

Spring 2018

On the road for change: An in-depth analysis and future recommendations

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On the Road for Change:
An In-Depth Analysis and Future Recommendations

A Project Presented to
The Faculty of the Undergraduate
Honors College
James Madison University

In Partial Fulfillment of the Requirements
for the Degree of Bachelor of Science

by Amy Danielle Lebrecht
May 2018

Accepted by the faculty of the Honors College, James Madison University, in partial fulfillment of the requirements for the Degree of Bachelor of Science.

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Public Presentation

This work is accepted for presentation, in part or in full, at the JMU Honors Symposium on April 18th, 2017 and presented at the Association for College Unions International Annual Conference on March 24, 2018.

Dedication

This thesis is dedicated to the 15 participants who took a chance and joined us for the very first iteration of the On the Road for Change program.

You didn't know what you signed up for, and honestly I don't think I did either, but looking back I'm nothing but grateful for the experience and each one of you.

Here's to hoping this program will impact many more students in the coming years.

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Preface

This thesis was born out of a program creation I took on during my junior year at James Madison University. I worked as one of the first trip leaders for the *On the Road for Change* program, meaning I lived each of the events discussed in this thesis.

My participation in this program will certainly impact how it is described in this thesis. My first hand knowledge means that many events can be described in detail with a real understanding of what occurred. It also may mean that slight bias is present in how the data was analyzed and described. While this should not have a major impact on the validity of the thesis, it is important for the reader to understand the background with which the researcher approached this project.

Acknowledgements

First, I would like to thank Michael McCleve for his constant support, challenge, and all the growth he has led me to in the past three years. His guidance both while writing this paper and working in the Dux Center has been invaluable.

Next, thank you to Dr. Bob Kolodinsky and Dr. Lori Pyle for their assistance and edits throughout this thesis process. This paper would not be possible without them.

I am thankful for the College of Science and Mathematics, the Mathematics/Statistics Department, the Second Century Scholarship and the Honors College for giving me the opportunity to study what truly interests me here at James Madison University. While I haven't always taken the traditional path, the flexibility in my coursework has given me the opportunity to discover and further study my passions here at JMU.

Further thanks to all who made the On the Road for Change program possible. Thank you to the Dux Leadership Center and the Madison Collaborative for their collaboration. This unique, award winning program could not exist without the partnership between these offices. Thank you to the Community Service Learning Alternative Break Program for illustrating what it means to lead an alternative break. Thank you to the College Student and Personnel Administration Faculty, specifically Dr. Cara Meixner, for the assistance from several different graduate students in the original creation of the assessment for this program. Finally, thank you to Erin Sullivan and Zachariah Karp whose time, dedication and leadership led to the lasting power of this program.

Introduction

This thesis explores the creation, content included, results of and overall effectiveness of the “On the Road for Change” program created in the Dux Leadership Center at James Madison University in the 2016-2017 school year. This program intended to grow ethical leadership skills in the participants through six classes and an alternative spring break trip. Many assessment methods were implemented throughout the program to determine if the learning outcomes were met. This thesis will present the data collected, the analysis conducted, and draw conclusions regarding the effectiveness of the program in developing ethical leadership skills. Recommendations will also be offered about how the program might be better implemented in the future.

This thesis begins by describing the content taught within the “On the Road for Change” program, a combination of Kouzes and Posner’s Student Leadership Challenge (Kouzes & Posner, *The Student Leadership Challenge*, 2008) and the James Madison University’s Madison Collaborative Ethical Reasoning Program. The events of the pre-break sessions and alternative spring break that occurred in 2017 will be described in detail, followed by an examination of the assessment results. This feedback will then be used to make recommendations on how to implement the program in the 2018-2019 school year.

Defining Ethical Leadership

Before an ethical leadership program could be created, the program creators needed to decide upon what leadership and ethics theory would be taught. The program decided

upon Kouzes and Posner's Student Leadership Challenge to define leadership, and James Madison University's Madison Collaborative to define ethical reasoning. Both are discussed in further detail below.

Kouzes and Posner's "Student Leadership Challenge"

James Kouzes and Barry Posner have spent much of their professional lives researching leadership, and their research was first published in the book, *The Leadership Challenge* in 1987. They later adapted this original model for college students, and aptly named it *The Student Leadership Challenge*. In the words of Kouzes and Posner, "If you have the will and the way to lead, you can. You have to supply the will. *The Student Leadership Challenge* will supply the way" (Kouzes & Posner, *The Student Leadership Challenge*, 2008, p. 2). With a comprehensive definition, a five-pronged model, and a multitude of examples, an understandable and applicable description of leadership was made available for students to more effectively develop their leadership abilities.

Kouzes and Posner's research began by asking people, "When were you at your personal best in leading others?" They have asked this same question to thousands of people from students to professionals, top executives to the everyday person. They found that everyone has an extraordinary leadership experience to share and patterns of success emerged by examining the total of these stories.

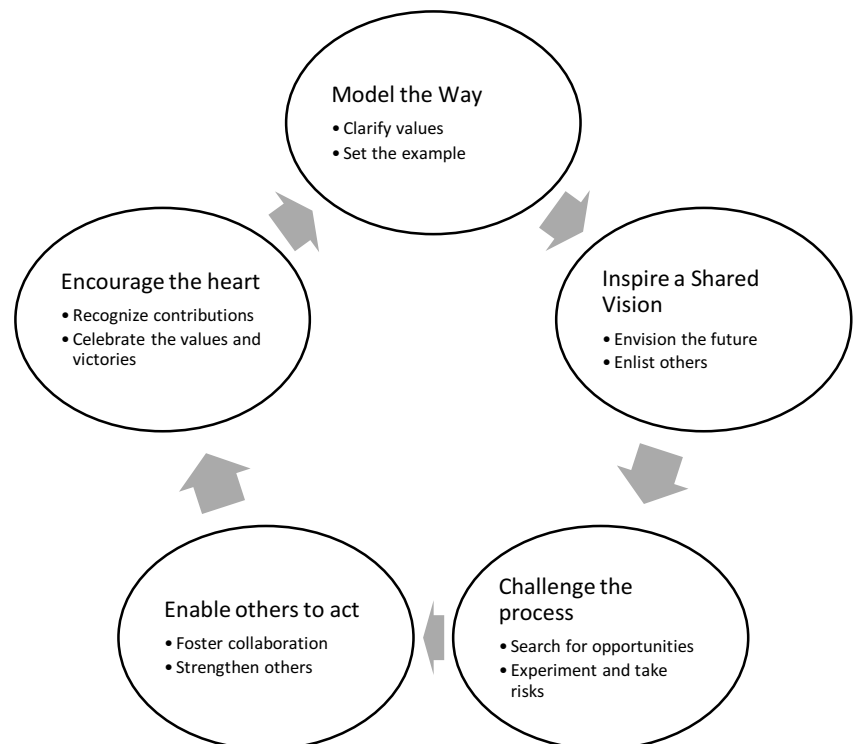
The research may have been first published 30 years ago, but *The Leadership Challenge* and *The Student Leadership Challenge* have withstood the test of time. The context where leadership is applied has changed but the content has not, and the same

five practices framework remains relevant today (Kouzes & Posner, *The Leadership Challenge*, 2012, p. 15). The results from this focus on leadership are impressive - leaders of companies who are strongly engaged in applying the five practices tend to have both large net income and stock price growth compared to their publicly traded counterparts (Kouzes & Posner, *The Leadership Challenge*, 2012). In the words of N Bowles, RMN, at the University of Brunswick, the work of Kouzes and Posner has resulted in “One of the most attractive, clearly articulated and rigorously tested contributions to the literature” (Bowles and Bowles, 2000).

The model is built around one central definition for leadership: “*The art of mobilizing others to want to struggle for shared aspirations.*” The word “art” is emphasized because while the model is based in research, each person has a unique application of the practices (Kouzes J. ,

Posner, High, & Morgan, 2013). There are numerous nuances that are different person to person. This diversity allows ones’ leadership style to vary depending on an individual’s strengths and weaknesses. “Art” also implies that leadership is a skill that can be

Figure 1: The Student Leadership Challenge Practices and Commitments



practiced and improved upon, not something that is just gifted to some people and not to others. “Mobilizing” implies taking action and generally helping people move forward. The “want to struggle” phrase is important because often the most difficult things are the most important to work toward. True leaders help create the intrinsic motivation necessary to really push for the difficult change ahead. Including the words “shared aspirations” ensures that the vision is about the group’s goals for the future, not just the individual leader’s goals. These aspirations help inspire the group to continue pushing for a better tomorrow. (Kouzes J. , Posner, High, & Morgan, 2013, pp. 17-18)

Kouzes and Posner’s *Student Leadership Challenge* is made up of five different practices with two commitments corresponding to each practice. Each practice is a general leadership behavior supported by the two underlying commitments which provide an action that can be completed daily. These practices and associated commitments are listed in Figure 1. Each of these practices is described in more detail below.

Model the Way

The first practice is Model the Way. The commitments include *Clarify Values* and *Set the Example*. The essential concept is to include knowing yourself and living a life that is consistent with both your individual values and the beliefs of the organization as a whole.

The Student Leadership Challenge defines values as “enduring beliefs about *how* things should be accomplished” (Kouzes & Posner, *The Student Leadership Challenge*, 2008, p. 32). These values can be held by an individual or an organization, but the most power is created when an individual’s values align with their organization. The importance of clarifying ones’ values appears as decisions are made. It creates an expectation for people to live up to and a commonly known and accepted standard of what is right and wrong. It’s important as a leader to share your personal values. This sense of openness and transparency helps make a leader understandable and relatable. Kouzes and Posner encourage leaders to share their personal values while also seeking to learn about the values of those following them. Sharing personal values creates an open culture and allows people to understand how you operate. Honestly listening to the values of others shows care, helps build trust, and allows a leader to understand what drives those around them (Kouzes & Posner, *The Leadership Challenge*, 2012). The resounding theme of this section of Kouzes and Posner’s work is that conversations around values make a difference.

Once values are established, a leader’s job is to live them and put them into action. Living life with a consistency between word and deed in a “Do What You Say You Will Do” mindset will create reliability and respect in a leader. Living these values out and setting an example includes several different types of actions. It starts with terminology: how people are references, how tasks are given, what gratitude is shown, etc. Beyond that, a leader’s time investment needs to reflect their values. The amount of time scheduled for different activities each week should align with the importance of each

activity. Time shouldn't be spent on things that aren't important and don't align with someone's personal values. A leader living out the established values will set an expectation for others to do likewise. Anyone could be watching at any point in time, and seeing an example set by someone respected will encourage them to act similarly. Over time a culture is created where people challenge each other to work at, and choose, these shared values at every opportunity.

Inspire a Shared Vision

The second practice is Inspire a Shared Vision. The accompanying commitments are *Envision the Future* and *Enlist Others*.

Envisioning the future isn't a job that exists solely for a leader, but it is expected of them. "Being forward-looking is the second-most admired characteristic that people look for in those people they would willingly follow," (Kouzes & Posner, *The Leadership Challenge*, 2012, p. 105). These visions reflect beliefs and assumptions of the world, whether they're about human nature, technology, economics, science, politics, art, or ethics (Kouzes & Posner, *The Student Leadership Challenge*, 2008, p. 53). This vision can be created by reflecting on the past, attending to the present, prospecting the future, and embracing the passion throughout it all (Kouzes & Posner, *The Leadership Challenge*, 2012, p. 106). This vision can't only belong to the leader, it is vital that it is relevant and meaningful for their constituents as well. A leader needs to help put the focus on the future, and keep the vision alive and inspired for the group.

Once a vision is established, a leader needs to enlist others in it. A vision is nothing without people to help implement it. It should help draw people into the work being done and provide motivation to keep working. After the vision is established, a leader should make a point to discuss it with passion using understandable terminology. This will help others see the importance of the vision and keep momentum while working on it. Once others are on board, an organization can flourish, and the vision can actually be attained.

Challenge the Process

The third practice is Challenge the Process. The accompanying commitments are *Search for Opportunity and Experiment and Take Risks*.

Often the most difficult, yet most important, work leaders do involves some sort of change (Kouzes & Posner, *The Student Leadership Challenge*, 2008, p. 76). Those that we think of as great leaders do not operate with a platform of mediocracy and sameness. It's important to instead take initiative and search for opportunities to change for the better. Leaders look both inside and outside of their organization for new ideas (Kouzes & Posner, *The Student Leadership Challenge*, 2008, p. 80). The newest member may be the one with the brightest idea, or the organization that operates competitively with you may have a great practice you could adapt. There are ideas out there, they just need to be found. Seeking this change and working for it is important, but it also needs to come from the right place. Don't challenge for the sake of challenge, challenge with meaning, to create a better organization.

Once an idea is present, it's time to *experiment and take risks*. As a leader, following through on your promises, implementing a change, seeking feedback afterwards, and continuing through this cycle creates respect for your role ((Kouzes & Posner, The Leadership Challenge, 2012, p. 165). These changes can be difficult and intimidating, but when viewed as an adventure and starting with small steps, anything is possible (Kouzes & Posner, The Leadership Challenge, 2012, p. 179). Your change may be successful, or it may not be successful: the good news is learning happens either way (Kouzes & Posner, The Student Leadership Challenge, 2008, p. 87). Being open to change, following through, and implementing will help your organization remain current and relevant in today's fast-paced society.

Enable Others to Act

The fourth practice is Enable Others to Act. The accompanying commitments are *Foster Collaboration and Strengthen Others*.

This practice centers on the idea that you cannot be successful alone. Nothing great can happen without others working with you (Kouzes & Posner, The Student Leadership Challenge, 2008, p. 98). Before leaders can truly create a collaborative environment, they first need to realize that they are not more special than any other member (Kouzes & Posner, The Student Leadership Challenge, 2008, p. 96). Every person has something important to bring, and should be given the opportunity to voice that. This acknowledgement then allows trust to be built. At the end of the day, leadership is just a

form of a relationship so trust, respect, and context needs to be built between people. Leaders can help initiate these relationships – share first, open up, show a vulnerable side, and allow others to meet you there (Kouzes & Posner, *The Leadership Challenge*, 2012, p. 222). The leader’s example will spread to other members, creating a culture of interdependence and relationship.

Once a collaborative environment is created, a leader can bring more people into it. A network of enabled leaders is far more powerful than a single person could ever be. The process of empowering others leads to a feeling of liberation that allows others to flourish (Kouzes & Posner, *The Student Leadership Challenge*, 2008, p. 110). This can be achieved by providing opportunities to learn and form goals together as a group (Kouzes & Posner, *The Leadership Challenge*, 2012, p. 230). Success with a few will bring more and more people with you, creating an unstoppable group of leaders, not just followers.

Encourage the Heart

The fifth and final practice is Encourage the Heart. The corresponding commitments are to *Recognize Contributions* and *Celebrate the Values and Victories*.

People can do amazing things, but only if they have the fuel to continue. Giving and receiving encouragement is a major portion of this fuel. This begins by recognizing the contributions made by those in the organization. To do this, clear expectations, goals and rules need to be set for those within the organization. Setting high expectations can

help inspire others to be excited about the challenges ahead. It takes more than just expectations though, it requires support, guidance and encouragement along the way. (Kouzes & Posner, *The Student Leadership Challenge*, 2008, p. 123). As a leader, having a strong belief in the ability of those beneath them is extremely powerful. By believing they are already winners and communicating that to them, the winning attitude necessary for success is achieved (Kouzes & Posner, *The Leadership Challenge*, 2012, p. 279). Recognition is crucial to keep driving this success as well, but it should be done in a personal manner. Get to know those on your team and recognize them in individual ways. It could be a thank you note for one person, a gift for another, or just a kind word to someone else. Remember, too, that it's not the size of the gesture that matters as much as the fact that you're making a gesture (Kouzes & Posner, *The Student Leadership Challenge*, 2008, p. 127).

Lastly, celebrate the group's wins. This serves to boost community within the organization and gives you a chance for some personal involvement with the group. Having fun is important, too - most personal best leadership experiences come from a combination of hard work and fun (Kouzes & Posner, *The Leadership Challenge*, 2012, p. 313).

Showing that a leader is invested in more than just results, but also community can really boost morale. Make celebrations a normal thing, schedule them in, give space for commending those in and out of your organization.

Defining Ethical Reasoning

James Madison University's mission statement includes "preparing students to be engaged and enlightened citizens". Ethical reasoning is a significant part of this. Ethical reasoning is the process through which someone thinks through some sort of ethical dilemma. The administration saw the importance of this skill in achieving their mission statement and chose to develop curriculum directly related to it. The Madison Collaborative and their corresponding 8 Key Questions followed from this creation.

Madison Collaborative's 8 Key Questions

The Madison Collaborative was created through a Quality Enhancement Plan for JMU. Employers, higher educational institutions, parents, national organizations and society as a whole are expecting students to enter the work force with skill in ethical reasoning (James Madison University, 2013). The question becomes then how does one develop ethical reasoning skills? The Madison Collaborative was JMU's response to this question. Really, ethical reasoning is a subset of critical thinking – it's not about ensuring someone acts within a pre-defined or externally imposed structure of right or wrong, it's teaching a process to help someone reason through different sides of an issue in order to make a decision (James Madison University, 2013).

The Madison Collaborative's approach to this thought process is structured by eight key questions, each of which highlights a different set of considerations through which an ethical situation should be thought out. These questions include the viewpoints of several different philosophers and psychologists, creating a holistic method to analyze a

situation. While one question may speak more to some people than others, a combination of the eight create a powerful decision-making tool. The questions are characterized by the “FOR CLEAR” acronym, including Fairness, Outcomes, Responsibility, Character, Liberty, Empathy, Authority and Rights (“The Madison Collaborative: Ethical Reasoning in Action”, n.d.).

While considering the construct of fairness, one can ask “How can I act equitably balance legitimate interests?” (The Madison Collaborative: Ethical Reasoning in Action, 2013). We all have an innate feeling of what is or isn’t fair, and normally these feelings are a good place to start. When making a decision, it’s also important to consider if your choice emphasizes procedural fairness or distributive justice. Procedural fairness means you treat all equal cases equally, while distributive justice takes other inequalities into account when deciding a fair solution. The “veil of ignorance” is a powerful tool to help decide if a decision is fair. This asks if you would still make a certain decision if you had no idea what your place would be within the situation (The Madison Collaborative: Ethical Reasoning in Action, 2013).

Thinking about the outcomes of a situation helps someone understand what would achieve the best short- and long-term outcomes for all involved. It comes from a utilitarianism point of view – seeking the greatest good for the greatest number of people. The challenge of this perspective is it is easy to miss some possible outcomes, focus only on the short-term, or prioritize the personal outcomes too highly. The strategy in considering the question of outcomes is to consider every person who could be

helped or harmed by a choice, and total up the positives and negatives (The Madison Collaborative: Ethical Reasoning in Action, 2013).

The construct of responsibility helps someone think of the duties and obligations they personally have in the scenario. This includes both the things that are required of you and the things you voluntarily agree to. When an ethical dilemma is being considered through this question, those involved should consider if they have any role-based responsibilities within the scenario. These responsibilities could outweigh other ethical factors, but also may have to take a back seat in some situations (The Madison Collaborative: Ethical Reasoning in Action, 2013).

Thinking of the construct character allows you to consider what your actions say about yourself and what you value. Your actions should align with the person that you are and who you desire to become. This begins by taking the time to personally reflect and understand what you value and what virtues you want to embody. Once these virtues and values are decided upon, decisions can be made by asking questions like, “What would a trustworthy person do?” or “What would a kind person do?” (The Madison Collaborative: Ethical Reasoning in Action, 2013).

Thinking of liberty helps you think about personal authority - everyone is free to live their lives and do as they please. Often times the “harm principle” by John Stuart Mill is engaged with the concept of liberty, saying we are free to do as we please until it harms another. When encountering an ethical dilemma, liberty asks you to think if those

involved have the freedom to act as they are choosing to act. If so, it may not be your place to step in, but if someone else's rights are being infringed upon, there may be grounds to act (The Madison Collaborative: Ethical Reasoning in Action, 2013).

The idea of empathy reminds us that emotion and imagining care can improve judgement within a situation. It is important to put oneself in another's shoes and consider how they will feel about the outcome of a decision. This question brings it back to the quintessential "Golden Rule" stating that you should treat others how you would like to be treated. The feelings of those involved need to be discussed and appreciated throughout any ethical dilemma (The Madison Collaborative: Ethical Reasoning in Action, 2013).

The construct of authority helps you to focus on what any legitimate authorities you work under are expecting from you. This could include experts, religion, bosses, etc. – pretty much anyone you answer to within a situation. Analysis is required to understand if the authority in question is legitimate, and if what they ask of you is right or wrong. For example, if something an authority is asking you to do goes against your character and what you personally believe in, it may be time to go against what they say. At other points, the authority's directives lead to the right action in the scenario (The Madison Collaborative: Ethical Reasoning in Action, 2013).

Rights include entitlements or permissions that exist solely because of our humanity. They are not to be infringed upon, and allow us to live with a basic human dignity. When

examining this question, one asks whether any protections or permissions exist in the world that need to be obeyed. If there are rights present, the importance of protecting those rights must be weighed against any competing questions (The Madison Collaborative: Ethical Reasoning in Action, 2013).

Application of the 8 Key Questions

The 8 Key Questions are intended to help the user work through an ethical dilemma. For this to properly occur, a situation needs to first be understood as an ethical dilemma, instead of something that's just a difficult decision. This distinction can be made by noting that an ethical dilemma doesn't necessarily have a right or wrong answer. There are many possible solutions to the situation and each one has merit.

Once a situation is understood to be an ethical dilemma, each of the 8 Key Questions should be considered as each question provides a different perspective to the dilemma. The answer to each question will lend itself to an answer or solution to the scenario. If the situation is truly a dilemma, these answers likely will not agree. Instead, many different sides of the scenario or flaws in arguments will be pointed out. This is the key to the ethical reasoning process. By working through each of these questions, many viewpoints are considered creating a holistic understanding of the issue. After reasoning through a situation with this process a greater understanding of the possible solutions and their ramifications is created, allowing for the best decision to actually be made.

The 8 Key Questions aren't meant to just be used as a tool for reflecting back on a past situation. The true strength of the model is seen when the 8 Key Questions are used in the moment as an ethical dilemma is encountered. By teaching ethical reasoning, it is hoped that members of the JMU community will be more capable of understanding when they encounter an ethical dilemma in the moment, then have the tools to work through the dilemma with confidence. By equipping members of the JMU community with the tools to think through difficult situations, students will be able to better act with integrity and fulfill the university's mission statement to be "a community committed to preparing students to be educated and enlightened citizens".

Combining Ethics and Leadership

The "On the Road for Change" program was created to teach ethical leadership. The people from the different offices involved quickly realized that this meant more than teaching leadership skills and ethical reasoning skills separately. A true integration of the two subjects was necessary to teach ethical leadership. With this in mind, once the models being used for both ethics and leadership were chosen, the two were mapped together by the Dux Leadership Center and Madison Collaborative staff members. Many connections exist between the two curricula, as outlined below and visually shown in Figure 2.

Model the Way

- Is it necessary to fulfill all responsibilities to truly set the example for others?
- Do your actions align with your values? This helps reflect your character.

- Does your need to set the example contradict or complement your freedom to act how you choose?

Inspire a Shared Vision

- How do you fairly incorporate everyone’s ideas into the vision?

- What is the outcome of accomplishing the vision?

- Who is responsible for creating the vision and making sure it is carried out?

- Does everyone have the right to be heard while creating the vision?

Challenge the Process

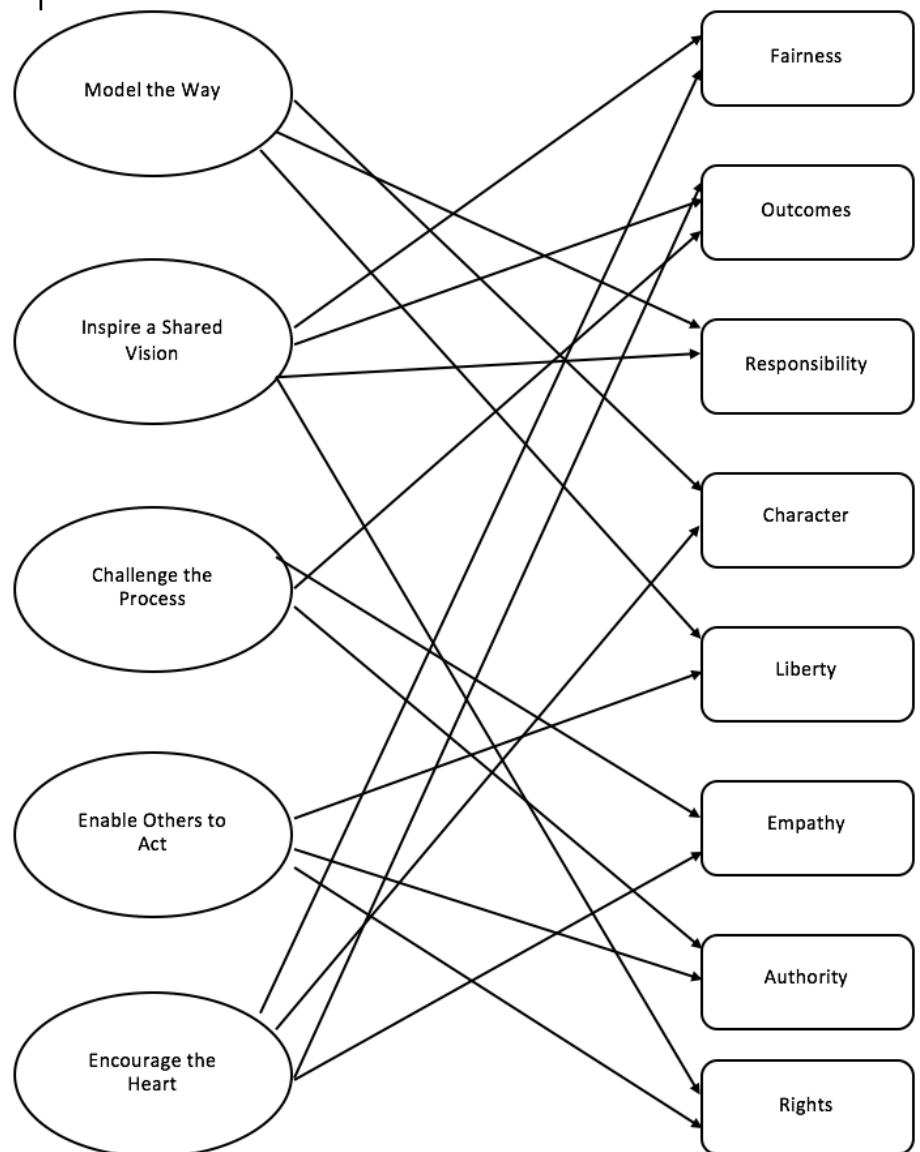
- What is the outcome of taking a specific risk?

- A leader must be aware of the feelings of those following them. Are

people okay with the risks being taken?

- Does making a change go against the law or an advisor above them?

Figure 2: Map of Relationship Between the 8 Key Questions and the Student Leadership Challenge



Enable Others to Act

- Will an organization benefit from or be harmed by giving members responsibility when they have the freedom to act as they choose?
- Does everyone have the right to be part of the organization and work for the vision established?
- If everyone is given the authority to act, how much authority will the established leader have to make final decisions?

Encourage the Heart

- How can you ensure everyone is recognized fairly when some may like public recognition while others prefer a quieter method?
- Whose responsibility is it to initiate recognition? Just the leader, or are there more parties involved?
- Should your method of encouragement align with your values? How does this occur?
- Encouragement can truly touch the heart of others – how can you work with others in difficult times to make sure they feel supported to continue?

The connections formed between the curricula are what truly made this program collaborative and unique. By teaching the subjects of ethics and leadership jointly, participants could gain a better understanding of ethical leadership.

On the Road for Change Spring Break Experience, Spring 2017

The On the Road for Change experience was separated into several distinct parts, including an orientation session, six structured classroom learning experiences, an

eight-day trip during spring break, and a reorientation session. Each segment was planned collaboratively between the Dux Leadership Center and the Madison Collaborative, allowing participants to learn from a strategic combination of leadership and ethical expertise.

The goal of the orientation session was to introduce the participants to each other and the program experience, in addition to completing some administrative duties. Each pre-break class then covered a specific portion of the Student Leadership Challenge combined with ethical reasoning content from the Madison Collaborative. Each of these sessions was facilitated by both break leaders, the lead Madison Collaborative Educator, and two to three additional Madison Collaborative Educators which changed week to week.

The spring break was structured to allow participants to put into practice the leadership and ethical reasoning skills they had learned about in the pre-break sessions. After the break, the reorientation session was designed to bring the participants back together, remind them of the lessons learned during the break, and give them the tools and inspiration needed to put these skills to use in the JMU community.

Participant Selection

A variety of methods were used to advertise this program. Posters were hung throughout JMU's campus, emails were sent to all members of the Dux Leadership Center email list, a bulk email was sent to the entire university population, and various

posts were made on social media by the Dux Leadership Center account and both break leaders. After this advertising, a total of 17 applications were gathered.

Each application included questions about the student's current leadership experience, what they were hoping to learn from being a part of On the Road for Change, and other personal information that would be used by the break leaders throughout the process.

See Appendix B for the questions answered within the application.

Applications were read by both break leaders. They were looking for potential participants who had some leadership experience previously and were eager to learn more throughout the On the Road for Change Program. Of these 17, 16 were originally accepted with one on the waitlist. One of the original 16 did not accept their spot, so an offer was made to the student on the waitlist.

Between the original orientation session and the beginning of the pre-break classes, 3 participants dropped out for various reasons, and 2 new participants were recruited to fill the slots. The final break included 15 participants, 2 break leaders, and one staff learning partner.

The sample of students within this break is very small and is not representative of the JMU population or of the larger college student population in general. This lack of representation limits the conclusions we can make from this study. However, the information gained during this break experience does allow us to start understanding if

an experiential learning spring break is an effective way to teach ethical leadership skills to college students.

A description of each pre-break session is included below, followed by a description of the events occurring during and after the break. Complete outlines for each pre-break session are available in the Appendices G through O.

Orientation Session

The goal of the orientation session was to welcome the participants to this program, get them excited about the break, and start understanding the group dynamic. Participants would be paired together after this single interaction, so the break leaders were trying to get a feel for each person's personality as well.

The session began with a general welcome to the break experience, congratulating the participants on being chosen to be a part of the program, and introducing them to the break leaders. The group completed some fun activities including a name game, allowing participants to start to get to know each other, and an energizing activity to get the group laughing and excited.

The group then moved into an information-sharing period. An overview of the Alternative Break Program, the Madison Collaborative and the Dux Leadership Center was given, as well as a description of the break itself. Expectations of the participants were discussed, including partnerships, agency contacts, and necessary paperwork.

The session concluded with a letter writing session where each participant wrote themselves a letter detailing what they were hoping to learn from the experience, and anything else they wanted to tell themselves. The break leaders collected these letters and held on to them to return to participants after the break. No assessment occurred within this session.

Session 1

The first pre-break class was intended to introduce the participants to the *Student Leadership Challenge* and the 8 Key Questions for ethical reasoning, in addition to allowing the participants to continue getting to know each other. To begin the night, the group went through a get-to-know-you activity and took the pre-test of memory seen in Appendix C. All participants also signed a consent form at this point allowing their answers and experiences during the break to be recorded and viewed by the researcher (See Appendix Q). *The Student Leadership Challenge* was then introduced.

The topic was originally introduced by having the participants consider their personal best leadership experience, and then within small groups draft a definition for leadership. After a thorough discussion of these presented definitions, *the Student Leadership Challenge* definition and the corresponding five practices were briefly introduced. The Madison Collaborative Educators then presented an exercise to demonstrate which of the 8 Key Questions the participants tended to use most often, and what the 8 Key Questions are in general. The session then concluded with time to reflect and answer the journal prompt of, “Choose one of the 8KQ’s (fairness, outcomes,

responsibilities, character, liberty, empathy, authority, rights) and apply it to a situation that occurs in your daily life.” The participants were also issued a challenge to start thinking about when these leadership and ethics skills are being used in their life.

Session 2

The second session was focused on the *Student Leadership Challenge* practice “Model the Way” and distinguishing the characteristics of an ethical dilemma. The workshop began with a version of the classic game of Simon Says. This served as an energizer while also planting the seed of the importance of your actions matching your words.

The commitments for the practice were presented and the group completed an exercise for each. For Clarify Values, a values auction took place where a certain values were available for purchase by the participants and they all had to bid to obtain the values wanted. The students were given time to reflect on which values were most important to them and how much money they would spend to obtain them. This activity was debriefed afterwards by discussing how they chose what to bid on, the values that no one bid on, what happened if you could not have one of the values you wanted, and other questions allowing them to process what their values meant to them.

The commitment of setting the example was explored using a fake social media profile. The profile displayed alcohol use and being a part of a party culture by an under-age student. The question was then posed, “What do you think of this person? What would you say if this person was leading an organization?” The profile then changed to include

both the party photo and a photo about service to the community. The same questions were asked to see if the disparity between the two images caused issue with our participants. To drive home the point a little more, we then asked “What if the profile belonged to one of your break leaders? What would you say then?” These questions were used to show that a leader who was not setting a good example for them could not lead effectively.

Next, the Madison Collaborative Educators led an activity to help participants understand what characterizes an ethical dilemma, and the difference between an ethical dilemma and a difficult decision. The 8 Key Questions are designed to help reason through a dilemma, so it’s important to be able to recognize an ethical situation in order to process it fully.

The session concluded by asking participants to write in their journals and answer the prompt, “Think of a previous leader that you have had in the past or a leader that you are aware of that did not match their words to actions. How did this influence the effectiveness of their leadership? How did this affect your view of them as a leader? Incorporate at least one of the 8 KQ's in your answer.”

Session 3

The goals of session three were to understand the practice of Inspire a Shared Vision, and the accompanying commitments Envision the Future and Enable Others to Act. A

focus was also put on using ethical reasoning to understand different sides of an issue, and then work to help others see your side.

The session began by giving all participants *Student Leadership Challenge* cards. These cards provide a brief visual of the five practices and ten commitments on a small and easily portable card. The intention of giving these cards to participants was for them to put them somewhere to remind them of the things they were learning. The group worked both in separate small groups and as one large group to create hand and/or body motions that could be associated with each practice. These motions were then utilized throughout the remaining pre-break sessions and during the spring break trip to help participants remember the *Student Leadership Challenge* vocabulary.

To get the group started and thinking about inspiring a vision, the group was split into pairs and each pair got a picture and a blank piece of paper. One person attempted to draw the picture based on the description given by their partner. They then switched roles and did the exact same thing. Participants were encouraged to discuss the difficulty of the task when they had not seen the image, and how much easier it was the second time around. This showed participants how important it is to clearly communicate a vision in order to lead effectively.

The commitments associated with the practice (Envision the Future, Enlist Others) were then presented to the participants and discussed. The group then moved from the theory of Inspire a Shared Vision to applying it to a more real-life scenario. The Madison

Collaborative Educators led the group through their case study entitled “Contagion” where an epidemic was occurring in a town, and it was the job of these participants to decide where the vaccines would go. Each participant was assigned a point of view, and it was their job to convince the rest of the group to send the vaccines to their group of people. By focusing on different ethical reasoning questions, the group worked to form arguments for, or against, different people receiving the vaccine.

Near the end of this pre-break session, the group briefly discussed what their vision was for the break. Each participant thought about what they were looking for out of the experience and had the chance to add their goal to the board. The group then discussed these goals, and how they would work to help each other achieve them.

The session concluded by answering the specific journal prompt: “The leadership practice of Inspiring a Shared Vision holds these two commitments: envision the future and enlist others. In what way did your experience in this evening’s workshop achieve these commitments? What else do you think you need to do in order to more fully implement these commitments in your daily life?”

Session 4

Session 4 focused on teaching the practice of Challenge the Process with the underlying commitments Search for Opportunities and Experiment and Take Risks. The group also learned more about applying the 8 Key Questions through a role play activity.

The session began with an activity called “Warp Speed” which enabled the participants to challenge a process established for them. The three rules of the game were 1) They all have to stay in the same order, 2) Everyone has to touch the ball but no more than one time, and 3) if it drops they all have to start over. The group changed their process several times to get the ball around the circle faster and faster.

The commitments for this practice were introduced via an example of a historical figure – Aldo Leopold. He challenged the environmental policy of the U.S. and changed the nation’s viewpoint from treating the land as property to valuing and making peace with it. He was always asking questions, trying to find the best outcomes, attempting to understand if the current way of doing things was ethical and efficient. His story aligns perfectly with the commitments of Search for Opportunities and Experiment and Take Risks.

Another tool, the Leadership Practices Inventory (LPI) was then provided to help participants challenge where they were in their leadership journey. The participants had completed the assessment online in previous weeks, then received the reports during this session. The LPI serves as a tool to challenge where the participants currently are in their leadership journey, hence why the break leaders chose to present it during the Challenge the Process session. These reports showed how frequently participants self-reported putting the leadership skills they had been studying into practice. These reports were given out and explained to students. They then discussed these with the

partner they would be leading service with on the break to see if there were places they were both strong in, they both lacked in, they balanced each other out, etc. By understanding the strengths and weaknesses of each other's leadership, they would be able to work together more efficiently when they were in charge during the break. The LPI would be administered again after the break as well to see if their leadership abilities had changed.

The Madison Collaborative Educators then engaged the participants in an exercise allowing them to apply the skills they had been talking about. Several role plays were developed which placed participants in a leadership role needing to face conflict or change. They had to act out the scenario and use their role to challenge the process ethically. The session finished with a journal entry – “Challenge the Process encourages leaders to look outward for innovative opportunities to improve, to take risks, and learn from these experiences. How can you use the 8 Key Questions to help you decide whether you are challenging the process or breaking the rules?”

Session 5

Session 5 focused on Enabling Others to Act and its commitments “Foster Collaboration” and “Strengthen Others”. This session also focused on starting to prepare the group for what they would encounter during the eight-day spring break trip.

The day began with the “Lava River” activity facilitated by the Madison Collaborative Educators. During this activity, the group had to make it from one side of the river to the

other with the ability to stand on only a limited amount of lava-proof rocks. The activity continued to change in difficulty as the ability level of participants were changed because of things like blindfolds, not being able to talk, only being able to move backwards, etc. This made sure everyone was working together in order to complete the activity as a team.

The second portion of the session was run by the participants. Each partnership was given approximately five minutes to help orient the rest of the group to the service they had arranged for the break. Groups presented on what organization they would be working with, why they chose it, a little background on the social issue they dealt with, and if any ethical considerations existed with the organization.

The experience wrapped up with the journal entry “Think of an experience (class or previous job) in which collaboration, trust and building relationships was encouraged. What was the result of this experience? Contrast this to an experience where these traits (collaboration, trust, building relationships) were not highlighted.”

Session 6

Session 6 was built around the practice of Encourage the Heart. The objectives of the session were to understand the practice, the two commitments of “Recognizing Contributions” and “Celebrate the Values and Victories”. This was also the last session before spring break, so general logistics and expectations for the trip were discussed.

The session began by having everyone write down an ethical dilemma they had recently encountered or were currently contemplating. These dilemmas would be discussed later in the session.

An encouragement activity was used to give an example of the session's leadership practice. Each participant was given a piece of paper and tape. They were to write their name on the paper and tape it to their back. Everyone then wandered around the room and wrote notes of encouragement to each other.

The commitments were presented to the participants and some advice on different ways to provide encouragement. The Madison Collaborative Educators then facilitated a discussion focused on some of the ethical dilemmas that were brainstormed at the beginning, and how you can best encourage someone through these difficult decisions. The participants were split into small groups and given a situation. They were asked to read it and discuss how to encourage someone through this dilemma. They then shared out to the large group and left time for discussion. The session concluded with answering the journal prompt "Leaders encourage the heart by recognizing contributions and celebrating values and victories. Discuss a time when you have experienced, or were aware of, these commitments being used effectively. What were the results?"

The Alternative Spring Break Experience

The trip began on Saturday, March 4th with a few hours of team building activities on JMU's campus. The group also revisited an activity that started in Session 3, to help them remember the *Student Leadership Challenge* terminology. Previously motions had been created for the 5 practices. At this point motions were added for each of the 10 commitments. These motions were returned to at various points during the week to help reinforce the leadership concepts. These activities helped to get the participants excited about the break and become more comfortable with each other.

The group drove about four hours to the first location: Durham, NC. After dinner that night, the group went into the city and explored Duke University's campus. This was a good way to again bring the group together and explore as a unit. There was not much in-depth reflection this night, but participants did write journal entries answering the prompt "What have you experienced on the trip so far? What are you excited about? What are some of your concerns?"

Day two was the first day of service. The morning service opportunity was at a Diaper Bank and the afternoon had the group painting and cleaning a local arts studio. The group stayed in the same location as the previous night, a local church camp. There were no kitchen facilities here, so the group had the challenge of cooking dinner over an open flame. After a successful adventure in cooking outdoors, the group did reflection around the fire discussing the day and some things they had learned. The night ended by having the participants write in their journals and answer the prompt "What

successes have you experienced today? How have you been challenged during this trip?"

Day 3 began by packing the vans for a day of service and driving about half an hour to the next city: Raleigh, NC. The morning included service with a Salvation Army, and the afternoon included service with a Salvation Army's Christmas Center. After both service experiences, the group drove an additional hour to Wilmington, NC where they would serve the next day.

There was a lot of reflection that happened this night as the group had encountered some ethical dilemmas during the day. The group noted clothes being trashed completely that could have been used in a different way and really struggled with getting rid of clothes they felt could have been used. Some students were also directed to clean a mirror using a shirt taken straight from the rack instead of a paper towel, again a difficult request as they felt the shirt could have been worn by someone.

The 8 Key Questions were used as a method to try to reason through the situations of the day and to help them effectively process what occurred. The students discussed the motivations of those running the Salvation Army and how the 8 Key Questions helped understand some of what was going on. The group of students was focused on the outcomes aspect, this shirt could have clothed someone. A different viewpoint on this could be one of responsibility – the leaders of the Salvation Army have a responsibility to run an effective store within budget. They would have to pay for paper towels,

whereas this shirt was a free donation. It also could be costly and inefficient to put many of the shirts out if they would not sell, hence they were instead trashed. In the moment, though participants wrestled with different feelings, they chose to obey the authority and did as asked. This combination of 8 Key Questions application linked well to their journal entry for the night – “Describe any situation on the trip so far when you had to apply the 8 Key Questions. After describing this situation, how, if at all, have you applied the 8 Key Questions?”.

Day 4 was a service experience planned by the two trip leaders which would last all day. The group helped clean up a man’s property who was not able to do so on his own. They also tore down the remnants of a porch and built railings for a new porch. It was a hot and tiring day, but was a neat experience for the group because the day’s progress was very visible. The group then drove an additional two hours to their next location: Myrtle Beach, SC. Reflection on the day focused on different leadership principles that they had seen each other using throughout the day as well as any leadership principles used by the agency personnel they had worked with. The group answered the journal prompt of the day as well – “Discuss one of the five leadership practices and the two related commitments that you have used or have seen others use during the trip.” The group then had some free time to enjoy the beach at night.

Day 5 included service in Myrtle Beach, SC. The group served with a Habitat for Humanity ReStore in the morning, and a men’s shelter in the afternoon. After service was completed, the group drove another two hours to their next destination Charleston,

SC. The group had a lot to reflect on that day as they had experienced two very different things. They were amazed at the lack of waste and the passion of the leadership from the people at their morning service, but experienced some heart-breaking decisions during the afternoon.

While at the men's shelter, the group was tasked with cleaning out a large pantry and making sure all food left was within the expiration date. A large mass of food had to be thrown out because it was expired, some of it by as little as a month. As some members of the group carried food out to the dumpster, they passed some of the homeless men who asked about why the food was being thrown out. In some instances they even physically tried to take the food from the students. In the moment, the involved students needed to choose between obeying their authority to fulfill their responsibility to take the food to the trash and a sense of empathy for the men around them while also considering their own personal safety.

The group dove into talking through these ethical issues with the 8 Key Questions during reflection that night. Again, the group tried to put themselves into the shoes of those running the shelter and understand some reasons why these decisions were being made. They discussed that it's not fair to serve expired food to these homeless men if it's not food they would serve someone else. They also addressed the responsibility of the shelter to follow all policies they are given, meaning the need to make sure all shelves were clean and containing only food that is completely within date. Further, they talked about how they handled being asked for food by the homeless

men, and how they reasoned through the situation. The night ended by answering the journal prompt “Describe any ethical dilemma you have experienced, or have seen one of the other participants experience, on the trip thus far and have not yet written about. How did you apply the 8 Key Questions to this situation?”

Day 6 was the last day of service and took place in Charleston, SC. The morning was spent packaging food in a Food Bank, and the afternoon was spent cleaning and reorganizing resources for an Orphan Relief center. After service, the group drove to their final destination, Savannah, Georgia. The group did some reflection that night on the activities of the day and the entire break really starting to focus on what they can take from this break and implement back in Harrisonburg, VA. Their final task was to answer the journal prompt for the day: “As a result of having applied the five leadership practices and the 8 KQ's during this trip, what will you take away from this experience?”.

Day 7 was the group’s free day. They drove together to Savannah in the morning, and met up later in the day for dinner together in the city. After their meal, they drove home for their final reflection time. This focused on what they’ve learned throughout the break and how they would use these things to be better leaders in their community. They finished the night by answering the prompt, “Summarize your experience throughout this trip. In what ways have you changed as a leader as a result of participating?”

On day 8 the group packed up their things and made the long drive back to Harrisonburg, VA.

Reorientation Session

This session took place approximately 2 weeks after returning from the break. It brought everyone back together, and gave them an opportunity to reflect on the trip and what they could be implementing in their day to day life.

The session began casually with a pizza dinner and an overview of the night. Everyone received a second LPI report to examine and compare to their original. This report was completed in the week following the alternative break. It included the self-reported scores as well as observer scores from the break leaders and 2-3 of their fellow participants, including the person they were partnered with to coordinate their service. This gave them the ability to examine their personal growth and general awareness of their own leadership behaviors.

The Madison Collaborative Educators led a discussion on some of the ethical dilemmas the participants encountered on the break and what it has been like being back. The group talked about these things and again emphasized looking for new opportunities to be leaders in their community.

In an effort to continue modeling the leadership practices, the break leaders chose to end the night with a piece of encouragement. All members received a frame with a picture of the group and a white matte around it. The group members went around to

each frame and wrote notes to each other. All participants received this frame and their journal as a take away from their “On the Road for Change” experience.

Assessment Design

In order to evaluate whether the intended learning occurred as a result of this experience, a set of standards and assessment methods were created. This assessment structure was put in place to help the researcher and the offices sponsoring the program understand what was effective, what was not, and how the program could be better run in the future.

Learning Objectives

A team of graduate students in the College Student Personnel Administration program at JMU were brought in during the fall semester, as the program was still being developed, to help begin the assessment cycle and revise the learning objectives for this experience. After discussion with the director over the program, the break leaders, and one of their professors the following objectives were created:

1. As a function of participating in On the Road for Change spring break experience, participants will be able to write from memory all five practices of exemplary leadership
2. As a function of participating in On the Road for Change spring break experience, participants will be able to write from memory at least seven of the ten corresponding commitments as defined by Kouzes and Posner

3. As a function of participating in On the Road for Change spring break experience, participants will self-report a one point increase on five out of the thirty subscales of leadership behaviors, as defined by Kouzes and Posner, compared to before the experience
4. As a function of participating in the On the Road for Change spring break experience, participants will be able to write at least six of the eight constructs from the Madison Collaborative 8 Key Questions
5. As a function of participating in the On the Road for Change spring break experience, participants will be able to describe at least one ethical dilemma they were exposed to during the break
6. As a function of participating in the On the Road for Change spring break experience, participants will be able to express how they applied the Madison Collaborative 8 Key Questions to at least one ethical dilemma they experienced on the break.

The entire break experience was designed to accomplish these objectives, and the rest of the assessment pieces focus on these learning outcomes.

Assessment Methods

To be able to understand if these objectives were met, various assessment methods were implemented throughout On the Road for Change. These assessments include both quantitative and qualitative methods. Some used self-analysis, some used critical analysis of journal entries and comments made during post-experience interviews. This mix of methods creates many ways to determine whether or not the learning objectives were met and to identify the main lessons learned by the participants. The implemented assessment methods are discussed in further detail below, and a table of the most direct links

between the assessment methods and the learning objective they directly measure are shown in Figure 3.

Figure 3: Pairing Assessment Methods with Learning Objectives

	SLPI Results	Pre/Post Tests of Memory	Journal Entries	Interviews
Learning Objective 1		X		
Learning Objective 2		X		
Learning Objective 3	X			
Learning Objective 4		X		
Learning Objective 5			X	X
Learning Objective 6			X	X

The Leadership Practices Inventory

The Leadership Practices Inventory (LPI) was created by James Kouzes and Barry Posner to accompany their model for leadership published in *The Leadership Challenge* and then modified when the model was adapted for college students. The LPI takes the actions from each practice and turns them into behavioral statements (Kouzes &

Posner, 2002). In the words of the *Twelfth Mental Measurements Yearbook* (1995), “The LPI is one of the most extensively researched management development tools I have encountered. It is a model of sound research design from its initial development and refinement through subsequent concurrent validity studies.” (Lewis, 1995, p. 557). This instrument has been rigorously tested and clearly articulated, making it an excellent tool for comparison within this study (Bowles and Bowles, 2000). The student version of the LPI, or the Student Leadership Practices Inventory® (SLPI®), has been rigorously tested and maintains very high validity and reliability measure as well. (John Wiley & Sons, Inc. 2014). This assessment method was chosen for this study because of it’s connection to the Student Leadership Challenge and the proven ability to assess the leadership skill of students.

All participants took the SLPI at the beginning of this experience before they had extensive knowledge of the *Student Leadership Challenge*. They then took the SLPI again after returning from spring break and received observer ratings at this time. These observer ratings included both student break leaders, and 2-3 other participants on the break.

A longitudinal design was used in this study. By taking this assessment before and after the On the Road for Change experience, a comparison can be made between scores. This assessment method is highlighted within learning objective 3, where it was anticipated that the students would experience a one point increase in at least five of the thirty behavioral statements assessed on the SLPI. This one point growth would

show that participants believe they are enacting specific leadership behaviors more frequently than they did before the On the Road for Change experience.

It's important to mention that while the SLPI is very helpful in seeing and measuring student growth, at the end of the day it is still a self-assessment.. The results could be impacted by a respondent's setting, their mood on a certain day, or other personal variables. Because the participants are only responding about their own experiences, the results really cannot be generalized. This being said, this is still a useful tool to see individual growth over time. Observers' scores are helpful and can add another level of understanding when used. On the Road for Change chose to utilize observer scores after the break to obtain feedback on seeing the leaders in action.

Pre-test/Post-test

The pre- and post-tests were administered at the beginning of the first pre-break class and at the conclusion of the re-orientation session, respectively. These tests contained duplicate questions designed to elucidate whether participants had learned *Student Leadership Challenge* and Madison Collaborative terminology. The tests asked participants to list from memory the five practices of the *Student Leadership Challenge*, the ten commitments within the *Student Leadership Challenge*, and the 8 Key Questions from the Madison Collaborative. Copies of these tests are available in the Appendix sections C and D.

These tests target learning objectives 1, 2 and 4. On the post-test, it was hoped participants would be able to list all five *Student Leadership Challenge* practices, at least seven of the ten commitments, and at least six of the 8 Key Questions. Comparing the pre- and post-test results for each participant shows whether the desired learning occurred, or if the participant went into On the Road for Change with previous knowledge.

Journal Entries

As previously described, each pre-break session, as well as every day during the spring break trip, concluded with a journal entry. These entries were intended to provide an additional way for participants to reflect on their experience and help the leaders understand if they were learning and observing what was intended.

The prompts were developed by a College Student Personnel Administration graduate student working in the Dux Leadership Center. Each prompt was intended to invite the participants to apply the new theoretical knowledge gained to their own personal experiences. These included ethical questions, leadership applications, ways of combining both ethics and leadership and generally asking what they have learned. The questions can be seen in Eppendix E. These journal entries could then be used to evaluate outcomes five and six, as well as present qualitative data to understand if the concepts and practices of ethical leadership as presented to the students during their participation in the program was being internalized and if participants could apply it in different scenarios.

This same graduate student also created a rubric that would be used to better analyze and understand the responses from these journal entries. Each entry would be scored on a scale from zero to four, zero being insufficient and four being excellent. The exact criteria to be used in evaluating the journal entries varied for each prompt. The full rubric with score descriptions is visible in Appendix F. The researcher took the time to go through and score each of the journal entries while also gathering qualitative information and anecdotal quotes from the participants' responses.

Interviews

In addition to the other assessment methods, each participant took part in a post-break interview. These interview sessions were conducted by Dux Leadership Center employees, not including any of the break leaders. The interviewers recorded the conversations and took detailed notes allowing for different people to analyze the participants' answers.

The goal of these interviews was to once again allow the participants time to process their experiences within On the Road for Change, provide an honest appraisal as to what they learned, and give feedback vital to improving the break for years to come. The interviews included questions such as "In what other ways, besides the leadership practice that you mentioned, has your leadership been impacted?" and "What ethical reasoning did you go through when you were exposed to that ethical dilemma on the break?" All of the interview questions are available in Appendix P. These interviews

targeted learning objectives 5 and 6 and provided qualitative data to support the other learning objectives. Observations from these interviews would also be important in forming recommendations on ways to improve the implementation of this program in the future.

Assessment Analysis

Each of the above listed assessment methods help to determine if the learning objectives were actually met throughout the On the Road for Change program. In general, throughout the analysis it is evident that many of these learning objectives were met, but there is still room for improvement in some areas.

Leadership Practices Inventory

All 15 participants took Kouzes and Posner's SLPI before and after their On the Road for Change experience. They self-rated themselves on a scale from one to five on 30 different behavior statements, one meaning they exhibited this behavior infrequently, and a five meaning they always exhibit this behavior. The third learning objective paired with this assessment method establishes a goal for an increase of at least one point in 5 of the leadership behavior statements. The researcher saw that 12 of the 15 participants showed at least this improvement, with all participants showing growth in at minimum three statements. The breakdown of these scores is seen within Figure 4.

All participants saw growth in at least three statements, with some seeing growth in as many as 23 of the 30 statements. Some interesting things were noted within these responses as well. Three participants self-reported themselves to have a five out of five

score in every single statement. When observer scores are compared to these, no one was close to perfect in every statement, so there could be merit to considering these responses outliers in the future. For the sake of this paper though, the responses are included and compared to their earlier SLPI results.

Some participants also saw decreases in some of their SLPI scores. Through discussion most people came to understand this was not because they became worse at the behavior. Instead, they now have a better understanding as to what the behavior and realized they were not implementing it as frequently as earlier believed.

Figure 4: SLPI Statement Growth

If an “X” is present in a box, the designated participant saw growth of at least one point in this statement

Statement	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1. Sets personal example		X	X		X				X	X					X
2. Looks ahead and communicates future		X			X							X		X	X
3. Challenges skills and abilities			X		X		X		X				X	X	X
4. Fosters cooperative relationships					X			X						X	X
5. Praises people										X		X		X	
6. Aligns others with principles and standards			X		X			X	X	X		X		X	
7. Describes ideal capabilities						X	X	X		X		X		X	
8. Helps others try out new ideas					X				X			X	X	X	
9. Actively listens to diverse viewpoints	X								X	X	X	X			
10. Encourages others	X						X		X	X				X	
11. Follows through on promises			X							X				X	
12. Talks about how future could be better			X		X				X	X		X	X	X	X
13. Searches for innovative ways to improve					X		X								
14. Treats others with respect								X	X	X		X			
15. Expresses appreciation for people’s contributions			X						X	X	X	X	X	X	
16. Seeks feedback about impact of actions					X	X		X	X			X		X	X
17. Shows others how their interests can be realized			X		X		X					X		X	
18. Asks “What can we learn?”									X			X		X	
19. Supports decisions other people make	X	X	X	X	X				X	X	X	X	X	X	X
20. Publicly recognizes alignment with values			X									X	X	X	X
21. Makes sure people support common values	X			X	X			X				X			
22. Is upbeat and positive			X							X	X	X		X	X
23. Breaks projects into smaller do-able portions						X	X		X			X			X
24. Gives others freedom and choice	X		X		X				X						X
25. Celebrates accomplishments					X	X			X	X		X	X	X	X
26. Talks about values and principles			X			X			X			X			
27. Communicates purpose and meaning			X		X		X			X		X	X		X
28. Takes initiative in experimenting				X	X	X	X		X	X		X	X	X	X
29. Provides leadership opportunities for others					X				X	X		X	X	X	X
30. Creatively recognizes people’s contributions					X		X		X	X		X	X	X	
TOTAL INCREASED:	5	3	13	3	18	6	9	6	19	17	4	23	11	21	15

Examining the scores themselves, an average increase of over 10 points is seen through the evolution of the On the Road for Change program. The largest increase was

seen within Encourage the Heart, with participants showing an average change of 3.27 points. The change in averages shows that as a general body, participants reported that they were engaging in these leadership behaviors more frequently.

Each participant also received observer scores from their experience. On average the observer score was less than a point from the individual's post-break score. This shows that the participants' self-ratings were relatively similar to how they are perceived by others.

Pre/Post Tests of Memory

The pre-test was taken by 14 of the 15 participants, and the post-test was taken by all 15 participants. The post-test results for the participant who did not take the memory pre-test are not included in the analysis as no comparison can be made on their results. The summary results of the pre and post tests are visible in Figure 5. No one could list any of the five leadership practices before this experience, but afterwards they knew on average 4.64 of the five, with 10 of the 14 naming all five. This addressed learning objective one. Though this wasn't every single participant, significant progress was made with this learning objective.

Another big portion of the pre/post-test was being able to list the word associated with each of the 8 Key Questions. Most participants had little to no knowledge of these questions prior to their participation in the program, with one exception. One participant knew 7 out of the 8 Key Questions. After the break 12 of the 14 participants met the

learning objective by being able to name at least 6 out of the 8, with all of the participants knowing an average of 7.14 of the 8 key questions. This portion of the assessment was addressing learning objective four, which we can see most participants met.

Figure 5: Memory Pre/Post Test Scores

	5 Practices PRE	5 Practices POST	10 Commitments PRE	10 Commitments POST	8KQ's PRE	8KQ's POST
Average of values	0	4.64	0	4.29	0.86	7.14
Post - Pre		4.64		4.29		6.29
Learning objectives		10/14 Can write all 5		1/14 can write at least 7		12/14 can name at least 6

The second portion of the pre/post-test was naming the commitments that correspond to the five practices. Similar to the practices, participants did not know any of the commitments prior to their participation in the program. Learning objective two set the goal for participants to be able to name at least seven of these ten commitments. This was one objective not met through the break experience. Only one of the 14 participants was able to name at least seven of the 10. The average for all participants was only being able to name 4.29.

Journals

The journals provided a new look at the “On the Road for Change” experience directly through the eyes of the participants. It allowed the researcher to gain a more accurate appraisal of their thoughts and experiences throughout the program.

The prompts for the pre-break session were mostly centered around applying the material discussed in the classroom setting to their actual life. The goal of this portion was to give another way for participants to process the material in a setting that is most applicable and understandable for them. The prompts during the alternative break are intended to help participants reflect on what they are experiencing and apply the ethical leadership concepts to these experiences. The average scores for each of the journal entries are available in Figure 6.

Figure 6: Average Journal Entry Score

Journal Entry	Average Score out of 4
Session 1	3.54
Session 2	3.00
Session 3	2.85
Session 4	3.23
Session 5	2.88
Session 6	2.29
Day 1	0.53
Day 2	0.47
Day 3	3.00
Day 4	3.47
Day 5	3.00
Day 6	1.33
Day 7	2.29

The first prompt asks the participants to choose one of the 8 key questions and apply it to their life. The rubric criteria used to evaluate this journal prompt is shown in Figure 7

Figure 7: Week 1 Rubric

Insufficient 0	Marginal 1	Fair 2	Good 3	Excellent 4
No mention of a situation that has occurred.	Described a situation but failed to discuss how the 8 KQ's applied.	Described a situation and how the 8 KQ's applied. May have inaccurately applied the 8 KQ's in the response. Account is not <u>in-depth</u> or <u>clear</u> .	Described a situation and how the 8 KQ's applied. Mostly accurate application of the 8 KQ's in the response. Account is not <u>in-depth</u> or <u>clear</u> .	Described a situation and how the 8 KQ's applied. Accurate application of the 8 KQ's in the response. Account is <u>in-depth</u> and <u>clear</u> .

All participants could identify one of the questions, relate to it and apply it to a situation. The prompt scores averaged 3.53 out of 4, showing that the sought after learning and application was present in the responses.

The next week's prompt looked for an example of someone not modeling the way, and how the 8 Key Questions tie into the situation. The rubric for this prompt is shown in Figure 8.

Figure 8: Week 2 Rubric

Insufficient 0	Marginal 1	Fair 2	Good 3	Excellent 4
No mention of a previous leader or situation.	Mentions a leader but not in the context of matching words to actions. May or may not incorporate 8 KQ's in the response.	Mentions a leader in the context of matching words to actions but discusses <u>only one of the following</u> : the effectiveness of leadership <u>or</u> the student's view of the leader. May or may not incorporate the 8 KQ's in the response.	Mentions a leader in the context of matching words to actions and discusses <u>both</u> the effectiveness of leadership <u>and</u> the student's view of the leader. May or may not incorporate the 8 KQ's in the response.	Mentions a leader in the context of matching words to actions and discusses <u>both</u> the effectiveness of leadership <u>and</u> the student's view of the leader. Incorporates at least one of the 8 KQ's in the response.

All of the participants were able to provide an example of a leader not setting the example, and were able to understand why this negatively impacted their leadership. They did struggle slightly with bringing one of the 8 Key Questions into their responses, which is the main reason that the average score for the responses was a 3 and not

higher. Some made the appropriate connection to the ethics construct, but others left that portion of their response out completely.

The third week’s journal prompt gave participants the chance to think about their vision for the break, and further discuss how the commitments for inspire a shared vision can be implemented in their day to day life. The rubric for week 3’s prompt is shown in Figure 9.

Figure 9: Week 3 Rubric

Insufficient 0	Marginal 1	Fair 2	Good 3	Excellent 4
No discussion of their own experiences as related to Inspire a Shared Vision.	<u>Shallow and unclear</u> discussion of their experience in terms of how the commitments relate to their experience. Does not discuss own future application.	<u>In-depth and clear</u> discussion of their experience in terms of how the commitments relate to their experience. Does not discuss own future application.	<u>In-depth and clear</u> discussion of their experience in terms of how the commitments relate to their experience. There is a discussion of future application, this account is not in-depth or clear.	<u>In-depth and clear</u> discussion of their experience in terms of how the commitments relate to their experience. There is a discussion of future application, this account is <u>in-depth</u> and <u>clear</u> .

The responses definitely did reflect on what occurred during the session. They enjoyed thinking about their vision and seeing the visions of the rest of the group as well. They discussed how they could attain their vision and help others attain theirs as well. There wasn’t near as much application to their day to day life though, as most participants wrote almost entirely on the first part of the prompt. This lack of real life discussion lead to the lower average score of 2.85.

Week four’s journal prompt asked the participants to use the 8 Key Questions to understand the difference between challenging the process and breaking the rules. The accompanying rubric is shown in Figure 10.

Figure 10: Week 4 Rubric

Insufficient 0	Marginal 1	Fair 2	Good 3	Excellent 4
No discussion of the 8 KQ's or application of whether the student is challenging the process or breaking the rules.	Inadequately discusses the 8 KQ's and fails to answer whether the student is challenging the process or breaking the rules.	Adequately discusses the 8 KQ's. Inaccurate answer of whether the student is challenging the process or breaking the rules.	Adequately discusses how a student uses at least one of the 8 KQ's to decide whether they are challenging the process or breaking the rules. The answer is not in-depth or clear.	Provided an <u>in-depth</u> and <u>clear</u> discussion of how a student uses at least one of the 8 KQ's to decide whether they are challenging the process or breaking the rules.

This prompt scored relatively well – 3.23 out of 4. The responses all discussed where the line is between these two things, often returning to the importance of morals and motivation of your actions. One participant wrote, “Breaking the rules’ I feel, implies achieving what’s only good for you rather than trying to aid another person in improving his or her situation.” This sentiment is shared by many others as they discuss what is driving the decision. Some also wrote how you can tell the difference by hearing other peoples’ thoughts on the situation, and to what solution the other 8 Key Questions addressed.

The fifth week encouraged participants to write about enabling others to act. Specifically, the prompt had students consider a time they had seen the commitments within enabling others to act in action compared to a time when these commitments were not present. The rubric used to score this week’s responses is shown in Figure 11.

Figure 11: Week 5 Rubric

Insufficient 0	Marginal 1	Fair 2	Good 3	Excellent 4
Does not cite an experience or a situation.	Cites an experience or a situation but does not relate this in the context of encouraging collaboration, trust, and building relationships. Response does not include a second experience.	Cites an experience or a situation and relates this in the context of encouraging collaboration, trust, and building relationships. A second experience was mentioned but there is no contrast to the first experience.	Cites an experience or a situation, relates this in the context of encouraging collaboration, trust, and building relationships, A second experience is contrasted to the first experience, but collaboration, trust, and building relationships are only partially discussed in the second experience.	Cites an experience or a situation, relates this in the context of encouraging collaboration, trust, and building relationships. Clearly describes the results of the first experience. Adequate discussion of a second experience that did not have collaboration, trust, and building relationships that is contrasted to the first experience.

The average score for this prompt was a 2.88, mostly because several participants only answered one part of this prompt and gave an example of just a good or just a bad situation. They definitely understood that a collaborative, high-functioning team would be more effective than one that did not get along, and could cite examples to support that notion.

The sixth and final pre-break session journal prompt encouraged the participant to share an experience when someone was encouraging their heart, specifically how the two commitments were present in their described experience. The rubric for this entry is shown in Figure 12.

Figure 12: Week 6 Rubric

Insufficient 0	Marginal 1	Fair 2	Good 3	Excellent 4
No mention of leadership or ethical reasoning/Madison Collaborative's 8 Key Questions.	Vague/general reference to leadership or ethical reasoning/Madison Collaborative's 8 Key Questions.	<u>Generally</u> mentions either the practices and commitments of the Student Leadership Challenge or ethical reasoning/Madison Collaborative's 8 Key Questions.	Describes with detail one of the following: the practices and commitments of the Student Leadership Challenge or ethical reasoning/ Madison Collaborative's 8 Key Questions and generally mentions the other.	Describes with detail the practices and commitments of the Student Leadership Challenge <u>and</u> ethical reasoning/ the Madison Collaborative's 8 Key Questions.

The average score was 2.29 which is lower than most. This is because many

participants did not include reference to one or both commitments. They all were able to provide an example of a time they felt encouraged, but the specificity of the presence of the commitments did not occur. They did recognize the importance of this encouragement being personal and specific to their situation.

Once the break began, the students' responses to the prompts took a slightly different turn and were not what the designers had expected or anticipated. The journal prompts would often be interpreted by the participants as simply asking them to reflect on their experience, or discuss how they were feeling. The program designers believed these short and simple prompts would avoid creating a bias within the participants or prejudice them to give a specific answer. The shorter prompts would instead leave open the opportunity for participants to share anything they were thinking about, while hoping that the participants would bring up key points from the *Student Leadership Challenge* or the 8 Key Questions.

Each day's journal entry responses are discussed in depth below. Various quotes from participants and appropriate analysis are given for each. The researcher believes that in some cases, the prompts were too vague and the participants did not make the desired connections. They did answer the prompt and reflect on their experience, but the desired response was not present in their answers.

On day 1, the participants were asked to discuss what they had experienced so far, what they were excited about and what they were concerned about. The rubric used to analyze this session is shown in Figure 13.

Figure 13: Day 1 Rubric

Insufficient 0	Marginal 1	Fair 2	Good 3	Excellent 4
No mention of leadership or ethical reasoning/Madison Collaborative's 8 Key Questions.	Vague/general reference to leadership or ethical reasoning/Madison Collaborative's 8 Key Questions.	<u>Generally</u> mentions either the practices and commitments of the Student Leadership Challenge or ethical reasoning/Madison Collaborative's 8 Key Questions.	Describes with detail one of the following: the practices and commitments of the Student Leadership Challenge or ethical reasoning/ Madison Collaborative's 8 Key Questions and generally mentions the other.	Describes with detail the practices and commitments of the Student Leadership Challenge <u>and</u> ethical reasoning/ the Madison Collaborative's 8 Key Questions.

Their experiences at this point included team building activities and several hours in the car. It seems like the van time was important as it helped the participants start to bond; almost everyone stated that they were excited about the relationships they were forming. For example, one participant wrote, "So far, I have really enjoyed getting to know our team better and really bonding with everyone! Each person is so unique and diverse and it was neat to experience something new together." This unity is an important part of making everyone feel comfortable and successful for the week. Concerns were mostly minor at this point, a few people were nervous about their turn leading a service experience, but even in this case they were also excited for the opportunity. Some were slightly worried about finding some alone time to relax and renew, but generally all seemed to be in good spirits.

This journal prompt was important for the participants to reflect on as it helped them to understand and think through their first full day with the group. They answered all parts of the question, yet the rubric (Figure 13) was designed to award points for direct

mentions and in depth explanations of the leadership practices and 8 Key Question terminologies. Few to none of the participants made these references, so the scores given were almost all between a 0 and 1. However, the researcher believes the responses from the participants were adequate and valuable, though they did not meet the rubric criteria. The reflection that occurred about developing relationships and their thoughts and feelings about the break were important to help the participants think through what they were experiencing. Lessons were learned in this reflection, but the lessons were not directly related to the learning objectives. These lessons though are just as important to the success of this program as a direct explanation of an 8 Key Question or Student Leadership Challenge practice. Therefore, the researcher believes the rubric for this first day’s reflection was flawed.

The first day’s prompt wasn’t the only one with this conflict between a fully answered question and what was expected by the standards of the rubric. The journal prompt of the second day had a similar issue, and the sixth day’s prompt had similar problems as well. The prompt for Day 2 was “What successes have you experienced today? How have you been challenged during this trip?” with the rubric criteria shown in Figure 14.

Figure 14: Day 2 Rubric

Insufficient 0	Marginal 1	Fair 2	Good 3	Excellent 4
No mention of leadership or ethical reasoning/Madison Collaborative’s 8 Key Questions.	Vague/general reference to leadership or ethical reasoning/Madison Collaborative’s 8 Key Questions.	<u>Generally</u> mentions either the practices and commitments of the Student Leadership Challenge or ethical reasoning/Madison Collaborative’s 8 Key Questions.	Describes with detail one of the following: the practices and commitments of the Student Leadership Challenge or ethical reasoning/ Madison Collaborative’s 8 Key Questions and generally mentions the other.	Describes with detail the practices and commitments of the Student Leadership Challenge <u>and</u> ethical reasoning/ the Madison Collaborative’s 8 Key Questions.

The respondents answered both of the questions in the prompt within their responses.

Many were proud of the service they had completed at the diaper bank and arts center and the encouragement they felt coming out of these experiences was evident. The challenges they stated were mainly around the group dynamic, fatigue and generally being an excited and present member of the group. Once again, the participants answered the questions asked, but didn't mention the 8 Key Questions or the *Student Leadership Challenge* resulting in a low average score of 0.47. This score is extremely low, but the researcher strongly believes important reflections occurred and lessons were learned. By discussing their experiences and challenges in the first day, they could express their feelings and how the group dynamic was affecting their trip. This allows for reflection and growth from what they were experiencing, and so these journal prompt questions are still significant. The rubric was looking for something that was not being asked, so participants did not provide it.

On Day 3 the students reflected mostly around applying the 8 Key Questions to some situation they had encountered during the break. The rubric in Figure 15 was used to analyze these responses.

Figure 15: Day 3 Rubric

Insufficient 0	Marginal 1	Fair 2	Good 3	Excellent 4
No mention of a situation that has occurred.	Described a situation but failed to discuss how the 8 KQ's applied.	Described a situation and how the 8 KQ's applied. May have inaccurately applied the 8 KQ's in the response. Account is not <u>in-depth</u> or <u>clear</u> .	Described a situation and how the 8 KQ's applied. Mostly accurate application of the 8 KQ's in the response. Account is not <u>in-depth</u> or <u>clear</u> .	Described a situation and how the 8 KQ's applied. Accurate application of the 8 KQ's in the response. Account is <u>in-depth</u> and <u>clear</u> .

The journal responses indicated to the researcher that they definitely know the words associated with the 8 Key Questions and their basic meanings, but the actual process of

applying those concepts to the ethical situations they faced was missing from their journal entries. For example, one participant wrote,

“Today I used the trait of responsibility...it was our job to organize a huge pile of linens so that they could be easily transported, and that the table underneath could be used. There was only two hours to do a lot of work and a lot of distractions popped up. We were initially unable to use the elevator but we took the initiative of carrying the boxes upstairs. There were also several obstacles when it came to sorting through the linens...I overcame these obstacles in order to carry out our responsibility of sorting the linens”

This student definitely understood that responsibility was important, but this was not an application of the 8 Key Questions as they were not reasoning through any type of ethical dilemma. Another participant wrote that they used “Empathy as one of the 8 Key Questions is because I had empathy to those who struggled slightly with problems with how things were”. Again, they understood the basic concept and definition of empathy, but it wasn’t being applied in the context of ethical reasoning.

There is more to using the 8 Key Questions than just linking these key words to events occurring in their life. The point of the 8 Key Questions is to aid in ethical reasoning, and for ethical reasoning to take place there needs to be an ethical dilemma to work through. The researcher saw that the participants were applying the concepts of the 8 Key Questions without any type of ethical dilemma being present. The program itself and the pre-break sessions need to be improved in the future to help clarify when the 8 Key Questions are to be applied.

The students' journal entries for days 4 and 5 were both more successful in reaching the intended outcome. The prompt for Day 4 was giving participants the opportunity to discuss how they have seen one of the leadership practices and the corresponding commitments occur during the break. The rubric shown in Figure 16 was used to analyze their responses.

Figure 16: Day 4 Rubric

Insufficient 0	Marginal 1	Fair 2	Good 3	Excellent 4
No attempt or completely inaccurate description in discussing the practices or commitments of the Student Leadership Challenge.	Discusses one practice from the Student Leadership Challenge but does not mention any of the corresponding commitments in the response.	Discusses one practice from the Student Leadership Challenge and mentions one of the two corresponding commitments in the response.	Discusses one practice from the Student Leadership Challenge and mentions <u>both of the</u> corresponding commitments in the response. Account is not in-depth or clear.	Discusses one practice from the Student Leadership Challenge and mentions <u>both of the</u> corresponding commitments in the response. Account is <u>in-depth</u> and <u>clear</u> .

Participants were very capable of choosing a practice to discuss and providing an example of how this practice was present. This is reflected in the high average journal score of 3.47. You can also see this clarity in application in how they discuss the practices within their responses. For example, two participants discuss the practice of Encourage the Heart as follows:

“During this trip, many (all of us) have repeatedly recognized contributions and celebrated victories of one another. Several of the places we have visited also to serve have had employees and managers who recognized our contributions and even some who could not believe that 17 college students would volunteer during their spring break...it conveyed how much they really appreciated our contributions”

“I have seen encouragement run rampant through the team when someone cheers for another or congratulates them for what they did...other people also humble themselves and take a break to look for good work being done by their peers. Work can be hard and taxing, but being celebrated and encouraged makes you feel useful and like what you’re doing is worthwhile”.

It is clear through their comments they understand this practice and what it looks like when it is occurring around them.

Day 5’s prompt had participants writing about an ethical dilemma they encountered and how they reasoned through it. The rubric used to critique these responses is seen in Figure 17.

Figure 17: Day 5 Rubric

Insufficient 0	Marginal 1	Fair 2	Good 3	Excellent 4
No mention of a situation that has occurred.	Described a situation but failed to discuss how the 8 KQ’s applied.	Described a situation and how the 8 KQ’s applied. May have inaccurately applied the 8 KQ’s in the response. Account is not <u>in-depth</u> or <u>clear</u> .	Described a situation and how the 8 KQ’s applied. Mostly accurate application of the 8 KQ’s in the response. Account is not <u>in-depth</u> or <u>clear</u> .	Described a situation and how the 8 KQ’s applied. Accurate application of the 8 KQ’s in the response. Account is <u>in-depth</u> and <u>clear</u> .

All participants were able to discuss an ethical scenario either they or one of the teammates had encountered and could appropriately apply the 8 Key Questions to the scenario. For example, when discussing the events when cleaning out the pantry within the homeless shelter one participant writes,

“The 8 key questions that apply to this situation is that of empathy...would I want to eat this food? Fairness ~ would I let my own child eat this food? Overall I value the health of other humans over the environment.”

By applying some of the 8 Key Questions, this participant thought through what she really values and it helped her better understand the situation beyond the original emotional reaction to throwing out and wasting lots of food. Though more detail would have been desirable in some responses, in general the responses were appropriate resulting in an average journal score of 3.

The journal prompt on Day 6 asked for the participants to discuss what they are taking away from this experience, and the rubric used is shown in Figure 18.

Figure 18: Day 6 Rubric

Insufficient 0	Marginal 1	Fair 2	Good 3	Excellent 4
No mention of leadership or ethical reasoning/Madison Collaborative's 8 Key Questions.	Vague/general reference to leadership or ethical reasoning/Madison Collaborative's 8 Key Questions.	<u>Generally</u> mentions either the practices and commitments of the Student Leadership Challenge or ethical reasoning/Madison Collaborative's 8 Key Questions.	Describes with detail one of the following: the practices and commitments of the Student Leadership Challenge <u>or</u> ethical reasoning/ Madison Collaborative's 8 Key Questions and generally mentions the other.	Describes with detail the practices and commitments of the Student Leadership Challenge <u>and</u> ethical reasoning/ the Madison Collaborative's 8 Key Questions.

Many people did talk about leadership, ethics, and ethical leadership, and were grateful for the knowledge they gained here. However, similar to Days 1 and 2, some scores were low because the takeaways students wrote about were not directly tied to the ethical leadership components the rubric expected.

Some provided significant discussion on their passion for service or the relationships gained from the experience. For example, one participant wrote, "I feel that our most successful service experiences occurred when the whole group was inspired with a shared vision. Communicating a meaningful mission for the group to understand beforehand is very important." Another wrote, "I've never done service to this level

before and I am beyond grateful to be here. I am taking back with me the effect directly and indirectly our service had on these individuals and organizations.” Both love for service and the community created on the break are vital to this experience, but neither coincide with the set learning objectives.

The journal entries from the final day give insight regarding additional lessons learned.

The rubric is shown in Figure 19.

Figure 19: Day 7 Rubric

Insufficient 0	Marginal 1	Fair 2	Good 3	Excellent 4
No mention of leadership or ethical reasoning/Madison Collaborative's 8 Key Questions.	Vague/general reference to leadership or ethical reasoning/Madison Collaborative's 8 Key Questions.	<u>Generally</u> mentions either the practices and commitments of the Student Leadership Challenge or ethical reasoning/Madison Collaborative's 8 Key Questions.	Describes with detail one of the following: the practices and commitments of the Student Leadership Challenge or ethical reasoning/ Madison Collaborative's 8 Key Questions and generally mentions the other.	Describes with detail the practices and commitments of the Student Leadership Challenge <u>and</u> ethical reasoning/ the Madison Collaborative's 8 Key Questions.

Here are a few representative sample responses:

“As a leader I realize it is okay that I am not extroverted and loud but I can be a leader by being my quiet and introverted self.”

“What I’ve learned from this trip is that silently leading by maybe modeling the way or enabling others to act rather than acting myself is a necessary component of leadership.”

“The friendships developed and how each person encouraged every other person in many ways. I’m blessed to have been accepted and able to experience true encouragement for myself and others.”

Many lessons were learned by everyone who was a part of this experience, and those lessons vary from ethical leadership skills to friendships developed. Though the average

score was not tremendously high (2.29), all participants spoke of growth or lessons learned, which is evidence that supports continuing this program in the future.

Interviews

The interview responses provided an opportunity for participants to reflect on their experience while also providing qualitative information to the researcher. These results are another way to see if they can reason through an ethical dilemma, explain the leadership practices, or generally just understand what they learned. While analyzing these interviews, the researcher mainly looked for themes in responses that did or did not align with the intended learning objectives. Eleven of the 15 participants completed their interview and answered all questions. The other four participants did not complete the interview.

The first questions asked generally about the students' experience with the program. All responses to this question were incredibly positive, often praising the group dynamic, the ethical leadership growth they saw in themselves, and new appreciations for service. The other questions were more specific, targeting the *Student Leadership Challenge* and 8 Key Question terminologies directly.

When asked in which of the five practices they have seen the most growth, all participants were able to choose one and elaborate on the lesson. It was more than just reciting the terminology back to the interviewer. Through in-depth descriptions in the context of actual situations, it was clearly evident that an understanding of the content

had been learned. The most common practices discussed were Enable Others to Act and Encourage the Heart. The practice of Enable Others to Act seemed like a new idea to many but they really connected with it, while encourage the heart was seen with much more frequency and emphasis during their spring break experience.

The next section of questions explored the participant's experience with ethical dilemmas and ethical reasoning during the break. The main ethical dilemmas discussed occurred at the Salvation Army and the men's shelter, (two examples cited earlier in this thesis). Students discussed being asked to shred and throw out what seemed like perfectly good clothes at the Salvation Army, and which 8 Key Questions they used to process this situation. Some of this discussion included the concept of authority and whether they should follow what this authority asked them to do or to not follow the authority's directions and not dispose of the clothes. Other ethical reasoning included the fairness of the situation and the responsibility of the participants and the Salvation Army. All of this application shows that the participants were in fact able to identify that the situation was an ethical dilemma and apply the Madison Collaborative's 8 Key Question model to work through it.

The second big situation discussed during the interviews was the occurrences at the men's shelter. They were asked to go through the pantry, reorganize it, and dispose of any and all expired food. A large portion of this food was indeed expired, and while carrying it out some participants encountered some residents of the shelter asking for the food. The ethical dilemmas occurred as they threw out barely expired food they felt

could be consumed, and not being able to give this food to the shelter residents even when they asked for it. The biggest question students brought up in this scenario was authority. The participants felt the need to follow the directions of those directing the center as they knew what work should be done to truly benefit the center. Many participants also referenced empathy as they felt for the residents of the center who could not have the food. The responsibilities as a volunteer that day were examined in addition to the outcomes of giving the food away and the character of each person individually and the shelter in general. Once again, these responses show that the participants could identify an ethical dilemma and process through it.

The first and final interview questions ask more generally for comments about the experience of each participant. All interviewees said they had a positive experience and learned from the experience. Many also discussed the importance of and excitement about the relationships created during the break. A few touched on new found passion and want to pursue service when they returned to Harrisonburg. Some also mentioned the importance and value of the reflection that took place during the break. These responses show the power and importance of what the participants experienced on the break. Some of this feedback does not tie directly back to the previously established learning objectives, but none-the-less speaks to the impact of the program.

Program Evaluations

Evaluation surveys were sent to all participants after the experience to receive anonymous feedback on the trip. Questions included everything from the structure and

content of the pre-break sessions to the housing accommodations and food consumed during the break to final reflections and lessons learned. These surveys were emailed to all the participants asking for responses.

A limited number of responses were received for these evaluations. Only four of the fifteen participants filled it out so not many conclusions can be drawn from the data. Some constructive feedback was given regarding the amount of content presented within a session and the ability to get to know others before the break began. A lot of positive feedback was given about the impact the program had on their life. For example:

“I was admittedly skeptical about the usefulness of the leadership content presented, but I can confidently say at the end of the process that the leadership practices taught me so much about myself and how to be a more well-rounded leader. I figured out what I am good at and what I could use more growth in.”

“Being able to lead was a great experience and definitely a rewarding part of this trip which helped me become more invested in the ASB as well.”

Future Recommendations

A lot of great things came out of this program, and many, though not all, learning objectives were met. The researcher recommends that the program continue with the same general structure and curriculum in the future with some minor changes. The recommended alterations listed below will help ease implementation and achievement of learning objectives to ensure an effective program is run in the future.

Focus more on teaching the commitments in addition to the practices.

Learning objective 2 (being able to write 7/10 commitments) is the only objective definitively not reached. Reflecting on the program, the gap in reaching this learning objective likely falls within the way the program was implemented. Although an implementation fidelity analysis was not conducted during the program, the researcher's personal experience as part of the implementation of the program can clearly provide evidence that during the training sessions and the alternative break the commitments were mentioned, but there was not a strong emphasis put on them. Much more time was spent on learning the five practices and 8 Key Questions.

It is recommended that future program leaders be more intentional in using all of the terminology throughout the program, both in the session they are introduced in as well as in other sessions. Using an established vocabulary including the ten commitments will help to normalize them and further emphasize them for participants. Also, it would have been more helpful to create a memory device for them beginning from week one and continuing through the rest of the break, rather than waiting to the day of departure at the beginning of spring break.

A memory device for the five practices was created part way through the sessions, but was not used consistently and was created too late. Beginning in week three, the group created movements to go along with each practice, then added to this by creating movements for each commitment on the Saturday that spring break began. These

movements did help as a memory cue somewhat, but would be much more helpful if created for each practice and commitment as they are introduced. A stronger effort needs to be made to use the movements whenever the terminology is used. Then the more ingrained the movements, the better known the terminology will be.

Greater focus on application of the 8 Key Questions.

Assessment showed that the participants clearly did know the 8 Key Question terms. They were able to list them and would use the terminology often with an understanding of the concepts used in the course of everyday life, or helping others, or in general, but not in the context of reasoning through an ethical dilemma. The gap in learning occurred with understanding when to apply the 8 Key Questions – they must be used to help reason through an ethical dilemma.

In the future, spend more time on discussing what an ethical dilemma is and examining different examples of them. When talking about how the 8 Key Questions are used in everyday life, make sure a dilemma or ethical situation is presented to reason through, not just mentioning various things that they think about in life. This is a point that shouldn't take dramatic effort to emphasize. Some intentional discussion regarding usage of the questions when they are originally taught, and reinforcing the need for a dilemma throughout the classes and break should be enough.

Rework the journal entry scoring rubric.

It is important for the journal entries completed by the participants to be assessable and understandable by the researcher. This begins by having a solid rubric to work from when scoring the responses. The rubric created for the spring of 2017 had many successful scoring criteria, but there were a few parts that should be improved and changed for future iterations of the “On the Road for Change” program.

The researcher recommends using similar evaluation criteria for the journal responses during the pre-break sessions, and days 3, 4 and 5 during the break. The rubric for days 1, 2, 6 and 7 should be reworked while still using the same prompts.. For these days, the rubric should be looking for responses discussing relevant lessons learned or experiences had during the break instead of direct use of ethical leadership terminology. The application of the *Student Leadership Challenge* or Madison Collaborative constructs should be treated as a bonus in these responses instead of a requirement. This will help any lessons learned in future journal entries be valued and appreciated instead of only searching for ethical leadership terminology.

Recognize the need for learning beyond ethical leadership.

Some important results were noted from the journal entries that weren't directly related to the learning objectives. Students referenced many times within both the journals and interviews the importance of the relationships they formed, the fun they had, and the passion for service that was created along the way. The researcher strongly believes

this program would not have been a success without these elements, and if changes are made to the program in the future these ideas should not be lost.

If these things were seen from the reflections and data, some elements of the program had to have created them. Some of these elements include valuing experiential learning within the pre-break sessions, allowing down time for conversation and relationship building during the break, creating structured programming for community bonding, and giving room for personal reflection daily on the importance and impact of what is occurring. Small things such as the time driving in the vans were extremely important in creating a sense of belonging. One participant wrote that the driving was important because “a lot of bonding and getting to know the other participants occurred within an informal setting which increased our group dynamic and cohesion throughout the break.” These elements all stemmed from more informal and undiscussed aspects of the program, but need to continue to occur in future implementations of “On the Road for Change.”

Normally all program elements can be mapped back to a specific outcome, but these type of program elements there is not a learning outcome associated. Without creating this outcome, there is the risk of these program elements being lost in future iterations of “On the Road for Change.” Though it is outside the scope of this paper to work through the specifics of implementation, the researcher proposes adding a learning objective centered around creating an engaged, positive and inclusive atmosphere within the group and all the experiences in which they take part.

Engagement in the sessions means that the participant has an active role in any learning occurring. Continuing to implement experiential learning practices will allow the learning to be participant driven. Engagement also should exist within the group dynamic itself. Participants should be a member of the team, learn about each other and be interested and invested in their fellow participants. This can only occur by giving them space to make these connections and get to know people on a personal level.

Positivity is important as it highlights the atmosphere and impact this program wants to create. Much of the learning occurs through community service, something that strives to create a positive impact on the world around us. Many participants within the 2017 “On the Road for Change” program discussed the new love for service that stemmed from this program. Emphasizing the positive impact the team can make is key in helping to continue fostering this growth. The group itself should also have a positive dynamic, one built off of encouraging each other, learning together, and generally having a quality experience. This atmosphere would allow the group to enjoy this program and continue to be invested in it, both things that need to occur for any program to be successful.

Inclusiveness is important because it leads to a participant feeling valued, appreciated and able to share with the group. Some personal and controversial beliefs can come up when tackling ethics, leadership and ethical leadership. It’s important that participants feel welcomed in the space and able to share. This can occur by making sure the group has bonded together, both in more formal activities and down time spent together

getting to know each other. This relational aspect can seem small, but is crucial in allowing students to enjoy their time and have the freedom to learn as they are hoping to.

Any additional learning objective will need to be assessed in some way. The researcher recommends the possibility that a belongingness scale could be used to help understand how members of the group were feeling during the break. A scale such as the General Belongingness Scale which has been shown to be reliable and valid (Malone, Pillow, & Osman, 2012) could provide a measurable aspect to an objective written to support the programming elements of engagement, positivity, and inclusiveness. The specifics of how to implement and assess this additional learning objective are beyond the scope of this paper, but it is recommended that group atmosphere be investigated and prioritized in future iterations of the “On the Road for Change” program

Focus on bonding before the break.

At various times in the program people said they didn't know other students' names until the break itself began and everyone was packed into the vans. The group met together at least 6 times before departing for the first city, yet each session was jam packed with content, so little time was left to continue to help the group to bond. In the future, consider adding an additional pre-break session solely focused on helping the group get acquainted and come together. Make time for bonding activities, name games, and generally allowing people to form relationships. Traveling during the break itself does

allow for this bonding to occur, but the experience would be stronger if this began at an earlier point in time.

Conclusion

This thesis has examined the “On the Road for Change” program created and implemented at James Madison University in the 2016-2017 school year. The content presented within the program was explained in detail, followed by a description of the program itself and how it was implemented by the program leaders. After explaining the assessment and learning objectives, the pre/post test results, journal entries, interviews and other materials were examined to understand if the learning objectives were met.

Most, but not all, of the learning objectives were met, and recommendations were made on how to create a stronger program in the future. The researcher believes that a quality program has been created with the “On the Road for Change” experience, and is certain there will be continued success of the program with some slight modifications in the future.

Appendix

- A. Sample Flyer
- B. Application Questions
- C. Memory Pre-Test
- D. Memory Post-Test
- E. Journal Entries
- F. Journal Entry Rubric
- G. Orientation Session Outline
- H. Session 1 Outline
- I. Session 2 Outline
- J. Session 3 Outline
- K. Session 4 Outline
- L. Session 5 Outline
- M. Session 6 Outline
- N. Alternative Break Logistical Outline
- O. Reorientation Session Outline
- P. Post-trip Interview Questions
- Q. Consent Form Signed by All Participants



A SERVICE EXPERIENCE MOVING FROM
HARRISONBURG, VA TO SAVANNAH, GA

ON THE ROAD FOR CHANGE

AN **ALTERNATIVE SPRING BREAK** WHERE WE WILL MAKE OUR WAY
DOWN THE EAST COAST.

ON THIS BREAK EACH PARTICIPANT WILL HAVE THE OPPORTUNITY TO
COORDINATE AND LEAD ONE OF THE SERVICES EXPERIENCES. YOU
WILL LEARN ABOUT YOURSELF, YOUR LEADERSHIP STYLE, AND WHAT
YOU ARE PASSIONATE ABOUT!

***DON'T MISS OUT ON THIS ONCE IN A LIFETIME OPPORTUNITY TO LEARN
MORE ABOUT LEADERSHIP WHILE MAKING A DIFFERENCE IN OUR
COUNTRY!***

**CHECK OUT OUR APPLICATION AT
INFO.JMU.EDU/DUX/ASB**

Ready for a road trip?
Application due by: Oct. 18th!
Cost of Trip: \$150



Appendix B - Application Questions

Mandatory Information Needed:

- Full Legal Name
- JAC #
- T-Shirt Size
- Date of Birth
- Gender
- JMU Email
- Cell Phone Number
- Alternate Phone Number
- Hometown
- Home State
- Hometown Zip Code
- Dietary Restrictions
- Allergies

Our questions:

- Graduation Date
- Are you available Monday nights from 7:00-8:30 next semester?
 - Our pre-break training will take place weekly, for six weeks, starting Monday, Jan. 23rd through Monday, Feb. 27th during these times. You will need to attend all trainings to be able to go on the break
- What organizations are you involved in on campus?
- What leadership experience do you have previously?
- In your own words, define leadership.
- Fill in the blank:
 - The most important aspect of leadership is _____.
 - I need _____ to be a more effective leader.
 - Service is important to me because _____.
 - If you really knew me, you'd know _____.
- What are you hoping to learn from this break experience?
- What skills, hard or soft, do you bring to this break that no one else could bring?
- Anything else you think we should know about you (be creative)?

Appendix C - Memory Pre-Test

On the Road For Change

Please fill out this form to the best of your ability. It is perfectly fine if you are unable to write these at this point. This is a pre-test to determine where you currently are in your understanding of these concepts.

Name _____

1. As defined by Kouzes and Posner, please write the five practices of exemplary leadership.
 - a.
 - b.
 - c.
 - d.
 - e.
2. Write the two corresponding commitments of each of the five leadership practices.
 - a1.
 - a2.
 - b1.
 - b2.
 - c1.
 - c2.
 - d1.
 - d2.
 - e1.
 - e2.

3. Madison Collaborative has created 8 Key Questions to reflect the best of humanity's ethical reasoning traditions. Please write the word associated with each of the 8 Key Questions as possible.

a.

b.

c.

d.

e.

f.

g.

h.

Appendix D - Memory Post-Test

On the Road For Change

Please fill out this form to the best of your ability.

Name _____

1. As defined by Kouzes and Posner, please write the five practices of exemplary leadership.
 - a.
 - b.
 - c.
 - d.
 - e.
2. Write the two corresponding commitments of each of the five leadership practices.
 - a1.
 - a2.
 - b1.
 - b2.
 - c1.
 - c2.
 - d1.
 - d2.
 - e1.
 - e2.

3. Madison Collaborative has created 8 Key Questions to reflect the best of humanity's ethical reasoning traditions. Please write the word associated with each of the 8 Key

Questions.

a.

b.

c.

d.

e.

f.

g.

h.

Appendix E - Journal Entries

Week 1

Choose one of the 8KQ's (fairness, outcomes, responsibilities, character, liberty, empathy, authority, rights) and apply it to a situation that occurs in your daily life.

Week 2

Think of a previous leader that you have had in the past or a leader that you are aware of that did not match their words to actions. How did this influence the effectiveness of their leadership? How did this affect your view of them as a leader? Incorporate at least one of the 8 KQ's in your answer.

Week 3

The leadership practice of Inspiring a Shared Vision holds these two commitments; envision the future and enlist others. In what way did your experience in this evening's workshop achieve these commitments? What else do you think you need to do in order to more fully implement these commitments in your daily life?

Week 4

Challenge the Process encourages leaders to look outward for innovative opportunities to improve, to take risks, and learn from these experiences. How can you use the 8 KQ's to help you decide whether you are challenging the process or breaking the rules?

Week 5

Think of an experience (class or a previous job) in which collaboration, trust, and building relationships was encouraged. What was the result of this experience? Contrast this to an experience where these traits (collaboration, trust, building relationships) were not highlighted.

Week 6

Leaders encourage the heart by recognizing contributions and celebrating values and victories. Discuss a time when you have experienced, or were aware of, these commitments being used effectively. What were the results?

Potential discussion questions throughout the workshops

Think of an ethical dilemma that you have faced in the past year. How did you handle this situation at the time? Reflect on how you would handle this situation now that you have learned about the 8 KQ's.

How do you know when you are in an ethical dilemma?

Which of the five leadership practices did you engage in today and how?

(Week 3 specific question) How does the vision statement that we have constructed as a group compare to your own vision of the future? In what ways does your vision match with the statement? How will this trip help you achieve your own personal goals?

Journal Entries During the Week of the trip-

Day 1

What have you experienced on the trip so far? What are you excited about? What are some of your concerns?

Day 2

What successes have you experienced today? How have you been challenged during this trip?

Day 3

Describe any situation on the trip so far when you had to apply the 8 KQ's. After describing this situation, how, if at all, have you applied the 8 KQ's?

Day 4

Discuss one of the five leadership practices and the two related commitments that you have used or have seen others use during the trip.

Day 5

Describe any ethical dilemma you have experienced, or have seen one of the other participants experience, on the trip thus far and have not yet written about. How did you apply the 8 KQ's to this situation?

Day 6

As a result of having applied the five leadership practices and the 8 KQ's during this trip, what will you take away from this experience?

Day 7

Summarize your experience throughout this trip. In what ways have you changed as a leader as a result of participating?

Alternative Break Trip Journal Entries Rubric

Insufficient 0	Marginal 1	Fair 2	Good 3	Excellent 4	Score
Week 1, Days 3, 5					
No mention of a situation that has occurred.	Described a situation but failed to discuss how the 8 KQ's applied.	Described a situation and how the 8 KQ's applied. May have inaccurately applied the 8 KQ's in the response. Account is not <u>in-depth</u> or <u>clear</u> .	Described a situation and how the 8 KQ's applied. Mostly accurate application of the 8 KQ's in the response. Account is not <u>in-depth</u> or <u>clear</u> .	Described a situation and how the 8 KQ's applied. Accurate application of the 8 KQ's in the response. Account is <u>in-depth</u> and <u>clear</u> .	Week 1
					Day 3
					Day 5
Week 2					
No mention of a previous leader or situation.	Mentions a leader but not in the context of matching words to actions. May or may not incorporate 8 KQ's in the response.	Mentions a leader in the context of matching words to actions but discusses <u>only one of the following</u> : the effectiveness of leadership <u>or</u> the student's view of the leader. May or may not incorporate the 8 KQ's in the response.	Mentions a leader in the context of matching words to actions and discusses <u>both</u> the effectiveness of leadership <u>and</u> the student's view of the leader. May or may not incorporate the 8 KQ's in the response.	Mentions a leader in the context of matching words to actions and discusses <u>both</u> the effectiveness of leadership <u>and</u> the student's view of the leader. Incorporates at least one of the 8 KQ's in the response.	
Week 3					
No discussion of their own experiences as related to Inspire a Shared Vision.	Shallow and unclear discussion of their experience in terms of how the commitments relate to their experience. Does not discuss own future application.	<u>In-depth</u> and <u>clear</u> discussion of their experience in terms of how the commitments relate to their experience. Does not discuss own future application.	<u>In-depth</u> and <u>clear</u> discussion of their experience in terms of how the commitments relate to their experience. There is a discussion of future application, this account is not <u>in-depth</u> or <u>clear</u> .	<u>In-depth</u> and <u>clear</u> discussion of their experience in terms of how the commitments relate to their experience. There is a discussion of future application, this account is <u>in-depth</u> and <u>clear</u> .	
Week 4					
No discussion of the 8 KQ's or application of whether the student is challenging the process or breaking the rules.	Inadequately discusses the 8 KQ's and fails to answer whether the student is challenging the process or breaking the rules.	Adequately discusses the 8 KQ's. Inaccurate answer of whether the student is challenging the process or breaking the rules.	Adequately discusses how a student uses at least one of the 8 KQ's to decide whether they are challenging the process or breaking the rules. The answer is not <u>in-depth</u> or <u>clear</u> .	Provided an <u>in-depth</u> and <u>clear</u> discussion of how a student uses at least one of the 8 KQ's to decide whether they are challenging the process or breaking the rules.	

Insufficient 0	Marginal 1	Fair 2	Good 3	Excellent 4	Score								
Week 5													
Does not cite an experience or a situation.	Cites an experience or a situation but does not relate this in the context of encouraging collaboration, trust, and building relationships. Response does not include a second experience.	Cites an experience or a situation and relates this in the context of encouraging collaboration, trust, and building relationships. A second experience was mentioned but there is no contrast to the first experience.	Cites an experience or a situation, relates this in the context of encouraging collaboration, trust, and building relationships. A second experience is contrasted to the first experience, but collaborations are only partially discussed in the second experience.	Cites an experience or a situation, relates this in the context of encouraging collaboration, trust, and building relationships. Clearly describes the results of the first experience. Adequate discussion of a second experience that did not have collaboration, trust, and building relationships that is contrasted to the first experience.									
Week 6													
Does not cite an experience or a situation.	Inadequately discusses an experience and one of the commitments of Encourage the Heart. Does not explain the results of this experience.	Adequately discusses an experience using at least one of the two commitments of Encourage the Heart. Does not explain the results of the experience.	Discusses an experience using the two commitments of Encourage the Heart. Does not explain the results of the experience.	Provided an <u>in-depth</u> and <u>clear</u> description of an experience using the two commitments from Encourage the Heart. Effectively explains the results of the experience to the leadership practice.									
Days 1, 2, 6, 7													
No mention of leadership or ethical reasoning/Madison Collaborative's 8 Key Questions.	Vague/general reference to leadership or ethical reasoning/Madison Collaborative's 8 Key Questions.	Generally mentions either the practices and commitments of the Student Leadership Challenge or ethical reasoning/Madison Collaborative's 8 Key Questions.	Describes with detail one of the following: the practices and commitments of the Student Leadership Challenge or ethical reasoning/ Madison Collaborative's 8 Key Questions and generally mentions the other.	Describes with detail the practices and commitments of the Student Leadership Challenge and ethical reasoning/ the Madison Collaborative's 8 Key Questions.	<table border="1"> <tr> <td data-bbox="672 1797 721 1843">Day 1</td> <td data-bbox="672 1843 721 1982"></td> </tr> <tr> <td data-bbox="633 1797 672 1843">Day 2</td> <td data-bbox="633 1843 672 1982"></td> </tr> <tr> <td data-bbox="594 1797 633 1843">Day 6</td> <td data-bbox="594 1843 633 1982"></td> </tr> <tr> <td data-bbox="555 1797 594 1843">Day 7</td> <td data-bbox="555 1843 594 1982"></td> </tr> </table>	Day 1		Day 2		Day 6		Day 7	
Day 1													
Day 2													
Day 6													
Day 7													
Day 4													
No attempt or completely inaccurate description in discussing the practices or commitments of the Student Leadership Challenge.	Discusses one practice from the Student Leadership Challenge but does not mention any of the corresponding commitments in the response.	Discusses one practice from the Student Leadership Challenge and mentions one of the two corresponding commitments in the response.	Discusses one practice from the Student Leadership Challenge and mentions both of the corresponding commitments in <u>in-depth</u> or <u>clear</u> .	Discusses one practice from the Student Leadership Challenge and mentions both of the corresponding commitments in the response. Account is <u>in-depth</u> and <u>clear</u> .									

Appendix G - Orientation Session Outline

On The Road For Change--Overview November 1, 2016~~8:00pm-9:00pm Madison Union 405

What we need:

- Paper
- Envelopes
- Pens
- Stack the Deck Cards (with the icebreaker and challenges)
- Toss a name objects

Begin Music

8:00pm~~ Welcome/Itinerary

- Welcome and congratulate the group on being chosen
- Provide them with a quick itinerary of what the next hour will look like
 - Get to know each other
 - Idea and mission of what we are doing
 - And how we are going to accomplish that
- Introduce DLC Staff members

8:02pm~~ Bio of Break Leaders and Learning Partners

Who are these people who are leading your break?

- Each leader introduces him/herself with emailed questions/prompts
 - What's the best thing that happened to you today?
 - Where are you from?
 - If money were no object, what would you do with your life?
 - What is your role in the DLC?
 - If you had to chose one condiment for the rest of you life, what would it be and why?
 - What do you wish to gain from this Break?

8:08pm~~ Name Game, Energizer

Wow so that was a lot of information about us, now we need to start getting to know you

- Toss a Name (A name game)
 - Facilitator begins with a bag full of throwable objects
 - First pass an object around the circle having everyone say their name. Pass it around the circle in the opposite direction then as well.
 - Begin tossing the object, but for an object to be tossed the thrower must say the name of the person they are throwing to, then when catching an item they must thank the person who threw it to them by name.
 - Once the group seems to be doing well with one object, throw in another object.
 - Continue adding objects
 - To end the activity, begin to put objects back in the bag as you receive them
- 52 Card Pick Up (An energizer)
 - Split the group into two equal teams
 - Throw a deck of Stack the Deck Cards on the floor before each team

- The objective is to pick up all of the cards
- To pick up a card, you must complete the challenge that is on the card written in blue text. You are the only person who can look at your card! Note though if you pick up one and don't want to complete it, you can put it back down, but know someone else on your team will have to do it.

8:23pm~~ Alternative Spring Break—Idea, Mission, Collab.

- Transition and invite Michael to share
- Overall explanation of break and how idea originated
- Transition into who we will be working with
- Info on ABP
 - Mission Statement, etc.
- Info on Madison Collaborative
 - Mission Statement, etc.
- How DLC Fits into all of this
 - Who we are
 - What we do
 - How the class and break will transform participants as leaders
 - Have participants break up and share about the following question: in what way can they grow as a leader during this break?
 - Bring it back to me...

8:33pm~~ Logistics—Break & Class

- Overview of the break:
 - Dates, Cities, Mileage, etc.
- Overview of the class:
 - Dates, Times, Room, What to Expect

8:42pm~~ Expectations/Heads Up

- Expectations/heads up for class and break—3 main objectives
 - Partners
 - Groupme (Group leaders will collect cell phone numbers)--we will send out partner assignments and expect you to be in contact with them.
 - Agency
 - Resources—United Way, group leaders, please feel free to ask all questions—we are here for you and you have time, though don't let it slip away—can do what you're passionate about—need to run it through us finalize
 - Paperwork
 - Most information will be sent out in the following week via email
 - Email will be sent out in the following week with all of the necessary information

8:50pm~~ Close Up/Encouragement/Hype Up

- Letter Write
 - Have each participant write a letter to themselves including one way/objective they wish to grow/accomplish on this break
 - Sign and give to leaders (don't mention that letters will be returned)

Conclusion

Group Picture

Appendix H - Session 1 Outline

On the Road for Change Overview Session

1/23/17

Objectives:

As a result of attending this presentation, participants will be:

- Introduced to the Student Leadership Challenge, and thoroughly examine the definition of leadership
- Introduced to ethical reasoning and the 8 Key Questions
- Continue getting to know each other

Resources:

- ✓ 5 practices worksheet
- ✓ MC Continuum exercise sheet
- ✓ Assessment sheets
- ✓ Formal paperwork to fill out (already printed)
- ✓ Stack the Deck Cards

Introduction: 10 Minutes –

- Introduce what we're talking about today
- Introduce the facilitators (Especially important for MC people)
- Stack the deck cards
 - Use the red text get to know you questions
 - Find a partner, say your name, ask your question, talk about it
 - Switch cards when you're done talking and find a new partner
 - Everyone (including leaders!!!!!!) should participate

Pre-Assessment: 5-10 Minutes –

- Explain the assessment portion of this
- Hand out the pre-tests and have everyone fill them out

Pre-Test: 10 Minutes –

- The SLC was developed by interviewing a lot of people and asking them, "What were you doing when you were at your personal best?" We want you to answer a similar question today. Take some time and write about your personal best leadership experience, and one challenge you encountered in this time that you resolved.
 - Talk about How you worked through this challenge and lead
 - What decisions had to be made? (Ethical leadership!)

Defining leadership: 10 Minutes–

- Give them 3 minutes to write their own leadership definition in small groups
- Come together and share

Present the SLC Model: 10 Minutes–

- Talk through the 5 practices briefly

8 Key Questions: 20-30 Minutes – MCE's

- An important part of leadership is making decisions and understanding your view points
- To help with this, we're incorporating the Madison Collaborative into the conversation
- 8 Key Questions Continuum exercise
 - Fill out paper
 - See their rankings for each of the questions
 - Use a continuum to see and understand where the rest of the group is

- Pay special attention to your partner!

Journal Entry: 10 Minutes

- Give 10 minutes to answer prompt in journal
- Prompt: Choose one of the 8 Key Question Words (Fairness, outcomes, responsibilities, character, liberty, empathy, authority, rights) and apply it to a situation that occurs in your daily life

Closing: 5 Minutes

- Our challenge to you is to start being conscious of when you are using these skills in your life. Next week we will ask you what ethical situations you have encountered, where you see these leadership skills in play in your life or someone who leads you, combinations, decisions, etc. We want to hear your examples!
- Now have a great week:)

End

Appendix I - Session 2 Outline

On the Road For Change Session 2 (Model the Way)

1/30/17

Objectives:

As a result of attending this presentation, participants will be able to:

- Be familiar with the practice "Model the Way" and its two commitments
- Understand what an ethical dilemma is

Resources:

- ✓ Bring the journals
- ✓ Money for the Values Auction
- ✓ Values list for the Values Auction
- ✓ SLC Cards??

Introduction: 5 Minutes

- Intros of all presenters once again

Pre-Test: 15 Minutes

- Simon Says
 - Play Simon Says, but instead of being out when you mess up, just give yourself a point
 - See example here: <https://www.youtube.com/watch?v=RewIoHJ9RdM>
- Debrief it
 - How did we do? Was this easy/hard?
 - What made it difficult to follow me?
 - When I tricked you, why were you tricked?
 - Point we're trying to reach here is my words didn't match my actions, I didn't *Model the Way*

Teaching/Learning: 60 minutes

- Introduce the practice (Model the Way) and the two accompanying statements that we will focus on (5min)
 - Clarify values
 - Set the example
- Value Auction (20 min)
 - Give everyone a list of the values for sale and have them look at them and determine how much they would spend for each one
 - Give everyone a set amount of money that they can purchase values with
 - Have an auction for the values
- Fake social media profile (15 min) – All leaders collaborate
 - An example of someone who isn't necessarily modeling the way
 - Talk through how this impacts our thoughts of the person
 - Slide 1:
 - What are your first impressions of this leader?
 - Is this someone you would want to work with?
 - Would you trust this person with leading an important project or organization?
 - Slide 2:
 - Does seeing another side of this person change things?
 - What does the disparity shown here do to a bystander?
 - Slide 3:
 - Does it make a difference if it's someone you know and respect?
 - Does it make a difference if they're standing here in front of you?

- Characteristics of an ethical dilemma activity (MCE Activity) (20 min)

Journal Entry: 10 minutes

- Give 10 minutes to answer the prompt for the week

Closing: See you next week!

End

Appendix J - Session 3 Outline

On the Road for Change Session 3 (Inspire a Shared Vision) 2/6/17

Objectives:

As a result of attending this presentation, participants will be able to:

- Understand the Practice of Inspire a Shared Vision, and the two corresponding commitments that go with it (Envision the future, enable others to act)
- Use the 8 key questions and ethical reasons to understand different sides of an issue, and use this skill set to help inspire a shared vision and help others see their side

Resources:

- ✓ White Board Markers
- ✓ Blind drawing picture
- ✓ Blank paper
- ✓ SLC Cards

Introduction: 5 Minutes

- Everyone arrives and chats
- Meet the newest MCE's

Review Activity: 10 Minutes

- Hand all participants their SLC card (this is just a card with the practices/commitments on it that they can take with them)
- Split into 5 small groups
- Assign each group one of the practices
- Give them 90 Seconds to come up with a motion that corresponds with their practice
- Come back together and share! Do the motions! Memory!
- To review last week's Model the Way, come up with a movement for each of the commitments within the practice
- For the future, each week will start with coming up with motions for the commitments from the previous week, and reviewing all the motions that have come before

Pre-Test: 10 minutes

- Split everyone into pairs
- Hand one partner a picture, other a blank piece of paper
- Have partner A describe the picture while partner B tries to draw it
- Switch partners, now do the exact same thing (with the same person)
- Questions to debrief:
 - Why was it hard the first time when you could not see the image?
 - Why was it easier the second time around?
 - What does this say about accomplishing a goal with others on your team?

Teaching/Learning: 10 minutes

- Present the practice and the two commitments
- *Transition:* need to be able to wrap up the idea of ISV, and apply it to real life situations and the ethical dilemmas that occur with them (can focus on character and outcomes).

Taking apart Contagion: 25 Minutes – MCE's

- This activity uses the Madison Collaborative's Contagion exercise that is normally discussed during 1787 orientation
- Split the room into groups

- Each group has the ability to advocate for sending the meds to a group
- Give time for everyone to discuss the scenarios and what they have heard
- Allow them to vote for two places they think the vaccines should be sent to
- Debrief!

Doing: 20 Minutes

- With all that we've talked about, let's think about our vision for the break. Take a few minutes and write down your vision for the break. Let these questions help guide you.
 - What is our goal?
 - What do we hope to personally gain from this experience?
 - What do we want to see happen on campus as a result of our experience?
 - How do we want our impact to be seen?
- Have everyone write their visions on the board
- Debrief a little
 - What are your reactions?
 - How can you help each other attain these visions?
- **We also talked about having the group create a vision statement of their own, but didn't have enough time to reach that point.**

Journal prompt writing: 10 minutes

- Answer today's prompt: The leadership practice of Inspiring a Shared Vision holds these two commitments; envision the future and enlist others. In what way did your experience in this evening's workshop achieve these commitments? What else do you think you need to do in order to more fully implement these commitments in your daily life?

Bye: 1 Minute

- Ensure logistics of paperwork are taken care of

End

Appendix K - Session 4 Outline

On the Road For Change Session 4 (Challenge the Process)

2/14/16

Objectives:

As a result of attending this presentation, participants will be able to:

- Understand the practice Challenge the Process, and the corresponding commitments of Search for Opportunities, and Experiment and Take Risks
- Be able to analyze a situation using the 8 Key Questions and coming to terms with if they should act or not

Resources:

- ✓ *LPI Reports*
- ✓ *Video Clip of Aldo Leopold*
- ✓ *Role Play Scenarios Print Outs*
- ✓ *Journals*

Introduction: 5 Minutes

- Everyone wanders in
- Updates
- Introduce new MCE's
- Review SLC Movements

Pre-Test: 10 minutes

- Toss-a-ball
 - Objective is to get it going faster and faster and the ball must go to everyone
 - Rules: (A) Have to stay in same order, (B) everyone has to touch the ball but no more than one time, (C) and if it drops we have to start over
 - Have the group do this several times and try to get their time to increase each time
 - Debrief:
 - How did it go the first round, what changed, how did we get faster, were you questioning the way we did it first, was it more efficient in later rounds, etc.
 - Transition into Challenge the Process

Teaching/Learning: 30 minutes

- Walk everyone through Aldo Leopold's Story and introduce Challenge the Process– 15 Minutes
 - In a world that began to treat the land as property, Leopold saw a problem. All America was concerned with was expansion and urbanization, but Leopold took the time to think about the land and what society's role really was.
 - He was originally assigned a role where he was to hunt and kill bears, wolves, and mountain lions in New Mexico.
 - Instead of viewing them as dangerous predators, he grew to respect them and the place they held in the world.
 - Ask what made him successful? - He never stopped questioning, was always contemplating if the current way of doing things was ethical and efficient
 - Always asking questions, trying to find the best outcome, what meets everyone's rights. We're not saying no to expansion, we're just saying it needs to be done in a smart and efficient way.
 - Two commitments: Search for Opportunities, Experiment and take risks
- Reports – 15 Minutes

- Here's a tool to help you challenge exactly where you are in your leadership journey. We want you to search for opportunities for improvement and give you an opportunity to experiment with how to improve your leadership skills.
- LPI shows you where you self ranked yourself to be in each of the practices we have been discussing
- Take a moment, look through your own
 - Pg. 2 give number summary, Pg. 3 gives a barograph summary
 - Pg. 5 gives you a list for the most frequent, to the least frequent. Along with the questions and leadership practice.
 - Go ahead and look through the rest of the pages, but especially Pg. 10-11 as this is what we are speaking about today.
 - Lastly, on the back side of the report there is a percentile ranking in comparison to over 110, 000 people who have also taken this assessment.
- Get with your partner and discuss the following questions: one area where you are strong, and one area where you need to do some work. Then compare them with that of your partner.
- Large group debrief: Think about this, what does this tell you? How can you be better in the future? How can we apply this to our break.
- You will be re-taking this assessment after this experience is complete!
- Now that you have had the time to see your strengths and the areas where you are no so strong in, we want to now give you an opportunity to practice these strengths

Doing: 40 Minutes – MCE Role Play

- The MCE's created several role plays to help the group learn to challenge the process in an ethical way
- Separate into groups of three with a partner A, B, and C
- For each scenario (there are three) give a role to each person. One role is just to observe and give feedback, one is to be the one having to ethically challenge the process and the other helps set up the situation and responds in their role
- Have the groups work through each scenario rotating roles each time.
- Discuss
 - What was good
 - What was hard
 - Where did you see the 8KQ's
 - Other similar questions

Closing: 10 Minutes

- Wrap-up
 - Bring the role play and challenge the process together
- Journal entry
 - Challenge the Process encourages leaders to look outward for innovative opportunities to improve, to take risks, and learn from these experiences. How can you use the 8 KQ's to help you decide whether you are challenging the process or breaking the rules?

End

Appendix L - Session 5 Outline

On the Road for Change Session 5 (Enable Others to Act) 2/20/17

Resources:

- ✓ List the Items Here
- ✓ As many as are needed

Introduction: 5 Minutes– presenter's name

- Everyone wanders in
- Introduce new MCE's

Pre-Test: 20 Minutes– MCE's

- Have the full group exit out to the hallway
- Set the stage that the floor is now lava! AAAAAH! The only way they can get across to the other side is by working as a team and stepping on the lava proof rocks
- Give them 7-8 squares as their lava proof rocks
- As the group begins to cross the river, start applying different challenges to the group.
 - Blindfolds
 - Can only walk backwards
 - Cannot talk
 - Two legs tied together
 - Other such challenges
- Debrief the experience

Teaching/Learning: 10 minutes

- Present and explain the practices of Enabling Others to Act and the two commitments: Foster Collaboration, Strengthen Others

Doing: 45 minutes

- Give each pair 5 minutes to get people prepared and ready for their service. What are you doing? What do you expect of them? What do you want to talk about?
 - What did you choose
 - Why did you choose it
 - What ethical considerations exist here

Closing: 10 Minutes

- Journal Entry
 - Think of an experience (class or a previous job) in which collaboration, trust, and building relationships was encouraged. What was the result of this experience? Contrast this to an experience where these traits (collaboration, trust, building relationships) were not highlighted.
 - Expect an email from us in the next few days with packing list, itinerary, etc. Come next week with questions! We are leaving some time for that

End

Appendix M - Session 6 Outline

On the Road for Change Session 6 (Encourage the Heart)

2/27/17

Objectives:

As a result of attending this presentation, participants will be able to:

- Understand the practice of Encouraging the Heart, and the corresponding commitments of Recognize Contributions and Celebrate the Values and Victories
- Understand how to encourage someone as they are struggling with a difficult decision

Resources:

- Notecards
- Piece of Paper
- Tape
- Document w/ Break Information
- Document w/ Reminders

Introduction: 5 Minutes – All

- Say hello as everyone walks in
- Have everyone take 5 minutes to have everyone write down one ethical dilemma they have encountered or are currently contemplating on a note card. Give these all to Erin and the MCE's

Pre-Test: 15 Minutes

- To embrace the practice of Encourage the Heart, we're going to take some time and encourage each other
- Have everyone write their name on piece of paper and tape it to their back
- Mill about and write notes to each other on those pieces of papers

Teaching/Learning: 10 minutes

- Present commitments: Recognize contributions, celebrate values and victories
 - Formula for ETR: Recognize person by name in front of those to whom it matter, specifically tell them what they did, how it impacted me personally, and the effect it had on everyone else.
- Transition to MCE's
 - We don't live perfect lives, there will always be hard situations that we need to reason through. We want to take some time now and debrief through some of these situations, and how you would help a friend through these events

Doing: 20 Minutes – MCE's

- MCE's choose three situations that we will discuss
- Separate into groups of 3
- Each person in a group gets a situation, reads it, and the group discusses how to encourage them through it
- Come back to the large group and discuss

Information dump:

- Here's the logistics you need to know for next week
- What questions do you have???
- Sign the Contract
- Pass out outline—have them sign off to make sure info is right

SLC and 8KQ Review: 15 Minutes- All Of Us

- With our actual break experience right around the corner (Literally 5 days away) we want to make sure all of these things that we've talked about are still fresh in your head!
- Go through the FORCLEAR Acronym and review the 8KQ's

Closing: 10 Minutes

- Journal entry
 - Leaders encourage the heart by recognizing contributions and celebrating values and victories. Discuss a time when you have experienced, or were aware of, these commitments being used effectively. What were the results?
- SEE YOU SATURDAY MORNING

End

Appendix N - Alternative Break Logistical Outline

ASB MASTER OUTLINE

SATURDAY MARCH 4TH:

- 9:00am: Meet at JMU
- 12:00pm: Lunch
- 2:00pm: Depart for Durham
- 6:00pm: Arrive at Camp Chestnut Ridge for the night
 - 4300 Camp Chestnut Ridge Road, Elfland, NC 27243
 - (919) 304-2178 (Kent)
- 6:30pm Dinner (no kitchen facilities)
- 7:00pm-9:00pm: Reflection activities
- 11:00pm: Bedtime

SUNDAY MARCH 5TH:

- 7:15am: Wake up
- 7:45am Breakfast
- 8:15am-8:45am: Drive to Diaper Bank of NC
 - 1311 E. Club Blvd Durham, NC 27704
 - 919-451-9071 (Emergency number—only use if must)
- 9:00am-12:00pm: Serve at Diaper Bank of NC
- 12:00pm Lunch:
 - Eat lunch during the ride
- 12:00pm-1:00pm: Drive to Liberty Arts Sculpture Studio and Foundry
 - 918 Pearl Street Durham, NC
 - 802-347-3278
- 1:00pm – 4:00pm: Serve at Liberty Arts Sculpture Studio and Foundry
- 4:00pm – 5:00pm: Drive to Camp Chestnut Ridge
- 6:00pm: Dinner (No kitchen facilities)
- 7:00pm-9:00pm: Reflection activities & Bonfire at 7:30pm
- 11:00pm: Bedtime

MONDAY MARCH 6TH:

- 7:15am Wake Up
- 7:45m Breakfast
- 8:30am-9:30am: Drive to Salvation Army of Wake County
 - 205 Tryon Road, Raleigh, NC, 27603
 - 919-834-6733
- 10:00am-12:00pm: Serve with Salvation Army of Wake County
- 12:00pm Lunch
- 12:00pm-1:00pm: Move to second Salvation Army of Wake County Location
 - 1863 Capital Boulevard
 - 919-834-6733

- 1:00pm-4:00pm: Serve with Salvation of Army of Wake County Christmas Center
- 4:00pm-5:00pm Drive to Koa Wilmington
 - 7415 Market St, Wilmington, NC 28411
 - (910) 686-7705
 - Kitchen Available (outside grill)
- 6:00pm: Dinner
- 7:00pm-9:00pm: Reflection Activities
- 11:00pm: Bedtime

TUESDAY MARCH 7TH

- 7:15am: Wake Up
- 7:30am: Breakfast
- 8:00am: Drive
 - 2125 East Lake Shore Drive in Wilmington
 - Phone: (910) 617-7999.
- 8:30am-4:00pm Service with WARM NC
- 12:00pm: Lunch
- 4:00pm: Drive to *Ocean View Retreat Center*
 - 307 1st Avenue, Myrtle Beach, SC 29577
 - (843) 626-7069 OR 222-0273
- 6:00pm: Dinner
- 7:00pm-9:00pm Reflection Activities (on the beach?)
- 11:00pm: Bedtime

WEDNESDAY MARCH 8TH

- 7:15am: Wake Up
- 7:45am: Breakfast
- 8:30am: Drive
- 9:00am-12:00pm: *Service Habitat for Humanity*
 - 165 Co Op Rd, Myrtle Beach, SC 29588
 - [843\) 650-8815 ext. 8006](tel:(843)650-8815)
- 12:00pm: Lunch
- 12:00pm-1:00pm: Drive*
- 1:00pm-4:00pm:
 - 732 8th Ave. North, Myrtle Beach, SC 29577
 - 843-446-5252
- 4:00pm: Drive to *NotSoHostel*
 - 156 Spring St, Charleston, SC 29403
 - [843\) 722-8383](tel:(843)722-8383)
- 6:00pm: Dinner
- 7:00pm-9:00pm: Reflection Activity
- 11:00pm: Bedtime

THURSDAY MARCH 9TH

- 7:15am: Wake Up
- 7:45am: Breakfast
- 8:30am: Drive
- 9:00am-12:00pm: *Low Country food Bank*
 - 2864 Azelea Drive Charleston South Carolina, 29405
 - (843) 747-8146 EXT. 120
- 12:00pm: Lunch
- 12:00pm-1:00pm: Drive
- 1:00pm-4:00pm: *Low Country Orphan Relief*
 - 1850 Truxtun Ave, North Charleston, SC 29405
 - [\(843\) 747-4899 ext. 120](tel:(843)747-4899)
- 4:00pm: *Drive to Motel 6 Midtown*
 - Address: 201 Stephenson Ave, Savannah, GA 31405
 - (912) 355-4100
- 6:00pm: Dinner
- 7:00pm-9:00pm: Reflection Activity
- 11:00pm: Bedtime

FRIDAY MARCH 10TH

- 8:00am: Wake UP
- 8:30am: Breakfast
- 9:00am: Drive to Savannah, Georgia
- 9:00am-6:00pm: FREE DAY, GO EXPLORE!
 - <http://blog.visitsavannah.com/arts-culture/savannah-must-dos-for-first-time-visitors/?gclid=COD0sceZsdICFROBswodv8UK0w>
 - <http://www.savannah.com/events/event/greening-of-the-fountain-at-forsyth-park/>
 - <http://www.visitsavannah.com/essential-savannah/things-to-do-in-savannah.aspx>
- 6:00pm: Meet for nice dinner
- 7:30pm: *Drive to Motel 6 Midtown*
 - Address: 201 Stephenson Ave, Savannah, GA 31405
 - (912) 355-4100
- 8:00pm-9:00pm: Reflection Activity
- 11:00pm: Bedtime

SATURDAY MARCH 11TH

- 7:30am: Wake up
- 8:00am: Breakfast
- 8:30am: Pack up!
- 9:00am: Leave for JMU!
- 6:00pm(ish): Arrive back at JMU

Appendix O - Reorientation Session Outline

Re-Orientation Session 3/20/17 @ 7:00pm in Madison Union 305

Objectives:

As a result of attending this presentation, participants will be able to:

- Journals
- LPI
- Post Test
- Interview Signups
- Letters
- Frames
- Extra money decisions
- Full program eval going out tomorrow

Resources:

- Frames
- Post tests
- Journals with their letters in them
- LPI reports
- Interview sign ups

PIZZA - (7:00-7:10)

- Everyone wanders in, casual discussion, eat pizza
- Give an overview of the plans for the night

LPI's - (7:10-7:30)

- Ask what it was like filling it out for the second time? Did it feel different?
- Hand out their new reports
- Take a moment to talk about it with a partner
- Come back together...reactions?
 - Did your scores increase? Decrease? Why do you think this is?
 - How did the observer scores compare to the individual scores?
 - What have you learned from this?

General Debrief - (7:30 - 7:50)

- MCE questions (ask some or all):
 - Tell us about some of the ethical dilemmas you encountered on your spring break experience
 - How did you recognize that there was an ethical dilemma? What led to that?
 - How do you train your brain to do more of that in the future?
 - Which 8KQ did you use most in your continuum exercise at the beginning of the training sessions vs. on the actual ASB?
 - Did you find a way to keep your biases in check?

- Overall what did you like vs. not like in the Ethical Reasoning activities we did during the 6 weeks leading up to the experience?
- What's it been like coming back?
- What are you going to do with the knowledge you have gained?
- Are you seeing the leadership practices in action around you now?

Extra Money - (7:50 - 7:55)

- We have some extra money and want to know what you all want to do with it.
 - This could be anything – reimburse all participants, donate to one of the charities we worked with, donate it somewhere in Harrisonburg
 - Send us an email giving us your thoughts on the best place to use this money

LOGISTICS and LOOSE ENDS - (7:55 - 8:05)

- Interview sign-ups
 - These interviews will only be heard by the interviewer and researcher
- Tomorrow we will be sending out a post-program eval. We want to run this program again in the future, please give us feedback, good or bad!
- Post Test

Frames<3 - (8:05 - 8:25)

- Everyone gets their frame
- Write your name on it!
- Pass them around and write a note to each person

GOODBYE:'(- (8:25 - 8:30)

- Final thank yous
- Get your journals

End

Appendix P - Post-trip Interview Questions

1. Tell me about your experience on the Alternative Break Trip.
2. The Student Leadership Challenge holds the following practices: Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, Encourage the Heart. In which of these areas has your leadership been impacted the most? Expand on your answer.
3. In what other ways, besides the leadership practice that you mentioned, has your leadership been impacted?
4. Describe an ethical dilemma you were exposed to during the break. What made it an ethical dilemma?
5. What ethical reasoning did you go through when you were exposed to that ethical dilemma on the break?

If the 8 KQ's were used in the last response, ask the following question:

- 6a. How else did you apply the Madison Collaborative's 8 Key Questions to that ethical dilemma?

If the 8 KQ's were not used in the response to Question 5, ask the following question:

- 6b. How did you apply the Madison Collaborative's Eight Key Questions to that ethical dilemma?

7. Is there anything else that you would like to add about your experience?

Appendix Q - Consent Form Signed by All Participants

Consent to Participate in a Program Involving Collection of Data for the Assessment of Outcomes

Identification of Program Sponsors & Purpose of Assessment

You are being invited to participate in a program at James Madison University involving the collection of data for the assessment of pre-identified key outcomes. This program is being conducted by professional and student employee staff of the Dux Leadership Center. The purpose of the program is to help students successfully apply key leadership behaviors as defined by James Kouzes and Barry Posner in the book, *"The Student Leadership Challenge,"* as well as apply concepts of ethical reasoning in leadership roles as defined by the Madison Collaborative at James Madison University. This program will provide students the opportunity to expand their own leadership skills and abilities, as well as help them develop ethical reasoning skills.

Program Procedures

This program consists of one Orientation meeting held soon after students sign up to participate, a 6-week series of 90-minute workshops, a 10-day service-learning trip, and a Closure meeting held approximately 10 days after the service-learning trip. You will be asked to participate in live discussions with other students in the program, as well as faculty or staff who are serving as learning partners. You will also be asked to respond to journal prompts and write about your experience. There may be one-on-one interviews after the program has concluded.

Time Required

Participation in this study will require approximately 12 hours of your time, spread out over two semesters, as well as 10 days of an immersive experience travelling with program participants.

Risks

The investigator does not perceive more than minimal risks from your involvement in this study (that is, no risks beyond the risks associated with everyday life).

Benefits

Potential benefits from participation in this study include better understanding of your own leadership behaviors and skills, a better understanding of ethical reasoning and an increased ability to apply ethical reasoning in everyday situations leaders face.

Confidentiality

The results of this research may be presented at future professional conferences. The results of this study will be coded in such a way that the respondent's identity will not be attached to the final form of this study. The researcher retains the right to use and publish non-identifiable data. While individual responses are confidential, aggregate data will be presented representing averages or generalizations about the responses as a whole. Anonymized quotes may also be used in reporting the outcomes and results of the program. All data will be stored in a location only accessible to the program director and program leaders.

Participation & Withdrawal

Your participation is entirely voluntary. You are free to choose not to participate. Should you choose to participate, you can withdraw at any time without consequences of any kind.

Questions about the Program

If you have questions or concerns during the time of your participation in this program, or after its completion or you would like to receive a copy of the final aggregate results of this program, please contact:

Michael McCleve
Associate Director for Leadership
James Madison University
mcclevmr@jmu.edu

Giving of Consent

I have read this cover letter and I understand what is being requested of me as a participant in this program. I freely consent to participate. I have been given satisfactory answers to my questions. I certify that I am at least 18 years of age.

Name of Participant (Printed)

Name of Participant (Signed)

Date

Michael McCleve
Name of Program Director (Printed)

Name of Program Director (Signed)

Date

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