.

Sincerely,

Damoni Wright, Doctoral Candidate

Asst. Director of the Student Involvement and Leadership Center

____ I am interested in participating in the focus group. I look forward to hearing from you regarding the time and place.

____ Sorry, thanks for asking, but I will be unable to participate at this time.

(This will be done as a google drive document, so students will be able to simply click Yes or No, and the confirmation sent back to them will provide them with the date that the initial selections will be made: September 8, 2013)

APPENDIX E

Focus Group Interview Invitation Letter

Dear XXX,

I would like to thank you for participating in this past Fall's (2012) Leadership 101 class. The Leadership Studies Minor seeks to provide the highest quality experience for all of its students. I am a Leadership 101 facilitator and a doctoral candidate at Idaho State University. I am seeking volunteers to participate in a focus group as part of my dissertation research. My dissertation will focus on assessing the impact of those who participated in and completed the Leadership 101 class (Fall 2012) to determine whether the experience enhanced the students' leadership behaviors and practices.

You are being asked to participate in a focus group interview with 6 – 10 of your classmates or peers from the other section of Lead 101, to discuss your experience in the Leadership 101 class Fall 2012, specifically as it relates to leadership behaviors and practices. Once the deadline for notifying me of your willingness to participate in the focus group has passed (September 1, 2013), assuming at least 10 individuals indicate participation willingness, respondent names will be divided by demographic strata (age, gender, class standing, leadership experiences), and selected and contacted to purposefully maximize demographic variability. The focus group interview will be scheduled to take place on the BSU campus in early September, 2013 and will last approximately two hours. If you are receiving this letter, you should also have received an electronic invitation via your *u.boisestate* email address. Please reply to this message, either by calling or emailing me to notify me of your willingness to participate. Or you may utilize the link within your email and check the appropriate boxes below to indicate your willingness to participate in the focus group interview. Please respond no later than September 1, 2013. I will notify you shortly thereafter to confirm your participation, after following the step mentioned above, and invite you to participate in the focus group.

I thank you for your consideration and look forward to hearing back from you.

Sincerely,

Damoni Wright, Doctoral Candidate, Asst. Director of the Student Involvement and Leadership Center

APPENDIX F

Demographic Supplement

Dear Student,

As part of an effort to conduct more assessment and evaluation of our leadership class, we are conducting a *Pre and Post* Student Leadership Practices Inventory. You are being asked to comment on your leadership skills and past leadership experiences. By assessing these leadership behaviors and practices, we will be able to determine the effectiveness of the class and create ways to improve the curriculum. The leadership practices inventory should take approximately 10 minutes to complete. The inventory consists of 30 behavior statements.

You will answer the statements using a Likert-type scale between 1 and 5. You will not have to answer any statements you do not wish to answer. Your identity will be kept confidential and will not be revealed in the final manuscript. There are no anticipated risks, compensation, or other direct benefits to you as a participant in this inventory. You are free to choose **not** to participate and may discontinue your participation in the inventory at any time without consequence.

If you have any questions about this project, please contact Damoni Wright, at (208) 426-2877.

Thank you.

Please answer the following questions before you begin the inventory.

Class Standing (Sophomore, Senior, etc.):

Age:

Sex:

Please list any Leadership experiences you have had (classes, programs, workshops, trainings, etc.):

APPENDIX G

Student Leadership Practices Inventory – Self

Self

STUDENT LEADERSHIP PRACTICES INVENTORY-SELF

Instructions

On the next two pages are thirty statements describing various leadership behaviors. Please read each statement carefully. Then rate *yourself* in terms of how frequently you engage in the behavior described. This is *not* a test (there are no right or wrong answers).

Consider each statement in the context of the student organization (for example, club, team, chapter, group, unit, hall, program, project) with which you are most involved. The rating scale provides five choices:

- (1) If you RARELY or SELDOM do what is described in the statement, circle the number one (1).
- (2) If you do what is described ONCE IN A WHILE, circle the number two (2).
- (3) If you SOMETIMES do what is described, circle the number three (3).
- (4) If you do what is described FAIRLY OFTEN, circle the number four (4).
- (5) If you do what is described VERY FREQUENTLY or ALMOST ALWAYS, circle the number five (5).

Please respond to every statement.

In selecting the response, be realistic about the extent to which you *actually* engage in the behavior. Do *not* answer in terms of how you would like to see yourself or in terms of what you should be doing. Answer in terms of how you *typically* behave. The usefulness of the feedback from this inventory will depend on how honest you are with yourself about how frequently you *actually* engage in each of these behaviors.

For example, the first statement is "I look for opportunities that challenge my skills and abilities." If you believe you do this "once in a while," circle the number 2. If you believe you look for challenging opportunities "fairly often," circle the number 4.

When you have responded to all thirty statements, please turn to the response sheet on the back page and transfer your responses as instructed. Thank you.

STUDENT LEADERSHIP PRACTICES INVENTORY-SELF

How frequently do you typically engage in the following behaviors and actions?

Circle the number that applies to each statement

	1 SELDOM OR RARELY	2 ONCE IN A WHILE	3 SOMETIMES	4 FAIRLY OFTEN	5 VERY FREQUENTLY
1. I look for opportunities that challenge my skills and abilities				1	2 3 4 5
2. I describe to others in our organization what we should be capable of accomplishing.				1	2 3 4 5
3. I include others in planning the activities and programs of our organization.				1	2 3 4 5
4. I share my beliefs about how things can be run most effectively within our organization.				1	2 3 4 5
5. I encourage others as they work on activities and programs in our organization.				1	2 3 4 5
6. I keep current on events and activities that might affect our organization				1	2 3 4 5
7. I look ahead and communicate about what I believe will affect us in the future.				1	2 3 4 5
8. I treat others with dignity and respect.				1	2 3 4 5
9. I break our organization's projects down into manageable steps.				1	2 3 4 5
10. I make sure that people in our organization are recognized for their contributions				1	2 3 4 5
11. I take initiative in experimenting with the way we do things in our organization.				1	2 3 4 5
12. I am upbeat and positive when talking about what our organization is doing.				1	2 3 4 5
13. I support the decisions that other people in our organization make on their own				1	2 3 4 5
14. I set a personal example of what I expect from other people.				1	2 3 4 5
15. I praise people for a job well done				1	2 3 4 5

	1 SELDOM OR RARELY	2 ONCE IN A WHILE	3 SOMETIMES	4 FAIRLY OFTEN	5 VERY FREQUENTLY
16. I look for ways to improve whatever project or task I am involved in.	1	2	3	4	5
17. I talk with others about how their own interests can be met by working toward a common goal.	1	2	3	4	5
18. I foster cooperative rather than competitive relationships among people I work with.	1	2	3	4	5
19. I talk about the values and principles that guide my actions.	1	2	3	4	5
20. I give people in our organization support and express appreciation for their contributions.	1	2	3	4	5
21. I ask, "What can we learn from this experience?" when things do not go as we expected.	1	2	3	4	5
22. I speak with conviction about the higher purpose and meaning of what we are doing.	1	2	3	4	5
23. I give others a great deal of freedom and choice in deciding how to do their work.	1	2	3	4	5
24. I follow through on the promises and commitments I make in this organization.	1	2	3	4	5
25. I find ways for us to celebrate our accomplishments publicly.	1	2	3	4	5
26. I let others experiment and take risks even when outcomes are uncertain.	1	2	3	4	5
27. I show my enthusiasm and excitement about what our organization is doing.	1	2	3	4	5
28. I provide opportunities for others to take on leadership responsibilities.	1	2	3	4	5
29. I make sure that we set goals and make specific plans for the projects we undertake.	1	2	3	4	5
30. I make it a point to tell others about the good work done by our organization.	1	2	3	4	5

APPENDIX H

Focus Group Interview Protocol and Questions

Focus Group Format & Questions

1. Greeting/Consent Form Filling
2. Welcome
3. Overview of topic and purpose
4. Ground Rules
 - a. All ideas have value.
 - b. It is important for everyone to participate, and it is helpful if individuals do not over-participate at the expense of others.
 - c. Respect others' opinions, even if you do not share them! (Controversy with Civility)
 - d. Participants will ask for clarification if instructions for activities are not clear.
 - e. Participants will inform the facilitator, Damoni Wright, when/if they need a break.
 - f. Please turn cell phones off for the duration of the session or put on vibrate.
 - g. If the agreed-upon schedule time needs to be adapted, participants will be asked for their input on continuing with a session, if the meeting time begins to run past the original time set.
 - h. Other ground rules from the participants? preface
5. Ask Questions
 - a. Describe the meaning of the following statement, "Leadership is a relationship."
 - b. In what ways have you been able to better "Model the Way" since taking BSU Lead 101?
 - c. Describe how you believe you are now better able to align your actions with your values? In terms of leadership, why is this important?
 - d. Provide an example of how you can ensure that you know what the hopes, dreams, and aspirations of your constituents are?
 - e. Tell about an instance where you helped to connect constituents, friends, peers, members, etc. to the vision of an organization or business that you were a part of, and how you went about doing so?

- f. Leaders are learners, and learning from experience is important. Tell a story of a time when you took a chance or challenged yourself in some way, what the result was, and what you learned from the experience.
- g. Tell about a time that someone *pushed* you beyond what you thought were your limits, in order to accomplish something new, surprising, or innovative?
- h. What are some steps you have taken to develop people's competencies or foster their confidence?
- i. Think of a time that you enabled someone to act. Describe what happened.
- j. Talk about a time when you received or provided the gift of feedback and were able to witness the benefit that it had for someone.
- k. What are some ways in which you, as a leader, can get personally involved and show your care and/or support for someone else?
- l. *Alternate Questions: Which of the 5 exemplary practices has been the most difficult for you to implement in your life, after taking the BSU Lead 101 in the Fall of 2012? Why?
- m. *Alternate Question: Which of the 5 exemplary practices has been the easiest for you to implement in your life, after taking the BSU Lead 101 class in the Fall of 2012? Why?
- n. *Alternate Questions: What do you see as the most important topics to be discussed in future classes that impact leadership behavior and practices? Why?
- o. Summary Question
- p. Anything that we missed?

*Alternate questions will be asked if time permits

APPENDIX I

Focus Group Interview Informed Consent Signature Form

Consent Form

LEADERSHIP BEHAVIORS AND PRACTICES GAINED AS A RESULT OF PARTICIPATION IN AND COMPLETION OF BOISE STATE UNIVERSITY'S FOUNDATIONS OF LEADERSHIP CLASS

I am asking you to be in a research study.

You do not have to be in this study.

If you say yes, you may quit the study at any time.

Please take as much time as you want to make your choice.

Why is this study being done?

The purpose of this study is to assess the impact on student leadership behaviors and practices (using Kouzes and Posner's Student Leadership Practices Inventory-Self [SLPI-S]), of participation in, and completion of Boise State University's (BSU) Foundations of Leadership (Lead 101). Specifically, leadership behaviors and practices impact will be assessed relative to the five (5) practices of exemplary leadership identified and measured by the SLPI-S. These five practices are: *Model the Way*, *Inspire a Shared Vision*, *Challenge the Process*, *Enable Others to Act*, and *Encourage the Heart*. The findings will assist the BSU Leadership Minor Committee and Leadership Minor chair in assessing the relevance and effectiveness of the current Leadership 101 class experience, and ultimately lend insight and direction for improving future class offerings.

What happens if I say yes, I want to be in the study?

If you say yes, the researcher will:

Focus group participants will be invited, recruited, and selected to maximize demographic variability. The researcher will provide an overview of how the interview will be conducted, review the study's purpose and importance (significance of the study), and reiterate that participation is voluntary and not in any way related to past or current classroom participation. The researcher will also review how the data will be collected (audio recordings and written recordings of responses), stored, and then ultimately destroyed. The focus group facilitators will have a list of questions from the Focus Group Interview Protocol and Questions to guide the conversation. After the focus group session has ended, the recorded narratives will be transcribed, organized, coded by the researcher, and then sorted according to responses relating to the five practices of exemplary leadership, as well as the efficacy of the Leadership 101 classes.

How long will the study take?

This study will take about [insert time].

The Pre and Post SLPI-S has already been done and the remaining focus group will take approximately 2 hours in length. The data collected and analyzed will be kept in a locked file cabinet (for a period of seven years), accessible to the researcher. At the end of seven years, the data will be destroyed (by shredding).

Where will the study take place?

The study is taking place utilizing classes on the campus of Boise State University. The focus group will take place on the BSU campus in the Student Union Building. Ideally this will take place on Saturday, September 15, 2013, from 11 a.m. – 1 p.m. in the Trueblood Room.

What happens if I say no, I do not want to be in the study?

Neither Damoni Wright nor anyone else associated with the study in any way, will treat you any differently. You will not be penalized.

What happens if I say yes, but change my mind later?

You may stop being in the study at any time. You will not be penalized. Your relationship with Damoni Wright, your participation in any current or future leadership

classes, or your participation in the Leadership Minor will not change or be negatively impacted if you agree to do the study and then change your mind later.

Who will see my answers, information, etc.?

During the focus group session, other participants will hear your answers. After that, the only people who will see your answers, information, etc., will be Damoni Wright and those legally required to supervise his study. Your focus group answers (audio recordings and transcripts) and a copy of this document will be locked in the researcher's files and destroyed (shredded) after 7 years.

When I share the results of my study within my dissertation and possibly professional journals or conferences, I will not include your name. I will do my best to make sure no one outside the study will know that you are a part of the study.

Will it cost me anything to be in the study?

No.

Will being in this study help me in any way?

Being in this study will not help you (directly, outside of helping you reflect on lessons that you have potentially learned while in BSU Lead 101), but may help prospective students consider taking BSU Leadership 101 in the future.

Will I be paid for my time?

No.

Is there any way being in this study could be bad for me?

Yes, there is a chance that:

- Someone could find out that you were in this study and learn something about you that you do not want them to know.
- You could have a legal problem if you told me about a crime such as child abuse that I am obligated to report.

I will do my best to protect your privacy.

What if I have questions?

Please call the head of the study (Damoni Wright, 426-2877, or his advisor Dr. Alan Frantz, at 208-282-2285) if you:

- Have questions about the study.
- Have questions about your rights.
- Feel you have been injured in any way by being in this study.

You can also call the Idaho State University Human Subjects Committee office at 208-282-2179 to ask questions about your rights as a research subject.

Do I have to sign this document?

No. You only sign this document if you want to be in the study.

What should I do if I want to be in the study?

You sign this document. We will give you a copy of this document to keep.

By signing this document you are saying:

- You agree to be in the study.
- We talked with you about the information in this document and answered all of your questions.

Your Name (please print)

Your Signature

Date

Focus Group: October 28, 2013

Class Standing:

Freshman Sophomore Junior Senior

Age Range:

18 19-20 21-24 25-34 35-49

Sex:

Male Female Other

Number of estimated Leadership Experiences, to date?

APPENDIX J

Focus Group Constant Comparison, Themes, Transcript

Coding: Constant Comparative Analysis

The focus group responses were examined for themes and the data were reported as text-based narratives with descriptions directly from respondents. Once relational patterns or constructs were found, frequencies of repeated thematic occurrences were noted to indicate strength of response. The coding method was the constant comparison analysis. The method of constant comparison is not a linear process, but rather cyclical, and the researcher constantly reviewed data, codes, and themes throughout the entire process of analysis (Charmaz, 2009).

A research assistant participated in the coding by repeating the steps of the researcher, as described below, in order to identify phrases to themes within the data. The research assistant was the Boise State University sorority and fraternity life coordinator. Angela participated in many focus groups as an undergraduate and formally began learning about focus groups as a research method during her graduate studies at Ball State University. A graduate course on evaluation and assessment led to Angela preparing and assisting in focus groups with local and national fraternities and sororities. After joining Boise State University's staff, the research assistant was involved with the preparation, facilitation, and coding of several focus groups conducted through the Student Involvement and Leadership Center with student participants of student organizations, including fraternities and sororities. Angela was also instrumental as she designed questions for the fraternity and sorority participants of a BSU campus wide leadership assessment, the Multifactor Leadership Questionnaire (MLQ), of which there was a small

portion of the MLQ administered to fraternity and sorority members on campus, while she also interpreted results for the broader Greek (fraternity and sorority) community. The MLQ evaluates three different leadership styles: Transformational, Transactional, and Passive-Avoidant. The research assistant has both taught and co-taught leadership classes within the leadership minor and was responsible for interpreting class evaluations. Angela also assisted the researcher as the note taker during the focus group, which provided even greater insight into her familiarity with the data.

The coding method was enhanced by the questions' focus on specific themes (the five exemplary practices of leadership) prior to focus group questioning. The first stage of the method initially chunked the data into small units, to which the researcher attached a descriptor or code. Coding means attaching words or phrases to themes / concepts / constructs that the researcher and research assistant identified within the data (Charmaz, 2009). The researcher and research assistant read and re-read all data from observing and recording student answers during the focus group session, and initially coded word for word and line for line, as the students provided answers and examples. The researcher decided which data were relevant to the codes and where the data fit into the codes' relational patterns or constructs (related to the five exemplary practices of leadership), and assigned different notes and symbols to organize the themes. This space was used to think about the data, analyze, compare, synthesize, find relationships, and look for gaps. The writing of notes and symbols was assembled in a table format, after the research assistant was able to review the notes. For example, "pushing myself..." and "help with the things I don't know about myself" in *Challenge the Process* were the small unit descriptors initially identified after reading and re-reading the data. The information was

analyzed as described above and words and / or phrases were grouped into themes. The themes identified were then related to patterns or constructs related to the five exemplary practices' more in depth descriptions of *Challenge the Process* described in the text (The Leadership Challenge), as well as the other supplemental SLPI-S resources used in the study. This led to codes that were both consistent with the data that the respondent provided, as well as related directly to the specific exemplary practice.

During the second stage of the constant comparison analysis the codes were grouped into thematic categories, as Tesch (1990) stated, "The goal is to discern conceptual similarities, to refine the discriminative power of categories, and to discover patterns" (p. 96). The analysis between stages one and two both fragmented and connected the focus group's responses to questions, with a constant comparing of each respondent's answer given to each of the other respondents' answers. Throughout the coding and development process, the researcher compared data to find similarities and differences. Sequential comparisons across answers and examples were also made. Symbols and then later tables were constructed to help organize, compare, and synthesize the codes into categories and then into themes as identified this Appendix. For example, "pushing myself..." and "help with the things I don't know about myself in *Challenge the Process* became "quality time" and "effort-success" in the second stage. The researcher was able to analyze the similarities and differences of *stage 2* thematic codes of all answers coded from the questions related to *Challenge the Process* to each specific answer provided within the stage. This process assisted in helping to delineate between phrases and themes that were similar while also providing distinct differences between those that were not, as described above.

In the third stage of the constant comparison analysis, the researcher developed one or more themes that expressed the content of each of the thematic categories (Onwuegbuzie, Dickinson, Leech, & Zoran, 2009, p. 5-6). Coding sessions resulted in more focused coding, which provided thematic codes that were more directed and selective. These codes began to explain and represent larger chunks of data. The researcher compared category with category, and category with themes. For example, “quality time” and “effort-success” from stage two in *Challenge the Process* became “Confidence” in the third stage. The more focused theme that both the researcher and research assistant agreed upon developed as a result of comparing each of the categories and themes (within each of the five exemplary practices) and again analyzing similarities and differences related to additional descriptions of *Challenge the Process* within the Leadership Challenge text.

This Appendix displays the full transcript of all of the responses to the questions asked during the focus group; it provides a) themes categorized, compared, and analyzed from the focus group questions, and b) constant comparison analysis grids outlining each stage of the process by which the codes and themes were identified, analyzed, categorized, and labeled within the table. The five tables displayed in this Appendix, labeled as constant comparison analysis, are grouped by responses that relate to each of the five exemplary practices, after coding. The first column, labeled “respondents” in the table, identifies each of the respondents by both a number and gender in order to better distinguish one respondent’s answer from another. The second column in each table, labeled stage 1, displays the words and phrases identified in each response that were then coded to best categorize what was conveyed in the response. This was done by analyzing

responses for frequency of repeated thematic words or phrases provided during focus group questioning. The third column, labeled stage 2, displays the codes that were grouped into thematic categories; in many cases codes were combined with other codes to identify patterns. This also involved searching for indicators and characteristics for each concept in order to better delineate the concept. The fourth column, labeled stage 3, displays the actual themes that the researcher and assistant developed based upon the combination of categories or codes identified and compared, as well as the patterns from the themes of the responses.

1. Ask Questions:

a. Describe the meaning of the following statement, "Leadership is a relationship."

- i. 6M– Engage with others
- ii. 8F–Effort
- iii. 7M– Effectively deal with Conflict
- iv. 6M - Meaningful Experiences; Understanding followers
- v. 1M– Relationship lead to progress which can lead to change
- vi. 2F– leaders' adaptability
- vii. 3M - Align values with actions; Build Trust; increase followership (through trust and value alignment)

<i>Model the Way</i> Constant Comparison Analysis			
Respondent	Stage 1	Stage 2	Stage 3
5F	Who I am; self aware	Knowing self	Self-Awareness
1M	– Understanding others ;and situations	Emotional intelligence; awareness	Self-awareness
2F	Understanding values	Aligning Values to action	Self-awareness
6M	Vulnerably leading successfully	Authentic living; live with integrity – openness	Embracing vulnerability
5F	Vulnerability; eye opener	Eye opener; misconceptions; weakness=strength	Embracing Vulnerability
1M	vulnerability not negative	changed view of leadership	Embrace vulnerability
3M	Values expectations; value fit	Defining oneself/true to oneself	Authenticity/Congruence
4F	Learning values; knowing values	Understanding oneself;	Values clarification
2F	awareness (values to actions);	questioning actions; impulse actions (modeling)	(congruence)
7M	self-awareness actions;	understanding impact on those around you	Self-awareness
5F	transparency as a leader;	talk the talk, walk the walk (dwysywd)	Congruence/authenticity
6M	Demonstrate values through actions	; Others see what you believe	(authenticity/congruence
5F	values clarification; tools to find values – actions important;	connecting; lead by actions; believe	Values clarification
1M	Values clarification; Values – connection (finding like minds	values as a compass; lead by actions	Values clarification
6M	Values as connection (like minded);	motivation	authenticity
5F	grounded in values	firm in times of conflict	Values clarification
6M	Shared Values	helps build team	Values clarification/connection

<i>Inspire a Shared Vision</i> Constant Comparison Analysis			
Respondent	Stage 1	Stage 2	Stage 3
4F	Active Listening	Active listening	Active listening
6M	empowering others (by removing road blocks); develop relationship	Active Listening; Quality time; accomplishments	Active Listening
3M	Shared goals/purpose;	active listening	Active listening
5F	Make sure that people are aware of values;	align values	Develop connection
4F	build understanding of each other;	; follow vision/develop own vision; reach fullest potential	Active Listening
6M	Help reach individual goals before reaching team goals	Empower others; Listen	Active Listening
2F	Invest time in follower; Develop people as resources	Develop relationships	Invest in others
5F	Accessible; approachable	Personable; open to	Invest in Others

		helping with issues	
4F	Create buy in by showing possible impact (real life examples)	Working with others	Develop Connection/vision
1M	Transparency; benefits to all; reciprocal relationships	Connection, invest in others	Develop Connection/vision
3M	Connect people to their vision, passions, purpose	Investment in others; help other reach unrealized potential	Develop Connection/vision
6M	Modeling behavior; Active Listening;	Enabling other to help others	Invest in Others
5F	Make visible, care for others	Invest in others vision/skills	Dev. Connect/Vis.

<i>Challenge the Process</i> Constant Comparison Analysis			
Respondent	Stage 1	Stage 2	Stage 3
3M	personal feedback (gift of feedback); help with the thing I don't know about myself;	don't want to know what people thought of actions	Risk Taking
6M	pushing myself -- through participation of uncomfortable experiences; confidence building;	quality time; effort-success	Confidence
7M	challenging traditional way of teaching;	Learning while teaching (By teaching we learn)	Culture of Vulnerability
5F	take chances vulnerability	; forgive and move on; empower others	Risk Taking
4F	ask for help; self-confidence;	(ask if you don't know)	Risk Taking
1M	– vulnerability; build a culture of vulnerability;	better understand others; risk taking (in vulnerable environment)	Culture of Vulnerability
5F	Self-confidence; get through	love yourself; doubting yourself	Confidence
5F	Vulnerable when close; grown emotionally	Take chances; know people around you first	Culture of Vulnerability

<i>Enable Others to Act</i> Constant Comparison Analysis			
Respondent	Stage 1	Stage 2	Stage 3
6M	Pushing one's self and pushing others	No fear of failure; self motivation	Empowerment
3M	push to work even though it won't be perfect; build self-confidence and confidence in others;	culture of honesty(vulnerability); encourage one another	Empowerment
4F	Understanding; being present	being present; being supportive	Acknowledgement
7M	Active Listening; meeting people where they are	Perspective; present; patient	Appreciation/Perspective
6M	Modeling being vulnerable; Take chances;	Different perspectives	Appreciation/Perspective
4F	– show gratitude; Thankful; to boost confidence/show appreciation	Appreciation/confidence	Acknowledgement
4F	Stepping back; allow people to fail (safely)	Perspective	Empowerment
6M	Gentle push with perspective in order to motivate; check throughout process for guidance	Process/listening and responding	Appreciation/Perspective
5F	Empowering others with confidence	Gentle nudging; encouragement	Empowerment
6M	Gradual learning increases/encouragement	Learning lead to doing more	Empowerment
5F	success; enable others to continue trying	Taking leadership roles; instilling confidence	Empowerment
1M	Showing confidence in./ People think of you when problem occurs	Having positive behavior validated; recognition; known problem solver	Empowerment
5F	recognition helps; good job	Small wins; small gestures; comments	Acknowledgement
3M	Week to week struggles; small wins; overcome fear of failure	Endurance; resilience; collaboration	Empowerment

<i>Encourage the Heart</i> Constant Comparison Analysis			
Respondent	Stage 1	Stage 2	Stage 3
5F	Finding honest confidant ; listening	(Building trust in someone?); Listening to trusted individuals	Trusting Relationships
6M	Observe progress/development of listeners	Teaching/observed learning	Listening and Observing
1M	Active listening; building environment of trust	Community; trust	Listening and Observing
4F	Willingness to listen	Listening to feedback	Trusting Relationships
5F	Spend quality time; active listening; holding people accountable	Time; active listening; accountability	Trusting Relationship
7M	being observant with body language; Offering help because you know that someone won't ask	Observing Non-verbal s; help when needed	Listening and Observing
5F	Being accepting, even when people haven't met expectations; not condemning people;	Allowing grace; supportive; complementary	Listening and Observing
6M	build relationships – Bond/invested/don't want to let people down; reciprocal commitment	Reciprocal commitment; relationship building; investment	Listening and Observing

Themes

b. In what ways have you been able to better “since taking BSU Lead 101?”

Model the Way”

- i. 8F– Self Awareness; understanding others
- ii. 1M– Understanding others;
- iii. 2F– values; aligning values to actions
- iv. 6M–embracing vulnerability (Authenticity)
as success, and not has completely embraced
- v. 8F - embracing vulnerability
- vi. 1M– vulnerability changed view of leadership

- vii. 4F– learning; knowing values
- viii. 2F– awareness (values to actions); questioning actions (congruence); impulse actions (modeling)
- ix. 7M– self awareness actions; understanding impact on those around you
- x. 8F–transparency as a leader; talk the talk,walk the walk (dwysywd)
- xi. 6M–Demonstrate values through actions; Others see what you believe (authenticity)
- xii. 8F– values clarification; connecting; lead by actions; tools to find values – actions important;
- xiii. 1M - Values clarification; Values – connection (finding like minds); values as a compass
- xiv. 6M– Values as connection (like minded); motivation
- xv. 8F– grounded in values/ firm in times of conflict
- xvi. 6M– Shared Values helps build team

- c. Provide an example of how you can ensure that you know what the hopes, dreams, and aspirations of your constituents are?

Inspiring a Shared Vision

- i. 4F - Active Listening
- ii. 6M—Active Listening; Quality time; empowering others (by removing road blocks); develop relationship
- iii. 3M— Shared goals/purpose; active listening
- iv. 8F - Make sure people that people are aware of values; align values
- v. 4F— build understanding of each other; follow vision/develop own vision; reach fullest potential
- vi. 6M— Help reach individual goals before reaching team goals (maslow'ish)
- vii. 2F— Invest time in follower; Develop people as resources
- viii. 8F— accessible/ Approachable
- ix. 4F— Create buy in by showing possible impact (real life examples)
- x. 1M— Transparency; benefits to all; reciprocal relationships
- xi. 3M— Connect people to their vision, passions, purpose
- xii. 6M - Modeling behavior; Active Listening; Enabling other to ...
- xiii. 8F—Make visible, care for others

- d. Leaders are learners, and learning from experience is important. Tell a story of a time when you took a chance or challenged yourself in some way, what the result was, and what you learned from the experience.

Challenging the process

- i. 3M– personal feedback (gift of feedback); help with the thing I don't know about myself; don't want to know what people thought of actions
- ii. 6M–pushing myself -- through participation of uncomfortable experiences; confidence building; quality time; effort-success
- iii. 7M– challenging traditional way of teaching; Learning while teaching (BTWL)
- iv. 8F– take chances vulnerability; forgive and move on; empower others
- v. 4F– ask for help; self confidence; (ask if you don't know)
- vi. 1M– vulnerability; build a culture of vulnerability; better understand others; risk taking (in vulnerable environment)
- vii. 8F - Self confidence; love yourself

- e. Tell about a time that someone *pushed* you beyond what you thought were your limits, in order to accomplish something new, surprising, or innovative?

Enabling Others to Act

- i. 6M– Haven’t fear of failure;
- ii. 3M– push to work even though it wont be perfect; build self confidence and confidence in others; culture of honesty(vulnerability)
- iii. 4F–Understanding; being present; being supportive
- iv. 7- Active Listening; meeting people where they are
- v. 6M–Modeling being vulnerable; Take chances; see thing from different perspectives
- vi. 4F– show gratitude; Thankful; to boost confidence/show appreciation
- vii. 4F– Stepping back; allow people to fail (safely)
- viii. 6M–Gentle push with perspective in order to motivate; check throughout process for guidance
- ix. 8- Empowering others with confidence
- x. 6M–could lead to doing more
- xi. 8F– success; enable others to continue trying
- xii. 1M– Showing confidence in someone
 - a. at that point it’s like WOW people believe in me and people have the confidence in me to do this. That make me feel good The people thought of me right away gives so that cool
- xiii. 8F– recognition helps

- f. Talk about a time when you received or provided the gift of feedback and were able to witness the benefit that it had for someone.

Encouraging the Heart

- i. 8F– Finding a confidant that can always be honest with you (Building trust in someone?); Listening to trusted individuals
- ii. 6M– Watching someone’s progress and development from listening to one’s directions
- iii. 1M–Active listening; building an environment of trust
- iv. 4F– Willingness to listen
- v. 8- Spend quality time; active listening; holding people accountable
- vi. 7M– being observant with body language; Offering help because you know that someone won’t ask
- vii. 8F– Being accepting, even when people haven’t met your expectations; not condemning people (allowing grace)
- viii. 6M– build relationships –Bond/invested/don’t want to let people down; reciprocal commitment

Transcript

1. Ask Questions:

a. Describe the meaning of the following statement, "Leadership is a relationship."

- 6 – leadership is based off of relationships with others, without others it's impossible to engage in leadership,
- 8 – what you put in is what you're going to get out of it
- 7 – number of relationships we encounter, how we relate deal with them and face them and challenges, leadership is important carried over through good relationships and everything that we do
- 6- Strong relationships give greater understanding of participant and leader, thus making the experience more meaningful. between leader & followers,
- 1 – it takes a leader to progress and moving forward takes creating and building relationships, not to be stagnant, relationships always evolve always changing
- 2 – as relationships evolve so should your leadership or leadership style
- 3- (Before you can lead you have to have relationships) need to relationships to lead, lead with values and want to follows those (gets people to in turn trust you and trust what you have to say, get in line with your values and morals, see that you have those, so people can begin to follow or want you to lead

b. In what ways have you been able to better "Model the Way" since taking BSU Lead 101?

- 8 - better understanding of who I am, better self awareness
- 1 – better understanding of others, of their situations and what they are dealing with in broader since of others really
- 2 – really understanding what values are, how what you values should match actions and what you say, biggest things that I've learned
- 6 – Prior to Leadership 101 not comfortable embracing vulnerability in leadership not model or as a leader because it was never modeled as

a successful way to be, but after that (the class) it is something that I have completely embraced and I believe think that it has made me a much more successful leader

as success, and not has completely embraced

- 8- vulnerability helped me the most to, just with myself in general, the video we watched was a real eye opener
- 1 – I agree w/ 6 & 8 vulnerability complete change of my view of vulnerability for leadership 101 it was such a negative thing, can be seen as a negative thing in my mind

c. Describe how you believe you are now better able to align your actions with your values? In terms of leadership, why is this important? **Model the Way**

- 4 – know what I value now, before I was very *go with flow*, not realizing what I actual valued, but know what I value and I am just trying to go with that
- 2 – I think by learning that I have become more aware of my actions and when what I claim to value gets shaken by an action that I do so it has brought me a lot of awareness for myself to take a step back and to reassess that (kind of like) impulse action that I did and ask the questions does that model what I value or is that something that I don't want to portray as a value? (if that makes sense)
- 7 – Before taking it and having more self awareness of my actions and what they do to other people in the environments, they affect other people following. To greatly be able to lead and help other people and follow.
- 8 – no one wants to follow a leader who isn't transparent – consistent, not being who you are all of the time, if you say something you're going to do it you're not just going to talk the talk,
- 6 – I think that each one of us has values but until each one of us is able to demonstrate them through action, others may not be aware of what they are, as a leader it is important that others see what you believe in if you don't necessarily speak what you believe in or make it known what you believe in or what your values are *each has value, until we demonstrate them no sees what you do, if you don't let other see then they don't know your values – no not easy*

- 8 – what #4 said, coming into this I wasn't sure what my values were, but coming out of it I wouldn't say I had values yet, but I had an idea of what I wanted my values to be and over the past year, so I've been trying change myself to fit those values that I want to have
did not know values, but I had an ideas what I want and helped me lead my actions
- 1- I don't think that it made me realize my values, but it gave me tools find them. And to identify which are, what my values are versus what I thought my values were.

to did not make me realize and gave me tools to find them and which values are mine rather than what I thought they were

- 1 – (why significant question) as a leader they are your premise to lead the things that you hold strongly so those you lead will value those characteristics and values don't lead to anything
values are important to those you lead, you don't have values you don't lead anything
 - 6 – may motivate others with similar values with similar values to follow suit or team up to accomplish things.help accomplish things
- 8 – values can help you stay firm when you are in conflicts – grounded by values, not going to watch out do something that doesn't coincide with your values
- 6 – as part of team as more hierarchy(pyramid shaped leadership style) your teammates understand values as a leader comes down to to them where they are in a time that they need guidance and you are unavailable, that they can make good decisions based on shared values that the team has

d. Provide an example of how you can ensure that you know what the hopes, dreams, and aspirations of your constituents are? **Inspiring a Shared Vision**

- 4 - by actively listening. Too many times we don't really listen, we let it go in one ear and out the others ready to say our next point without really listening to people in organization
- 6 – as supervisor in my organization, it is important for me to spend time with each of my team member and understand those things what their goals within our organization, remove road blocks to

accomplish goals, understand struggles that they have that could hinder them, remove road blocks to accomplish goals before said by listening to build relationships, active listening touches back on building relationships touch back with how relationships mesh with leadership

- 3 – orgs we join, are a part of, or get put into, we somewhat have similar goals and aspirations , fraternity sorority dance marathon, whatever you may be involved in, have simple goals, peoples strive for common goals purpose, value, as for aspirations in life it comes down to listening, it comes down to us all in it together, help each other help build each other up
- 8- I think it's important but also difficult , example: sorority so many personalities in one group, what one person values another might not how to set expectations for making sure people know what they are joining, they know up front versus find out when they are already there
- 4 – what 8 said important, but we don't take the time to understand what each other's vision is, our Greek system clashes because we , we don't take time to realize what our vision is and what we want for or organization because we just go off one vision that our fathers (founders) made for us and we can never really change it or twist it and we can never and its set in stone and everyone has to conform to that exact vision.

rather than find own vision hard for everyone to conform to founders visions

- 4 – yes, because then if others people realize it that you realize it that you can reach your fullest potential as a person and as someone in society
- 6 – you may not have there may be goals you have individual until those are met, hold you back from meeting the goals of the collective group needs, sort of like maslow's hierarchy of needs type deal, it will be important for me as a leader to help you meet your needs before you can become a 100% contributor to the group
- 2 – good leaders will find value in investing in followers or the rest of the group in order to help them to develop and grow or, good leaders will value that because they think that if I invest in the person develop a relationship, find out what their goals are and how they want to be successful in this organization, investing that time in doing that and

being a resource to enable them to do that, that is why it's worth it and to see that character development and to be a resource to help that person.

by helping them make goals, be resource to enable them to do that, character resources

- 8 – you have to be approachable if you are leaders – as in, some any one in your organization can be comfortable with coming to you with an issues or general things just want things to be different, they are going accept whether they agree with you or not
- e. Tell about an instance where you helped to connect constituents, friends, peers, members, etc. to the vision of an organization or business that you were a part of, and how you went about doing so? **Inspiring a shared vision**

- 4 – dance marathon, when we first started, only knew about, getting committee to buy in was hard but until went to children's hospital to see what they were raising money for bringing everything back to the cause
- 1 – manage sales office, every year required to recruit and bring move and bring a few people on whole talk about painting a picture for individual and also paint the picture of the company and what's in it for the person, what's in it for the company; try to connect values of the team with that of the individual. What we can do for each other, give take relationship, you helping that person succeed, and they are helping the org. succeed.

to mission for the individual what we can do for them, they can do for us give take, help them succeed, they help larger group succeed

- 3 – I think back to orientation, doing that for 2 years, interact with a lot of first year students, just like all of us we have a passion or vision you many not know it in your first year of college or you may know it, most of them do want to be involved in something that pertains to their values mission purpose, finding that organization, club, or that internship, or whatever it may be, connecting them that way; being a connector, connecting people to what their vision and passion is good for first year students

help them find that org club internship connect them that what connect vision passion in life

- 6- I work as a paramedic frequently at field level general field providers great ideas on how we can better some of our practice increase customer service value but there is a disconnect for them being able to access our administration, so like modeling those actions where I come with ideas and take to administration and they've made changes so by modeling behavior and by listening to their ideas and helping them find avenues to reach the administration is one way that I've been successful with that

and bring help find avenues to reach admins

- 8 – being rho gamma in recruitment we are one of the first girls they see that images boise state greek life, so we want recruit girls to have the same vision as we do for greek life so that they see that we are a community and that we are not just all about ourselves

meet we are their first vision want to recruit girls who see community

- f. Leaders are learners, and learning from experience is important. Tell a story of a time when you took a chance or challenged yourself in some way, what the result was, and what you learned from the experience. **Challenging the process**

- 3 – currently did this to my guys, I'll be on this earth for 22 years looking to make changes in my life, sent personal survey to 80 people (80 close people that I work with or interact with) and asked for personal feedback, know that I have to have tough skin, it is anonymous so it allows people to give me full feedback on however they would like to do so, become a better person for I can adapt, change, become a better person for the people around me and the people around as well as for myself, Jahori window things I may not see; after talking to the people I respect, people I admire look up to, who asked me to this, but not in that way, after reading the responses about what they have to say about me, some positive, some negative, I know it's there but how do I work on it, sort of thing, allowing people to give me feedback taking that step to getting the gift of feedback (Leadershape), so shut out to feedback(2 years ago), didn't want to hear it, didn't want to know what people thought, it is so positive now, 22 years some things that are set in your ways but there are things that you can change as well , gifts of feedback for birthday, so I can be better for them and better for me, I don't know how it is going to affect me yet, but I know its going to affect me in some way
- 6 – periodically through job, we do journal club get together with physicians, complete experts in their field and our medical directors

asks that we review some peer reviewed journal articles and present them to the group, it's an uncomfortable experience, having to read an academic journal where you may not understand all of the concepts and statistics behind it, practices, and then having to present those to experts in their field, something I was pretty excited to try, and really made me push myself to try and figure this information out so it let me know that I could step up to a challenge if I put some time and effort into it. I could be successful.

nerve racking, and present to experts in the field, excited to try, it made me push myself

- 7 – back home I work with youth in my reservation, pretty bad, seek shelter, spend time, from one of the classes, some of you guys examples are great. we have devised a way to help them, what I mean by that is , we put on air guitar concerts, they have to pick name out of the hat, whatever band, they get on stage and they get to be somebody else, they dress up and go on stage and perform; we get to take easy parts off of a car and have them “here you go” put it together, hunting, skinning meet prep, sports, we do all of this stuff, I found it is a more a challenge to me, I am learning more from all of them, so it's , I am grateful, its humbling, I have a lot of flaws leadership wise so to learn from them to just learn from them way are overall different, so I appreciate that
- 8 – my personal life I have taken more changes, last year lost soul, change who I surrounded myself with people who believe I could be better versus people who are holding me back from things, taking chances and vulnerable with people who are close to me or people who have affected my life in a negative way in general I can forgive forget and move on from that, grown a lot from beginning last year to now
- 4 – asking for help, sometimes I feel like I'm too proud to ask for help, If I am struggling with something in my personal life or with anything a task asking for help,, you are stronger than you think, it's ok to ask others if you don't think that you can get through it
- 1 – listening to number 4, it brings back the idea of vulnerability before leadership 101. I would have thought that I'd be feeling vulnerable asking for help and not asking for help because I was vulnerable, so that whole cycling thing happening, you build a better

understanding of vulnerability, you expand yourself and your capabilities because you understand vulnerability more

- 8- simple for some and really hard for others in life is Loving yourself!
- g. Tell about a time that someone *pushed* you beyond what you thought were your limits, in order to accomplish something new, surprising, or innovative?

Enabling Others to Act

- 6 – I don't think anyone has pushed me to that point nor have I myself done that for anyone else, for fear of failure
 - 3 – last year (Dance Marathon) went through a struggle with an idea that she wanted to bring to campus, we pulled together a team, and we went through a lot of ups and downs, while it might not have been new across the country but new at bsu... it was a struggle, it was a struggle for us all, it pushed me in a ways that weeks had come in and say that this isn't going to happen, there were weeks when we fought there were weeks when we loved each other.. it was a lot of emotion, a lot of stress, lots of different things it pushed our whole team to become close. by bringing something new to campus, it pushed my limits, pushing me to know that, that even though we didn't know how it would turn out, we had the fear of failure, didn't want to put it on if it wasn't going to be well. Pushed ourselves to make it happen, though we didn't know how it would turn out ... it was awesome –the result made a difference to me and the people around us, it showed me that I (I don't want to say that I could do anything) but that I could do something, that I could overcome work and people that we had never worked together before; it wasn't perfect but we learned because we had so many things to go through I think it was the challenges the challenge within growing was where we learned. do something that is hard to overcome, worked with people I had never worked with, people around me, - it wasn't perfect, the challenge what the thing growing
 - 4 – parents are probably the people who pushed me the most, definitely say staying in school is something, 5 going into 6 years, had thoughts that wanted to stop, that I'm never going to graduate, so many things working against, everything happens for a reason, being there and being supportive, see light at the end of the tunnel
- h. What are some steps you have taken to develop people's competencies or foster their confidence? **Enabling others to act**

- 7- talking with peeps and listening and seeing where they come from and putting everything right on the table, where you stand where they stand where everyone sits, there are important things for me to learn and to listen works tremendously in just trying to work with other people
- 6 – I think that by displaying vulnerability lets people other people know, and this was what was modeled for me in the class, to be vulnerable and take chances even if you don't succeed, that practice will give you something, some gains in confidence, the ability to see things from different perspectives
- 4 – I don't know it makes sense, showing gratitude to those people and letting them know how thankful you are for them and boost their confidence, make you happier as a person, show them you appreciate them

i. Think of a time that you enabled someone to act. Describe what happened.

Enabling others to act

- 4 – stepping back letting them take the reins even if it's going fails; if it is going to fail, letting them learn the hard way, cause the way the only way you're going to learn, most time only learn of you fail, stepping back and if it does fail it does fail, it fails, but you all could be in better place for next time
- 6 – I have been, I had an idea to develop a policy at work for a response policy school shooting incidents, and idea that heard through a course that I had, dialogue with supervisor, she said that maybe that is something that I could take on, with that, it's something that motivated me and with that it push for these reasons, you have a good perspective of it, gave me avenues to get the process going. makes checks to make process is still going
- 8- small not huge, in chapter yesterday, had to nominate people to be on the board of our election process, I turned to this girl who wasn't going to run and I told her that she she run for it and she said why and I said why not, she said ok, and then she won it, I think it was the little support that I gave her, telling her I'd vote for you, and a little bit of hope and she ended up winning it. so she didn't even want it and she won it
- 6 –that's cool because it may be the one thing that spring boards her into something else

- 8 – starts that way sometimes, they take one leadership role and they enjoy it and then just keep going
 - 1 – at that point it's like WOW people believe in me and people have the confidence in me to do this. That make me feel good The people thought of me right away gives so that cool
 - 8 – recognized the little things, even small, take a second, just say that was a good job
- j. Talk about a time when you received or provided the gift of feedback and were able to witness the benefit that it had for someone. **Encouraging the Heart**
- 8 – every since this class I have been searching feedback, if I don't agree with something, I call this one girl and I talk to, and she will be like your being stupid, in my sorority I didn't agree with something and I talked to this girl, who is alumni now, and I called about something, I asked her about a situation and asked if I was being stupid, she said that I was taking it overboard, and she was like yeah – she knew of the situation, she know that when I call her that I am going to get some kind of feedback on her, I will always be asking for feedback - I don' just listen to anyone it is someone who knows me, I don't want random and be like that's stupid, someone who I have a great amount of respect for I'm going to listen and I am going to take you seriously,
 - 6 – through my profession, we have volunteers , new EMT's who work with us and by doing that their goal to gain full time employment, I've had one who had been riding with me frequently, we give them after each call, interesting to watch him grow and progress is so to watch him handle a motor vehicle accident now is so much more advanced, and because of that he goes through those progression so much better, and just this past week we hired him on full time so that was a pretty big deal for him, one way I was able to see feedback make a difference
 - 1 – similar to 6 everything direct sales commission, young guys 18, use colleges kids want o make money, not know what they are doing, they were horrible and everyone said NO, they see failure a 100 times before they see success, walk them through a process, 5 steps to make the sale; they get the first part down, they do it a couple times, then get that part down then they move to the next part , go th it is great to see the process, they finally go through the whole thing in

selling product, so one thing could go wrong so so you are always providing feedback to them and trying to think of the best way to do it, .there is one thing they could say and it goes wrong, always trying to provide feedback and thinking of how to do it

- 4 - HS volleyball coach, have some of the players come up to me and ask why they aren't playing, giving feedback on why they aren't playing is hard, but some of girls that take it to heart and will try and improve during practice and other girls who blow it off and don't care what you say because they think they are doing it right.
- k. What are some ways in which you, as a leader, can get personally involved and show your care and/or support for someone else? **Encourage the heart**

- 8- investing time into them- going out of your way to spend time with them listening to them, know what's going on, holding them accountable
- 7 – from the class, being able to see someone who has the weight of the world on their shoulders, they are emotional, so sometimes they are late a couple of times that week, so sometimes just ask them to talk to them or just being there, because some people won't ask for help, but sometimes if you put out your hand people will accept it,
- 8 – from our class, he was gone for a few weeks so I went out of my way to email him and see what was going on, then he emailed me back and showed up the day the project was due, and he was like all upset, he said, “ I'm sorry I haven't put any input into this and I know I don't deserve any credit” , she said, “you can help us know and you could get credit, I think you can get full credit, you know, and do a good job” he helped us so much and gave us so much criticism, and he had so many better ideas than we had, so the presentation was way better than it was, and so we all gave him all high scores on everything and full credit, because he deserved it, so til this day he will still text me, meet up, text me, and have coffee together, catch up and he's a friend, I like being that person who is

I made friends with someone form class and I didn't know, he was gone out of class, I emailed him, and he showed up the day our group project, he showed up and gave a lot of feedback, we text and get coffee and catch-up, he needs a friend and I want to be there for him

- 6 - most important is building that relationship, when someone feels invested they are going to contribute more than that bond, once you

build that relationship you feel as the follower, for poor use of a term, you feel compelled to be there for that person, I felt like we build a bit of a relationship during the Lead 101, so I didn't want to let you down by not showing up to day and I definitely want to stay the whole time because regardless of what the paper says, I'd feel horrible. I think that once you build that relationship, share that time and that commitment with one another that you that leads to success in many situations with a group.

- I. *Alternate Questions: Which of the 5 exemplary practices has been the most difficult for you to implement in your life, after taking the BSU Lead 101 in the Fall of 2012? Why?
 - 2 – Hardest is Experimenting with taking risk(Challenge the Process), T the P, with risk come of failure, embarrassment, confidence going down if you failed lot of things that could prevent you from doing that, , but of you do that, if you can find it in you to be vulnerable it can provide you with the most growing experience in the most feedback to help you grow later on.
 - 8 - Model the way - changed a lot this year, fall into old habits, really working on just getting rid of old habits and embracing the person I want to be versus those that people expect me to be
 - 4 - encourage the heart – spirit of community, hardest session to do here at BSU, don't have mean traditions at BSU, can you do one thing right but then you to do it again, have to keep proving your thing until it's a tradition here. So I feel like I can't celebrate because you did it good once, but do it again and again and again, until it is set in stone for a while, even F/S we have such a bad name here because of other things outside of BSU so we have to keep proving ourselves worthy, that we should have houses here and that we should have housing, that we are a great community, but we have to keep proving ourselves but it's always that one thing that sets us back because people are out there looking for it, and for dance marathon people are like we did great, but the 1st year, but we have to keep proving ourselves to make it something wonderful.
 - 6- model the way, set the example sometimes easy or hard based on mindset, positive mindset can approach many situation or display those characteristics, yet if you find yourself in times of strife then even the smallest slip up that people will notice those, than that becomes who you set the example. So it can take a lot of cognitive

effort to set the right example I also think that enable others to act because there may be a lot things outside of your control as a leader, you're dependent on other, you can only do so much to foster collaboration so others have to find it within themselves to kind of step up.

positive example, in times of strife, the smallest slip ups, set the wrong examples – enable others to act foster collaboration – you can only do so much to foster collaboration people have to step up

- 1 – (agree with #6)(Model the way) you can take someone there push em and do everything for them just perfect, but it takes the person you are working with to make it happen
- 3 – hard and easiest inspire a shared vision (trying to enlist others into something you believe in)– sometimes it is easy to get people to get next what you people believe but when you try to enlist others to share that value or to embrace the vision that you have, think so hard to, show, but many people want to see and they don't want believe that it's doing something great or will do something great, they want to see that it's going something great first before jumping on the band wagon, it can be the easiest because some will take your word for it and others jump right on and others need to see something before they can get folks to share that value and embrace the vision you have it hard to show they want see something they won't believe it will be great they want to see something will believe it but others will need to see it
- 7 – hardest is (strength in others; Enabling others to Act) because I am still trying to figure out myself, to experiment and take risks, university we are taught to take risks, and lots of things that go along with it, school work parties, relationships, all kinds of stuff,

m. *Alternate Questions: Which of the 5 exemplary practices has been the most difficult for you to implement in your life, after taking the BSU Lead 101 in the Fall of 2012? Why?

- 2F– Hardest is Experimenting with taking risk(Challenge the Process), T the P, with risk come of failure, embarrassment, confidence going down if you failed lot of things that could prevent you from doing that, , but of you do that, if you can find it in you to be vulnerable it

can provide you with the most growing experience in the most feedback to help you grow later on.

- a. If successful could be great for growth and development, if not...
- 8F- Model the way - changed a lot this year, fall into old habits, really working on just getting rid of old habits and embracing the person I want to be versus those that people expect me to be
 - a. Consistency
- 4F- encourage the heart – spirit of community, hardest session to do here at BSU, don't have mean traditions at BSU, can you do one thing right but then you to do it again, have to keep proving your thing until it's a tradition here. So I feel like I can't celebrate because you did it good once, but do it again and again and again, until it is set in stone for a while, even F/S we have such a bad name here because of other things outside of BSU so we have to keep proving ourselves worthy, that we should have houses here and that we should have housing, that we are a great community, but we have to keep proving ourselves but its always that one thing that sets us back because people are out there looking for it, and for dance marathon people are like we did great, but the 1st year, but we have to keep proving ourselves to make it something wonderful.
 - a. Build a spirit of community; has to be perfect then consistent after wards to sustain in some cases/anything could ruin it
- 6- model the way, set the example sometimes easy or hard based on mindset, positive mindset can approach many situation or display those characteristics, yet if you find yourself in times of strife then even the smallest slip up that people will notice those, than that becomes who you set the example. So it can take a lot of cognitive effort to set the right example I also think that enable others to act because there may be a lot things outside of your control as a leader, you're dependent on other, you can only do so much to foster collaboration so others have to find it within themselves to kind of step up.

Positive example, in times of strife, the smallest slip ups, set the wrong examples – enable others to act foster collaboration – you can only do so much to foster collaboration people have to step up

- a. Pressure, people tend to notice slip ups in times of strife; something outside of our control though (we still get blamed for modeling?); Other have to step up too (we are seen as responsible)
- 1M– (agree with #6)(Model the way) you can take someone there push them and do everything for them just perfect, but it takes the person you are working with to make it happen
 - a. Feel the need to be perfect
- 3M– hard and easiest inspire a shared vision (trying to enlist others into something you believe in)– sometimes it is easy to get people to get next what you people believe but when you try to enlist others to share that value or to embrace the vision that you have, think so hard to, show, but many people want to see and they don't want believe that it's doing something great or will do something great, they want to see that it's going something great first before jumping on the band wagon, it can be the easiest because some will take your word for it and others jump right on and others need to see something before they can get folks to share that value and embrace the vision you have it hard to show they want see something they won't believe it will be great they want to see something will believe it but others will need to see it
 - a. Sometimes people want certainty; Guarantee something will not fail
- 7M– hardest is (strength in others; Enabling others to Act) because I am still trying to figure out myself, to experiment and take risks, university we are taught to take risks, and lots of things that go along with it, school work parties, relationships, all kinds of stuff,
- n. *Alternate Question: Which of the 5 exemplary practices has been the easiest for you to implement in your life, after taking the BSU Lead 101 class in the Fall of 2012? Why?
 -
- o. *Alternate Questions: What do you see as the most important topics to be discussed in future classes that impact leadership behavior and practices? Why?
 -
- p. Summary Question

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q. Anything that we missed?

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*Alternate questions will be asked if time permits

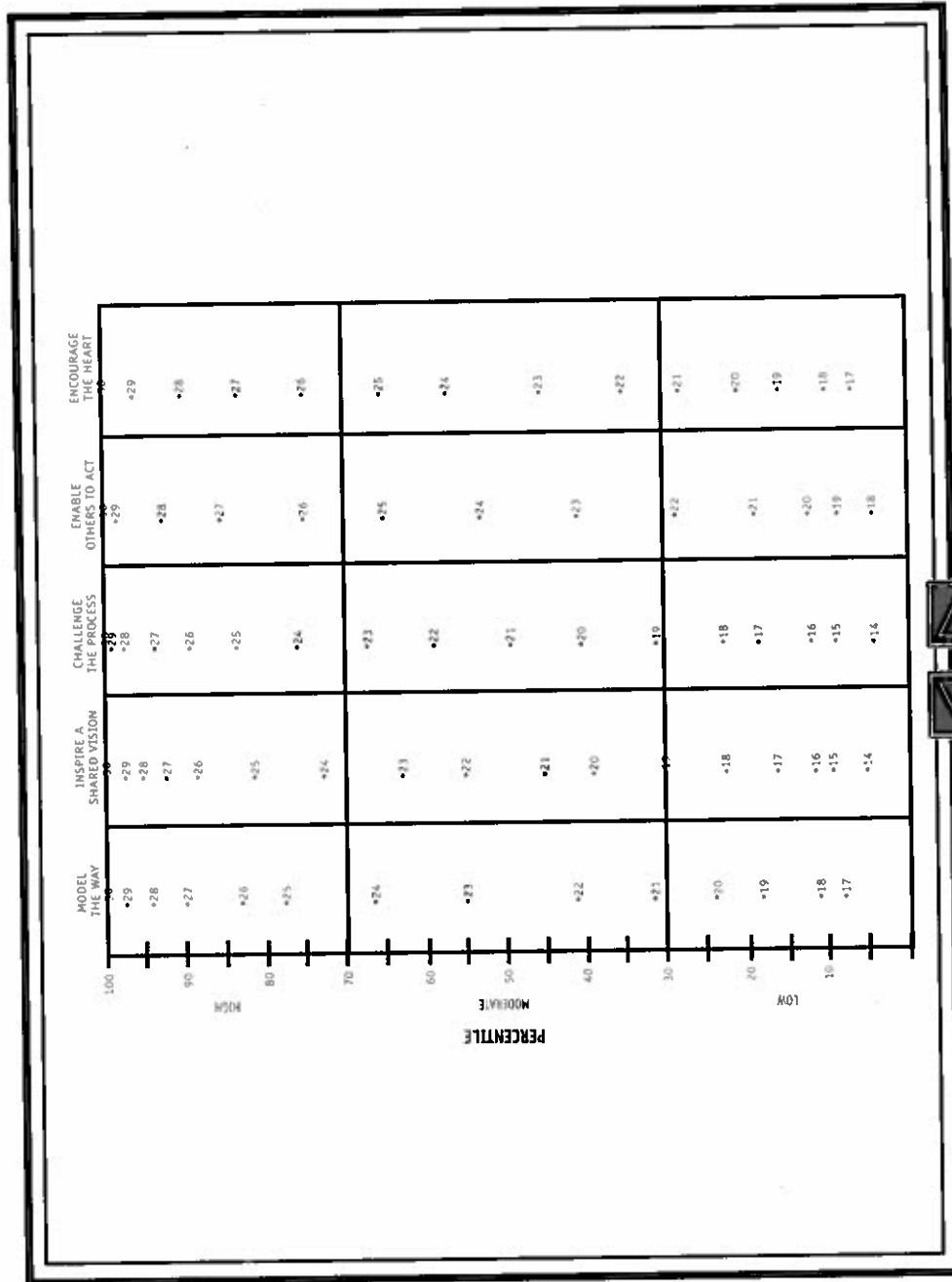
What should be taught? In Lead 101, could have started a thought process that leads to something else:

- 4F– 101 was good lead in to 201, want prof to be the same for 101 to 201 hard to go from you to [the other professor], two totally different ways of teaching; would have been cool to have the same prof, better experience **Same professor Lead 101./Lead 201; Pick up where we left off**
- 8F– agree with (4) 101 learned from you and material, 201 learned from the people,(with the same professor we could have started off from where we left off in Lead 101 and move into Lead 201; wished it was more hands on 201 was easier than 101 **Hands on 201 is more worth it, 201 was easier than 101**
- 1M– took as a first semester senior, so many things it I would have been so useful before this time; more vulnerable as a freshman, new place, not from here/new place, came here on a whim, encourage as a freshman, encourage almost as a mandatory class freshman **Encourage to take as a freshman almost mandatory, you are more vulnerable as a freshman, new surroundings, this could be even more beneficial**
- 8- more awareness, nobody knows there is a leadership minor, wait what I didn't know there was a leadership minor **More awareness of Leadership minor/Lead 101**
- 3M– classes said there was going to be service hours, talked about it in previous classes, given opportunity in the classroom setting, not service hour aspect, but maybe as a group service project, hands on leadership right in the class room, **(was disappointed in no service this semester; maybe a service project could be developed as a class project (everyone working on the same one)**
- 8- created idea=something the students would want to host or do; figure out how to do it throughout the class, so being in an organization you never done it before so it might help you with how to approach doing something like that

APPENDIX K

SLPI-S Percentiles in Frequency

Chart for Graphing Your Scores



Visual 7

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