

**Prospective Leadership Development in Colleges and Universities in Canada:  
Perceptions of Leaders, Educators and Students**

A Dissertation Submitted to the College of  
Graduate Studies and Research  
in Partial Fulfillment of the Requirements  
for the Degree of Doctor of Philosophy  
in the Department of Educational Administration  
University of Saskatchewan  
Saskatoon

By

Douglas H. Berg

March, 2003

Copyright Douglas H. Berg, 2003. All rights reserved.

## **PERMISSION TO USE**

In presenting this thesis in partial fulfillment of the requirements for a Postgraduate degree from the University of Saskatchewan, I agree that the Libraries of this University may make it freely available for inspection. I further agree that permission for copying of this thesis in any manner, in whole or in part, for scholarly purposes may be granted by the professor or professors who supervised my thesis work or, in their absence, by the Head of the Department or the Dean of the College in which my thesis work was done. It is understood that any copying or publication or use of this thesis or parts thereof for financial gain shall not be allowed without my written permission. It is also understood that due recognition shall be given to me and to the University of Saskatchewan in any scholarly use which may be made of any material in my thesis.

Requests for permission to copy or to make other use of material in this thesis in whole or part should be addressed to:

Head of the Department of Educational Administration,

University of Saskatchewan,

28 Campus Drive,

Saskatoon, Saskatchewan (S7N 0X1)

## **ABSTRACT**

The perceived need for more and better leadership in the United States has led to the inclusion of leadership development programs in some 800 American colleges and universities. The goal of this study was to contribute to the construction of similar programs in Canadian colleges and universities.

Interviews were conducted with 83 individuals: 41 students, 24 educators and 18 leaders. The researcher used the appreciative inquiry method, and the resulting data were analyzed within the grounded theory design advocated by Strauss and Corbin (1998).

In this study the perceptions of leaders, educators, and students were described regarding ideal leadership and ideal leadership development. The researcher found that leadership was perceived to be an interactive process between members of a team, rather than the direction of a single individual to others. It was discovered that leadership was perceived as the releasing of an individual's potential, through mentoring, for the purpose of contributing to a collaborative team that articulated and accomplished a shared vision. The development of individuals was viewed as at least equally important as the accomplishing of a goal.

From the perceptions of study participants, a definition of leadership development was constructed. Leadership development was the intentional fostering of individuals toward their maximum leadership capacity through personal development, experiential leadership opportunities, leadership education, and the development of leadership skills. These developments were based on personal awareness and readiness within a mentoring environment.

Based on a synthesis of the literature review, a survey of leadership development programs, and the findings of these interviews, the researcher constructed a four level model of leadership development. This model provides for programmatic component areas that might profitably be included in leadership development programs. The model also suggests consideration of the conceptual issues that need to be addressed by educators in formulating programs of leadership development for colleges and universities. The levels of the model are as follows: (a) articulate inherent understandings regarding students, teaching, and the role of universities; (b) complete educator tasks that assess individuals in the program as well as define leadership and articulate an understanding of skill development; (c) construct three program categories of leader development, leadership education, and leadership training together with a philosophy of leadership development; and (d) decide on the program components that will fulfill program objectives within the three categories of leader development, leadership education, and leadership training.

Implications for theory, research, and colleges and universities are outlined. The study is to assist in the construction and further enhancement of leadership development initiatives and programs in colleges and universities.

## ACKNOWLEDGEMENTS

My time of study within the Department of Educational Administration has been stimulating and engaging in interaction with professors and student colleagues. Thank you to each of the professors and Dr. Renihan for his extra effort on my behalf. I am grateful for the funding received through a University of Saskatchewan Graduate Scholarship.

I want to thank my advisor, Dr. Keith Walker, for his encouragement, support, and direction during my course work and through the completion of the dissertation. I could not have had a better advisor, who built confidence into me, and who challenged me to attain to the best of my ability. He models appreciative teaching.

I want to express my thanks to the members of my committee, Dr. Edwin Ralph (chair), Dr. Bob Cram, Dr. Sheila Carr-Stewart, and Dr. Larry Sackney for their time, energy, and commitment to the comprehensive examination, dissertation proposal, and dissertation oral defense. Thank you to Dr. Ralph and Dr. Cram for your editing assistance.

I owe a debt of gratitude to my wife, Lil, for her dedication. Thank you for your willingness to work long hours and your encouragement at strategic times. Thanks to our family, Darren, Janna and Jalen, David and Melanie, and Paul for your encouragement.

Lastly, I want to acknowledge the Lord's presence during the educational journey. He is faithful and has proved that again.

## TABLE OF CONTENTS

Permission to Use .....	ii
Abstract .....	iii
Acknowledgements .....	v
Table of Contents .....	vi
List of Figures .....	xii
List of Tables .....	xiv
Chapter One - THE RESEARCH QUESTION .....	1
Introduction .....	1
Background to the Problem .....	3
The Statement of the Problem .....	8
Purpose of the Study .....	10
The Research Questions .....	11
Definitions .....	12
Andragogy.....	12
Appreciative Inquiry.....	12
Collaboration.....	12
Colleges and Universities.....	12
Grounded Theory.....	13
Leaders in Society.....	13
Leadership .....	13
Leadership Development .....	13
Leader development.....	13
Leadership education.....	14
Leadership training.....	14
Leadership Educators .....	14
Program.....	14
Prospective .....	14
Student Leaders.....	14
Assumptions.....	14
Biographical Background .....	15
Delimitations .....	16
Limitations .....	17
Significance of the Study .....	18
Outline of the Dissertation .....	20
Chapter Two - LITERATURE REVIEW .....	21
Introduction .....	21
Educational Context of Leadership Development .....	22
American College Students.....	23

Levine and Cureton Study.....	25
Hart Study.....	27
Millennials .....	31
Definition.....	31
Challenges to Generation Conclusions .....	32
Millennial Descriptions.....	33
Postmodernity .....	39
Conceptual Description of Postmodern Era.....	40
A Postmodern Understanding of Community.....	42
Summary.....	45
Conceptual Context of Leadership Development	45
Historical Leadership Understandings .....	46
Contemporary Understandings of Leadership .....	47
Interdisciplinary Leadership .....	48
Understanding Leadership as Process.....	48
Relational Leadership Model.....	50
Leadership as Meaning-making in a Community of Practice.....	53
The Leadership Challenge .....	55
Summary.....	56
Extant Understandings of Leadership Development	56
Differentiating Terms within Leadership Development .....	56
The Ethical Foundation of Leadership Development .....	59
Ways of Learning for Leadership Development.....	60
Personal Knowledge .....	61
Transformational Learning .....	62
The Social Change Model.....	63
The Evolving Leaders Model.....	66
Leadership Development Programs in Colleges and Universities	69
Co-curricular Leadership Programs in Colleges and Universities.....	71
Undergraduate Leadership Programs.....	76
Summary	81
Chapter Three - RESEARCH DESIGN .....	82
Introduction	82
Background to the Research Design	82
Epistemology .....	83
Theoretical Perspective .....	88
Research Methodology	90
Research Methods	97
Appreciative Inquiry.....	97
Interviews.....	101
Interview Question Formulation.....	101
Choosing of Interview Participants.....	103
The Experience of Interviewing	107

Approach to Data Analysis	110
Data Divisions.....	110
Data Analysis .....	112
Summary	115
Chapter Four – ANALYSIS OF THE NOTION OF LEADERSHIP .....	117
Introduction	117
Leadership Data Analysis	117
Leaders on Leadership .....	118
Releasing Potential.....	118
Consultation and collaboration. ....	124
Re-directed recognition. ....	126
Mentoring.....	126
Summary. ....	127
The Environment of Releasing Potential .....	127
Empowerment. ....	129
Self-directed leadership development. ....	129
Chances for leadership involvement. ....	130
Community building. ....	131
Skunk leadership environment.....	131
Summary. ....	133
The Motivation for Releasing Potential.....	133
A Vision for Releasing Potential .....	134
Communication as a Means of Releasing Potential.....	136
Releasing Potential through Being a Role Model.....	138
Character leadership.....	139
The sacrifice of leadership. ....	141
Spiritual leadership. ....	142
Looking Inside .....	143
The Integration of Meaning from Leader Responses Regarding Leadership .....	147
Educators on Leadership .....	148
Introduction.....	148
Collaboration.....	149
The Environment of Collaboration.....	155
Emphasis on relationship. ....	156
Emphasis on building capacity. ....	159
Emphasis on empowerment. ....	160
The paradox of leadership.....	161
Collaboration and Vision.....	162
Collaboration and Communication.....	165
Integrity and Collaboration.....	168
The Integration of Meaning from Educator Responses Regarding Leadership..	170
Students on Leadership .....	171
Introduction.....	171



Relational Leadership .....	173
Personal relationship. ....	174
Care. ....	176
Support. ....	177
Communication. ....	178
Conflict resolution. ....	178
Respect.....	179
Respect for followers. ....	179
Respect for leader.....	181
Respect for one another in the group. ....	183
Mentoring.....	184
Individualized leadership development. ....	186
The importance of encouragement.....	187
Training.....	188
Modeling. ....	189
Motivation.....	191
Motivation as “pull.”.....	192
Motivation as “push.”.....	194
Accomplishing Something.....	197
Accomplishing a goal or vision relationally. ....	197
The accomplishment of humanitarian causes. ....	199
Integration of Meaning from Student Responses Regarding Leadership .....	201
A Synthesis and Conceptualization of the Data.....	202
Definition of Leadership .....	202
Collaborative Team.....	202
The importance of relationship. ....	204
The importance of communication. ....	205
Releasing Potential.....	205
Vision.....	206

## Chapter Five - ANALYSIS OF THE NOTION OF LEADERSHIP DEVELOPMENT 208

Introduction .....	208
Leaders on Leadership Development .....	208
Facilitation of Leadership Development.....	209
Personal Initiative .....	210
Opportunity.....	212
Experiential Learning.....	213
Graduated Skill Development .....	214
Mentoring.....	215
Personal Readiness.....	217
Integration of Meaning.....	220
Integration of Meaning from Leader Responses Regarding Leadership Development .....	221
Educators on Leadership Development .....	221

The Mind-set of Leadership Development .....	222
Personal Initiative .....	225
Personal Development .....	227
Personal Awareness .....	228
Character .....	229
Integration of Meaning.....	229
Self Confidence.....	230
Experiential Learning.....	231
Skill Development.....	232
Communication.....	232
Interpersonal Skill.....	234
Contextual Leadership .....	234
Team Building.....	235
Vision Casting.....	235
Decision-Making.....	235
Developing Others .....	235
Mentoring.....	236
Learning Leadership Theory.....	237
Integration of Meaning from Educator Responses Regarding Leadership Development .....	238
Students on Leadership Development .....	240
Leadership Responsibility: Given and Taken.....	240
Experiential Learning.....	243
The Relationship between Self and Leadership .....	244
The Inclusion of Leadership Education.....	248
Mentoring.....	249
Development of Skills.....	251
Integration of Meaning from Student Responses Regarding Leadership Development .....	252
Summary and Conceptualization of Data on Ideal Leadership Development .....	253

## Chapter Six - LEADERSHIP DEVELOPMENT IN COLLEGES AND UNIVERSITIES

.....	258
Introduction .....	258
Lessons from University Leadership Development Programs .....	259
A Model of Leadership Development for Colleges and Universities .....	266
Environment of the College or University.....	266
Inherent Understandings about Students .....	268
Inherent Understandings about the Role of the College or University.....	270
Inherent Understandings about Teaching in Colleges and Universities .....	274
Educator Tasks .....	278
Leadership Capacity.....	278
Understanding of Leadership .....	282
Understanding Leadership Development.....	285

Program Categories and Components.....	286
Leader Development.....	286
Leadership Education.....	291
Academic leadership.....	291
Interdisciplinary nature of leadership studies.....	294
Compulsory leadership education.....	294
Program components.....	295
Leadership Training.....	297
Intentional Outcomes.....	300
Chapter Seven – SUMMARY AND CONCLUSIONS.....	301
Introduction.....	301
Summary of the Study.....	301
Conclusions of the Study.....	303
The Ideals of Leadership.....	303
The Ideals of Leadership Development.....	309
Leadership Development Programs in Colleges and Universities.....	312
Response to the Problem.....	315
Conclusions Summarized.....	316
Implications of the Study.....	317
For Theory.....	317
For Research.....	320
For Colleges and Universities.....	321
Concluding Comment.....	323
References.....	324
Appendix A.....	338
Request for Approval of the Ethics Committee.....	338
Appendix B.....	343
Consent Form for Interview Participants.....	343
Appendix C.....	346
Data/Transcript Release Form.....	346
Appendix D.....	348
Interview Protocols.....	348

## List of Figures

	Page
<i>Figure 1.1.</i> The reciprocal relationship between leadership and culture.	4
<i>Figure 1.2.</i> The shift to a new paradigm of leadership.	5
<i>Figure 2.1.</i> Components of chapter two.	22
<i>Figure 2.2.</i> The relational leadership model.	51
<i>Figure 2.3.</i> Life span of leader development.	58
<i>Figure 2.4.</i> Three components of the social change leadership development model.	65
<i>Figure 2.5.</i> Leadership development program model.	67
<i>Figure 3.1.</i> The scaffolding of the research design.	83
<i>Figure 3.2.</i> The flow of Grounded Theory.	93
<i>Figure 3.3.</i> Appreciative Inquiry 4-D Cycle.	99
<i>Figure 4.1.</i> Ideal leadership envisioned by a non-profit leader.	123
<i>Figure 4.2.</i> Sub-categories of the over-arching category of releasing perceptions potential in leader regarding ideal leadership.	127
<i>Figure 4.3.</i> The sacrifice of leadership as part of being a role model.	142
<i>Figure 4.4.</i> The category and sub-categories in the educator data on ideal leadership.	149
<i>Figure 4.5.</i> Student data categories of ideal leadership.	172
<i>Figure 4.6.</i> Properties of relational leadership in the student data.	174
<i>Figure 4.7.</i> The dimensional variation of personal relationship in leadership.	176
<i>Figure 4.8.</i> The four properties of mentoring in the student data on ideal leadership.	186
<i>Figure 5.1.</i> The category and sub-categories in the leader data potential in leader potential in leader development	209

<i>Figure 6.1.</i> A model of leadership development for colleges and universities.	267
<i>Figure 7.1.</i> A leadership development model for colleges and universities.	319

## List of Tables

	Page
Table 2.1. Importance of Leadership Qualities in Hart Survey.	28
Table 2.2. Organizations Effective in Solving Future Problems.	29
Table 2.3. Participant Preference Comparison between Contrasting Types of Leadership.	30
Table 2.4. Sources of Influence on Teenagers.	38
Table 2.5. Summary of Leadership Approaches.	46-47
Table 4.1. Leadership Thinking Transition.	121

## **Chapter One**

### **THE RESEARCH QUESTION**

#### **Introduction**

Leadership is a necessary phenomenon for the well-being and advancement of any group of individuals who desire to change or to accomplish something. As an example of the importance of leadership in voluntary organizations, Barna (1997), after fifteen years of diligent research on churches and their influence in America stated, “Nothing is more important than leadership” (p. 18). Democratic states, by their very nature, need leadership within all components of society. The necessity for leadership throughout the democratic system places a responsibility on each citizen for democracy to work effectively. Each individual needs to contribute to the leadership of causes larger than personal self-interest.

Gregg (2002) described the situation in Canada in which individuals have disengaged themselves from public life because of the perception that governments are “incapable of acting as positive agents of social change” (p. 47). In this environment, efficiency of operation becomes most important with individual acceptance of the status quo in society. Gregg stated that if Canadians disconnect from government, ethical considerations, liberty, and ultimately our democracy would be lost.

The state and government are not “them,” they are “us.” When we lose sight of or choose to ignore this fundamental tenet, we lose our capacity to organize society toward the ultimate ethical goal – namely, generating the largest good for the greatest number. We lose, in effect, a free and democratic society. ( p. 47)

The individual's engagement in society's well-being is essential for a democratic society to remain viable. The importance of leadership for democracy places an obligation on everyone to be involved in the leadership process.

Cronin (1995) argued that liberal arts education is the context in which to educate democratic leadership. "A liberal arts education should nurture the premise, by a variety of means, that the liberally educated person should assume responsibility for more than his or her own private concerns and that civic and societal leadership is an obligation" (p. 308). Hence, colleges and universities in Canada could be uniquely involved in developing leadership within students for societal involvement. For several reasons I believe colleges and universities have an opportunity to develop leadership in students.

First, the structure of higher education incorporates a "captive audience" of students who take courses that are part of programs that educators feel are most helpful to students. Administrators and faculty in a post-secondary context have the potential to influence curricular and co-curricular programming. Therefore, universities have the opportunity to implement initiatives that stimulate students to think about and be educated in leadership.

Second, the college or university has a unique opportunity to influence students because of their current life stage. Whether students are recent graduates from high school or mature students, they are individuals in transition, preparing for careers, and making decisions about the direction of their lives. The campus is a unique setting in which to challenge students to reflect on and to participate in leadership.



There is therefore, a need for leadership in a democratic society like Canada, as well as the potential of a unique contribution that colleges and universities in this country can make toward the leadership development of students. The goal of the present study was to provide data for the initiation, construction, and improvement of leadership development programs within Canadian colleges and universities. The end result would be the betterment of society, through graduates' involvement in leadership in various associations, organizations and governments.

In this chapter I identify the background to the problem, the problem the study sought to address, the purpose of the study, and the subsequent research questions that guide the inquiry. Further, the research questions are addressed within the parameters of operational definitions pertaining to the research, the assumptions of the approach taken to the research, and the delimitations and limitations of the study. Finally, the significance of the study and outline of the dissertation are stated.

### **Background to the Problem**

The prospective nature of leadership development is dependent on the changing nature of leadership. Even though leadership is an age-old phenomenon, the meaning of leadership continues to evolve within the context in which it is found. Bass (1995), for instance, stated:

The study of leadership rivals in age the emergence of civilization, which shaped its leaders as much as it was shaped by them. From its infancy, the study of history has been the study of leaders – what they did and why they did it. (p. 50)

In other words, reciprocity occurs within a certain time and *milieu* that molds leadership and which leadership molds (Figure 1.1). Thus, the meaning of leadership is fluid but simultaneously a dynamic force of change within society.

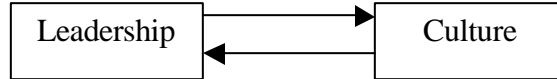


Figure 1.1. The reciprocal relationship between leadership and culture.

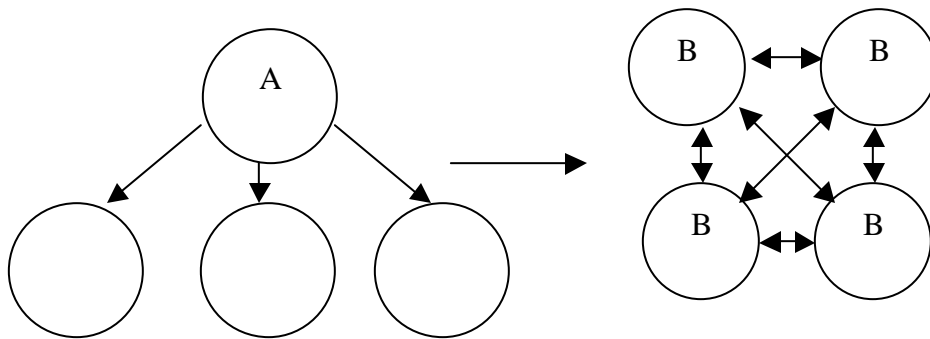
As a result, the meaning of leadership changes because leadership is a socially constructed phenomenon. Individuals draw meaning from how they experience leadership.

Leadership cannot be touched, smelled, or tasted but can be understood by how it is seen, heard, thought, and felt. Leadership is, therefore, a socially constructed phenomenon, and it is very real. . . . People interpret their perceptions and draw meaning from them. (Komives, Lucas & McMahon, 1998, pp. 16-17)

In a multigenerational and multicultural society the meaning of leadership is multifaceted. Headington (2001) said “defining leadership is a generational endeavor. While the traits and attributes can be timeless, each generation has to filter the meaning through its own experience and collective anchors” (pp. 228-229). For example, the generation currently entering colleges and universities has a propensity toward collaboration as illustrated by their extensive use of the Internet. “They thrive on collaboration, and many find the notion of a boss somewhat bizarre. Their point of reference is the Net” (Tapscott, 1998, p. 10). What meaning does the use of the Internet bring to leadership for this generation? It possibly could be a shift from the notion of a positional leader to a collaborative process between and among individuals. That shift in the meaning of leadership could be critical to the future involvement of the N-Gen in leadership. (N-Gen is a term used by Tapscott to describe the generation raised with the presence of the Internet.)

Just as generational forces shape the meaning of leadership, other societal forces are moving the understanding of leadership toward a new paradigm of collaboration. These forces include the multicultural nature of society, the valuing of individual contributions, and the complexity of the problems facing organizations and society. “Leadership today shows that there is great wisdom and energy in the group. Everyone in the group has a great deal to learn from each other” (Komives et al., 1998, p. 19). The complexity of the times requires more than one mind to clarify, analyze, and respond to issues.

Therefore, the meaning of leadership is moving from a conception of one leader at the top of a hierarchy (A) to one with many individuals as collaborators (B) working at leadership together (Figure 1.2). Drath (1998) contended that the concept of leadership would have less connection to an individual leader and more to do with “the reciprocal



*Figure 1.2.* The shift to a new paradigm of leadership.

connections of people working together” (p. 414). He postulated that:

The change in leadership this time may involve erasing altogether the distinction between leaders and followers. In the not-too-distant future, leadership may be understood as a process that plays out in reciprocal actions. By this I mean that people who work together, in whatever roles of authority and power they may have, will be thought of as reciprocating partners in determining what makes

sense, how to adapt to change, what is a useful direction – the guiding vision, that is, formerly provided by an individual leader. ( p. 407)

The evolving definition of leadership is important for this study in that the prospective nature of leadership development will be affected by a new understanding of leadership.

Despite the reality that leadership continues to adapt to the times and be shaped by the perceptions and interpretations of individuals within generations and cultures, the reality also is that leadership has the potential to shape generations, cultures and the times. It is important to ask what type of leadership shapes society toward the common good. In other words, what type of leadership is necessary to contribute to the social, moral, and cultural improvement of society? This type of leadership has ethical content in addition to goals of efficiency, and it must be effective in bringing improvement to the ethical nature of culture.

Examples of leadership shaping culture are America's Martin Luther King Jr. and India's Mahatma Gandhi. These individuals called people to something beyond the status quo, and these leaders submitted to a cause or idea greater than personal self-interest. Their respective leadership actually shaped nations toward the common good of all people.

However, leadership toward the "good" is only effective if there are followers or participators in the cause. G. Wills (1994) wrote an insightful and practical article highlighting the point that there is no leader if there are no followers, and that followers become followers by agreeing with a leader on a goal. Even though followers follow for their own advantage, Wills refers to the eighteenth-century philosopher David Hume who

observed “that people follow most reliably when they are convinced that what they are doing is right” (p. 70). For Covey (1990), the “right” is a set of principles.

Individuals and organizations ought to be guided and governed by a set of proven principles. These are the natural laws and governing social values that have gradually come through every great society, every responsible civilization, over the centuries. They surface in the form of values, ideas, norms, and teachings that uplift, ennoble, fulfill, empower, and inspire people. (p. 69)

Therefore, leadership may be defined not just by people’s perceptions but also by principles that are time tested, providing people are following those principles.

How leadership is understood has a direct influence on how leadership development is understood. Drath (1998) observes the changes to leadership development when the meaning of leadership is viewed as a reciprocal process.

It is clear that the meaning of leadership development depends on what we take leadership and development to be. From a point of view that sees leadership as a shared meaning-making process, leadership becomes development of reciprocal relations toward a greater integration of difference. So leadership development is not, as it is in the individual case, development of people we take to be leaders; rather, it is development of the process of shared meaning making. It is a multipersonal rather than a personal phenomenon. (pp. 429-430)

Building leadership capacity then becomes the enabling of individuals to be involved in interpersonal understanding and meaning rather than the enabling of an individual to be a leader of others.

This background to the study suggests that leadership is a socially constructed phenomenon within a particular context and that leadership may also shape the context in which it is found. These multifaceted understandings of leadership need to inform and give substance to effective leadership development in colleges and universities.

### **The Statement of the Problem**

Canada has an ongoing need for leaders. This need includes positional leaders in organizations and government, as well as contributions by each citizen to his or her community or voluntary association. Gardner (1990) underscored the need for active leaders throughout all segments of society and estimated that need to be 1% of the population (p. xix). In Canada, that estimated 1% of the population would be approximately 300,000 people. K. Clark and M. Clark (1992) suggested that 10% of the population need to be leaders. While they describe the American context, the demand for leaders is similar in Canada.

In a “joiners” society like the United States, every year 1 out of 10 adults is asked to take on some sort of leadership responsibility. . . . Any intelligent college student or any concerned citizen who thinks leadership does not fit into his or her prospects for the future had better notice the way the world works and begin preparing for a future which is sure to be affected by leaders and the influence they exert. (pp. 1-2)

Given that there is opportunity to be intentional about leadership development in post-secondary institutions, Canadian colleges and universities are discerning the potential they have in preparing student leaders for their institutions specifically and for society in general. For example, Renaissance College at the University of New Brunswick, Fredericton, was the first university in Canada to have an interdisciplinary leadership studies program at the undergraduate level. The college offers a Bachelor of Philosophy degree in Interdisciplinary Leadership Studies.

The need for leaders in American society became the impetus for leadership development in American colleges and universities. The W. K. Kellogg Foundation was involved in an initiative to develop leadership abilities in college undergraduates at 31

institutions from 1990-1998. The assumptions of the Foundation were that society needs more and better leaders, that young people can be prepared to fill those roles, and that the college experience “offers many opportunities to develop and nurture this kind of leadership” (W. K. Kellogg Foundation, 2001). A. Astin and H. Astin (2000), in a report for the Kellogg Foundation, stated “the problems that plague American society today are, in many respects, problems of leadership” (p. 2). The purpose of leadership development in the American setting, is the improvement of society.

A major problem with contemporary civic life in America is that too few of our citizens are actively engaged in efforts to effect positive social change. Viewed in this context, an important “leadership development” challenge for higher education is to *empower* students, by helping them develop those special talents and attitudes that will enable them to become effective social change agents. (p. 2)

Burkhardt and Zimmerman-Oster (1999) challenge American colleges and universities to accept the opportunity for leadership development given the nation’s environment of change, the new opportunities for leadership, the increased recognition of leadership development, and the effectiveness of current leadership development programs.

Several factors are converging to create a new opportunity to focus on the responsibility and the potential of colleges and universities to intentionally develop the new generation of leaders that will be required by our changing society. These factors include:

- the need for a different kind of leadership to serve a society that is demographically, economically, and technologically changing;
- new opportunities for leadership at the local and grassroots levels and in flatter organizations and entrepreneurial environments, particularly in the emerging nongovernmental public sector;
- increasingly widespread recognition that leaders are developed, not born, and that societies can do something about preparing for their future leadership requirements;

- demonstrated evidence, based on recent studies, that college-based, leadership-development programs can have an important impact on students and the institutions in which they are enrolled.

In short, we have the need and the means to develop leaders for our nation's future if we can recognize and act on the opportunity to do so. (p. 9)

At this time, the call for increased leadership development in colleges and universities is primarily an American call. Based on a literature review and a survey of leadership development programs, I found few leadership development programs in Canada. The recognition of the need for leaders and for leadership development of students in colleges and universities in Canada are the matters that this study seeks to address. The lack of initiative toward deliberate and effective leadership development within colleges and universities in Canada is a problem. This dissertation presents a call to incorporate leadership development in Canadian colleges and universities to a fuller extent.

In summary, the need for leadership and the improvement of society can come through higher education initiatives in leadership development given the unique ability to influence and educate large numbers of students through tertiary education. Leadership development initiatives at colleges and universities in the United States should prod Canadian post-secondary institutions in a similar direction to fulfill the need for leadership in Canada.

### **Purpose of the Study**

In light of the scarcity of leadership development programs in colleges and universities in Canada, the purpose of this study is to understand, from the perceptions of leaders, educators, and students, what conceptual and programmatic qualities are beneficial for prospective leadership development programs. The problem of a lack of



leaders in Canada could be addressed by effective and relevant programming that would motivate students toward involvement in leadership. It would follow that the quality of leaders produced by colleges and universities would increase through more intentional and deliberate programming.

I seek to identify and interpret the perceptions of college and university students, college and university educators, and leaders in society regarding the meaning and ideals of future leadership and of future leadership development. The data analysis includes the conceptualization of themes from student, educator and leader responses. The analysis further considers the relationship between the perceptions of the students, educators and leaders with each other as groups and with current understandings in the literature of leadership and leadership development. Based on this analysis, I present various ways leadership development programs might be shaped for colleges and universities in Canada.

### **The Research Questions**

Central to this study is the overarching question, “What is the prospective nature of leadership development in colleges and universities in Canada according to students, educators and leaders?” Consistent with the purpose of the study, the following research questions guide the investigation.

1. What are the perceptions and understandings that student leaders, leadership educators and leaders in society have of the ideals of leadership?
2. What are the perceptions and understandings that student leaders, leadership educators and leaders in society have regarding the ideals of leadership development?

3. How might the understandings of leadership and leadership development by student leaders, leadership educators and leaders in society inform the future programs and the andragogy for leadership development in colleges and universities in Canada?

### *Definitions*

#### *Andragogy*

Andragogy is a set of concepts that help to define the field of adult education. For the purposes of this thesis, it will be defined as the teaching methodologies used with adult learners that involve them in defining and collaborating in the learning experience (Knowles & Associates, 1984). The term is used in differentiation from pedagogy to emphasize the involvement of 18-25 year old students in the teaching/learning process.

#### *Appreciative Inquiry*

Appreciative Inquiry (AI) is a method of inquiry, which asks questions of what gives “life” (the best of what is), what could be and what should be. It appreciates the positive and emphasizes what should be increased (Cooperrider & Whitney, 2000).

#### *Collaboration*

Collaboration is “to work jointly with others or together”(Merriam-Webster Dictionary) toward a common goal.

#### *Colleges and Universities*

Post-secondary liberal arts undergraduate public and private institutions with semester based curriculum and student bodies comprised of recent high school graduates and mature students.

### ***Grounded Theory***

A qualitative research methodology that uses a systematic set of procedures to develop an inductively derived theory grounded in the data (A. Strauss & Corbin, 1990).

### ***Leaders in Society***

Individuals who exert influence in society through their positions as leaders in such areas as businesses, non-profit organizations, churches or public education institutions.

### ***Leadership***

Leadership is an interactive process of influence amongst individuals toward a goal. Thus, for the purposes of this study, leadership is not regarded as residing solely in individuals who have positions of power and/or influence. In fact, if they demonstrate leadership, it is part of a group process.

### ***Leadership Development***

Leadership development is defined as building leadership capacity in college and university students in Canada. Leadership development is progressive in nature and views leadership as an active, dynamic process in relation with others. The concept encompasses the components of leader development, leadership education and leadership training.

#### ***Leader development.***

Leader development is that part of leadership development that focuses on developing a person with the attending characteristics that enhance leadership.

***Leadership education.***

Leadership education is that part of leadership development centering upon education in the conceptual frameworks and meaning of leadership. This education includes the historical and theoretical constructs of leadership.

***Leadership training.***

Leadership training is that part of leadership development emphasizing the building of competence in the skills directly related to making leadership operational.

***Leadership Educators***

Individuals involved in colleges or universities as faculty or administrators who provide education aimed at enhancing the leadership involvement and ability of students.

***Program***

A college or university program is curricular courses and co-curricular activities, such as seminars and retreats that assist leadership development.

***Prospective***

Prospective refers to what is likely to come about or what would be effective in the future.

***Student Leaders***

Student leaders are defined as adults typically from age 18-25 years, although not exclusively, enrolled in a post-secondary institution and who are currently or have been involved in leadership.

***Assumptions***

In this study, it was assumed that:

1. Canada needs more involvement in leadership and thus more leadership

development.

2. Colleges and universities have the general educational mandate to meet the need for increased leadership development.

3. Leadership capacity may be developed in individuals and, therefore, leadership development is a worthwhile endeavour for colleges and universities in Canada.

4. The perceptions of all stakeholders in leadership development – student leaders, leadership educators and leaders in society – are of value for constructing a model for leadership development in colleges and universities.

5. The questions asked of participants were sufficiently comprehensive, reliable and valid for respondents to describe accurately their perceptions of leadership and leadership development.

6. The perceptions of students, educators and leaders regarding leadership and leadership development reflect the reality and ideals of leadership and leadership development for them during the time of the study.

7. The data collection procedures and analysis of meaning did not introduce a bias to the research such that erroneous results were reported. However, another researcher using the same data could have interpreted the data from a different perspective.

### ***Biographical Background***

In order for readers to understand what has shaped my perspective and the reasons why leadership development is important to me, I describe my relevant background. I have been involved in post-secondary undergraduate Biblical education for 20 years seeking to assist 18 to 25 year old students, through the principles found in the Bible,

during a critical age of decision making regarding their life goals, such as career and life partner choices.

As I observed what people believed to be important for organizations, their repeated message was the need for leadership and as a result, leadership development. This information was integrated with my desire to see students mature, grow in responsibility, and contribute to the lives of others. I realized that as students were making critical choices about career and meaning in life during their time in colleges and universities, they could also be making decisions about their ideas concerning leadership and their possible involvement in it.

With these experiences, I entered a Ph.D. program at the University of Saskatchewan with the desire to study how leadership development could be more effective in colleges and universities in Canada. I believe that the mandate of post-secondary education is not only to develop individuals' cognitive skills, but to assist them in the shaping of who they are to become. Leadership development in colleges and universities includes an understanding of leadership and obtaining the specific skills of leadership, but it is also concerned with the development of the person who is involved in leadership. Leadership development also directs students toward integrity and commitment to the common good.

### *Delimitations*

The study was delimited to the analysis of data based on the grounded theory espoused by A. Strauss and Corbin (1998) and obtained through interviewing 41 college and university student leaders, 24 leadership educators and 18 leaders in society in Canada. The number of students is larger than the other groups for two reasons. First, it

was assumed that students have limited leadership experience for reflection, in comparison to the broader experience of leaders and educators, thus necessitating including more students to provide a more complete understanding of student perceptions. Second, leadership development programs directly affect students. In order for these programs to be effective, more students were interviewed to understand their perceptions of leadership and leadership development, and to make application of that information to the construction of programs.

The groups of students, educators, and leaders contextualize the study to Canada but are not large enough to reflect the diversity of the Canadian population. Respondents were located in Saskatchewan and New Brunswick, and were interviewed from January, 2002 through April, 2002.

### *Limitations*

The study had the following limitations:

1. My ability as an interviewer to interpret accurately the perceptions of the respondents regarding leadership and leadership development.
2. The lack of reflection on leadership and leadership development by some of the respondents.
3. The student leaders and leadership educators were from liberal arts post-secondary institutions and the results are intended for primary application in the same context. The students and educators were from a situated, bounded experience that could have placed limitations on their perceptions of leadership and leadership development.
4. The research was not representative of the larger population of students, educators, and leaders in Canada, and therefore only tentative propositions may be

developed in the application of findings.

5. The interpretation of the study was an independent work of research following university protocol (University of Saskatchewan, 2000). The research did not include focus groups or electronic delphi response analysis to refine the interpretation of the data.

6. The biases of the researcher affected the interpretation of the data.

7. The researcher was not able to report all facets of the data.

8. The dissertation sought to survey the perceptions of leaders, educators and students rather than to crystallize or reduce the views of respondents.

9. The study was of a qualitative nature with the number of responses in a given category not quantified.

10. The number of topics dealt with in the literature review limited the depth of presentation for each topic. The contextual nature of leadership development within leadership and society, as well as within educational institutions, did not allow for comprehensive coverage of each topic pertinent to leadership development.

### **Significance of the Study**

The study is significant in several ways.

1. Canadian society needs leadership. If this study is able to inform the intentional development of leadership in students for the various sectors of society, then it will have served a useful purpose.

2. One of the goals of this study was to contextualize leadership development to a Canadian college and university environment and thus to encourage the growth of leadership development programs. Leadership development is intentional in approximately 800 colleges and universities across the United States with the phrase



“social movement” attached to the growth of leadership development programs (Zimmerman-Oster & Burkhardt, 1999, p. 64). From the literature and a survey of leadership development programs on the Internet, the presence of leadership development programs in Canada in post-secondary institutions was found to be minimal.

3. This study focused on the perceptions of selected individuals involved with leadership. It was the goal of the study to relate that information to the formation of leadership development within colleges and universities. J. R. Rost (1991) believes that this type of research will enhance an accurate conceptual framework of leadership and, I would add, an accurate conceptual framework of leadership development.

In the end, leadership studies as an academic discipline would be significantly improved if practitioners, translation specialists, and academic scholars would collaborate in research projects on postindustrial leadership. In fact, such collaborative efforts may be the only way to find out and document how leadership actually occurs in organizations and societies. With that kind of documentation, leadership scholars would have a much better chance of developing grounded conceptual frameworks that make sense and inform the practice of leadership in the future. (p. 186)

4. Within the discipline of the study of generations, Howe and Strauss (2000) have identified the entrance of a new generation into post-secondary education called the Millennials. Even though the differentiation of young adults in Canada into generations is disputed by Bibby (2001), it is without dispute that a generation with digital savvy (Tapscott, 1998) is presently enrolled in colleges and universities. Although this group of students is the subject of research and characterization, little attention has been given to their views about leadership and leadership development. It is a goal of this study to enable leadership educators to sound “a specific call to specific people capable of response” (G. Wills, 1994, p. 67).

5. This study is an example of one attempt to begin to develop theory from which leadership development programs in colleges and universities may be constructed.

### **Outline of the Dissertation**

In chapter two I review the literature and in chapter three I describe the research design. A report and analysis of the research findings follow in chapters four, five and six with the summary and significance of the study presented in chapter seven.

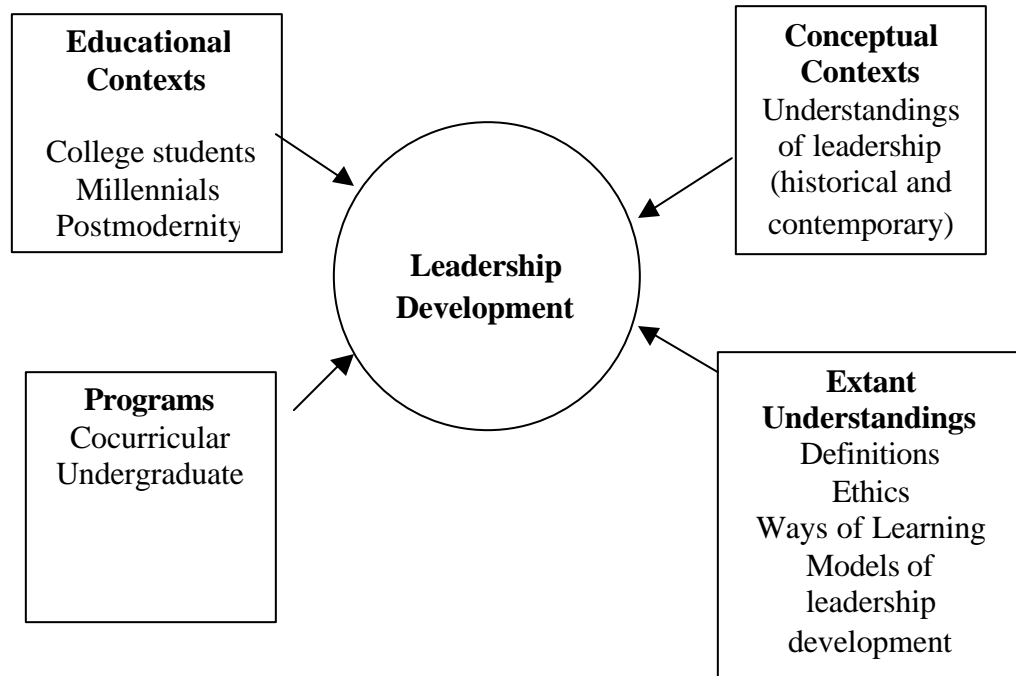
## **Chapter Two**

### **LITERATURE REVIEW**

#### **Introduction**

The purpose of this chapter is to review the literature pertaining to leadership development in view of the research question: what is the prospective nature of leadership development in colleges and universities in Canada? The various components of chapter two are illustrated in Figure 2.1. Leadership development in colleges and universities occurs within broader societal contexts. It is important to understand these contexts in formulating effective leadership development programs. The contexts seen as pertinent for this study are educational, meaning present and future college students, postmodernity, and conceptual, meaning the conceptual understandings of leadership in society. The educational contexts chosen for this particular research are college students, a generation study of Millennials (those born between 1980 and 2000), as well as a selected review of the concept of postmodernity.

Included in this chapter is a brief survey of the historical and current understandings of leadership. The perspectives of leadership lead to a discussion of the extant understandings for leadership development that include the definition of leadership development, the importance of ethics and ways of adult learning. Further, current models for leadership development are described. Lastly, a review of current leadership development programs in colleges and universities will be proffered. The programs are both co-curricular and curricular, with most of these leadership development programs existing in the United States.



*Figure 2.1.* Components of chapter two.

The chapter begins with an exploration of the educational contexts of college students, Millennials, and postmodernity. The conceptual context of leadership is then discussed, followed by an examination of the extant understandings of leadership development, and ending with a summary of the programs of leadership development. The discussion in the chapter moves from the broader contexts to specific program details.

### **Educational Context of Leadership Development**

Leadership development within colleges and universities in Canada occurs in the broader context of the societal environment of the late 20<sup>th</sup> and early 21<sup>st</sup> century. This environment is multi-faceted but to discuss all aspects of it would go beyond the purpose of this study. However, there are several pertinent educational contexts that need to be addressed because of their direct influence on leadership development in colleges and

universities in Canada. These contexts are characteristics of college students, and the concepts of generations (primarily Millennials) and postmodernity.

The authors cited in the following sections on Millennials and postmodernity assume the reality of the phenomenon of generational characteristics as well as certain traits of postmodernity. Bibby (2001), however, in the context of discussing a study of young people in Canada, questioned that assumed reality. “At the level of the individual, both the postmodern and generational approaches tend to be deductive, starting with a conclusion, then adding the facts. The postmodernist point of view is highly theoretical, rather than empirically derived” (p. 202). Bibby’s view is a helpful evaluation cautioning against the full acceptance of the conclusions and, therefore the assumptions, regarding the concepts of generation and postmodernity.

### *American College Students*

It was assumed that effective leadership development would include provision for listening to the students. By listening is meant seeking to understand the world-view and perceptions of students in order to teach and effectively develop leadership within that particular context. Part of the generation’s context is the events that have defined the participants. Headington (2001) stated, “Defining leadership is a generational endeavor. While the traits and attributes can be timeless, each generation has to filter the meaning through its own experience and collective anchors” (p. 228). This proposition would indicate that the meaning of leadership would be revised by each successive generation including present college students. The implication is that the college or university needs to recognize this meaning-making activity of students and to assist them in developing the analytical tools to formulate an understanding of leadership for their time. Thomas

Jefferson wrote, “The earth always belongs to the living generation. . . . Every constitution then, and every law, naturally expires at the end of 19 years. If it be enforced longer, it is an act of force, and not of right” (as cited in Morse, 1990, p. 5). Leadership needs to be owned by current students. The goal of colleges and universities should be to provide leadership development in order that students may formulate a meaning for leadership in the context of that meaning’s effect on society. The current generation of students will need to define and operationalize leadership.

Developing leadership in college and university students would first of all mean understanding the orientation of students and discerning the type of leadership to which that orientation is especially suited. For instance, one of the influences of technology on the current university student is the increased communication with others through email and chat rooms on the Internet. At the same time, leadership thinking is shifting toward a collaborative model that has potential to involve students in leadership given their propensity for interaction. Further, however, is the possibility that student perceptions of leadership need to be expanded and broadened. By listening to students, administrators and professors of leadership development programs will be able to orient instruction toward areas of leadership that require further cultivation among students. Even in this exercise of discerning what students are lacking, it will be important to continue to listen to students. It is possible that the areas that administrators and professors think are needed are not necessarily the requirements for the evolving leadership paradigms of tomorrow. Listening to students then becomes imperative for leadership development, because it could be a foreshadowing of how leadership will develop in the future. The present students in colleges and universities could transform the present understanding of

leadership. This listening posture would assist the increased effectiveness and longevity of leadership development programs in colleges and universities.

Many of the studies on college students have been done in the United States, but I include these studies and I argue that the trends and values of American college students are similar to those in Canada. Unfortunately comparable Canadian studies are not available.

### *Levine and Cureton Study*

Levine and Cureton (1998) described college students during the mid-nineties in the United States as facing enormous pressures of change but at the same time wishing for a good future. It is significant that they view the college student population as a transitional generation (pp. 151-156) through which, with the increased number of college students in the American population (65% of high school graduates), there is significant opportunity through college and university education to affect the future of society.

Levine and Cureton (1998) suggested four things that undergraduate students need in their education. They were hope, responsibility, appreciation of differences and efficacy (pp. 157-160). Each of these aspects would affect leadership development in college and university students. Hope is “the kind of conviction that allows a person to rise each morning and face the new day” (p. 157). Fear and disillusionment discourage leadership, while hope inspires it. A second aspect needing emphasis was responsibility. Levine and Cureton concluded that students feel that a choice must be made between “doing good and doing well” (p. 158). In other words, to do well one must give up on doing good. “Doing well” is economic prosperity and security while “doing good” is

contributing to the welfare of society. Leadership, though, many times is a commitment to “doing good.” Third, the authors highlighted appreciation of differences because of the reality of segregation on many college campuses into smaller and smaller interest groups, each with their own agenda. “As undergraduates search on campus for a place to call home, their clubs are dividing into smaller and smaller groups based on race, ethnicity, gender, and sexual orientation; just to name a few differentiations” (p. xiv). These smaller affinity and self-interest groups are increasingly shaping campus politics, which presents an important leadership challenge to respect individual differences, while moving groups to common goals. This challenge is especially difficult in an atmosphere where college students are unwilling to address the differences between groups (p. 159) and where involvement in campus leadership is on the decline (p. xiv).

The last point of needed emphasis among undergraduates noted by Levine and Cureton (1998) was efficacy, defined as “a sense that one can make a difference” (p. 159). The reason for the importance of efficacy is illustrated by the following example. Levine (Levine & Cureton, 1998) recounts an interaction with 25 college students who were inattentive and restless while he spoke on leadership. When asked what contributed to their state, one student responded. “Life is short. . . . We could not make a difference even if we wanted to” (p. 160). Twenty-two of the twenty-five students listening to the presentation agreed.

The study by Levine and Cureton (1998) is an example of listening to students in order to discern how leadership development needs to be shaped. If students are to consider and be involved in leadership, these fundamental issues need to be addressed in leadership development programs. Without understanding the perspective of students,



leadership development will miss the mark.

### *Hart Study*

Peter Hart (1998) reported on a survey that included 728 Americans, aged 18-30, including 108 blacks and 148 Hispanics. The study investigated views on values, leadership, and community service. Contrary to opinions that this age group is self-absorbed and socially inert, the survey highlighted the importance individuals place on connecting with community and solving the problems therein. However, “they do not have a strong vehicle to channel or guide this motivation” (p. 8). The report noted that the defining characteristic of this generation of Americans was “the importance that young people attribute to values such as ‘appreciating and respecting the racial and ethnic diversity of our country’ and ‘developing meaningful relationships with people different from yourself’” (p. 3). Levine and Cureton’s (1998) perception of college students was that this characteristic needed to be developed further.

What is helpful from Hart’s (1998) survey for the purpose of my study is that it directly asked these individuals about leadership issues. The report summarized:

In thinking about leadership in our country and about their own current and future leadership roles, young Americans place a premium on a set of traits that represents an extraordinary break from traditional models of American leadership. Young people embrace a style of leadership that emphasizes the power of collective responsibility, cooperation among diverse individuals, sensitivity toward others, and equal participation by all citizens regardless of their authority or position in the community. (p. 4)

The findings of this survey assist in formulating notions of leadership development, and therefore some time is taken to describe the results. When the 728 Americans were asked about a series of different leadership qualities, sensitivity and cooperation were more important than traditional notions of leadership such as direction- setting or being popular

and charismatic. Table 2.1 lists the important leadership qualities in order of the combined percentage of “essential quality” and “very important quality” on the survey.

*Table 2.1*

*Importance of Leadership Qualities in Hart Survey (Hart, 1998, p. 4)*

Leadership Qualities	Combined percentage of Essential Quality and Very Important Quality
Able to see situations from other’s point of view	94%
Get along well with others	90%
High personal integrity	85%
Empower/encourage others to act	79%
Bring people of different backgrounds together	77%
Set high standards/hold people to them	75%
Set a direction/persuade others to follow it	61%
Popular and charismatic	27%

Among the top five qualities, four are relational qualities: able to see situations from other’s point of view, get along well with others, empower/encourage others to act, and bring people of different backgrounds together. High personal integrity rates significantly high in the midst of the relational cluster. What is noteworthy is that concepts of leadership emphasizing the importance of relationships and the credibility of leadership score much higher than popularity and charisma.

Table 2.2 lists the organizations selected by respondents that were viewed as most important/effective in solving future problems. The report interpreted the emphasis on schools, universities, and colleges to be “entities that empower, teach, and provide skills to young people so that they can contribute to and become involved in their community” (p. 5). These individual students would solve problems in society based on the skills received at the university or college. The survey also found that the preference of students in solving problems had a “heavy emphasis on direct, one-on-one, individual

service” (p. 1) rather than on the role of institutions to affect change.

*Table 2.2*

*Organizations Effective in Solving Future Problems* (Hart, 1998, p. 5)

Organizations	Percentage
Schools, universities, colleges	46%
Groups of people working together locally	27%
Government, business, nonprofit partnerships	20%
Religious groups	15%
Government/political leaders	13%
Media	12%
Nonprofits and charities	11%

What is striking is that respondents did not view traditional forces of change, government and associations, as effective in solving problems. Most effective was the role of the college or university to provide leadership for the students who would then influence society individually in community.

The survey presented participants with a series of statements to reflect their own views of leadership. The results described a model of leadership “that is built from the bottom up, emphasizes collective responsibility, and values the participation of average citizens working together to solve problems” (p. 5). Table 2.3 shows the variance of percentages between contrasting statements on types of leadership that participants preferred.

Table 2.3

*Participant Preference Comparison between Contrasting Types of Leadership* (Hart, 1998, p. 6)

Contrasting Statements of Leadership	Preference
The best model for leadership is to build from the bottom up, that is, for many people to share responsibility for making decisions and moving forward.	71%
The best model for leadership is to build from the top down, that is, for strong leaders to assume responsibility for making decisions and moving forward.	25%
No one group is mostly responsible for solving social problems, and communities and individuals are responsible for solving their problems collectively.	78%
Big institutions, such as government and business, are best suited to take responsibility for the well-being of citizens and for solving social problems.	17%
We should look for leadership from ordinary people in the community, regardless of their position or level of authority.	65%
We should look for leadership from people who have achieved an important position and earned the authority and respect that comes with that position.	31%
Average people have the resources and practical know-how to solve most of their problems in their community.	79%
Our problems are very complex, and we need experts to solve them.	18%

The Hart report concluded with several challenges in involving the current generation in leadership. One observation was that the language of leadership needed to be “*inclusive*, with a heavy emphasis on seeing situations from multiple perspectives, as well as *focused*, with a concentration on helping others directly and actively” (p. 8). Another observation was that traditional methods of leadership development have much to learn from community development efforts. Lastly organizations and associations need to modify traditional leadership paradigms to adopt new practices in order to make

room for the involvement of the next generation in leadership.

### *Millennials*

Another important contextual consideration with implications for leadership development is the research on generations. Generation study is one way of understanding students and anticipating student perceptions of leadership in the future. Adapting leadership development programs to the reality of a new generation would increase program effectiveness.

### *Definition*

Generation study assumes that society is experiencing a new generation of post-secondary students that has begun to enter colleges and universities. The generation is variously called: Generation Y, Millennials, Nexters, Internet Generation (N-Generation), Nintendo Generation, Echo Boomers or Generation 2001 (Zemke, Raines & Filipczak, 2000, p. 127). The generation is comprised of individuals born approximately between 1980 and 2000. In this dissertation I use the term Millennials as defined by Howe and Strauss (2000).

The name “Millennial” acknowledges their technological superiority without defining them too explicitly in those terms. It's a name that hints at what their rising generation could grow up to become--not a lame variation on old Boomer/Xer themes, but a new force of history, a generational colossus far more consequential than most of today's parents and teachers (and, indeed, most kids) dare imagine. (p. 12)

They are a new breed of teen-ager, the leading edge of a generation that promises to be the richest, smartest and savviest ever. . . . they are the coddled, confident offspring of post-World War II baby boomers – until now, the most privileged generation. From Barbie to rock ‘n’ roll to low-fat diets, baby boomers have been dictating popular culture for decades. Now their influence as the nation’s dominant marketing force is about to be superseded by their kids. (USA Today, 1998)

The influence of the Millennials on leadership, therefore, will also be significant and should compel colleges and universities to evaluate their role in the leadership development of these students.

### ***Challenges to Generation Conclusions***

Generation studies assume a “peer personality” that generalizes the views of individuals within the parameters of a generation. However, all individuals within a generation, and especially the Millennials Tapscott argues, cannot be categorized by a single generalization. “In fact, this group prefers to defy grouping” (Tapscott, 1998, p. 292). The danger of characterizing a particular generation is the omission of the answers to deep questions of the individuals within the generation. Os Guinness (1998) said,

In each case the perspectives may be relatively true or false, helpful or unhelpful, but they do not address the deepest questions: Who am I? Why am I alive? Being general, the categories never address us as individuals. At best our individuality is lost in the generality. At worst, it is contradicted and denied. Such categories force us to lie on their Procrustean [tending to produce uniformity by violent methods] bed, and anything about us that doesn't fit they lop off. They trim the picture of our personalities to fit their mass-produced frames. (p. 21)

Therefore, it is logical to assume that all individuals do not fit the categorizations made in this discussion. However, the categorizations are still helpful in understanding this generation in the context of the general construction of leadership development programs. Specific individual characteristics will need to be taken into account for particular leadership development application.

Generation studies have become widely accepted, but a major study in Canada on teenagers (Bibby, 2001) shows few significant differences among the top five valued goals identified in studies conducted in 1984, 1992 and 2000 (p. 171).

The top two values are friendship and freedom. What we found is that there is

nothing teenagers value more highly than *friendship* and *freedom*. Close to nine in ten place high levels of importance on being linked to friends while simultaneously having the freedom to live life as they see fit. (p. 11)

Despite these understandings that question generation study conclusions, the context in which the Millennials grew up is different from previous generations. This context and its implications must be incorporated into prospective leadership development programs.

### ***Millennial Descriptions***

Howe and Strauss (2000) reject linear thinking regarding generations. Millennials are not pre-determined to follow in either the steps of the Gen Xers or the Boomers. Rather, they will respond to the excesses in previous generations and bring the needed balance.

But history does not move in straight lines and Millennials are not going in the same direction as the line from Boomers to Gen Xers. With Millennials on the rise, the direction of American youth is rapidly changing. And as it changes, the prevailing torrent of pessimism about kids carries the risk of real damage, to their generation and the nation. It harms by betraying the trust adults ask of youths, and by failing to inspire, join, or endorse their highest aspirations. This would mean, at best, the loss of a wonderful opportunity. . . It harms by diverting adults from their higher duty: providing exemplars, electing leaders with moral authority, and bolstering the integrity, realism, and farsightedness of today's adult regime. (Howe & Strauss, 2000, p. 27)

Howe and Strauss (2000) are clear that the Millennials will reverse the trends (excesses) found in the Boomers and the Xers. Further, the thinking of adults can actually be damaging to Millennials if it remains pessimistic about the present generation. Pessimism will not inspire the Millennials to reach the potential of which they are capable. The study of the Millennials highlights the opportunity to inspire another generation toward community involvement and leadership.

Zemke et al. (2000) conducted research through surveys, focus groups and interviews to understand “how the generations see themselves and each other” (p. 5). The researchers see “Nexters,” another term for Millennials, as central to their parents’ world because the parents (the Boomers) want to be more effective than their own parents. However, the parenting of Boomers did not include moral teaching.

It makes sense, then, that a number of surveys have found the Millennials to be the most tolerant of all the generations. This, too, is part of their upbringing. This generation has been reared without absolutes. It’s perfectly acceptable in elementary school classrooms for there to be more than one right answer to a question. And parents insist they are allowing their children to develop their own opinions . . . And 64 percent of parents believe they’re better at openly discussing tough issues than their parents were. Others see Nexter parenting as overindulgent, overprotective, and value-free, a sure portent of a rudderless, amoral generational grouping. They point to the meaningless school yard violence . . . as an early warning sign. (p. 138)

Zemke et. al concurred with Howe and Strauss (2000) that the Nexters are reacting to the moral permissiveness of the parents. “Reacting to the excesses they perceive in their parenting generation, they will have a much stricter moral center” (Zemke et al., 2000, p. 139).

Zoba (1999) supported the perspective that the Millennials are a product of their Boomer parents and, as a result, will carry the emphases of their parents to a further degree (linear thinking). To Zoba, the Boomer revolution of individual and sexual freedom sowed the seed that is now bearing fruit in the Millennials. The fruit is that everything and anything is “okay.” The parents often did not give guidance as to making right and wrong decisions and, as a result, moral values tended not to be passed on to their children. Because work and money were so important to Boomers, the Millennials were often raised without parents in the home. Culture, through the medium of



television, has been the primary shaper of the Millennials. This process has resulted in moral ambiguity among many of the Millennial generation.

In describing this condition, Zoba (1999) used the notion of the “big-small contrast reversal” between how the world and the individual are viewed. She contended that before television, people gathered around the radio and listened to what was happening in the world. The perception was that the world was big and the individual small, but that one could still do something about the problems in the world. She stated that this perspective was reversed beginning with the Boomers. The world became small in importance and the individual became big. This view is now exemplified in the Millennials, who are typically involved in a self-consumerism, being the centre of their own cultural universe. From this perspective, Zoba proposed that Millennials need a sense of worth and parental love. Further they need direction because they have lost their moral moorings.

Howe and Strauss (2000), however, saw the shift from individualism to community in the Millennials.

When today's teens and kids come fully of age, assuming they follow history's usual generational rhythms, they will solve problems Gen Xers couldn't, by fashioning a new sense of community out of '90s-style individualism. They will correct what they will perceive to be the mistakes (and compensate for the flaws) of Boomers, by placing positivism over negativism, trust over cynicism, science over spiritualism, team over self, duties over rights, honor over feeling, action over words. (p. 352)

Tapscott (1998) described Millennials primarily from the context of technology. His thesis was that digital technology is causing a major shift to take place: from the passive attention given to television programming to the interactive opportunity of the Internet. “This shift from broadcast to interactive is the cornerstone of the N-Generation.

They want to be users--not just viewers or listeners. The result is that time on the computer and Net is time taken away from television” (Tapscott, 1998, p. 3). In contrast to having culture shape the N-Generation (Zoba, 1999), Tapscott claimed that the N-Generation is shaping culture. Tapscott (1998) used the phrases “personal responsibility” and “care deeply about social issues” (p. 9) to describe the Millennials. “The picture is one of taking charge. They are a force for social transformation” (p. 2). “The N-Gen is defined by something positive. They are breaking free from the one-way, centralized media of the past and are beginning to shape their own destiny. And evidence is mounting that the world will be a better place as a result” (p. 33).

Just as television was a vehicle used for social change during the time of the Boomers, so the Internet is the one used by the N-Geners. This tool, however, is more powerful than television in its communication and interactive ability. Tapscott (1998) compared the N-Gen use of the Internet to Foucault’s “Web of Power.” The concept is that with the engagement of a discussion on the Internet there is power.

Though Foucault died before the World Wide Web was born, his Web of Power model elegantly captures the N-Gen culture of interaction. Users of the Internet, participants in the culture of interaction, gain knowledge and power through their interaction with other users. The interactive culture of the Internet is nonhierarchical and is not distributed; it is a real “Web of Power.” All participants can have their own home pages, their own e-mail addresses, their own interactive identity or identities. On the Internet, every one is a producer of culture, everyone is a participant. (pp. 79-80)

The N-Gen will also shape their places of work and study rather than passively be shaped by them. “Corporations are wondering what these kids will be like as employees since they are accustomed to very different ways of working, collaborating, and creating, and they reject many basic assumptions of today's companies” (Tapscott, 1998, p. 2).

One of those assumptions is top down management with an emphasis on productivity over welfare of human resources.

They thrive on collaboration, and many find the notion of a boss somewhat bizarre. Their point of reference is the Net . . . A greater proportion than any other generation will seek to be entrepreneurs. Corporations who hire them should be prepared to have their windows and walls shaken. The N-Gen will cause a rethinking of management's attitude toward its people. Senior management will have to treat people as if they are the enterprises' most valuable resource, because increasingly in a knowledge economy, they are. (p. 10)

Tapscott (1998) purported that society needs to understand this generation because they will shape the future. He commended his readers to listen to the children.

A new youth culture is emerging, one which involves much more than just the pop culture of music, MTV, and the movies. This is a new culture in the broadest sense, defined as the socially transmitted and shared patterns of behavior, customs, attitudes, and tacit codes, beliefs and values, arts, knowledge, and social forms . . . We should pay attention because the culture which flows from their experiences in cyberspace foreshadows the culture they will create as the leaders of tomorrow in the workplace and society. (p. 55)

From this brief review of the Millennial literature I draw several central themes characterizing this generation. First, is this generation a product of their parents (Zoba, 1999), primarily a reaction to their parents (Howe & Strauss, 2000), or independent of their parents shaping their own destiny via the Internet (Tapscott, 1998)? MacKay (1997) presented a helpful suggestion:

The most powerful of the influences on most young people is the example of their own parents. The biggest difference between your generation and your children's generation is not likely to have been the advent of the computer, nor the threat of AIDS, nor the level of unemployment. It is more likely to be the fact that -- for better or worse -- you had your parents, and your children had you. (p. 2)

Bibby's (2001) research among Canadian youth supported the influence of parents and contradicts Tapscott's notion that the Millennials are shaping culture through the use of

the Internet. Table 2.4 shows teenagers' sources of influence as a percentage, including responses of "A Great Deal" or "Quite a Bit."

*Table 2.4*

*Sources of Influence on Teenagers* (Bibby, 2001, p. 179)

Sources of Influence	Percentage
The way you were brought up	91%
Your own willpower	89%
Your mother specifically	81%
Your friend(s)	78%
The characteristics you were born with	71%
Your father specifically	70%
God or some other supernatural force	40%
Your teacher(s)	36%
Television	34%
Luck	31%
What people in power decide	25%
The Internet	15%

Another central theme characterizing this generation is the importance of interactivity with others. "At the heart of N-Gen culture is interactivity. Children today increasingly are participants not viewers. They are incited to discourse" (Tapscott, 1998, p. 78). "N-Geners rely strongly on close personal networks of friends and family" and

have “a great desire to be connected with others” (p. 287). This interactivity leads to a third issue.

The literature suggested a sense of collective responsibility among Millennials. They want to make society better.

Our experience indicates that they also have a very strong sense of the common good and of collective social and civic responsibility. They are more knowledgeable than any previous generation and they feel more strongly than adults about social issues. (Tapscott, 1998, pp. 287-288)

William Strauss stated in an interview with Zoba (1999) that “around 2005 . . . the Millennials will come of age and attack global problems with ferocity. As we are protecting our children we are forging a sense of community and allowing for the opportunity for peer pressure to become positive” (p. 61). If there is a concern for community within this generation, colleges and universities have the opportunity of fostering young people as they address this concern.

The literature also suggested that Millennials have deep questions of meaning and needs of belonging similar to any other generation (Guinness, 1998). These matters cannot be overlooked in effective leadership development programs nor can the issues mentioned previously regarding parental influence, the importance of interaction, and the suggested emphasis on community.

### *Postmodernity*

This section includes a brief description of the conceptual framework of postmodernity and the postmodern understanding of community. These concepts provide further background for the educational context of leadership development in colleges and universities.

### *Conceptual Description of Postmodern Era*

Postmodernity is both a description of reality and an epistemology. As a description of reality, postmodernity describes the “conditions that are becoming prevalent in our social world” (Furman, 1998, p. 304). These conditions include the advance of multiculturalism and the globalization of ideas. However, postmodernity is also an epistemology – a way of knowing reality. This description of postmodernity as an epistemology emphasizes two concepts: the notion of constructed reality and the rejection of meta-narratives.

“Postmodern epistemology suggests that the world is constituted by our shared language and that we can only ‘know the world’ through the particular forms of discourse our language creates” (Hassard, 1993, p. 3). Language becomes the means through which reality within postmodernity is constructed. Moreover, in postmodernity these language games are continually in flux causing the meaning of reality constantly to slip beyond our grasp, therefore preventing the meaning from being firmly delineated (Sackney, 2000).

Middleton and Walsh (1995) compared this view of reality to a carnival (pp. 43, 61) in which various voices are calling out for attention.

In a postmodern culture . . . there are nothing but sideshows. We no longer have confidence in claims about a public world or public truths. Whereas modern liberalism allowed (in principle) for a plurality of private worlds in which people could hold a diversity of religious or personal beliefs, postmodernity insists that all worlds are equally private. (p. 43)

There is no Big Top, only equally treated sideshows. There is a definite contrast between the modern and postmodern notion of understanding reality.

Postmodernity is an epistemology that rejects knowledge justification.

Postmodernism does not seek to make fixed, precise, or foundational metaphysical, epistemological, or axiological statements or claims. There are several hallmarks of modernism that are particularly irksome to the postmodernist: meta narratives, representationalism and objectivity. (Sackney, Walker, & Mitchell, 1999, p. 36)

In support of postmodernity, Scheurich (1994) said, “social or postmodernist relativism is the unabashed recognition that all epistemology, ontology, and the ways of thinking that yield such categories as epistemology and ontology are socially conditioned and historically relative or contextual” (p. 21). In other words, a person cannot write from outside history nor suspend one’s own experiences and subjectivity. “Although there are individual perspectives based on the idiosyncratic differences among individuals, the ‘stuff’ with which individuals construct and interpret ‘reality’ and are constructed and interpreted by ‘reality’ is social and not individual” (p. 22). Within postmodernity, truth becomes a political entity.

Therefore, in social science research the nature of reality, according to certain definitions and facts, is debatable. Furthermore, since the nature of reality is debatable and since different portraits of reality include different political arrangements of people, debates over the nature of reality are, in effect, political debates. (p. 38)

Postmodernity’s epistemology is that knowledge is a constructed reality.

The second proposition of postmodern epistemology is the rejection of what Lyotard (1984) called meta narratives. “Simplifying in the extreme, I define postmodern as incredulity [lack of belief, doubt] toward meta narratives” (p. xxiv). There is no grand story that contains universal truth or transcendent truth. John Crossan (1975) describes the phenomenon this way. “There is no lighthouse keeper. There is no lighthouse. There is no dry land. There are only people living on rafts made from their own imaginations. And there is the sea” (p. 44). In other words, there is no point of

reference. “There is no standpoint outside any system . . . from which to judge. The search for an Archimedean point, a view from somewhere, is displaced by the assertion that no privileged points of view do or should exist” (Mitchell, Sackney & Walker, 1996, p. 45).

The notions of a postmodern social reality, constructed reality and incredulity about meta narratives become a foundation upon which to consider the implications of the postmodern environment on leadership development. This discussion is addressed in chapter six.

### ***A Postmodern Understanding of Community***

Because of the importance of community in society, as well as the effect of postmodernity on community, I propose that a commonly held purpose within a community is necessary for leadership to occur. Furman (1998) sought to provide an understanding of community within postmodernity. Her view was that there is a paradox between the present emphasis in the literature on community building and the world-view of postmodernism. Modernist community building language highlights *sameness* whereas postmodernist language highlights *diversity*. Furman seeks a “closer theoretical alignment” of community building and postmodernism through a new understanding of community and a different perspective on postmodernism (p. 300).

Instead of viewing postmodernism as eliminating the need for community, Furman (1998) suggested applying deconstruction to the assumed definition of community in modernism. (Deconstruction within postmodernism is the deconstruction of the modernist paradigm of meta narrative.) For instance, perhaps the assumed definition of community protects the powerful and erects boundaries between those



inside and those outside the community. As such, deconstruction highlights the marginalization of some individuals, who do not hold to the accepted values, and it provides tools to critique the use of community as social control (p. 308). In light of this discussion, Furman (1998) proposed the following definition of a postmodern community.

Postmodern community is community of difference. It is based on the ethics of acceptance of otherness with respect, justice, and appreciation and on peaceful cooperation within difference. It is inspired by the metaphor of an interconnected, interdependent web of persons engaged in global community. It is fostered by processes that promote among its members the feelings of belonging, trust of others, and safety. (p. 312)

The value of acceptance is viewed as the most important value in building community.

Furman was raising the awareness of individuals to promote new communities of cooperation in the midst of diversity. This emphasis means the inclusion of everyone, rather than inclusion based only on sameness.

Within the postmodern community context, a different type of belonging, trust, and safety needs to be developed—belonging based on a sense of guaranteed inclusion in spite of difference, trust in the consistent adherence to the ethic of acceptance of otherness and in the consistent application of processes that promote inclusion, all of which create a safe environment. (p. 313)

Furman suggested this understanding to foster community within the midst of postmodernity. It is a way of understanding community that reflects postmodernity as a social reality and seeks to rescue community from its demise in the midst of diversity.

Communitarianism is another approach to build community within postmodernity. It emphasizes a limited number of universal values while concurrently respecting self determination.

For communitarians, it suffices as a first approximation to argue that a good society requires a balance between autonomy and order. And the order has to be

of a special kind: voluntary and limited to core values rather than imposed or pervasive. And autonomy has to be contextuated within a social fabric of bonds and values rather than unbounded. (Etzioni, 1996, p. 28)

Part of the communitarian ideology is commitment to the betterment of others and commitment to community as the context of individual rights. Communitarianism seeks shared values and shared commitment within a broad societal spectrum. These views could be compatible with postmodernity.

The “postmodernists do not see language as representation of the real; rather, language gains its meanings and significance from social interchange” (Mitchell, Sackney & Walker, 1996, p. 46). “The postmodern epistemology concerns knowledge of localized understandings and acceptance of a plurality of diverse language forms” (Hassard, 1993, p. 9). Given these presuppositions, reality and meaning emerge from the interpretation of language between individuals. Communities could interpret certain values and beliefs to be important to them, while other communities could interpret other beliefs and values as important. One community’s interpretation is placed side by side with another community’s interpretation of reality and in postmodernity both are legitimate.

With application of Furman’s “acceptance of difference” across community lines, communities of valuation could continue to be built within a postmodern framework. Instead of viewing the assumptions of postmodernism as causing the death of all values and beliefs, these assumptions could be used to build new communities who have shared interpretations. The difficulty with valuation communities is the perspective that “we are right and everyone else is wrong.” Postmodernism rejects this understanding and accepts all interpretations as valid. Rather, the view proposed is compatible with postmodernity

recognizing shared localized values. This perspective would seek communication and increased understanding with other interpretive communities, which in turn would build larger communities of diversity.

The postmodern perspective of interpretivistic meaning has been applied in a way that allows for the communitarian agenda of community around shared beliefs. These beliefs, however, are in the context of other beliefs within other communities where the value of acceptance of difference is essential.

### *Summary*

In this section I have presented the three contexts of college student studies, Millennial studies and postmodernity as part of the educational environment for leadership development in colleges and universities. These contexts describing the present perceptions of many students, the future characteristics of students, and the understanding of postmodernity all need to be considered when constructing effective leadership development programs.

### **Conceptual Context of Leadership Development**

In this section I review the conceptual context of leadership development, i.e. the understanding of leadership and approach to leadership education that permeates programs of leadership development. A complete review of leadership literature is beyond the parameters of this study. However, those leadership understandings that have influenced current leadership development programs will be presented. How one defines leadership determines how one regards leadership development and how it is taught.

To develop an intentional initiative of leadership development at colleges and universities, a shared conceptual framework of leadership is needed. Bell's (1994) study

of the perceptions of Leadership Development Program Directors found that 65% of their programs operated without a definition of leadership. He recommended a critical review of “the intellectual foundations upon which the programs are built” (Bell, 1994). Burns (1996) stated that a definition of leadership must be established before an educational strategy can be formulated.

There is a protracted debate over whether or not leadership can be taught. Because there is no common agreement in the literature about a definition of leadership, there is no way to settle the debate. In order to study leadership and determine if and how it can be taught, the construct must be clearly defined. (p. 149)

The next section begins with a summary of historical leadership approaches, and then moves to a discussion of leadership definitions. Two current models of understanding leadership within leadership development are then discussed.

### *Historical Leadership Understandings*

Komives, Lucas and McMahon (1998) outline the various approaches to leadership since the mid 1800s (Table 2.5). The authors give a cursory sweep of leadership theory, which helps to place leadership development within the framework of leadership studies.

*Table 2.5.*

*Summary of Leadership Approaches (Komives et al., 1998, pp. 36-37)*

<i>Approach</i>	<i>Time Period</i>	<i>Major Assumptions</i>	<i>Major Criticisms</i>
<b>Great Man</b>	mid 1800s-early 1900s	<ul style="list-style-type: none"> <li>• Leadership development is based on Darwinistic principles</li> <li>• Leaders are born, not made</li> <li>• Leaders have natural abilities of power and influence</li> </ul>	<ul style="list-style-type: none"> <li>• Scientific research has not proved that leadership is based on hereditary factors</li> <li>• Leadership was believed to exist only in a few elite individuals</li> </ul>

<b>Trait</b>	1907-1947	<ul style="list-style-type: none"> <li>• A leader has superior or endowed qualities</li> <li>• Certain individuals possess a natural ability to lead</li> <li>• Leaders have traits which differentiate them from followers</li> </ul>	<ul style="list-style-type: none"> <li>• The situation is not considered in this approach</li> <li>• Many traits are too obscure or abstract to measure and observe</li> <li>• Studies have not adequately linked traits with leadership effectiveness</li> <li>• Most trait studies omit leadership behaviors and followers' motivation as mediating variables</li> </ul>
<b>Behavioral</b>	1950s-1960s	<ul style="list-style-type: none"> <li>• There is one best way to lead</li> <li>• Leaders who express high concern for both people and production or consideration and structure will be effective</li> </ul>	<ul style="list-style-type: none"> <li>• Situational variables and groups processes ignored; studies failed to identify the situations where specific types of leadership behaviors are relevant</li> </ul>
<b>Situational/Contingency</b>	1950s-early 1980s	<ul style="list-style-type: none"> <li>• Leaders act differently depending on the situation</li> <li>• The situation determines who will emerge as a leader</li> <li>• Different leadership behaviors are required for different situations</li> </ul>	<ul style="list-style-type: none"> <li>• Most contingency theories are ambiguous, making it difficult to formulate specific, testable propositions</li> <li>• Theories lack accurate measures</li> </ul>
<b>Influence</b>	mid 1920-1977	<ul style="list-style-type: none"> <li>• Leadership is an influence or social exchange process</li> </ul>	<ul style="list-style-type: none"> <li>• More research needed on effect charisma has on the leader-follower interaction</li> </ul>
<b>Reciprocal</b>	1978-present	<ul style="list-style-type: none"> <li>• Leadership is a relational process</li> <li>• Leadership is a shared process</li> <li>• Emphasis on followership</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of research</li> <li>• Further clarification needed on similarities and differences between charismatic and transforming leadership</li> <li>• Processes of collaboration, change, and empowerment are difficult to achieve and measure</li> </ul>

### *Contemporary Understandings of Leadership*

This section begins with some understandings of leadership, namely leadership as interdisciplinary rather than discipline specific and understanding leadership as process,

which have direct influence on leadership development in colleges and universities. Further, three prominent models of leadership found in leadership development programs are discussed.

### ***Interdisciplinary Leadership***

According to this perspective, the definition of leadership needs to be broad, encompassing many disciplines of study, to be critically reflective, and to be applicable to real life. Rost (1991) proposed that leadership studies move past the single discipline limitation (e.g., educational leadership) in order to assist in solving some of the world's problems. The understanding of leadership needs to be interdisciplinary and critically reflective, grounded in the real world of leaders and followers. In this way "leadership scholars would have a much better chance of developing grounded conceptual frameworks that make sense and inform the practice of leadership in the future" (p. 186).

### ***Understanding Leadership as Process***

An initial consideration in defining leadership is to distinguish between the terms leader and leadership. Hashem (1997) believes that leadership is a process and should be differentiated from the leader as a person in a position who may or may not show leadership. Some individuals who are given a leader position do not exhibit leadership but are still called leaders. It is also true that a person who does not have the title of leader could exhibit leadership. Thus, leader as a person in a position and leadership as a process is an important differentiation.

J. M. Burns (1978) defined leadership as "the reciprocal process of mobilizing, by persons with certain motives and values, various economic, political, and other resources, in a context of competition and conflict, in order to realize goals independently or

mutually held by both leaders and followers” (p. 425). Leadership is a reciprocal process between leaders and followers with each influencing the other. For instance, “leaders may modify their leadership in recognition of followers’ preferences, or in order to anticipate followers’ responses, or in order to harmonize the actions of both leader and follower with their common motives, values, and goals” (p. 426). Leadership is not something that leaders in a certain position do to followers. It is a process that occurs between leaders and followers moving toward an end goal.

Barker (1997) recommends doing away with the common, assumed definition of leadership as a hierarchical understanding of control whereby leaders get followers to do what leaders think should be done. If, however, we accept that leadership is a process, then leadership involves dealing with a complex, dynamic web of relationships during a situation of change. This process contains interactive relationships, where leadership roles are not clearly defined.

The leadership process is like a river. Contained by its bed (the culture), it can be said to be flowing in one direction, yet, upon close examination, parts of it flow sideways, in circles, or even backwards relative to the overall direction. It is constantly changing in speed and strength, and even reshapes its own container. Under certain conditions, it is very unified in direction and very powerful; under other conditions it may be weak or may flow in many directions at once. (p. 352)

Leadership, therefore, is not restricted to what individuals in leader positions do, but may arise from the influence and interaction of a variety of individuals. Understanding leadership as process de-emphasizes leadership as the traits and behaviors of leaders.

Leadership as process enables leadership to be demonstrated in the lives of many individuals, not only the positional leaders. This understanding of leadership is important for leadership development because it means that leadership should be taught to and

learned by individuals who will not necessarily have positions of leadership, but who can and do contribute through demonstrating leadership in certain situations and areas of responsibility. The conceptual separation of leader and leadership permits all students to have legitimate involvement in leadership development in colleges and universities.

### ***Relational Leadership Model***

Komives et al. (1998) proffer the relational leadership model (Figure 2.2) focusing on the importance of relationships to the leadership process. The authors view leadership as “*a relational process of people together attempting to accomplish change or make a difference to benefit the common good*” (p. 68). They too separate the idea of leader from leadership. “Through collaboration with others, you can make a difference from any place within a group or organization, whether as the titled leader or as an active member” (p. x). Their model has five components with process orientation being an umbrella component within which the other components are included. This approach to leadership is “*inclusive of people and diverse points of view, empowers those involved, is purposeful and builds commitment toward common purposes, is ethical, and recognizes that all four of those elements are accomplished by being process-oriented*” (p. 68). The model is an approach to leadership rather than a statement of definition or leadership theory. As such, it emphasizes the components of a leadership process that are inherent to many collaborative leadership situations.



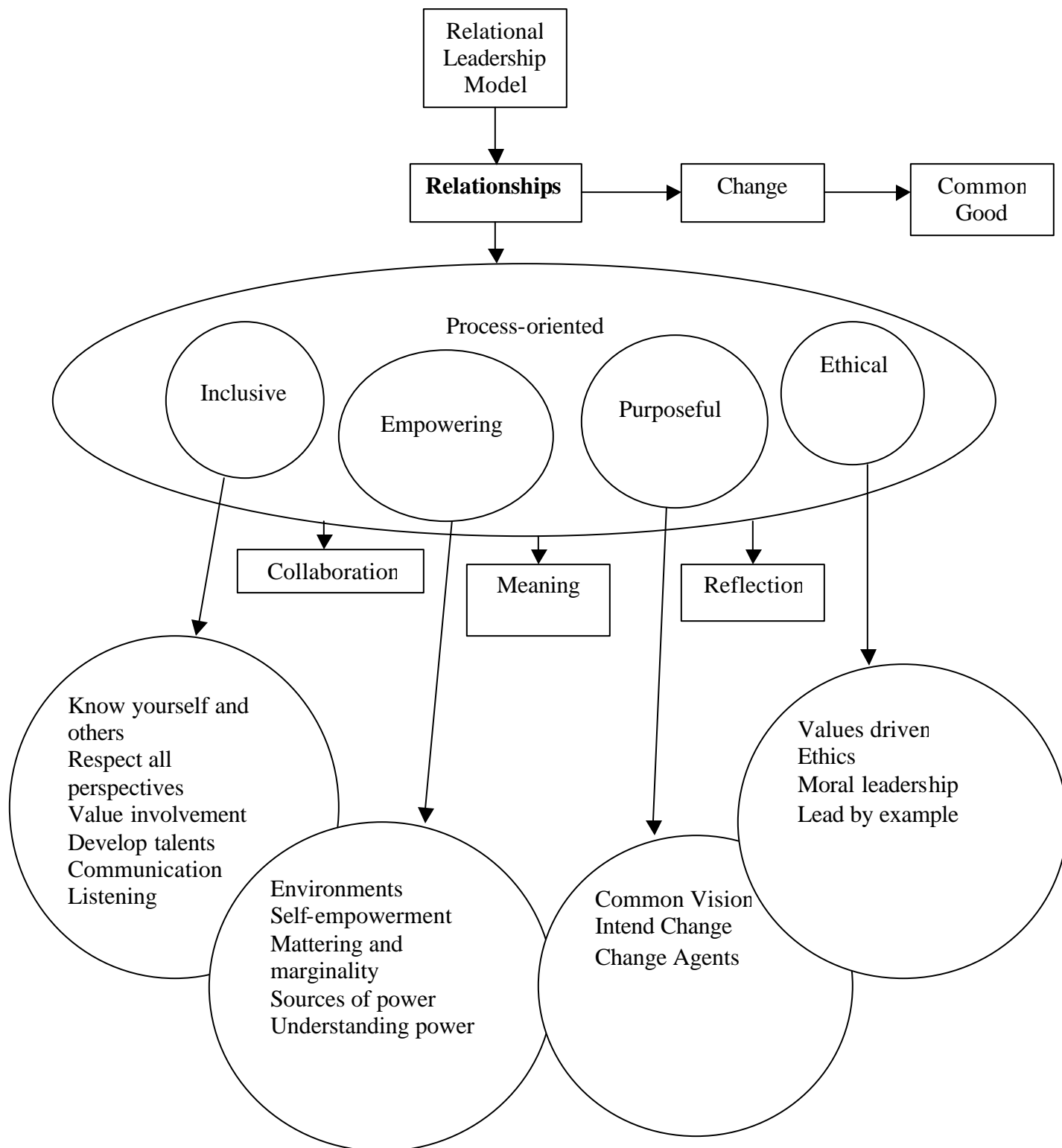


Figure 2.2. The relational leadership model (Komives et al., 1998)

The first component of the leadership process is that it is inclusive which means valuing participation and all individual viewpoints, divergent though they may be, as part of the whole. The perspective is not on individuality but individuals contributing to the unit. Each individual develops strengths and talents to assist the group's goals. This component of inclusion also extends to stakeholders external to the group.

Empowerment is the second component of the model. Leaders share power, thus enabling individuals to feel that they matter, and it encourages self-empowerment in whatever position the individual holds within the group. The third component of relational leadership is that it is purposeful. This component focuses on the common vision of the group. Leadership occurs when there is group intent to move toward change. Different change agents will facilitate change at different levels of the group.

Relational leadership also includes a fourth aspect: that of being ethical. Leadership needs to be value-driven emphasizing the common good. Ethical and moral leadership means upholding a certain standard of ethics and having discernment between right and wrong. The reality is that many individuals expect ethics to play a role in leadership. Leading by example is a facet of this component and provides authenticity and integrity.

Process orientation encompasses all the components just reviewed.

*Process* refers to how the group goes about being a group, remaining a group, and accomplishing a group's purposes. It refers to the recruitment and involvement of members, how the group makes decisions, and how the group handles the tasks related to its mission and vision. Every group has a process, and every process can be described. Processes must be intentional and not incidental. (Komives et al., 1998, p. 94)

In other words, the relational leadership model views the interaction among group members as leadership rather than only the behavior of one individual called a leader.

Also included in the process between and among individuals are the activities of collaboration, meaning making and reflection.

“Collaboration is more than simply sharing knowledge and information (communication) and more than a relationship that helps each party achieve its own goals (cooperation and coordination). The purpose of collaboration is to create a shared vision and joint strategies to address concerns that go beyond the purview of any particular party.” (Chrislip and Larson cited in Komives et al., 1998, p. 96)

Meaning making is an understanding of the issues among group members. It is cognitive and emotional, raising commitment to what is valued. “Reflection is the process of pausing, stepping back from the action, and asking, What is happening? Why is this happening? What does this mean? What does this mean for me? What can I learn from this?” (Komives et al., 1998, p. 99).

The relational leadership model is a process in which leadership could occur. The process is inclusive, empowering, purposeful and ethical, and it occurs in a collaborative, meaning making and reflective environment. This process is intended to bring change to advance the common good within a group.

### ***Leadership as Meaning-making in a Community of Practice***

Drath and Palus (1994) have proposed a way of understanding leadership that restructures the way leadership development is viewed. Their assumption is that leadership has been seen in terms of dominance and influence “when an individual called a *leader* acts in some way to change the behavior or attitudes of others called *followers*” (p. 1). Instead, the authors view leadership “as a social meaning-making process that

occurs in groups of people who are engaged in some activity together” (p. 1). This meaning-making perspective is based on constructivist epistemology that views the reality of leadership as a construction of meaning among individuals. Thus, leadership is a meaning-making process within a community of practice.

Drath and Palus (1994) defined their terms meaning, meaning making, and community of practice this way.

*Meaning* can be thought of as a cognitive and emotional framework (an internal structure of ideas and feelings) that allows a person to know (in the sense of understand) some *world version* (a representation of the way things are and the way they ought to be) and that places the person in relation to this world version. Given this way of thinking about meaning, *meaning-making* then consists of the creation, nurturance, and evolution (or revolution) of these cognitive and emotional frameworks. When the making of such frameworks happens in a *community of practice* (people united in a common enterprise who share a history and thus certain values, beliefs, ways of talking, and ways of doing things), then we can say that leadership is happening. (p. 4)

The authors suggested “the most general tool for meaning-making in a society is culture . . . culture-building is the primary process of meaning-making in collective experience and thus the primary leadership process” (p. 10). Thus, leadership is inherently connected to the group or community.

The implications of this view for leadership development is that “instead of focusing leadership development almost exclusively on training individuals to be leaders, we may, using this view, learn to develop leadership by improving everyone’s ability to participate in the process of leadership” (Drath & Palus, 1994, p. 6). Leadership development

must involve the development (the evolution of ways of being in the world) of the whole community, a process for which each individual takes responsibility. In this view, leadership development is closely related to the process of leadership itself. In fact, it is the renewal of leadership itself. (p. 21)

Individual members may develop psychologically when they evolve more comprehensive ways of seeing themselves and their place in the world . . . In essence, individual development can be seen as the gradual creation of a capacity for understanding oneself simultaneously in terms of one's unique individuality and as a being deeply embedded in some social surround – in Kegan's [1982, *The Evolving Self: Problem and Process in Human Development*] terms, understanding oneself as an embedded as well as an individual. (p. 22)

The meaning-making approach to leadership, as propounded by Drath and Palus, implies that certain community-oriented capacities are needed:

(1) the capacity to understand oneself as both an individual and as a socially embedded being; (2) the capacity to understand systems in general as mutually related and interacting and continually changing; (3) the capacity to take the perspective of another; and (4) the capacity to engage in dialogue. (p. 23)

This psychological development of individuals within a community of practice committed to the meaning developed in the community raises further implications for leadership development.

### ***The Leadership Challenge***

The leadership understanding of Kouzes and Posner (1995) surfaced in studying leadership development programs. Based on interview research regarding personal-best leadership experience (p. 8) Kouzes and Posner developed the common practices found in the responses into a model of leadership. Their five fundamental practices of exemplary leadership were: challenge the process, inspire a shared vision, enable others to act, model the way, and encourage the heart.

According to Kouzes and Posner, leadership is not reserved for those with the title of leader. "For what we've discovered, and rediscovered, is that leadership isn't the private reserve of a few charismatic men and women. It's a process ordinary people use

when they're bringing forth the best from themselves and others" (p. xx). Central to their findings was that "leadership is everyone's business" (p. 16).

### ***Summary***

The movement from "leader" to "leadership" as a process implies that leadership, rather than residing in one individual, is a dynamic interaction among individuals. Leadership development therefore means development of the ability of group members to contribute to that process. Leadership as process also means that leadership may be a constructed meaning between or among individuals. Here too, there are implications for leadership development, in that individuals should be part of the meaning making process in a community of practice.

### **Extant Understandings of Leadership Development**

This section deals with the extant understandings that undergird leadership development programs. These understandings include: the differentiation of terms within leadership development, next the ethical foundation of leadership development, and then, the ways of learning for leadership development. Two specific models of leadership development are also described: the social change model, which was the base for the Kellogg Foundation grants to colleges and universities, and the evolving leaders model, which comes from the work of the Center for Creative Leadership.

### ***Differentiating Terms within Leadership Development***

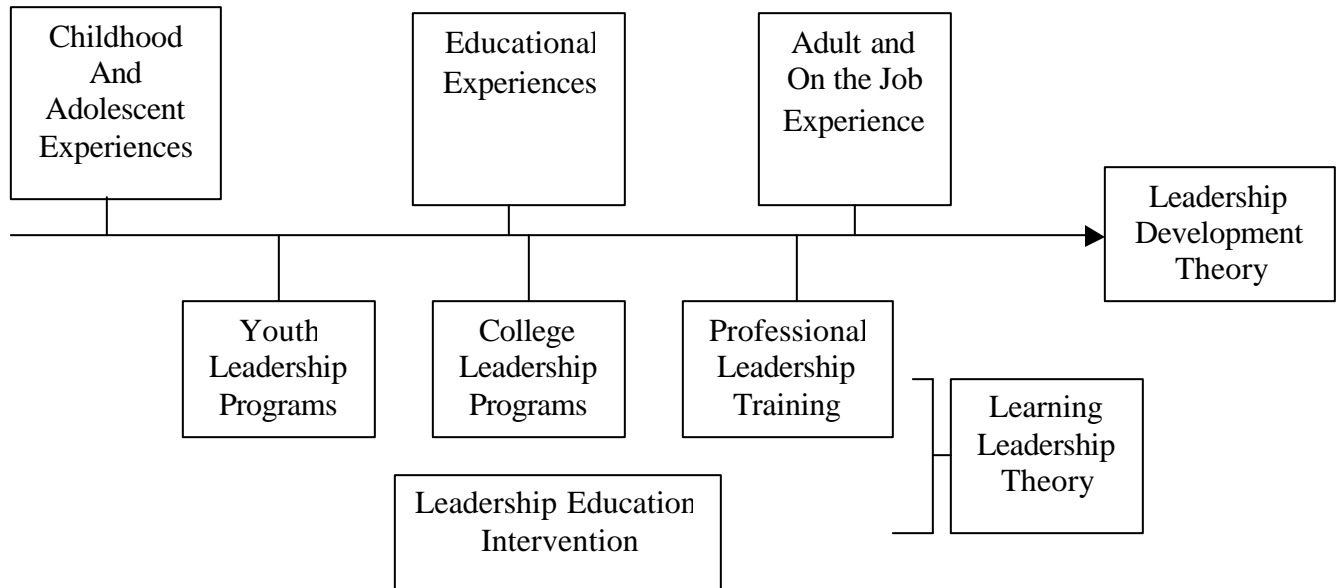
Brungardt (1996) differentiated among the terms "leadership development," "leadership education," and "leadership training." Leadership development was the overarching concept that "refers to almost every form of growth or stage of development in the life cycle that promotes, encourages, and assists in one's leadership potential" (p.

83). Leadership education was more narrowly defined as part of leadership development that includes the more structured and formal learning environment. “It includes those learning activities and educational environments that are intended to enhance and foster leadership abilities” (p. 83). Leadership training “is narrower yet, and usually refers to learning activities for a specific leadership role or job” (p. 84).

The research pertaining to developing leadership falls into either the theory-building avenues of leadership development theory or learning leadership theory. The former corresponds to leadership development while the latter corresponds to leadership education, including leadership training. “Leadership development theory concentrates on how leadership is developed throughout the span of a lifetime . . . This approach is all encompassing, including all experiences and lifetime developmental stages, and thus is both comprehensive and complex” (Brungardt, 1996, p. 91). Learning leadership theory, on the other hand, asks questions such as: “Does this intervention make a difference in developing people for leadership? What topics or program content most addresses the needs of potential leaders? What approaches and methods influence long term growth and development?” (Brungardt, 1996, p. 91). Learning leadership theory is derived from research into youth leadership programs, college leadership programs and professional leadership training. The concepts are illustrated in Figure 2.3.

J. C. Rost (1993) argues that leadership development in the past has primarily been leader development focusing on the traits, behaviors, or styles of the leader. Leadership development has been equated with leader development because of a typical definition of leadership being “good management,” meaning effective management.

Leadership development, in J. C. Rost's view, needs to be based on a new understanding of leadership so that thinking about leadership development can improve. The definition



*Figure 2.3.* Life span of leader development. (Brungardt, 1996, p. 92)

of leadership that Rost proposed was, “Leadership is an influence relationship among leaders and their collaborators who intend real changes that reflect their mutual purposes” (p. 99). This shifts leadership development towards a collaborative relationship rather than a leader directing the affairs of others. Leadership occurs around what is mutually agreed upon by leaders and collaborators. Rost suggests some practical suggestions for leadership development programs:

1. Stop concentrating on the leader.
2. Conceive of leadership as an episodic affair. (Leadership is an episode in people's lives.)
3. Train people to use influence.
4. Develop people to work within noncoercive relationships.
5. Help people understand the nature of real—that is, transformative change.
6. Reconstruct people's basic world view about life toward a collaborative orientation. (pp. 102-109)



This conception of leadership shifts our understanding of leadership development toward developing leadership rather than developing the leader. It therefore emphasizes the interaction among individuals, and views leadership as bringing about long-term change.

I define leader development as that which develops the attitudes and character an individual needs to be involved in the leadership process, leadership education as developing an understanding of leadership concepts, and leadership training as the development of specific leadership skills. All are subsets of leadership development.

### ***The Ethical Foundation of Leadership Development***

Ciulla (1996) emphasized the importance of ethics in leadership education. During times of chaos, leaders do not have control of the future. The leader is not able to bring stability. It is important during these times that the leader can be trusted and is trustworthy. “Trust allows people to feel that there is order in their relationship with others” (p. 195). Because of past misuses of power, Ciulla adds that “the one thing I hope we never again leave aside is the role of ethics in the study and teaching of leadership” (p. 200).

Wright (2000) used the metaphor of centering that is important for individuals within the leadership process and has application to the study of ethics within leadership.

When a potter sits down to make something, she takes the lump of clay and places it in the middle of the wheel. She works patiently and intently to center that lump of clay before making any attempt to shape its future. Every potter knows that if the clay is not centered, the vessel he or she makes will be deformed. Even irregular, individualized pieces must start with a perfect centering . . . The shape of our future leadership is determined by the quality of our centering. (pp. 8-9)

The quality of leadership development is dependent on whether it is centered by ethics.

W. Strauss and Howe (1997) illustrated the importance of this centering on ethics for leadership education. They have done generational studies of American society and found that generations exhibit a pattern of cycles. A new era, or turning, happens approximately every two decades and come in cycles of four. America will begin a fourth turning around 2005. The last two turnings of the cycle are called Unraveling and Crisis.

The Third Turning is an Unraveling, a downcast era of strengthening individualism and weakening institutions, when the old civic order decays and the new values regime implants. The Fourth Turning is a Crisis, a decisive era of secular upheaval, when the values regime propels the replacement of the old civic order with a new one. (p. 3)

To prepare for the fourth turning, W. Strauss and Howe (1997) suggested strengthening values.

Americans of all generations should work to elevate moral and cultural standards. What we do now may not close down many Unraveling-era carnivals, but will serve two critical longer-term purposes: to help protect the world of childhood and to help resacralize public institutions and reinfuse them with a much-needed sense of public purpose. A decadent or nihilistic culture is a seedbed for fascism. The less self-control the media or public exercises now, the more likely it becomes that some outside authority will impose a despotic control tomorrow. (p. 313)

If the analysis of W. Strauss and Howe (1997) is credible, it supports the call of Ciulla to include ethics in leadership education.

### ***Ways of Learning for Leadership Development***

Extant understandings of leadership development in colleges and universities also need to be based on the literature about learning within these institutions. In the following section, two ways of learning that inform the andragogy of leadership development in higher education are highlighted.

### *Personal Knowledge*

Steiner and Gaskin (1998) stressed the validity of personal knowledge, and regarded the abstract rationalistic paradigm of present business leadership education as too narrow. The paradigm emphasizes knowledge that is objective and separated from the individual. “Both Plato and Descartes got us thinking that we couldn’t trust our own experiences, that we needed something beyond them to legitimate them, like theories, models and experts” (p. 93). Steiner and Gaskin suggested a broader view of knowledge that incorporates the subjective and personal, because leaders need to reflect on experience and make up their own minds rather than respond via a rationalistic paradigm. This personal thinking allows for creativity and tolerance of individual differences.

Being comfortable with their own experiences and the experiences of others also allows them to trust their big-picture intuition and their feelings or to respond to their senses without rationalizing their experiences to produce the paradigm-sanctioned response. Because of their confident and trusting openness, they don’t feel a need to impose their judgments on others and, as unconventional divergers, they resist the efforts of those who would constrain or direct their perceiving. (Steiner & Gaskin, 1998, p. 95)

This paradigmatic shift in thinking about leadership education has implications for content and methodology.

Teaching approaches might also be analysed to determine whether they offer a good balance among authoritative presentation of paradigm knowledge, critical engagement with such knowledge to problematise it and show its limitations, and openness to student and practitioner responses to such knowledge. (Steiner & Gaskin, 1998, p. 98)

For personal knowledge of experience to be treated as valid, the assessment and evaluation of learning needs to reward independent thought. Steiner and Gaskin (1998) stressed the necessary unlearning of the abstract rationalistic paradigm as the only way of learning. Further, individuals’ personal growth will be developed and an understanding

of leadership reality be more realistic, as they take into account the diversity and complexity of leadership experience through personal knowledge.

### ***Transformational Learning***

The research in transformational learning may be applied to leadership development. Transformational learning speaks directly to the transformation of student perceptions toward leadership and involvement in the leadership process.

Merriam and Caffarella (1999) describe transformational learning from the perspective of Mezirow and Freire. “First articulated by Mezirow in 1978, transformational learning theory is about change – dramatic, fundamental change in the way we see ourselves and the world in which we live” (p. 318). Transformational learning is not only adding to what we know, but it shapes people in a way that makes the changes recognizable. Mezirow emphasizes individual change while Freire moves change toward the questioning of sociocultural reality and further to social action. Conscientization is what Freire calls the transformation of one’s consciousness. “The most sophisticated stage of consciousness is critical consciousness. Here one achieves an in-depth understanding of the forces that shape one’s life space, and becomes an active agent in constructing a different, more just reality” (as cited in Merriam & Caffarella, 1999, p. 325). In summary, “transformative learning . . . is the process of effecting change in a *frame of reference*” (Mezirow, 1997, p. 5).

Critical elements of transformational learning were experience, critical reflection, and development. First, the prior experience of adult learners is subjected to critical scrutiny. “We transform our frames of reference through *critical reflection on the assumptions* upon which our interpretations, beliefs, and habits of mind or points of view

are based” (Mezirow, 1997, p. 7). Second, “to reflect critically, we must also examine the underlying beliefs and assumptions that affect how we make sense of the experience” (Merriam & Caffarella, 1999, p. 328). Mezirow believes premise reflection that “involves examining long-held, socially constructed assumptions, beliefs, and values” (Merriam & Caffarella, 1999, p. 328) leads to transformational learning. Development “is both inherent in and an outcome of the process. The ability to think critically, which is mandatory to effecting a transformation, is itself developmental; that is, we can become better, more critical thinkers” (p. 330). The outcome of transformational learning is perspective transformation.

One of the unresolved issues in transformational learning is the invasiveness of the educator in the possible transformation of the student. Should an educator seek to bring about change in a particular perspective or behavior? At what point has education moved to indoctrination? And how is transformational learning compatible with postmodernism? In leadership development, what are the specific transformations that are sought? Given these issues, transformational learning does have significant potential within leadership development because the transformation toward leadership capacity is the purpose of leadership development.

### ***The Social Change Model***

The social change model of leadership development was built on a model of leadership that emphasized the process of the individual within a group affecting positive, value-based change in society (Astin & Astin, 1996). “The ultimate aim of leadership development programs based on the proposed model would be to prepare a new generation of leaders who understand that they can act as leaders to effect change without

necessarily being in traditional leadership positions of power and authority” (p. 12). The social change model seeks to connect the values of individualism and community. The metaphor used to capture this blending of the individual and the community was the music ensemble. In an ensemble, there are individual players of instruments playing different notes but together they are playing a piece of music that is harmonious and coherent. While playing it is especially helpful to listen to others so that one’s contribution is “on key” (pp. 4-7).

The key assumptions of the model are:

- “Leadership” is concerned with effecting change on behalf of others and society.
- Leadership is **collaborative**.
- Leadership is a **process** rather than a position.
- Leadership should be **value-based**.
- **All students** (not just those who hold formal leadership positions) are potential leaders.
- **Service** is a powerful vehicle for developing students’ leadership skills. (p. 10)

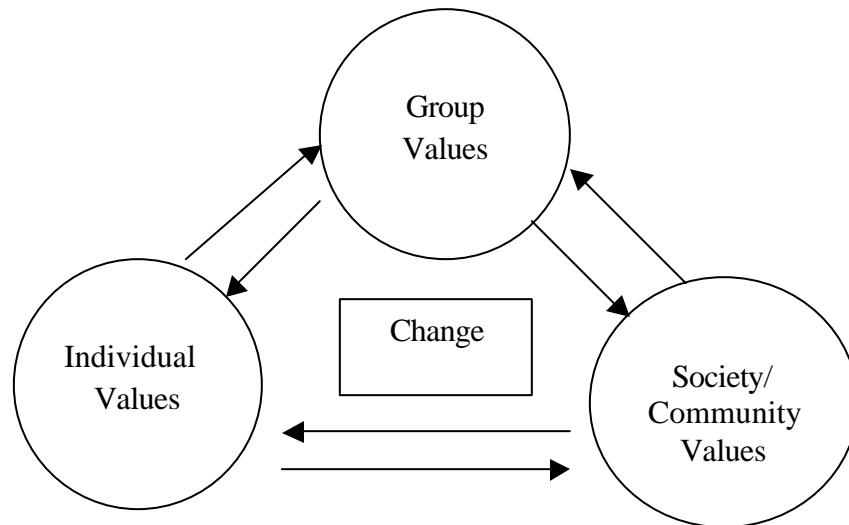
Moreover, the **process** of leadership cannot be described simply in terms of the behavior of an individual; rather, leadership involves collaborative relationships that lead to collective action grounded in the shared values of people who work together to effect positive change. (Astin & Astin, 1996, p. 16)

The model has two primary goals:

1. To enhance student learning and development; more specifically, to develop in each student participant greater:
  - **Self-knowledge:** understanding of one’s talents, values, and interests, especially as these relate to the student’s capacity to provide effective leadership.
  - **Leadership competence:** the capacity to mobilize oneself and others to serve and to work collaboratively.
2. To facilitate positive social **change** at the institution or in the community. That is, to undertake actions which will help the institution/community to function more effectively and humanely. (p. 19)

The social development model examined leadership development from the three perspectives of individual, group and community/society. Each of these levels has values

that can effect positive change. However, the change does not proceed in only one direction; for instance, individual to group. If the group values are also present, positive change may occur from the group to the individual. This reciprocal relationship is true of the individual and the community as well as the group and the community. Figure 2.4 illustrates the reciprocal relationships.



*Figure 2.4.* Three components of the social change leadership development model. (Astin & Astin, 1996, p. 20)

The social change model incorporated seven values that have been called the “7 C’s” of leadership development. At the hub of all these values is the process of change. The individual values include consciousness of self, congruence and commitment. “Consciousness of self means being aware of the beliefs, values, attitudes, and emotions that motivate one to take action” (Astin & Astin, 1996, p. 22). Congruence basically refers to integrity. It refers “to thinking, feeling, and behaving with consistency, genuineness, authenticity, and honesty toward others” (p. 22). Commitment is the passion, intensity and endurance directed toward the collective effort. Group values

include collaboration, common purpose and controversy with civility.

Collaboration is to work with others in a common effort . . . Common purpose means to work with shared aims and values . . . Controversy with Civility recognizes two fundamental realities of any creative group effort: that differences in viewpoint are inevitable, and that such differences must be aired openly but with civility. (Astin & Astin, 1996, p. 23)

Lastly, the group value of citizenship was to be responsibly connected to the community.

“To be a good citizen is to work for positive change on behalf of others and the community” (Austin & Austin, 1996, p. 23).

The social change model emphasized an involvement perspective in a process rather than filling a position. It emphasized the development of values that are conducive to bringing about positive change. These values concerned individuals, groups and community or society.

### *The Evolving Leaders Model*

This model of leadership development is based on the understanding of leadership as meaning-making in a community of practice (Drath & Palus, 1994). Their perspective on leadership encourages new thinking about leadership development (Palus & Drath, 1995). If leadership is a social activity, “then leadership development must involve some change in the collective activity, in addition to some change in individuals” (p. 1). In order for change to occur within the collective activity, individual development needs to occur to enhance that community process. The model, therefore, concentrates on individual development as the key component of leadership development. By emphasizing development, it addresses stages of development for individuals as a key component of leadership development programs.

It also allows us to draw a distinction between training programs and development



programs. A training program attempts to impart skills within a person's existing stage of development. A program that teaches a person to type is a simple example of a training program. A development program, in comparison, helps a person stretch toward a qualitatively new set of meaning structures, toward a new stage (Boydell, Leary, Megginson, & Pedler, 1991). (as cited in Palus & Drath, 1995, p. 3)

The model Palus and Drath (1995) offer is a cyclic process that links readiness for development, developmental processes and outcomes (Figure 2.5).

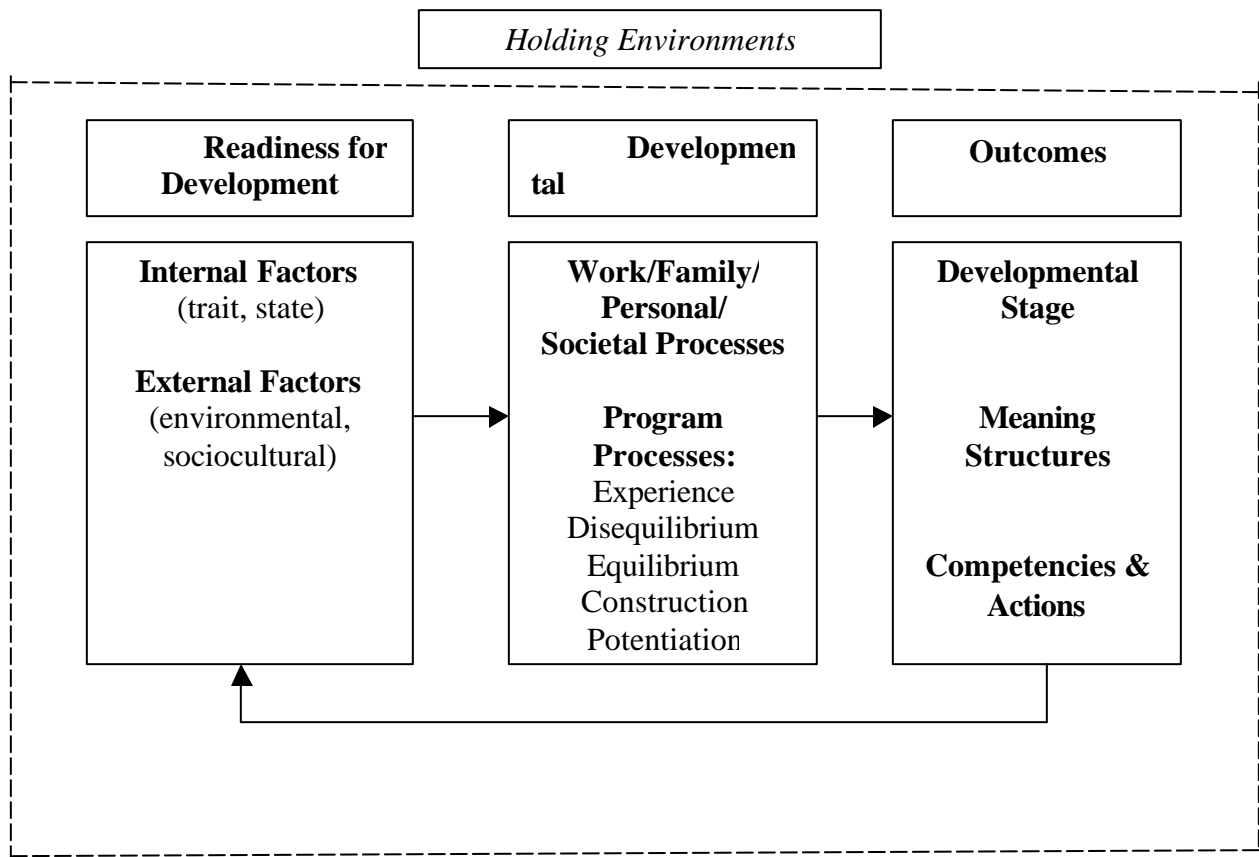


Figure 2.5. Leadership development program model. (Palus & Drath, 1995, p. 4).

Readiness for development referred to the assessment of individuals' readiness for developmental work. What is best for a particular individual? The trait and state referred to an individual's internal condition, while the environmental and sociocultural aspects

were an individual's external milieu (Palus & Drath, 1995, pp. 4-5). For instance, in reference to the internal condition, how do "a person's character traits affect the development of meaning-making" (Palus & Drath, 1995, p. 6). The term "state" included the developmental stage of the individual, his or her age and life-story.

The developmental process described how development occurs. Although the model emphasized programs of leadership development, it acknowledged that work, family, personal and societal processes influenced the shaping of leadership development. The specific program processes included experience, disequilibrium, equilibrium, construction and potentiation. Experience was "circumstances that fully, broadly, and actively engage the person's meaning structures" (Palus & Drath, 1995, p. 14). The authors described disequilibrium in terms of indigestion. In normal digestion there is an assimilation and accommodation of the food into the digestive tract. "Disequilibrium occurs when this routine of assimilation and accommodation becomes turbulent. The person attempting to take in an experience gets 'indigestion'" (p. 16). This state, however, needed to return to equilibrium through "timely and appropriate support and balance" (p. 17). A further component of the development process was to construct meaning from the experience, disequilibrium and equilibrium. A changed perspective regarding oneself and one's community possibly would bring new meaning (p. 18). Often this change of perspective is not linear. In other words, it is a swirling, cyclical motion bringing one back to old perspectives with increased potential to adopt a new perspective in the future. "Potentiation refers to the increased possibility of future sustained change in meaning structures" (p. 18). In these program processes it was

important for program administrators to take responsibility for the risks involved and to obtain informed consent from participants (p. 20).

The outcomes of the evolving leaders model were competencies, actions, and meaning structures. Palus and Drath (1995) viewed competencies as *‘engaging the processes of action-learning and development in one’s own world’* (p. 22). Meaning structures were “new, revised, and alternative ideas, maps, insights, and perspectives” (p. 22). “It is not enough to train for particular leadership competencies . . . holding environments and stages of meaning-making must also be developed if the competencies are to ‘take’ and ‘make sense’” (p. 26). The goal of the whole model was to develop individuals through leadership development programs in order that the individual may effectively participate in the leadership processes in their communities. The authors conceded that in the model, the emphasis is on the individual in leadership development and has not included actual leadership development in the community.

### **Leadership Development Programs in Colleges and Universities**

The term “movement” has been used to describe the immensity of involvement in leadership development programs in the United States. “There are estimated to be 800 leadership programs serving students across the country” (Zimmerman-Oster & Burkhardt, 1999, p. 64). Many educators see the importance of leadership education, whether co-curricular in nature or part of academic programs of study, for the future well being of society. They believe that the health of society depends on the quality of its leadership. Many universities and colleges are rallying to the demand for leadership development to supply leaders for on campus, local, national, and international organizations.

A key premise of the programs is that preparation for leadership can be improved with intentional process. A further assumption is that leadership is a necessity for our world and that colleges and universities play an important role in leadership development. For many students, the college or university experience will be their last time in a formal education environment where leadership ideas can be reflected on and developed (Morse, 1990, p. 1).

In many of these programs, leadership development has become interdisciplinary and connected to real life, influenced by the writing of J. C. Rost (1993) and J. R. Rost (1991). For instance, history courses study past leaders, and political science courses analyze political leadership. However, students are not only exposed to discipline-specific leadership (e.g. educational leadership), but they view leadership through a variety of discipline lenses such as economics, history and culture. Such programs continually tie leadership to real life through experiential education emphasizing what works and how leadership is able to transform society.

I consulted several internet web sites and *Leadership Education: A Source Book of Courses and Programs* (7<sup>th</sup> Edition) (Schwartz, Axtman & Freeman, 1998) from the Center for Creative Leadership as the primary sources of information for the research on leadership development programs in colleges and universities. Some of the web sites were: Universitas 21 (Universitas 21, 2001), an association of universities around the world; the Kellogg Foundation (W. K. Kellogg, 2001), which funds college leadership development initiatives; and the National Clearinghouse for Leadership Programs (National Clearinghouse for Leadership Programs, 2001), which lists some 55 colleges and universities with leadership programs.

### *Co-curricular Leadership Programs in Colleges and Universities*

Co-curricular leadership initiatives sought to reach across campuses to provide opportunities for interested students to develop leadership thinking and ability. Some programs are designed to involve the whole student body, while others are specifically geared to particular segments of the student population such as student leaders or women. Some initiatives are one-time events, such as annual conferences, while others are longer in duration, such as programs offering certification in leadership with or without academic courses. A variety of co-curricular programs are currently offered.

Miami University in Oxford, Ohio offers an encompassing program, “Miami’s Leadership Commitment,” which seeks “to develop the leadership potential in all students for the global and interdependent world of the future” (Miami University, 2001).

The university believes that

in order to fulfill the university’s mission of educating “men and women for responsible, informed citizenship, as well as meaningful employment,” the breadth and depth of programs and the campus culture itself must be more consciously focused on developing leadership potential. (Goettsch & Roberts, 1998, p. 466)

A set of nine shared values called the Leadership Values Framework is the foundation of the Miami Leadership Commitment and of the university itself (Miami University, 2001).

The university applies these values throughout all sectors and departments of the university, each of which is obligated to actualize the following statement: “Because this is what we value, then we will \_\_\_\_.” Miami university exemplifies an institution that is intentional about leadership development throughout the institution.

An institution’s Student Life office or a department of that office usually heads up co-curricular leadership programs. The departments have various names such as Student

Leadership Institute (at California State University) or The Office of Leadership Development (at Ashland University). These Student Life or Leadership departments serve as a leadership resource centre for the university. They may contain books, videos, and curricula on leadership, and they may provide trained student leadership consultants to assist campus organizations (e.g. at Cleveland State University). Whatever their title, these offices are committed to providing a broad exposure to student leadership development in the university (National Clearinghouse for Leadership Programs, 2001).

They demonstrate this commitment to leadership development by planning and implementing of seminars on various leadership topics. For instance, at St. Norbert College (National Clearinghouse for Leadership Programs, 2001), seminars are related to leadership, motivation, goal setting, goal management, and communication. Faculty of the institution, trained student presenters or off-campus presenters may lead the seminars depending on the institution. Several colleges and universities utilize the off-campus seminar The LeaderShape Institute. It is a six-day, ethics-based leadership development program that provides tools for individuals to:

- Learn to work in high-performing teams
- Practice decision-making for ethical dilemmas
- Produce extraordinary results
- Learn to deal with change
- Clarify personal values and standards
- Understand and respect the values of other individuals. (University of Colorado, 2001)

Several schools differentiate among the types of seminars they offer depending on, for instance, the student's year at school or the student's prior or current involvement in leadership. Two examples are Kentucky Wesleyan College under the Leadership KWC auspices, and the Student Affairs Office of the University of Notre Dame.

EMERGE is the first workshop series at KWC and is designed to assist first year students to develop the attitude and self-confidence to assume leadership positions on campus. The LEAD monthly workshops are for sophomores to learn specific skills. SERVE introduces juniors to servant leadership and involves them in community service projects, as well as monthly meetings. SUCCEED assists seniors in making the transition from college life to professional life or graduate school, and it offers seminars designed to put their leadership skill into practice (Kentucky Wesleyan College, 2001). These types of seminars are voluntary and open to those who apply, usually without cost to the student.

Some colleges and universities offer certificates in leadership development through programs consisting primarily of components outside of academic courses, but which may include academic courses. Cal Poly LEADS offers a Certificate of Completion for Leadership Development that involves a series of tasks: a campus or community leadership role; attendance at six workshops; completion of two academic courses (designated leadership courses); and the writing of reflection papers (California Polytechnical Institute, 2001). California State University has eight tracks of certification. University Leadership is one track that provides training and development in the area of personal organizational leadership. Communication Skills, Diverse Community, Leadership Styles, Public Speaking, and Marketing Your Leadership Abilities (California State University, 2001) are required workshops. The Hess Center at Birmingham-Southern College offers a Distinction in Leadership Studies Program combining knowledge about leadership theory with commitment to social responsibility. It is comprised of three leadership courses, a service project (4 hours each week for one semester), and a Senior Capstone Leadership Seminar (Birmingham-Southern College,

2001). The certification programs award certificates to graduates affirming and celebrating leadership development at the particular university. Ashland University has a Leadership Awards Ceremony that “highlights the work of outstanding organizations and student leaders at the end of each year” (Ashland University, 2001).

Some colleges and universities have annual Leadership Conferences to assist students in leadership development. For example, Kentucky Wesleyan College has an annual “Leadership Day” on which classes are canceled and students attend seminars and workshops on leadership topics. Several schools utilize Service Learning in the form of internships, practical experience, and community service. Miami University (Ohio) describes Service Learning as follows:

Service Learning involves students and faculty in a process that combines community service and academic learning in

- Promoting civic and social responsibility
- Participation in building community capacity
- Making a solution-based difference, and
- Directly enhancing the educational process. (Miami University, 2001)

Some co-curricular leadership development programs, such as Columbia College and Rutgers University, target women for leadership development. Rutgers offers a ten-day residential Summer Institute for college women to examine the need for women’s participation in public leadership and public service. The participants develop projects to put their leadership ideas into action and publish a newsletter to keep participants informed. In some cases Mentorships match college women by interest with public women leaders (W. K. Kellogg Foundation, 2001). Columbia College includes career development. The publication of *A Leadership Journal: Women in Leadership – Sharing*



*the Vision* (Columbia College, 2001) is a further initiative in leadership development at Columbia.

Some universities limit the enrolment of leadership development programs through an application process with specific criteria. The University of North Carolina has a four-year leadership development program called North Carolina Fellows Program. Only 20 of the usual 300 applicants are admitted each year. The program includes a three-credit sophomore seminar, monthly seminars and annual retreats (University of North Carolina at Chapel Hill, 2001). Some leadership development programs have academic criteria that students must achieve in order to remain in the program, such as a 2.5 grade point average out of a possible 4.

Some institutions have leadership camps on their campuses for high school participants. Columbia College, at The Center for Women Entrepreneurs, sponsors summer camps that teach leadership and career development skills to high school girls (Columbia College, 2001). Kentucky Wesleyan College has a Leadership Camp named, Reflections, for high school students, and Northwestern University also has a National High School Institute in which college students serve as teachers of leadership and community service experience.

Thus, co-curricular initiatives centre on developing student leadership through seminars, conferences, certification programs, service learning projects, mentoring, student leadership involvement, and fostering leadership development among high school students. Many schools are involved in ambitious leadership programs that seek to educate the emerging generation of leaders.

### *Undergraduate Leadership Programs*

Following J. R. Rost (1991) that leadership needs to be understood across disciplinary lines, I have delimited the research in this section to undergraduate programs reflecting that perspective. I highlight aspects of various programs to give an overall impression of what is offered in academic undergraduate majors and minors in leadership.

Chapman University and Fort Hays State University have a Bachelor of Arts in Organizational Leadership and a Bachelor of General Studies in Organizational Leadership respectively. The Chapman program is a response to the criticism that universities are not equipping students with the skills needed by employers. The fact that most people will spend most of their working life in an organization is the rationale for emphasizing organizational leadership. Therefore, learning about organizations and how to function effectively within organizations is critical for future work effectiveness. The programs educate students in developing a collaborative environment within an organization and assisting the organization to adapt to change. In the Fort Hays program,

students develop a deep understanding of how organizations function and what roles leaders at all levels can play to improve organizational performance. Second, students gain important practical skills essential for success in their chosen profession. Skills in interpersonal relations, problem solving, team building, motivation, and communication are all necessary in today's world. (Schwartz et al., 1998, p. 52)

The Jepson School of Leadership Studies at the University of Richmond was one of the first schools in the United States to have a Leadership Studies Major. The Jepson School educates for and about leadership. Educating about leadership provides the conceptual frameworks for the study and practice of leadership. Educating for leadership

means experiential learning that allows the student to observe and practice leadership. The major requires 37 credits including 9 courses on the study of leadership, leadership competencies and leadership contexts. Also included are an internship (6 credits), a service learning experience (1 credit), and a senior project capstone (3 credits). Students design the senior project to address a particular leadership issue. The Jepson School integrates four important leadership themes throughout their interdisciplinary courses. These leadership themes are: communication, critical thinking, and values; imagination; social differences; and individual differences. Other important themes are gender, ethnicity, culture, global interdependence, technological developments, and the environment (Schwartz et al., 1998, pp. 53-55).

In Canada, Renaissance College, part of the University of New Brunswick, offers a Bachelor of Philosophy in Interdisciplinary Leadership Studies. The courses include: Leadership; Comparative Study of Cultures and World Religions; Natural Science, Technology and Society; Power of Images and Images of Power; Mathematical and Economic Approaches to Problem-Solving; Citizenship and Community Issues; and intensive forums to help students integrate their learning experiences. The program emphasizes experiential learning with research projects on social issues and public policy. Students understand leadership through multiple contexts and cultures with international experiences and internships, as well as guest presentations. There is a focus on learning and evaluating learning in the following main areas: understanding of self and others, citizenship, problem-solving, discerning and decision-making, communication, enhancing personal well-being, social interaction, and leadership. Students are selected on the basis of criteria, and faculty serve as “mentors, synthesizers

of knowledge and architects of a learning-centered curriculum” (Renaissance College, 2001).

Undergraduate minor leadership programs in colleges and universities are tailored in different settings to incorporate a variety of emphases. Hampton University requires that students apply to its Leadership Institute after entrance to the university is obtained. The 18 credit hour minor program emphasizes ethics, service, and experiential learning with focused internships. In addition to the course requirements a student must complete 400 hours of service/learning with a public service agency, attend Leadership Institute workshops, maintain a relationship with an assigned mentor, participate in campus organizations with a view to ascend to a leadership position, and participate in a monthly Leadership Institute “Dinner With” Lecture Series (Hampton University, 2001).

The University of Minnesota’s minor in leadership focuses on the comprehensive leadership framework of the Reflective Leadership Center (RLC) at the Hubert H. Humphrey Institute. Leadership for the Common Good, the program title, defines leadership as “the inspiration and mobilization of others to undertake collective action in pursuit of the common good” (University of Minnesota, 2001). Reflective leadership is not defined at the University of Minnesota web site, but the University of Colorado defines reflective human action as a

leadership theory that includes the core features of authenticity, ethical sensibility, and spirituality as well as features of action: mission, meaning, existence, resources, structure, power, and fulfillment. The principles of reflective human action include: accept chaos, share information, develop relationships, and embrace vision. Together, these concepts form the foundation of reflective human action which is defined as “an active mind-engaging process of meaning-making in a community of practice.” (University of Colorado, 2001)

The impetus for the Williams College Program in Leadership Studies is the changing nature of society and the globalization of ideas. The principal purpose of their program is to develop a comprehensive understanding of the meaning of leadership among its students. To that end, the program has a broad multidisciplinary curriculum including courses from eleven different departments or programs: Anthropology, Astronomy, Art, Economics, English, Environmental Studies, French, History, Philosophy, Political Science, Psychology, Religion, and Women's and Gender Studies. Each of the courses relates directly to leadership. Examples are *Following the Leader: Charisma, Tradition, and Bureaucracy in Anthropology/Sociology* and *Presidential Politics in Political Science*. Each course demonstrates the complex issues facing leaders (Williams College, 2001).

The University of Denver has the Pioneer Leadership Program, which is a residential, multidisciplinary program delivered by faculty from the College of Education, Daniel's College of Business, and the Human Communications Studies Department. The service-oriented program promotes social responsibility and citizenship. They believe that interest groups, and the politics of advocacy, create polarization and individualism. "Students in the program explore diversity, multicultural, and complex problems requiring the initiation of collaborative process" (Schwartz et al., 1998, p. 62).

Virginia Polytechnic Institute and State University emphasize leader development through their leadership program. "The design of the leader development program is based on the premise that leaders are most effective when they are morally sound, broadly educated, competent in their fields of expertise, and physically prepared for the

demands of leadership” (Schwartz et al., 1998, p. 66). This program includes a physical development component. Wilmington College incorporates their religious understanding into the study of leadership. Courses in the Leadership Minor include: Introduction to the Quakers, Conflict Regulation, International Quaker Ministry and Witness, as well as Nonviolence and Social Change.

Ball State University grants release time from teaching to exemplary faculty for new course development in leadership. Further, the university assists faculty in incorporating leadership issues into the various disciplines and hosts visiting scholars who bring a multicultural and global perspective to leadership. A list of leadership-related courses is compiled and disseminated to students (W. K. Kellogg Foundation, 2001). The University of Colorado has academic leadership programs that work “with community and corporate leaders to seek out and develop Colorado’s brightest young leaders.” Business corporations and the university underwrite one of Colorado’s academic leadership programs (University of Colorado, 2001).

The programs highlighted above illustrate different emphases of current undergraduate leadership programs in universities. Programs such as Chapman’s or Fort Hays’s emphasize leadership education through organizational leadership, whereas Virginia Polytechnic emphasizes leader development. Chapman also emphasizes leadership training by incorporating computer technology into the leadership program. Leadership programs sometimes come from a particular perspective on leadership such as at Wilmington or the University of Minnesota. Some schools have multidisciplinary programs that seek to give different perspectives on leadership. Some programs want students to think globally and include the diversity that emerges through a changing

multicultural society. The academic programs also utilize service learning and experiential learning, preparing students for real issues and challenging them to take civic responsibility. Programs shape students toward assuming leadership, and ultimately, to make a difference in society.

### **Summary**

In this chapter I sought to illustrate the contexts and understandings that need to be considered in the construction of leadership programs in colleges and universities (Figure 2.1). The contexts of present and future college students, and postmodernity are the environment in which leadership development occurs. Organizers of leadership development programs will need to understand students and their culture in any initiative. Perspectives on leadership have a direct effect on leadership development in determining the content and methodology of the program. Leadership development is a microcosm of leadership. The models of leadership illustrate process leadership thinking, rather than positional leadership.

The extant understandings of leadership development included the definitions of leadership development, leader development, leadership education, and leadership training; the importance of ethics, and ways of learning in higher education. All of these elements are intrinsic for leadership development in colleges and universities. I also described two models of leadership development: the evolving leaders model and the social change model. Lastly I presented a survey of college and university leadership development programs as a way of illustrating the varied nature of the programs offered.

## **Chapter Three**

### **RESEARCH DESIGN**

#### **Introduction**

In this chapter I describe the design used to research the prospective nature of leadership development in colleges and universities in Canada. To accomplish this purpose, I outline the procedures of the research method and methodology. In the following section I describe the theoretical and epistemological framework that serves as background to the methodology.

#### **Background to the Research Design**

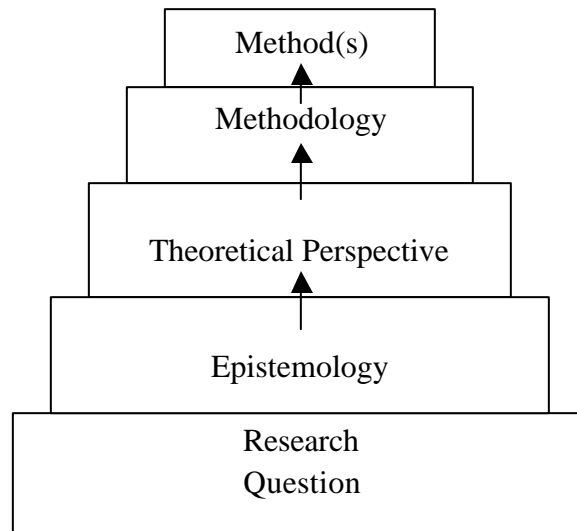
The description of the present research design follows the scaffolding of Crotty (1998) in which the various components of the research are placed (see Figure 3.1).

This is scaffolding, not an edifice. Its aim is to provide researchers with a sense of stability and direction as they go on to do their own building; that is, as they move towards understanding and expounding the research process after their own fashion in forms that suit their particular research purposes. (p. 2)

Crotty gives a frame of reference upon which to build the relationship of the various components in a research design. The framework consists of epistemology, theoretical perspective, methodology and method. The most effective and comprehensive way of answering the research question determines the method and methodology. However, I am aware that methods and methodology fall within certain theoretical perspectives, which in turn demonstrate an epistemological context. Therefore, there are several layers of conceptual understandings inherent in the particular method used in this study. In the research design there are four sub-questions that need answers in response to the research question. They are: What *method(s)* does this researcher propose to use? What



*methodology* governs the choice and use of method(s)? What *theoretical perspective* lies behind the methodology chosen for the research? and What *epistemology* informs the theoretical perspective of the research (p. 2)?



*Figure 3.1.* The scaffolding of the research design. (adapted from Crotty, 1998, p. 4).

I utilized the method of interviews with college and university student leaders, college and university leadership educators, and leaders in society. The interview questions followed an AI format. I analyzed the data using grounded theory aware of the debate regarding epistemological and theoretical perspectives by grounded theorists. I begin with a discussion of the background issues of epistemology and theoretical perspective.

### ***Epistemology***

Epistemology is derived from the two Greek words *episteme*, meaning knowledge or understanding and *logos*, meaning word. Thus etymologically, epistemology means “a word about knowledge.” Floyd (1995) states epistemology “is the branch of philosophy

that addresses the philosophical problems surrounding the theory of knowledge. It answers many questions concerning what knowledge is, how it is obtained, and what makes it knowledge.” “Within philosophy it is epistemology that deals with questions concerning the nature of knowledge, what makes claims knowable, and how they may be justified” (Evers & Lakomski, 1996a, p. 17).

Within social science research, the question of epistemology is raised in the gathering, interpreting, and disseminating of data.

Social inquiry is a distinctive praxis, a kind of activity (like teaching) that in the doing transforms the very theory and aims that guide it. In other words, as one engages in the “practical” activities of generating and interpreting data to answer questions about the meaning of what others are doing and saying and then transforming that understanding into public knowledge, one inevitably takes up “theoretical” concerns about what constitutes knowledge and how it is to be justified, about the nature and aim of social theorizing, and so forth. (T. S. Schwandt, 2000, pp. 190-191)

Epistemology, with its concern of knowledge justification, has a direct bearing on research methodology.

Methodologies are influenced primarily by epistemological assumptions, particularly by assumptions about whether and how knowledge is justified. In prescribing canons concerning the nature and limits of justification, epistemologies exercise a normative function, directly over methodology, and indirectly over the structure and content of substantive theories purportedly sustained by research. (Evers & Lakomski, 2000, p. 141)

The epistemological assumptions must be understood in order to understand what kind of knowledge has been produced by the methodology and subsequently on what kind of knowledge the results of the research are based. It is not that epistemology distinguishes true (adequate) knowledge from false (inadequate) knowledge (Principia Cybernetica Web, 1997) as much as it describes the various ways or schools of thought in the

justification of knowledge. What are the main schools of thought regarding epistemology within grounded theory? Are epistemological choices necessary?

The epistemological dialogue, within the methodology of grounded theory, involves objectivist and constructivist epistemology. Objectivist epistemology purports that one may know the perceptions and understandings of the one interviewed or observed through an appropriate method that separates the “knower” from an historical context. In an objectivist epistemology “it is possible for the interpreter to transcend or break out of her or his historical circumstances in order to reproduce the meaning or intention of the actor” (T. S. Schwandt, 2000, p. 192). In order to do this, a method is needed.

So as not to misinterpret the original meaning, interpreters must employ some kind of method that allows them to step outside their historical frames of reference. Method, correctly employed, is a means that enables interpreters to claim a purely theoretical attitude as observers. (p. 193)

Charmaz (2000) views the developers of grounded theory, namely Barney G. Glaser and Anselm Strauss together with Juliet Corbin, as having objectivist tendencies. The emphasis of these authors included an objective external reality, unbiased data collection, and an objectivist rendering of data (p. 510). Charmaz, however, calls for a move toward a constructivist epistemology within grounded theory.

A constructivist grounded theory recognizes that the viewer creates the data and ensuing analysis through interaction with the viewed. Data do not provide a window on reality. Rather, the “discovered” reality arises from the interactive process and its temporal, cultural, and structural contexts. Researcher and subjects frame that interaction and confer meaning upon it. The viewer then is part of what is viewed rather than separate from it. What a viewer sees shapes what he or she will define, measure and analyze. (pp. 523-524)

Charmaz (2000) argues that grounded theory needs a constructivist epistemology to take into account the many perspectives of reality. The researcher is not finding *the* truth, as in objectivist grounded theory, but *a* truth. The experience and tacit meaning embedded in the data is brought to the fore in constructivist grounded theory. Charmaz views Strauss and Corbin (1998) to be objectivist in orientation and too wedded to technical procedures bringing superficiality to the analysis.

Smith and Deemer (2000) have a similar perspective to that of Charmaz (2000). There is a need “to change our metaphors and imageries from those of discoverers/finders to those of constructors/makers, and to accept that relativism is our inescapable condition as finite beings” (p. 884). The authors add that “relativism is not something to be transcended, it is merely something with which we, as finite beings, must learn to live” (p. 885). In other words, relativism is an acceptance of our limited condition.

T. S. Schwandt (1996) similarly states the need to accept relativism and uncertainty with the realization that this acceptance does not mean researchers would lack initiative as a result of ambiguous knowledge.

We must learn to live with uncertainty, with the absence of final vindications, without the hope of solutions in the form of epistemological guarantees. Contingency, fallibilism, dialogue, and deliberation mark our way of being in the world. But these ontological conditions are not the equivalent to eternal ambiguity, the lack of commitment, the inability to act in the face of uncertainty. (p. 59)

In this study I seek to understand the perceptions and conceptualizations of students, leaders and educators regarding leadership and leadership development. It is assumed, therefore, that the individuals interviewed will have understandings regarding the ideals of leadership and ideal leadership development. It is further assumed that the

language individuals use will convey the meaning of their mental understanding. These mental constructions and their representation, through language, are a reality of leadership and leadership development for the respondents. Additionally, it is assumed that the researcher is able to understand as well as accurately convey the meaning of the respondents.

I accept a meaning of leadership and leadership development within participants that may be discovered, but I also assume a construction of knowledge in the analysis and interpretation of data. However, this analysis is based on the objective reality of the meaning conveyed by participants. This perspective, however, differs from pure constructivism. “For the constructivist, knowledge is created rather than discovered . . . Constructivism emphasizes that science is a creative human endeavour which is historically and culturally conditioned and that its knowledge claims are not absolute” (Kinchin & Hay, 2000, p. 45).

(1) Knowledge is not passively received either through the senses or by way of communication, but is actively built up by the cognising subject. (2) The function of cognition is adaptive and serves the subject's organization of the experiential world, not the discovery of an objective ontological reality. (Principia Cybernetica Web, 1997)

Constructivism means that human beings do not find or discover knowledge so much as we construct or make it. We invent concepts, models, and schemes to make sense of experience, and we continually test and modify these constructions in the light of new experience. (T. S. Schwandt, 2000, p. 197)

I bring an objectivist perspective to the study regarding the objective reality that the respondents convey. Their conveyed meaning may be discovered. However, I also bring a constructivist perspective because a construct of meaning is built from the reality

of the respondents. For the study to have benefit, the construction must be based on and be consistent with the objective reality of the respondents.

### *Theoretical Perspective*

The next level of Crotty's (1998) scaffolding for research design is theoretical perspective. It is defined as "the philosophical stance informing the methodology and thus providing a context for the process and grounding its logic and criteria" (p. 3). Two theoretical perspectives pertinent for a research design are interpretivism and philosophical hermeneutics. Interpretivism reflects objectivist epistemology while philosophical hermeneutics is compatible with constructivism.

Interpretivists argue that it is possible to understand the subjective meaning of action (grasping the actor's beliefs, desires, and so on) yet do so in an objective manner. The meaning that the interpreter reproduces or reconstructs is considered the original meaning of the action. (T. S. Schwandt, 2000, p. 193)

Philosophical hermeneutics differs from interpretivism by taking the bias of the interpreter into account. The researcher is not free from his or her sociohistorical tradition. Tradition is not external to us, but an internal factor that is determinative (T. S. Schwandt, 2000, p. 194). As Gallagher (1992) states:

We understand tradition as a power process that operates within and governs all our interpretations. All interpretation is shaped by the traditions in which we stand; interpretations originate within and by traditions, and they continue traditions. (p. 87)

In philosophical hermeneutics a researcher understands by engaging from one's assumed prejudices in the process, not by disengaging them. This engagement comes by examining one's beliefs and altering those that affect interpretation. Traditions and beliefs are not ignored but are engaged in interpretation with an awareness of how they affect interpretation. Meaning though, in the constructivist vein, is a negotiated

construction. “Meaning is negotiated mutually in the act of interpretation; it is not simply discovered” (T. S. Schwandt, 2000, p. 195). Therefore, there could be many “correct” interpretations of a phenomenon.

This study has primarily an interpretivist theoretical stance. In grounded theory the themes, conceptualizations, and theory arise from the data. The analysis stays “grounded” in the data. By keeping the data as the point of reference, the researcher stays focused on the data rather than any preconceived notions about the data. It is accepted that researchers may come with biases and “traditions.” However, meaning is not negotiated, as in philosophical hermeneutics, but it is drawn out from the data. As such, the researcher becomes an exegete, one who explains and interprets, allowing the data to speak. Strauss and Corbin (1998) describe the grounded theorist as follows:

1. The ability to step back and critically analyze situations.
2. The ability to recognize the tendency toward bias.
3. The ability to think abstractly.
4. The ability to be flexible and open to helpful criticism.
5. Sensitivity to the words and actions of respondents.
6. A sense of absorption and devotion to the work process. (p. 7)

This emphasis on the centrality of the data increases the probability of reliability and validity in the research.

Loosely speaking, "reliability" is the extent to which a measurement procedure yields the same answer however and whenever it is carried out; “validity” is the extent to which it gives the correct answer. These concepts apply equally well to qualitative observations. (Kirk & Miller, 1986, p. 19)

By outlining procedures and documenting decision making, Kirk and Miller suggest that reliability and validity increase. The concern for the accurate portrayal of the data, strengthens the reliability and validity of the study.

The dialogue of interpretivism and philosophical hermeneutics in grounded theory could be viewed on a continuum rather than an either/or choice. The emphasis of philosophical hermeneutics on negotiated meaning cannot be ignored nor the emphasis of interpretivism on discovering communicated concepts. With this understanding of objectivist and constructivist epistemology as well as the theoretical perspectives of interpretivist and philosophical hermeneutics, I elaborate the methodology of grounded theory.

### **Research Methodology**

Grounded theory is a term used for a process whereby data is analyzed and interpreted to yield a theory that arises from the data. The theory is not imposed on the data, but comes from the categories evidenced in the data as interpreted by the researcher. The particular methodology for this study is the adapted grounded theory of Strauss and Corbin (1998). Their particular understanding of grounded theory, however, needs to be placed within the ongoing development of grounded theory. I summarize some of the central tenants of grounded theory in general and Strauss and Corbin in particular.

Grounded theory began with the publication of *The Discovery of Grounded Theory* (Glaser & Strauss, 1967). Glaser and Strauss's contribution legitimized qualitative research as a basis of theory development (Charmaz, 2000). In books, co-authored by Strauss and Corbin, *Basics of Qualitative Research: Grounded Theory Procedures and Techniques* (1990) and the second edition, *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory* (1998), the authors develop the methodology of grounded theory and "provide a set of useful tools for analyzing qualitative data" (Strauss & Corbin, 1998, p. xi).



Grounded theory is a qualitative research methodology. Strauss and Corbin (1990) state, “the grounded theory approach is a qualitative research method that uses a systematic set of procedures to develop an inductively derived grounded theory” (p. 24). It is primarily qualitative because the data deals with the perceptions and conceptions of individuals. The literature on grounded theory assumes that some type of interaction/interviewing of participants will be part of the research process. It is a methodology in that it is comprised of different techniques and methods. Annells (1997b) lists the essentials of grounded theory from Glaser and Strauss (1967) and Strauss and Corbin (1990).

These fundamental techniques were initially identified by Glaser and Strauss to be the following:

- theoretical sampling;
- constant comparative data analysis;
- the need for theoretical sensitivity;
- memo writing;
- identification of a core category;
- the ideal of ‘theoretical saturation’.

Additionally, Strauss and Corbin include:

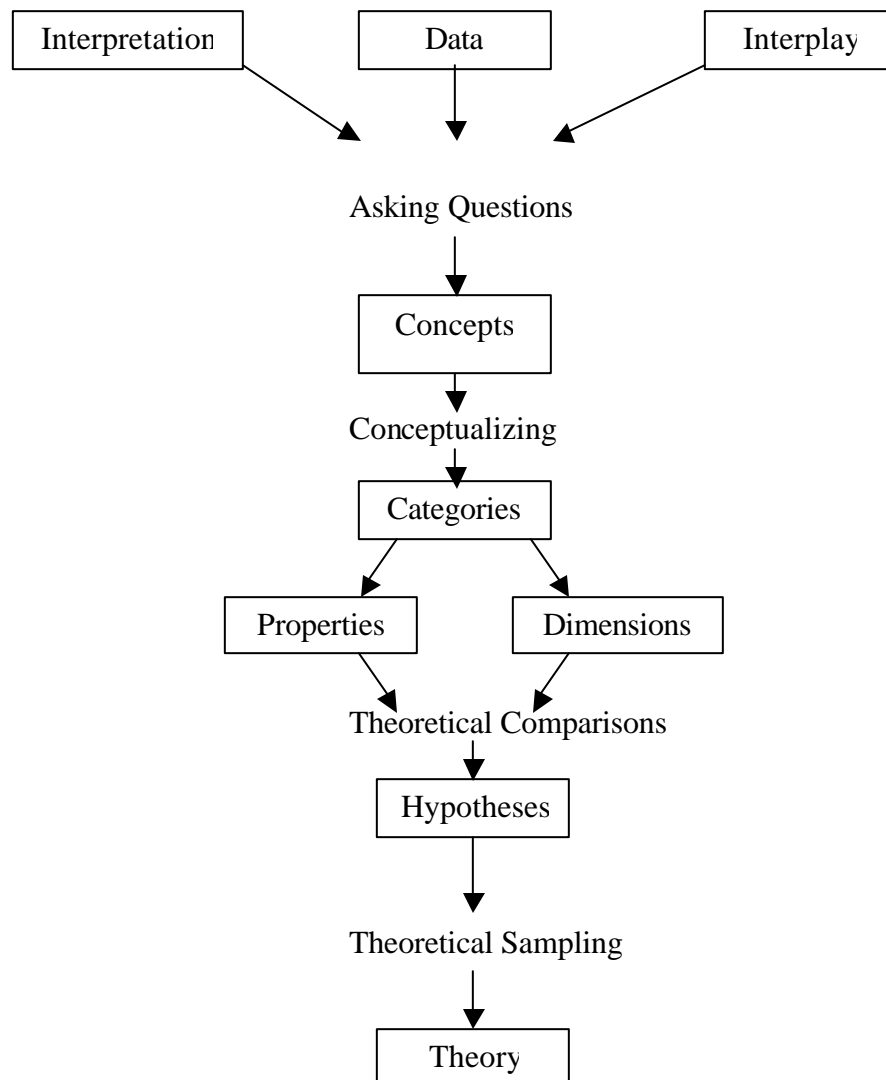
- the grounding of theory upon data through data-theory interplay;
- the making of constant comparisons;
- the asking of theoretically orientated questions;
- theoretical coding;
- the development of theory. (Annells, 1997b, p. 178)

“Grounded theory is the systematic generation of theory from data acquired by a rigorous research method” (Glaser, 1998, p. 3). The terms “systematic” and “theory” are significant in the definition. The techniques listed above are to be conducted in a systematic, rigorous way. Part of this systematic rigor is the constant comparison of data. Being critical and creative is essential in the process of data analysis. The theory is to arise from the data and therefore it is imperative to remain close to the data by constant

review. Implied is that grounded theory is an inductive approach discovering what is latent in the data rather than a deductive approach in which the researcher begins with a hypothesis. In grounded theory the hypothesis is discovered in or “grounded” in the data.

In order to build theory from the data, the first step was to do a microanalysis of the data. The interpretation of the data and awareness of the interplay between the data and the researcher are important (Strauss & Corbin, 1998, pp. 58-59). (Figure 3.2 illustrates the flow of grounded theory.) I asked questions in order to “mine” the data for meaning and significance. The central question was, “What is going on here?” The use of questions is critical in grounded theory to interpret data and to discover concepts. A concept is “an abstract representation of an event, object, or action/interaction that a researcher identifies as being significant in the data” (Strauss & Corbin, 1998, p. 103). As the analysis moves to the conceptual level, the more relevant it is for building theory.

After I identified concepts in the data, the next step was to group the concepts into categories. “The important thing to remember is that once concepts begin to accumulate, the analyst should begin the process of grouping them or categorizing them under more abstract explanatory terms, that is, categories” (Strauss & Corbin, 1998, p. 114). In this study, I interpreted the data to discover categories, together with their properties and dimensions. These categories and their relationships formed the foundation of theory, with the characteristics of the categories (properties) and the range within the characteristics (dimensions) giving variation. “Properties are the general or specific characteristics or attributes of a category, dimensions represent the location of a property along a continuum or range” (Strauss & Corbin, 1998, p. 117).



*Figure 3.2.* The flow of Grounded Theory. (Strauss & Corbin, 1998, p. 46)

The conceptualization of the data enabled me to use theoretical comparisons on occasion. Concepts from the data were compared to similar concepts in other situations. For instance, the concept of “releasing potential” could be compared to a perennial plant in the spring. This type of comparison enabled me to view the phenomenon from another perspective, examining the presuppositions of a certain category. Theoretical comparisons enabled me to think more deeply about categories, their properties and

dimensions, and thereby bring variety and density to the categories. This process eventually brought more depth to the emerging theory. These theoretical comparisons produced the fruit of provisional hypotheses about how concepts relate. The hypotheses are directly rooted in the data so that assumptions and interpretation are continually tested by reference back to the data.

Theoretical sampling is data gathering that seeks to further define categories along property and dimension lines. In quantitative research, the researcher desires a representative sample of the population in order to test hypotheses. In grounded theory, however, “the concern is with representativeness of concepts and how concepts vary dimensionally” (Strauss & Corbin, 1998, p. 214). When a concept needs to be “deepened,” data are gathered from sources where the information is most likely to be attained. The need for theoretical sampling is determined by the categories that emerge from the data. When categories are saturated, meaning no new concepts are forthcoming, theoretical sampling ceases.

What “theory” does this process develop? Strauss and Corbin (1998) define theory as follows. “Theory denotes a set of well-developed categories (e.g., themes, concepts) that are systematically inter-related through statements of relationship to form a theoretical framework that explains some relevant social, psychological, educational, nursing, or other phenomenon” (p. 22). The theoretical relationship of categories forms some type of construct, which in turn explains a phenomenon. Corbin (2001) emphasizes the importance of abstraction in the conceptualizing process in order for the theory to have greater applicability.

Within the broader research environment, Sutton and Staw (1995) state that there is a lack of consensus on what constitutes theory. However, they do make several suggestions to move the dialogue forward. First, when authors cite references, they “need to explicate which concepts and causal arguments are adopted from cited sources and how they are linked to the theory being developed or tested” (p. 373). Second, data are not theory but theory explains the reasons behind the data as well as what can be expected. Third, “a theory must also explain why variables or constructs come about or why they are connected” (p. 375). Fourth, diagrams are not theory because they do not explain the “why” of the connections. Finally, hypotheses are not theory because they do not “contain logical arguments about why empirical relationships are expected to occur” (p. 377). The authors further stated, “strong theory usually stems from a single or small set of research ideas” that “build a logically detailed case” with both “simplicity and interconnectedness” (p. 377). The important component for Sutton and Staw (1995) was that the theory has a logical explanation for the relationship of the components and why these relationships occur. Without an in-depth analysis and stated reasons of phenomenon, theory has not been developed. The process of grounded theory seeks to bring about the depth needed for theory development.

It should also be added that the review of the literature is unique in grounded theory. For instance, Strauss and Corbin (1998) state, “there is no need to review all of the literature in the field beforehand, as is frequently done by analysts using other research approaches” (p. 49). The theory is to come from the data and an individual does not know what the salient issues will be nor should the researcher be constrained by the literature. “Running to the published literature to validate or negate everything that one

is finding hinders progress and stifles creativity” (Strauss & Corbin, 1998, p. 52). The literature is helpful in the conceptualizing process by allowing the researcher to view the data from different perspectives and to suggest certain conceptualizations of the phenomenon, but data is not “forced to fit” the literature.

The question remains as to how I applied grounded theory in this study. An adapted form of Strauss and Corbin (1998) was used due to the amount of data obtained from the over 80 interviews. Theoretical sampling did not need to occur due to the number of interviews conducted and the time parameters of the study. Theory was developed from the concepts and categories determined to be present, together with their properties and dimensions that emerged from the data.

The theory was based on my discovery of concepts within the data and describing the relationship of the concepts to one another. For instance, I made decisions about which concepts explained other concepts. In this way, I sought to make sense of the data by answering the question, what is really going on here? My choice of concepts, therefore, was not a random act but a reflective act of meaning integration that emerged after I had been immersed in the data.

This methodology, however, makes the study vulnerable to criticism regarding its validity and reliability. Another researcher coming from a particular background could “see” different central concepts and thereby explain the data in a different way. Given the large number of individuals interviewed and the amount of data generated, different perspectives are possible. However, my immersion in the data and the amount of reflection I did on the concepts found in the data would suggest that the perspective of the study is valid.

## **Research Methods**

In this section I outline the research method design for the study. The design incorporated the methods of interviews or paired interviews, with the format of the interview questions based on Appreciative Inquiry. These methods were helpful in answering the central research question of the prospective nature of leadership development programs in colleges and universities in Canada.

Appreciative Inquiry (AI) is a method oriented toward the best of what the respondent has experienced with a given phenomenon and projecting those notions into the future to what could be. AI, therefore, was considered ideal to collect the data needed to address the research question.

### *Appreciative Inquiry*

AI began as a subset of organizational development in order to involve the members of an organization in change.

Appreciative Inquiry suggests that we look for what works in an organization. The tangible result of the inquiry process is a series of statements that describe where the organization wants to be, based on the high moments of where they have been. Because the statements are grounded in real experience and history, people know how to repeat their success. (Hammond, 1998, p. 7)

AI is not a problem-solving or deficit-oriented approach, but a positive approach that values what is best presently and is “open to seeing new potentials and possibilities” (Cooperrider & Whitney, 2000, p. 5).

Appreciative Inquiry is about the co-evolutionary search for the best in people, their organization, and the relevant world around them. In its broadest focus, it involves systematic discovery of what gives “life” to a living system when it is most alive, most effective, and most constructively capable in economic, ecological, and human terms. AI involves, in a central way, the art and practice of asking questions that strengthen a system’s capacity to apprehend, anticipate, and heighten positive potential. (p. 5)

Appreciative Inquiry is a collaborative and highly participative, system-wide approach to seeking, identifying, and enhancing the “life-giving forces” that are present when a system is performing optimally in human, economic, and organizational terms. . . . The term “appreciative” comes from the idea that when something increases in value it “appreciates.” Therefore, Appreciative Inquiry focuses on the generative and life-giving forces in the system, the things we want to increase. By “inquiry” we mean the process of seeking to understand through asking questions. (Watkins & Mohr, 2001, p. 14)

AI is based on social constructionism, which is built on the belief that individuals are able to imagine, dialogue, and create the future. Gergen stated, “We recognize that as people create meaning together, so do they sow the seeds of action. Meaning and action are entwined. As we generate meaning together we create the future” (as cited in Watkins & Mohr, 2001, p. 26). By using AI as a method for the study I sought deliberately to create a future for leadership development in colleges and universities. Cooperrider and Whitney (2000) articulated the ability of AI to generate theory and expand knowledge.

Philosophically it involves a decisive shift in Western intellectual tradition from *cogito ergo sum*, to *communicamus ergo sum* and in practice constructionism replaces absolutist claims or the final word with a never-ending collaborative quest to understand and construct options for better living. The purpose of an inquiry, which is talked about as truly inseparable and intertwined with action, is the creation of “generative theory,” not so much mappings or explanations of yesterday’s world, but anticipatory articulations of tomorrow’s possibilities. Constructionism, because of its emphasis on the communal basis of knowledge and its radical questioning of everything that is taken for granted as “objective” or seemingly immutable, invites us to find ways to increase the generative capacity of knowledge. (p. 18)

AI appeared to be an effective tool to advance the understanding of ideal leadership and ideal leadership development for the constructing of a theory for prospective leadership development in colleges and universities. The AI method applied



to this research asked not only what is best but also what could be and what ought to be in leadership development within higher education.

One application of AI is the four-stage cycle of Cooperrider and Whitney (2000) illustrated in Figure 3.3. Each stage has a different focus and therefore centres the

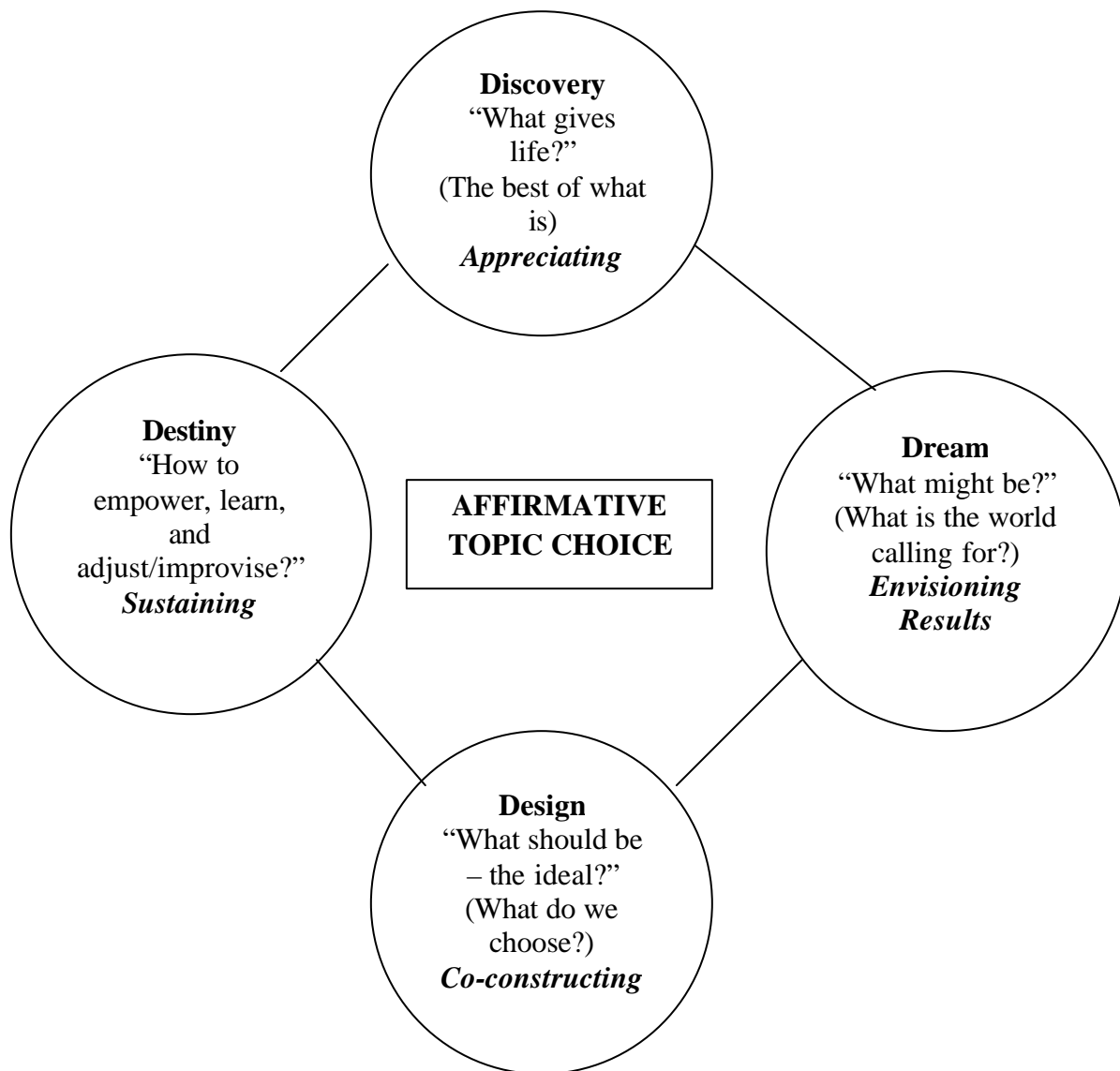


Figure 3.3. Appreciative Inquiry 4-D Cycle. (Adapted from Cooperrider & Whitney, 2000, p. 7)

questioning in each stage. Central to the four stages is the appreciative topic choice, which in this case is leadership development in colleges and universities in Canada. In order to deal with this matter, both leadership and leadership development needed to be included in the interviews. An understanding of leadership was considered to be fundamental to what colleges and universities were seeking to develop. Further consideration needed to be given to the whole aspect of how to develop and build leadership because the purpose of the study was to see what ought and could be accomplished in leadership development.

In the Discovery stage of AI there is an exploration of best experiences, hopes, and priorities for the future. In the Dream stage the questions revolve around what might be in regards to leadership and leadership development, as well as leadership development specifically in colleges and universities in Canada. The Design phase asks the question What should be the ideal? It is a verification of the Dream stage moving back and forth between Design and Dream because the choice of options continues to be made from the Dream stage. The adaptation to higher education of the central question of Cooperrider and Whitney (2000) in the Design stage would have the following result. What would our college or university look like if it were designed in every way possible to maximize the best of leadership development and enable the accelerated realization of our dreams (p. 13)?

The fourth stage of AI is called Destiny. It is a “time for action planning, developing implementation strategies, and dealing with conventional challenges of sustainability” (Cooperrider & Whitney, 2000, p. 14). The question could be asked:

What would the specific components and courses be of an effective leadership development program at a college or university in Canada?

I focused primarily on the Discovery and Design stage during the interview process. As noted earlier there is mutual interaction between the Dream and Design stage where what might be interacts with what should be. I took the categories and concepts from the interview data and applied them to the Destiny stage of AI. The Destiny phase sought to conceptualize the data for application in a variety of educational settings for effective leadership development in those contexts.

### *Interviews*

In this section I describe the procedure of interview question formulation, the choosing of interview participants, and the experience of interviewing.

#### *Interview Question Formulation*

The interview questions reflected the first three stages of AI (see Appendix D – Interview Protocols). As indicated, AI is based on a social constructionist approach that supports the notion that individuals and groups can move toward their own preferred future and create it by emphasizing the positive aspects of their choosing from previous experiences. The interviews sought to stimulate respondent thinking about the positive dimension by asking questions of all respondents regarding those leaders that were and are highly respected, their best leadership experiences, and their description of ideal leadership. The first question was not included for the first few interviews because of the emergent design of the interview protocol.

I worded the questions to stimulate both the memory and the imagination of interviewees. In the opening question regarding respected leaders, I sought to initiate

respondent thinking about leadership. In questions 2 and 3 I deliberately omitted the term leader in order to keep the discussion of leadership central as a broader concept that included leaders as well as followers in the interactive process between them. By asking respondents to recall actual respected leaders and actual best leadership experiences, respondents stayed linked to concrete situations and stories with which they identified. These questions prepared respondents to think about their perceptions regarding ideal leadership.

Questions four and five of the interview protocol differ between students, educators, and leaders (see Appendix D). Question four asked the student to recall their best leadership development experience and question five asked the student to imagine five years from now in regard to what would have enabled them to become the leader that they and the people with them want. The questions had a similar intent for educators and leaders. Question four asked the educator or leader's perspective on best leadership development experience for college or university students in the educator's case and young employees in the leader's case. Question five, for educators and leaders, asked them to imagine themselves five years from now and to give their perceptions on ideally developing leadership in college and university students (educators) as well as young employees (leaders). Question six of the interview protocol asked for a description of an ideal leadership development program in a college or university. The students were to imagine themselves in such a school, while educators and leaders were asked to imagine a school that offered ideal leadership development for its students.

The actual construction of the questions was in cooperation with the dissertation advisor Dr. Keith Walker. I consulted AI literature and then crafted the questions

following an AI format. I tended to word the questions to solicit conceptual responses, whereas the advisor, with more experience in AI, worded the questions to solicit responses from experience in the form of stories from which concepts would later be gleaned. After several iterations and the use of a piloting phase, it was discerned that the questions were ready for use. The two criteria for acceptance of the questions were: (1) the ability of the questions to solicit responses that would answer the research question; and (2) the ability of the questions to engage the mind and imagination of the interviewees. My advisor and I collaborated to develop effective questions, which were not altered during the duration of the interviews.

### ***Choosing of Interview Participants***

In the study I utilized interviews or paired interviews with college or university student leaders, college and university leadership educators, and leaders in society. I found that the interviews with 83 individuals were stimulating and invigorating experiences. Each respondent brought a perspective that enriched the research data.

In the 2000-2001 school year I contacted the person in charge of leadership education in the Extension Division of the University of Saskatchewan. In the course of our conversation, she spoke about a student leadership development committee that was operating on campus. Subsequent to that conversation I contacted members of the student leadership committee and was seconded onto the committee. The committee was responsible for the planning of Advantage 2001, a student leadership development conference. This opportunity allowed me to have input into the structure of that conference, to present a seminar at the conference, and to present my research plans to a general assembly of the conference. Part of the latter presentation was a solicitation for

involvement in the interview research. I assumed that individuals interested enough in leadership development to attend a non-credit conference would likely have been involved in or thought about leadership and its development.

Also in the fall of 2001, Dr. Keith Walker was approached to speak at an international student retreat comprised of the executives of several international student associations on the University of Saskatchewan campus. Dr. Walker suggested that I be approached to take the assignment. I accepted and again took the opportunity present my study to these students. I was given access to the e-mail addresses of all attendees and wrote to each of them soliciting their involvement.

In order to invite more participants involved in leadership activities, I requested permission to make a presentation at the University of Saskatchewan Student Union council meeting. There I invited members of the council to be involved, and several council members agreed. To solicit further diversity among student participants, I presented the research to a group of aboriginal students in the Indian Teacher Education Program at the University of Saskatchewan and invited their participation.

I also obtained other student participants through referrals prior to and after the interview process. During the interviews, I found that certain participants would suggest other individuals as good candidates based on the interview questions. Further information would be obtained about the recommended participant and on the basis of that information I would contact the recommended student mentioning the recommendation of the interview participant. Institutions also suggested student participants. For instance, in the case of students from Bethany Bible Institute, the president nominated four students as individuals who had been or were involved in

leadership. In the case of St. Stephen's University and Renaissance College a campus wide invitation by school administration was given to students on my behalf.

As a result of these contacts 41 students were interviewed. Of these 41 students, 19 students attended the University of Saskatchewan. Of the 19 University of Saskatchewan students, two were international students and one was Aboriginal. Four of the students interviewed were enrolled in Bethany Bible Institute, an accredited Bible college with students from across Western Canada and Ontario. Five of the students interviewed attended St. Stephen's University in New Brunswick and 13 students attended Renaissance College at the University of New Brunswick in Fredericton. Of the 41 students interviewed, 18 were male and 23 female. 26 of the 41 students were born in 1980 or later and could be classified as part of the Millennial generation. 13 were Gen X born between 1965 and 1979. Two students were born prior to 1964 and would therefore be termed Baby Boomers.

24 leadership educators were interviewed from six colleges or universities. Due to my past involvement in the Association of Canadian Bible Colleges I selected seven administrators and teachers to be interviewed from that pool. My advisor suggested several individuals within the University of Saskatchewan and one of those individuals suggested several others at the University of Saskatchewan as well as several from Renaissance College. Personnel at the University of New Brunswick also suggested another individual to be interviewed.

The institutions represented by the educators in this research were: the University of Saskatchewan (including the Indian Teaching Education Program, St. Thomas More College, and the Extension Division), Canadian Bible College, Bethany Bible Institute,

St. Stephen's University, Renaissance College, the University of New Brunswick, and Briercrest Bible College.

All of the leadership educators interviewed were teaching leadership directly or had a keen interest in the field or had been involved in leadership development initiatives. 11 of the individuals came from the University of Saskatchewan; four taught leadership courses and another four were department heads. One individual was a past president of a college within the university. Of the seven Bible college educators chosen, three were presidents, one taught specifically in the field of leadership, two were academic deans concerned about shaping their programs toward leadership development, and two were instructors, one of whom taught leadership, and one who taught in the area of developing adolescents. Four educators from Renaissance College were interviewed, the Dean and three of the "integrators." (Integrators is the name given to Renaissance College faculty members, which reinforces the interdisciplinary nature of leadership development. The faculty is to integrate the knowledge from a variety of fields into leadership studies.) One of the co-presidents from St. Stephen's University was interviewed as well as one educator from the University of New Brunswick. 20 of the 24 educators were male and four were female.

In choosing leaders in society, Dr. Walker and I brainstormed names of individuals who were responsible for leadership development among employees or members of associations. I also sought to have representation from various sectors of society, nonprofit, government or business, and from both genders.

Six of the leaders interviewed represented the public sector: in employment of the University of Saskatchewan in administrative roles that dealt with leadership



development issues amongst employees, in public education administration or, in one case, in the military. Eight individuals interviewed came from the non-profit sector of society representing a church, a First Nation, a summer camp, a mission organization, and a community association. The four individuals from business represented CEO and management levels. Of the 18 individuals interviewed in the leader category, 11 were male and 7 were female. Of all 83 individuals interviewed, 49 (59%) were male and 34 (41%) were female.

### **The Experience of Interviewing**

At first, I found the experience of interviewing to be formidable because of the number of individuals that needed to be contacted and the diversity of the organizations and individuals involved. I was pleasantly surprised to find that most individuals contacted were willing to be involved. Several student leaders later experienced difficulty to commit to a time. The leaders in society were even more difficult to schedule because of their busy schedules. Rescheduling, therefore, needed to occur on several occasions because of changes to respondents' daily agendas. Five leadership educators were interviewed by telephone to reduce travel time and costs. Overall, however, I found that the subjects were responsive to the call for research participants.

I typically used email to contact interviewees and to arrange times. The consent form would be signed prior to the interview. In the case of phone interviews, the consent form would be emailed to participants prior to the phone interview. After a transcription of the interview was complete, an electronic copy of the transcript was emailed to each participant, to review and to revise if necessary. A data release form was also included with the interview data.

Prior to the interview I sought to make the participants as comfortable as possible. After initial greetings, I asked the participants opening questions about their background in order to ease the communication process. I gave brief instructions as to the format of the interview, and after the consent form had been signed, I asked an interview question inviting response from the participant(s).

The interview protocol was followed in a structured fashion using the six questions contained in the appropriate interview protocol. After the initial interview in which the participants asked each other the questions in a paired situation, I asked the questions of respondents and structured the interview experience. Other questions of clarification and elaboration were also posed in the interviews as necessary. These questions of clarification and elaboration are compatible with theoretical sampling in grounded theory.

23 students were interviewed in pairs with one student being paired with a leader. Seven students were interviewed individually and at Renaissance College due to time constraints and avid interest by the students, two sets of triads and one group of five students were interviewed.

Students reflected on their previous experiences, whether from observation of or participation in leadership. The perspective of students included how others who were in leadership roles treated them. Many students, however, did reflect on leadership on the basis of direct involvement as a leader. Student answers were thoughtful with many perceptions on ideal leadership and leadership development. I was encouraged with how many students had been involved in leadership and how concerned they were about the phenomenon.

The paired and group interviews placed less pressure on individual students to respond quickly because others responded and allowed for further formulation of their answer. In some cases, participants would respond to what another participant had stated by adding to a point from their perspective or experience. Some answers were possibly stimulated by the response of the other participant(s). However, it is also likely that listening to the answers of other participants motivated participant thinking and brought depth to responses. Many students stated their enjoyment of the experience and some recommended others to be involved.

In the group of leadership educators, six pairs were interviewed, while the remaining 12 were done individually. Five of the individuals were interviewed by telephone, and four were in a paired interview setting. The phone interviews lacked observation of body language and gestures, causing me to use increased focus on the respondents' words and to ask more clarifying questions of respondents during the phone interviews.

Leadership educators were more self-assured than students, with life and education experience bringing depth and diversity of reflection. Many of the educators were intrigued by the topic and expressed appreciation for the opportunity to reflect on leadership and leadership development. I sought to pair participants from the same institution in order to stimulate thinking regarding enhancing leadership development at their particular college or university.

In the category of leaders in society, two paired interviews were conducted. One of the paired interviews included a leader and a student rather than two leaders. Three leaders were interviewed in a paired setting and fifteen leaders were interviewed

individually. The smaller number of paired interviews in the leader category was due to the inability to coordinate a meeting time with another leader and myself.

Responses from leaders in society were based on a broad range of business and public experience. Leadership was often viewed from an entrepreneurial perspective concerned with the viability of a product. In their responses, there was a practicality to leadership that focused on “does it work.”

I found that the conducting of interviews was an enriching experience because of the diversity and depth of each response based on the participant’s background and reflection. Each individual was willing to share his/her experiences and thoughts in an open way that contributed to the depth of the data. I made an effort to affirm participants during and after the interview and several spoke of the interview as an enjoyable experience.

### **Approach to Data Analysis**

In the following section I outline the approach taken to the analysis of the data obtained through the research.

#### ***Data Divisions***

The data were analyzed according to the three groups: leaders in society, leadership educators and student leaders. These groupings aided me in viewing similarities and differences in perceptions within and among the groups. As the data analysis progressed, I integrated the perceptions of the three groups to allow for a more comprehensive understanding of the matter of the prospective nature of leadership development in colleges and universities in Canada.

I also analyzed the data according to the three research questions that sought to understand the prospective nature of leadership development in colleges and universities in Canada. The first question was: What are the perceptions and understandings that student leaders, leadership educators and leaders in society have of the ideals of “leadership?” The first three questions of the interview protocol sought to probe this matter by asking about the participant’s most respected leader, their best leadership experience and the ideal leadership situation. The second research question was: What are the perceptions and understandings that student leaders, leadership educators and leaders in society have regarding ideal leadership development? Questions four and five of the interview protocol dealt with this matter by asking about best leadership development experience and ideal leadership development.

The third research question was: How might the understandings of leadership and leadership development by student leaders, leadership educators and leaders in society inform the future programs and the andragogy for leadership development in colleges and universities in Canada? This research question was answered in the responses of students, educators and leaders to question six of the interview protocol. I also analyzed the responses from the previous questions and brought the meaning and implications of those responses to bear upon this question related to the components and andragogy of leadership development programs in colleges and universities.

The responses to these three research questions form the content of Chapters four, five and six of the dissertation. Chapter four incorporates the ideals of leadership, Chapter five, the ideals of leadership development, and Chapter six, the possible

implications and directions for leadership development in colleges and universities in Canada.

### *Data Analysis*

All interviews were transcribed from audio-tape into electronic format and printed in hard copy. After all the interviews were completed, I began to immerse myself in the data by reading each of the leaders in society responses to the first three questions. I made descriptive notes reflecting the ideas, concepts and metaphors found in the data that emerged from the situations and experiences related by respondents. I then summarized the key concepts found in each interview. Previously I had learned the Atlas.ti qualitative software program, so I entered some of the leader interviews into the program, re-read the manuscripts, and coded the data. I began to realize the time this process would take and also realized that this process would not yield the in-depth analysis that would be necessary to extract meaning from the data. I therefore began writing analytical memos regarding the main concepts found in each of the interviews as suggested in Strauss and Corbin (1998). The analytic memos sought to summarize and analyze the main concepts from each of the leaders interviewed.

Through an extended exposure to reading the data from societal leaders on leadership I sought to be able to explain the concepts expressed through a single category in conformity to the grounded theory of Strauss and Corbin (1998). As I continued to review the data, I would observe that a category would emerge as a possible concept that would be inclusive enough to reflect the other perceptions and concepts found in the data. I would then read and re-read the data through the lens of that particular category to determine if I was forcing data into a category or whether, in fact, this category had the

analytical power to explain what was going on in the phenomenon termed leadership. The process of placing all the varied responses of leaders into one category seemed presumptuous to me. I wondered how one category could capture all the variegated responses of leaders? At times two or more concepts would vie for my attention as a category that could assist me in understanding how all the concepts within a group of respondents would relate. Further reflection upon and repeatedly returning to the data would confirm or dissuade me as to the capacity of a theme to be overarching. I would also view a particular concept from the perspective of a supposed sub-category to “see” if it fit into the overarching theme. If various concepts would not explain the overarching theme I would seek to use another concept to make sense of the data.

I decided that concepts were included in the reporting on the basis of their significance, not on the basis of how many individuals stated them. I judged the significance of the concept by whether it added new understanding to the concepts already reflected in the data. If the concept did add insight to the phenomenon of leadership or leadership development, it was included. Reporting all of these concepts illustrates the variety of nuances in the responses. My interpretation is shown in how these concepts are constructed for presentation. One individual might state a concept that only he or she has said, but that concept was significant to the person, and if the concept contributes to understanding the phenomenon studied, the concept needs in some way to be reflected in the reporting of the data. If it is not, I have not been faithful to reporting the findings.

I found that the process of attempting to discern an overarching category is wrought with subjectivity. The biases and traditions of the interpreter may rise to the fore

thereby doing *eisegesis* (reading something into the text) rather than *exegesis* (drawing the meaning from the text). Various concepts are expressed in the data but the notion of an overarching theme is my interpretation of the data rooted in words and phrases found in the data. Other researchers could have viewed the data from a different lens in discovering the overarching theme. However, it is possible that the concepts that the other researchers found in the data would be similar to those reflected in the dissertation. Once I was satisfied that the overarching theme and sub-categories represented what the respondents said, and that the conceptualization of the data explained the data, I reported my interpretation of the data. I sought to reflect as many of the varied responses of the respondents as possible, and I believe I reflected accurately the perceptions of that particular group.

As I became more familiar with analysis of the data, I began to alter my procedure. I would read the data making notes of concepts, and then, I would summarize the key concepts of respondents. After this reading and reflection of all interviews were complete, I would reread the data trying to gain an overall perspective of the data. As I re-immersed myself in reflective thought about the data, I was able to identify an overarching category. I would then test the category against other concepts. If I found the category to be able to explain the other concepts, I would use the category to describe the data showing the relationship to other sub-categories. I became more efficient in developing an understanding of the data and also more effective in describing what I comprehended as the meaning of the data. As the key category emerged, I reviewed the concepts of each interview for support or contradiction of what I proposed.



I was also able to identify sub-categories showing various properties and dimensions in some cases.

The order of data group analysis was leaders, educators and students. As a new researcher, I chose the smallest group (leaders) to analyze first, followed by the next larger group (educators), and then the largest group (students). In this way, as my analysis experience increased, so did the size of the number of respondents in the analysis. I therefore moved the data analysis from those with the least contact with students, to educators who interact with students regularly, to the students themselves. Even though I tried not to be cognizant of the data from other groups during the initial analysis, sub-consciously the concepts from other groups affected my interpretation. In other words, I could not separate myself from the “tradition” of the previously analyzed data.

In my later analysis of the data for similarities and differences between and/or among the groups, as well as my synthesis of all the data, I reversed the order and started with students, to educators, and then to leaders. This later analysis did not include the original data but the summaries of the responses that had already been recorded. However, when points of clarification were necessary, I reviewed original transcripts. Using these methods, I believe the analysis accurately reflected the perceptions of student leaders, leadership educators and leaders in society, and that it formulated direction for leadership development in colleges and universities in the years to come.

### **Summary**

In this chapter I outline the background to the research design and the approach to data analysis. The elements of the design were placed within the “scaffolding” of

research from Crotty (1998) including epistemology, theoretical perspective, methodology, and methods. I used interviews to gather data within an AI construct (Cooperrider & Whitney, 2000) and analyzed the data from an adapted form of the methodology of grounded theory from Strauss and Corbin (1998).

## **Chapter Four**

### **ANALYSIS OF THE NOTION OF LEADERSHIP**

#### **Introduction**

The purpose of this chapter is to analyze the data from the first three questions of the interview protocol focusing on ideal leadership. The analyzed data is presented by means of the three groups: societal leaders, leadership educators and student leaders. The category and sub-categories that I identified in each group are described. The similarities and differences between groups are presented as well as a synthesis of all the data on the notion of ideal leadership. I have attempted to allow the data to “speak,” rather than to permit my experience or bias to be expressed. When my opinions or ideas are reflected in the analysis, I will advise the reader.

#### **Leadership Data Analysis**

The first three questions of the interview protocol sought to answer the first research question, “What are the perceptions and understandings that student leaders, leadership educators and leaders in society have of the ideals of “leadership?” The interview protocol questions were as follows: (1) “To start off, think about a leader for whom you have enormous respect. What are the things that brought the person to mind? For what reasons does the person have your respect?” (2) “Tell me a story about an experience that you’ve had when leadership was demonstrated in an extraordinary way. This might be a story about when you felt the most engaged and energized through some leadership effort. For you, the story illustrates the best leadership you’ve ever experienced.” (3) Imagine yourself five years from now. Project your favorable leadership experiences forward (#2). You are involved in a situation where the best

imaginable leadership is practiced. What is going on? What are people doing? What does it feel like? What are people thinking? What are they saying?" The concepts from the data of all three questions are integrated into one response regarding the ideals of leadership.

### *Leaders on Leadership*

"Releasing potential" was the predominant category reflected by leaders regarding ideal leadership. This category has the sub-categories of an environment conducive to and a vision for releasing potential for it to occur. Releasing potential also means the fostering of leadership motivation and open communication between leaders and followers. Individuals will need "to look inside" to evaluate their values and perspective in order to release potential. Another facet of releasing potential is the role of modeling integrity. The category of releasing potential is explained followed by the sub-categories with their properties and dimensions.

### *Releasing Potential*

One of the leaders conceptualized ideal leadership as releasing the potential of individuals to be involved in leadership. The description given by the respondent was of an individual with potential for leadership penned up inside that was ready to be released given the right conditions. The conditions this leader mentioned were discernment of leadership ability by others that the individual had not necessarily seen, as well as affirmation and support of the individual. Releasing potential allowed the individual to be involved in leadership. The released individual was then able to build on the strengths and experience of the person who sought to encourage him.

There was an older gentleman who released potential within me. And I would hope that five years down the road from now, as I'm involved with leaders, that I would do much the same. That I would affirm them, come alongside them and stand with them and support them. But also, willingly release the reins to let them lead. But I wouldn't hang onto those strings myself. I'd release others to serve. So I guess five years from now, what would I see? Young men and women not directed by my process, but they'd be drawing on my strengths and my experience, and building on that. Not cloning me, but being themselves and just have a great joy in being leaders now themselves. (L 3, pp.1-2)

This concept of "release" could mean a number of things in the context of leadership. First of all, if the term "release" is used there is something that is binding the individual from which he or she needs to be released. From the leader quoted above in another part of the interview, one binding element is the individual's perspective about self. The leader stated that someone saw leadership ability that he did not see. .

An individual is released through encouragement and identification with the person. This leader used the terms of "affirmation," "comes alongside," "standing with," and "supporting," as describing the releasing process. It is a paradox that the release to leadership comes through being *tied* to others. This support *allows* the individual the *freedom* to be involved in leadership.

What is the individual released to? The quotation above mentioned, released to serve, which is another paradox. However, the response implies a release from self-interest to serve the common good or a worthy cause. There is also release through being allowed to lead. The respondent used the phrase "release the reins," which would allow the individual to give direction to an organization or group.

Another interesting facet in the above comment is that individuals can build on the strengths and experiences of others, but are released to express their own individuality in leadership. The individual is released to learn from those who have gone before, to

take the best of what was, and to build the future through leadership. The individual is released to leadership within their particular strengths and personality.

The category of releasing potential could mean release *from* self perspective, release *through* acceptance and affirmation, and release *to* service to others. Using the strengths and uniqueness of the individual further enhances the release. The concept is wrought with paradoxes. For instance, the perspective of self is binding, but when released through the acceptance of others, it is the individual personality and strengths of the person that are used to “bind” oneself to the service of others.

Leadership has traditionally been viewed as accomplishing a purpose or goal, and leadership development is a corollary, which primarily needs to occur in order to meet future purposes and goals. Viewing leadership as releasing potential shifts the primary purpose of leadership from productivity to the development of leadership within individuals.

One example that reflects this perspective was a for-profit business that made their purpose statement, “To build a community where people can develop as whole individuals” (L 8, p. 2). The leader stated,

As you invest in people in that fashion, and as they in turn make that purpose their own and live that out, then they too are developing leadership, both within themselves and in others. And to live that, you are developing people, which in essence when you do it this way, you’re developing leadership. (L 8, p. 6)

Everyone in the company was constructing and marketing a product for sale internationally, but was having as the primary goal the development of each other within the company. It is in this particular company that people were taking initiative from the bottom up and where they were accomplishing more with 220 employees than they did

with 330 employees (L 8, p. 3). My interpretation was that the company was releasing potential by creating community and developing people as a priority as much as emphasizing manufacturing a product as a priority.

Ideal leadership is going through a transition according to one leader (L 2) in a non-profit setting. He used various descriptors to identify the changes that were occurring. Table 4.1 illustrates the differences noted by this respondent. In the old

*Table 4.1.*

*Leadership Thinking Transition*

From	To
Leader	Follower
Leader as Doer (Telling, teaching)	Follower as Doer (Affirming, encouraging)
Turf Protection	Gift-bearers and Gift-sharers
Receiving Recognition	Giving Recognition
Individual	Collective
Fragmentation	Interconnectedness (Working Together)
Departmentalized Interests	Unifying Purpose
Governance	Resource
Duty	Passion
Leader Centered	Follower Ownership

model of leadership the leader was the doer, whereas in the new model the follower becomes the primary doer. The leader's role shifts from telling and teaching to affirming and encouraging. What is honored in leadership shifts from celebrating the uniqueness and contribution of leaders, to celebrating the richness of follower's contributions. It is not the potential of the positional leader that is celebrated, but the potential and individual contribution of each follower. Receiving recognition is not the goal of the leader but the giving of recognition to followers is important. The leader is not a turf protector but one who views followers as gift-bearers and sharers.

What we're called to be is gift-bearers or gift-sharers. And gift-bearers are very different people. Instead of saying here's my camp and I'm going to protect it, I say, here is my passion that I am going to give. It's a very different model. (L 2, p. 5)

Leadership was viewed as a property of the individual in the old model but as a property of the collective in the new model. It is not leadership in isolation but leadership as a team. Leadership becomes a purpose model of interconnectedness revolving around purpose and people instead of a maintenance model of smaller departmentalized interests. The people in the new model are networking and working together towards a common goal or purpose. In other words, leadership is about integrating specialties toward the fulfillment of the overall purpose.

Leadership in the old model emphasized governance whereas in this leader's perception, the new model emphasized resources. Structures need to be put in place that allows a resource network to occur. The motivation for leadership shifts from duty to passion with ownership of the purpose accepted by everyone involved not only the positional leader. This particular leader viewed the primary doers of leadership in non-



profit organizations to be teams of people working together around purpose rather than the positional leaders. Positional leaders affirm and celebrate the contributions made by the team members.

A model of my interpretation of this leader's perception of leadership is shown in Figure 4.1. The model presents teams of individuals working together for the purpose of

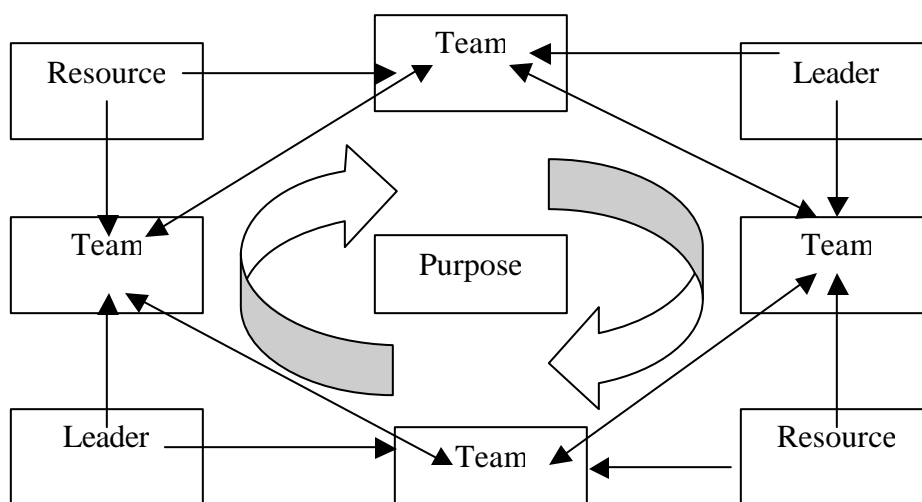


Figure 4.1. Ideal leadership envisioned by a non-profit leader.

the organization with leaders encouraging and affirming the team. Resources are provided for the teams to work effectively. The leadership thus envisioned celebrates the contributions of the individuals and the teams. The leader said,

I think my initial joys as I stepped into this kind of job were hey, everyone's looking to me. Wow, I can do this. It was largely ego-driven and also very centered around presenting this office as being indispensable, and myself being indispensable. And now I see myself more like a doctor sees himself or herself – that your job is to work yourself out of a job. You've accomplished it. Everyone's absolutely healthy. (L 2, p. 3)

The emphasis in this leader's perception of a new model of leadership is the releasing of potential for individuals and teams to be involved in fulfilling the purpose. The leader

becomes an individual that facilitates a process and provides the necessary resources for others to do leadership.

***Consultation and collaboration.***

Consultation and collaboration were leadership qualities evident in the leaders' responses. I have placed these concepts as properties of releasing potential because the context in which the leaders view consultation and collaboration is for the sake of leadership development.

One leader, for instance, discussed the value of consultative decision-making for leader development. The benefits of consultative decision-making included unity, a distribution of ownership, and a valuation of individuals.

And a good leader will have a meeting and sit people down and say we have a decision to make here, and it's a difficult one. Here are my ideas, now let's talk about what yours are. What do you think? Do you see in this situation that we have to do anything differently? For me, I've been included in those kinds of scenarios where there have been decisions needing to be made. And my feeling is, wow, they value my opinion. They value me for who I am. They value my life experiences. And I think that to be included in the process, develops everybody and to bring them to a place where they can be the best that they can be. And what that does is it creates unity. It doesn't foster dissension, it doesn't pull people apart. It brings people together, coupled as a unifying force to look at an objective and say yes, we can do it. If a leader can do that and can draw people together in unity and make them a viable force, and able to lead with that objective, then he's a great leader. He's a great person. He's done a couple of very excellent things. He's met the objective. He's brought his people along to be the best that they can be. And he's made them feel good about being part of the process. (L 14, p. 4)

What this quotation shows is that individuals are developed and their confidence is built when they are involved in decision making in a credible manner. "Credible" means more than compliance to the notion of having people express their ideas, but it includes a valuing of what the individual brings to the decision and assisting the individual to

become his or her best. When consultative decision-making has occurred, this leader believed that the potential of individuals may be fully expressed in these situations. The individual is given the experience to feel someone else's acceptance of the validity of his/her ideas in a decision that matters. The leader mentioned in this scenario that the objective of reaching a decision was fulfilled, but that the individual has developed leaders in the process and fulfilled a higher objective than dealing with the problem or issue before the organization. The development of individuals was, according to this respondent, great leadership.

Another leader respondent mentioned collaboration as a characteristic of ideal leadership.

This person . . . would have decision-making processes that are respectful, that are collaborative, that effort would be made to reach consensus. That time wouldn't be the only ingredient in decision-making, that this leader would take the time to have the individual people all feel part of the decision. . . . They'd take as much time to solve the issues of those who might be seen traditionally at the bottom of the hierarchy as they would be with spending time at the top of the hierarchy. (L 6, p. 2)

Collaboration meant each individual was important. This point was further enhanced by the following quotation where the view was expressed that the individual is of greater importance than the institution. Collaboration, then, as it focused on the involvement of each person, was one way of releasing the potential of each individual.

When I think of this person as well as being a leader that comes to mind right away, this person would always hold the person above the institution. And so the people within the educational institution, the business, the parents, each would be held with more value individually than the institution as a whole. And there's this constant struggle, I guess, between that individualism and the common good or the collectivism, but interaction will always come down to unit of one and holding the person above the institution. (L 6, p. 1)

Ideal leadership included the well-being of each person and implied was that the potential of the individual would be released through consultation and collaboration.

***Re-directed recognition.***

Another property of releasing potential is what I call re-directed recognition. The concept was that the positional leader gave recognition to other individuals with whom the positional leader interacted, and if a strategy was successful, gave others credit for their input. The concern of the leader was not for him or her self to be viewed as successful but to bring about the success of others. Success was measured by the success of those around the leader with whom he or she interacted. The example given by a leader was of Colin Powell and General Schwartzkof during Desert Storm.

Colin Powell is a terrific leader, because he allowed Schwartzkof to take the credit for all of the things that he accomplished in the field, even though Colin Powell had a direct hand in what transpired. That's great leadership to not take credit when credit is partly due. And he did that with tremendous humility. (L 14, p. 2)

The release of potential was the assisting of others toward success and redirecting the credit of success to others with the recognition of each person's part.

***Mentoring.***

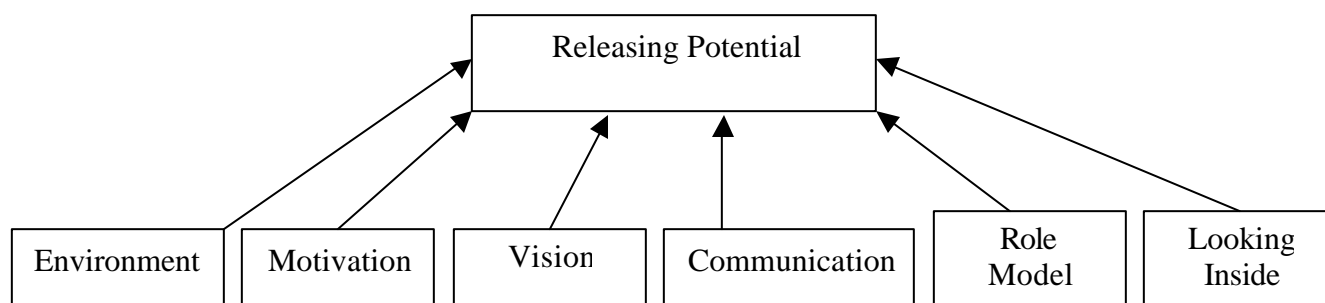
A further aspect of releasing potential was mentoring. Mentoring was viewing the individual as important in the midst of other responsibility.

Major General Brian Stephenson was the officer commanding the central army formation stationed in Toronto, Ontario. Brian had a long illustrious career capped by his brilliant leadership skills in the 1998 Ice Storm disaster that devastated most of Ontario, Quebec and parts of New Brunswick. I think he stands out most in my mind because of a period we spent together at a TACF Retreat where he mentored me. I respect Brian for the humility he demonstrated both in and out of uniform, a worthy trait considering the enormous responsibility he shouldered while a general. (L 14, p. 10)

***Summary.***

In my review of the responses of societal leaders, I concluded that releasing potential best explained their overall perspective of leadership. Leaders were concerned about the development of new leaders, and therefore they mentioned that leadership was the releasing of potential of others through discernment of leadership ability, affirmation, allowing leadership involvement, fostering networks and resources, consultation and collaboration, redirecting recognition, and mentoring.

I identified six sub-categories that I found in the data that described releasing potential. Figure 4.2 illustrates the different concepts contributing to releasing potential.



*Figure 4.2.* Sub-categories of the over-arching category of releasing potential in leader perceptions regarding ideal leadership.

***The Environment of Releasing Potential***

Several leaders spoke of the environment within organizations that have the ability to release leadership potential. A business leader, when asked if he could think of a leader for whom he had respect, stated that there was no one like that for him. Generally he was disillusioned with leaders because the closer he got to them the more disappointed he became in their practice. However, when asked about best leadership practice, a fascinating story arose about leadership development.

The company had experienced fast growth and had become inefficient. “We weren’t a streamlined, efficient machine anymore, much like the government. We had problems” (L 8, p. 2). In order to deal with this problem, leadership decided to “rock the company” (L 8, p. 3). The respondent related that conceptually the company was going to start again and there was involvement by several to re-invent the company.

And coming out of that initiative [rock the company], we developed leaders. . . . And if you really visited and understood what was happening and how things were happening, you’d be blown away, because leadership came out of the woodwork. And all of a sudden, initiatives were being driven from the bottom up. And it’s not that what was always desired before, but we had never developed the environment so that people felt comfortable or felt like they could take the initiative and make things happen. And people saw nothing was sacred. Everything was open for change. And all of a sudden started realizing that this is about change, it’s a change that I can participate in. Not just through this initiative, but on an on-going basis. . . . So as I look back at a leadership experience that didn’t just end, that continued to spawn leadership, that was phenomenal. People have risen beyond their jobs and are now team leaders in certain areas within the company because of the initiative that they took and the cream rises to the top. It was incredible to see some people. Wow, that person is a leader. One individual started off as an admin. assistant just 2 or 3 years earlier and he’s now a team leader with 3 or 4 people that work together on his team and he’s setting up a very critical part of one of the areas of the company. But we never imagined we’d go through that process. (L 8, p. 4)

The leader was disillusioned with leaders but was not disillusioned with the potential of developing leaders. A key concept was that the desire for leadership development existed but, “we had never developed the environment so that people felt comfortable or felt like they could take the initiative and make things happen.” Do individuals develop leaders, which is what this company was trying to do, albeit unsuccessfully, or do positional leaders provide the culture, atmosphere and opportunity to *allow* people to develop into leaders? If leadership always functions in a top down manner, perhaps nothing is able to rise.

***Empowerment.***

The empowerment of individuals was viewed as part of creating an environment in which individual potential is released. What does empowerment mean? In the same interview (L 8) the components of empowerment were the removal of barriers by engaging employees in the leadership process, the development of a trust relationship between employer and employee over time, and a balanced relationship with employees that includes fun, full capacity responsibility and support (L 8, pp. 1-2). The leader also believed that empowerment is not an abandonment of positional leader responsibility.

Empowering is something that develops over time. In my estimation, it's something which you let go of things slowly. And it's developing a trust relationship with whoever you're empowering. . . . And it's not abandonment, it's not holding on unnecessarily, but it's allowing responsibility to continue growth in an individual to an extent that they can handle. But to an extent that they'll feel supported. (L 8, p. 5)

Empowerment entails the giving away of power by positional leaders in an atmosphere of trust so that the responsibility capacity of followers continues to grow. The individual being empowered also feels support during the process.

***Self-directed leadership development.***

A leader termed the notion of leadership development within an open environment as self-directed leadership. The leader (L 14) spoke about a university setting as an open environment in which there was freedom of involvement and the opportunity for creativity, in comparison to the military in which leadership development is in a highly structured environment. The open environment allowed students to learn from their mistakes. This leader thought that the university setting viewed leadership

development as primarily being self-directed rather than other-directed, as in a more structured setting.

And it's very amazing for me to watch the students here [university], because my first impression that I got here was No, what are they doing? They're giving them so much free rein. And from the context of my background where rules and regulations are very obviously adhered to, giving them that much free rein, I thought would result in major disaster, but it didn't. What it did was it gave a potential for leadership and leadership qualities to be developed. (L 14, p. 1)

When leadership is controlled by a few designated individuals and the environment is structured, little leadership will be seen in individuals. The environment is teaching conformity. However, if the environment has freedom within it, leadership emerges as individuals arise to meet the various challenges in which leadership is needed and creatively involve themselves in the leadership task.

***Chances for leadership involvement.***

An open environment implies that there will be opportunities for individuals to be involved in leadership. One leader spoke about ideal leadership as giving others the "chance" to grow and develop with the following explanations.

First, individuals needed people "that they can look up to" (L 9, p. 6), meaning someone who was a role model and encouraged the person. A respected individual who is an example gives others a chance to develop. Second, individuals needed to be given the opportunity to fail (L 9, p. 6). This leader viewed failure from the positive perspective as a learning experience and not as a disqualification from further leadership. Even though individuals fail in certain areas, there was an ongoing commitment to leadership development within the person's life. Third, individuals were given opportunities to perform in their areas of strength. The leader suggested finding out



where the person is able to succeed and give them opportunities to develop and at times to fail. Perhaps these opportunities would include public speaking or being responsible for a program, but all of the opportunities would have the potential to build leadership capacity.

***Community building.***

The environment of releasing potential also included the building of community out of which individual potential was developed. The building of community not only releases the potential of an individual, but also of a team or larger group. A respondent talked about building a collaborative culture that eventually led to the building of community.

You try to manage work groups and you get to a point where you say you have teams, and ultimately you have community. And for me, the hope would be that we have that place of teams aspiring to community. Community in a real work situation is absolutely possible. I couldn't think of a perfect model to work towards, but I think the teams bring out the best in us. And we do all have different styles. Our gifts complement each other. A perfect situation would be where we meet frequently in a very focused agenda. We listen to each other, hear each other and understand what others are saying and how they lead to decisions that need to be made. (L 15, pp. 3-4)

Well functioning teams and community bring out the best in the individual team members. These teams allow for the different individuals to contribute to the team effort, and to complement each other's abilities.

***Skunk leadership environment.***

Thus far I have highlighted a deliberate intention to have an environment that is conducive to releasing potential. However, that environment, according to one leader, was rarely the case. One business leader's (L 4) perception of leadership was that the term itself was outmoded and assumed a hierarchical, bureaucratic structure that does not

respond to the needs of employees nor to the potential of the market. The concept of leadership she envisioned was a flat model where everyone had responsibility and authority (L 4, p. 1). For this leader, the assumed reality was that traditional leadership structures would continue to be bureaucratic.

The example (L 4) used for best leadership was that of an individual who took initiative and developed a product that the hierarchical leadership of the organization had previously decided to reject. In the technology field this is called “skunk work,” so I termed leadership outside the box as skunk leadership. Skunk leadership involves initiative and creativity because it is not part of the recognized structure of the organization. It requires courage, vision, and support from colleagues as the individual dares to dream and act outside the norm of the status quo.

This leader’s perception of ideal leadership was that the creative energy of skunk leadership could be combined with status quo rational leadership through mutual respect and listening to one another. This leader portrayed positional leaders as having lost the creativity and fun of dreaming what could be, while only staying focused on the business plan. Following one’s intuition would require risk and courage, but these elements are omitted in today’s leadership.

Everybody is saying what do we want to do, not what do we have to do? And someone comes up with an idea and everybody hashes it out and then people say, oh yeah, that sounds cool. And if we break even, that’s okay. We just enjoy it. There would be all kinds of technical expertise growth through all of this, exposure for the group, and also a little bit of fun. (L 4, p. 3)

The respondent believed that the main goal of business leaders was profit. The leader encouraged those in positional leadership to allow the potential of individuals to be released in a group-initiated project that might only break even financially.

***Summary.***

Releasing potential occurs in an environment where individuals are allowed to rise into leadership roles. The environment is empowering and open to the involvement of individuals. There are opportunities to be involved in self-directed leadership, and at times, when failure occurs, there is ongoing commitment to individuals. The freedom for self-directed leadership within an environment is a better option than skunk leadership. Potential is released within teams and communities as people complement each other's abilities. Environments should allow for creative energy to be channeled within the structure through a group-facilitated goal that is not motivated solely by the bottom line.

***The Motivation for Releasing Potential***

Motivation is needed for an individual to release an individual's latent potential for leadership. One leader (L 1) related a story of how he was motivated toward leadership. Another individual already involved in leadership encouraged his motivation for leadership. The influence toward leadership included at least three components.

First was the recognition of the individual.

When he saw me he greeted me by name and invited me to join the group even though they were having a meeting. I was introduced to the group. . . . Treated me as an individual. That was important, important enough to introduce me to people he was talking to. (L 1, p. 1)

The person was made to feel important even though there was a group agenda already transpiring. He was included and made to feel a part of the process.

Second, the respondent mentioned the motivation of a cause that drew his involvement.

My initial impression of him was reinforced that he really believed in what he was doing. The organization had a goal and a purpose. What attracted me was his

personality, his character, that he was really dedicated to a goal that I was willing to follow. That really caught my attention. It was really effective. I wasn't the only one caught and included. (L 1, p. 1)

The leader personified the cause that he was dedicated to. This quality attracted the respondent so that he also made a choice to be involved. He was “caught” for leadership through an individual who was committed to a mission or cause. Later in the interview, the respondent spoke about “a worthwhile cause” (L 1, p. 1) and that “the motivation was to serve others – to provide for those less fortunate overseas” (L 1, p. 2). A third component that motivated involvement was the invitation to leadership. The invitation, in this situation, was a challenge to be more involved than only to attend meetings.

From this leader's perspective, the desire to be involved in leadership was caught. From his experience it involved individual recognition, a personified cause with which a person can identify, and a personal challenge beyond minimal involvement.

### ***A Vision for Releasing Potential***

Several leaders mentioned the importance of vision in leadership, but vision was described in terms of the development of people. In this sub-category I first demonstrate the importance of vision for ideal leadership and then show how vision is synonymous with leadership development.

Vision, mission, and purpose were terms used by two leaders in a paired interview as an important element of ideal leadership. One leader stated that to have a mission is a matter of defining the common good and having the conviction to keep that priority at all times.

The person has mission, or purpose. That there's some future direction that the person has been committed and convicted of, and that in all interactions, that

becomes evident. So this person would have that mission or that purpose at the forefront all the time. (L 6, p. 1)

Another leader defined vision as having a future perspective to the extent that the person lives in the reality of that perspective. Vision also included a conviction that was able to overcome the reservations that individuals close to the leader might raise.

A good leader is someone who is willing to go ahead of the pack, to see what can be as opposed to what is. And to see it strongly enough so that they are able to move forward despite reservations from their friends or family. They believe in it so much that it propels that ideal so much that they are ahead of their time. So, this person is a visionary, a pioneer or trailblazer. (L 13, p. 3)

The leader expressed the belief that future generations needed to develop the ability to develop vision.

So we have to get people into that mindset based on the generations that are coming. They need to personally be able to conceptualize bigger dreams and carry through with them as well. (L 13, p. 5)

Another leader viewed developing leaders as the vision.

When I think of leadership, and I think of developing leaders, I really don't think you just develop leaders just for something entertaining to do. I think there's always an end result that you're looking for. I believe that one of the key words that I look for is to be effective. I don't want to go through my life spending an awful lot of time looking at leadership and then not being effective in accomplishing what our task is that we are to do. (L 10, p. 3)

This leader believed that leadership is a process of developing leaders, but that development occurs in the context of fulfilling a goal. The meaning of effectiveness was the accomplishing of that goal, but during the process, the individuals developed specific skills in meeting that goal. Leadership was defined as developing individuals with specific perspectives and skills to accomplish the vision. The training of others included the casting of vision, the implementation of a strategy, and the continual environmental scanning of the organization in order to evaluate whether the vision was being

accomplished. The vision was only accomplished through the development of individuals.

Vision is an important part of the ideals of leadership for societal leaders in this study. The vision includes the development of the future generation. In order to fulfill the vision, the component of the development of others and releasing their potential need also to be accomplished.

### ***Communication as a Means of Releasing Potential***

Leaders highlighted the importance of communication in leadership. In speaking about another leader one respondent said, “He was a superb communicator, he was a person who could hold you in wrapped attention while he described the issues he felt needed to be addressed. And the problems that would be involved” (L 11, p. 1). Communication was used to articulate the issues of a group or organization.

The leader related a story of a controversial and potentially confrontational issue that was virtually disarmed by clear communication with all parties involved. Prior to a speech, individuals had been clamoring for a deliberative and decisive action against individuals in response to an issue, but the speaker’s clear communication dispelled the voices.

And once the story appeared in the paper with my speech, it was fairly strong. Then the matter was over. I didn’t hear another word, not another word about, you must do more, and you must do this. The matter died away, and the members of the community came together. It was very gratifying. (L 11, p. 4)

At the meeting when the speech was given, individuals also had the opportunity to express their ideas and feelings. The leader said, “I have never witnessed a more powerful single event in my own life” (L 11, p. 2). The meeting resulted in a written

apology by one party as a result of hearing the concerns. This leader, despite the pressures from various sides, was determined to use his best judgment in clearly communicating to all parties his position and concerns. The result in his case was gratifying.

The importance of communication for ideal leadership was evident in the data, but I also viewed communication to be a facet of releasing leadership potential. The reason was that in the controversial situation just mentioned, the leader stated that if clear communication had not been used, students would not have been able to recover from the proposed consequences. The leader spoke of fear in the situation for the following reasons.

A little fear that it was going to lead unhappy places and that I'd be forced out of a job I really enjoyed. Or that I would be forced to compromise people in a way that I felt was disproportionate to the event. So yes, the fear that the students would not be able to recover from this. (L 11, p. 3)

Clear communication allowed for the continued release of leadership potential in students rather than remaining in a situation from which the students needed recovery.

In the situation just mentioned a positional leader released the potential of individuals by courageous communication. A positional leader's potential may also be released through the communication of others to the leader. One leader mentioned the honest communication needed from individuals around a positional leader to challenge the positional leader's stance and to have the freedom to disagree with the leader.

A leader has to accept constructive criticism and has to accept ideas sometimes they don't agree with. I have to accept that he isn't necessarily going to accept my advice either. So I have to accept that I tell him the way I think it is, to the best of my abilities and if he accepts that, great. And if he doesn't, that's his role. (L 12, p. 6)

And we have an understanding. Right from the first day, I said to him, there will be days when I will have a compliment for you and I'll tell you you're doing a tremendous job. But I want to have an understanding right now that you want me to tell you on the days that something's not going well, that it's not going well. He said, give me that assurance that you will do that. (L 12, p. 5)

People need the assurance that they can communicate with the positional leader when things are not going well and when they disagree with the leader's position.

Another important aspect of communication was the recognizing and valuing of the contributions of others. The phrases used were, "recognizes the contributions of other people" and "feeling that your contribution is valued." Valuation was having confidence in follower advice, and in followers being able to contribute to the thinking of the organization. For instance, "I have the freedom to do the big ideas, the thinking. I have the confidence of the leader. He relies on my advice and his advice. He has full power to make another decision if he wishes. And he does, from time to time. He lives to regret it later, but . . . (laughter)" (L 12, p. 5).

Communication was another component of ideal leadership for leaders. Communication is used to articulate issues, to dispel conflict, to affirm the contributions of others, and to keep the group productive. Communication has the ability to direct positional leaders when the perception is that the wrong path was chosen. In all of these situations, communication has the ability to release the potential of individuals.

### ***Releasing Potential through Being a Role Model***

Societal leaders recognized the importance of character, sacrifice, and spirituality for leadership. I viewed these responses as further support for the notion that ideal leadership for leaders is releasing leadership potential in others. Potential is released



through the observation and emulation of individuals perceived to be role models for those choosing involvement in leadership.

***Character leadership.***

One leader emphasized what could be termed “character leadership.” One of the distinguishing marks of character leadership was commitment to principles. The respondent spoke about a highly respected leader.

I like him a lot, I respect him a lot because I think he always works by principle, and by what he thinks is right and best for everyone involved. And he doesn't let politics get in the way, which is unusual for today. I think it's unusual to find someone who goes against the flow and takes political flack for making decisions he thinks are right according to principle. (L 17, p. 1)

When asked the type of principles she was referring to, the following principles emerged.

Honesty, really seeing the worth of an individual, and being a person who you can trust, a person of integrity, developing a reputation for that so that people know that he's not going to talk about them behind their backs, he's not going to undermine them, and he's straightforward. He has a reputation for really trying to get people together on a team. And he feels unified, open communication would help for the common good. So he seeks, he goes out of his way, he gets on planes and crosses provinces when there's a problem in a relationship. He wants to talk face to face and have open communication and work through the thing so that people can be on the same team and feel a part of it. And he is a person you can trust that he's not going to change his mind about what he's said, he's not going to do different with somebody else. (L 17, p. 1)

Character leadership was described as a commitment to principle in the midst of listening to and valuing the worth of people. Character leadership at times was viewed as difficult to carry out because in the midst of this tension between principle and relationships, relationships could suffer. Character leadership could mean open communication and dealing with conflict constructively. A respondent spoke about a leader who had been asked to resolve a long- standing dispute.

So all that considered, I think it was really, really gutsy for him to do that. And

even though he doesn't like conflict, he dealt with it. He did what was asked of him, which he agreed with. He agreed with the principle. . . . The outcome wasn't as good as he expected because he wanted to save the relationship, but he felt like he did the best he could and there was nothing more he could do in that situation. (L 17, p. 3)

Now, when I heard that, I thought that was a really good example that leadership is not fun, not always. Leadership has all these responsibilities. Leadership has problems and conflicts that you just can't resolve. But still, he did what was right, not only for the institution but for the students, I think. (L 17, pp. 3-4)

Another leader emphasized the importance of being committed to principles in one's job. This leader was asked to do a dishonest thing by his superior.

He wanted to get me to be dishonest. And I clearly refused and I was not afraid to put my job on the line. I said, if I have to be dishonest to keep my job, then fine. I'm gone. It doesn't matter if I have kids at home or whatever. Because I really believe as a leader, you can maintain your principles and lose your job, or you can sacrifice your principles and still lose your job. But if you've lost your job and your principles, you've got nothing left. But if you've lost your job and you still have your principles, you still have your principles. (L 12, p. 2)

For this leader the principles included honesty and integrity. Integrity, from this leader's perspective, was doing what a person asks others to do.

I think good leaders also have to lead by example. They can't say to their employees, well I really want everyone to give it a good effort and I want you to work tonight and get this all done by tomorrow. And oh, by the way, I'm leaving at 3:00 p.m. for a round of golf. To my mind a good leader is pitching in with the rest. And he isn't saying to his employees I want you to work really long and hard but he isn't willing to do the same. (L 12, p. 1)

Leaders viewed ideal leadership as acting on one's principles and convictions. I believe that this action releases the potential of other individuals who observe. At times, holding these convictions may cost a relationship or possibly even a job. The price is not too great to be a leader of character.

*The sacrifice of leadership.*

Being a role model was also interpreted as being willing to make sacrifices for others. One leader told of several situations that illustrated the concept of sacrifice in leadership. These included sacrifices of possessions, time, energy, expertise, and protection. All of these sacrifices were made because of care for others.

We went on a holiday once. We took a boat up north, and on the way back, we had trouble with the trailer. And because of that, we tried everything possible to fix that trailer and it wasn't working. And I know my father was getting frustrated. He had to be home the next day, and we ended up sticking the boat upside-down, right-side-up, I guess, on top of the car. The roof just bent in, and he kind of wrecked his car a little bit. (L 9, p. 5)

In response to the question of best leadership experience, this leader described his father's sacrifice for the sake of the family (L 9, p. 5). Not only did the roof of the car incur damage, but it was a sacrifice of shame because of the appearance of this car.

In speaking about another person, this leader stated,

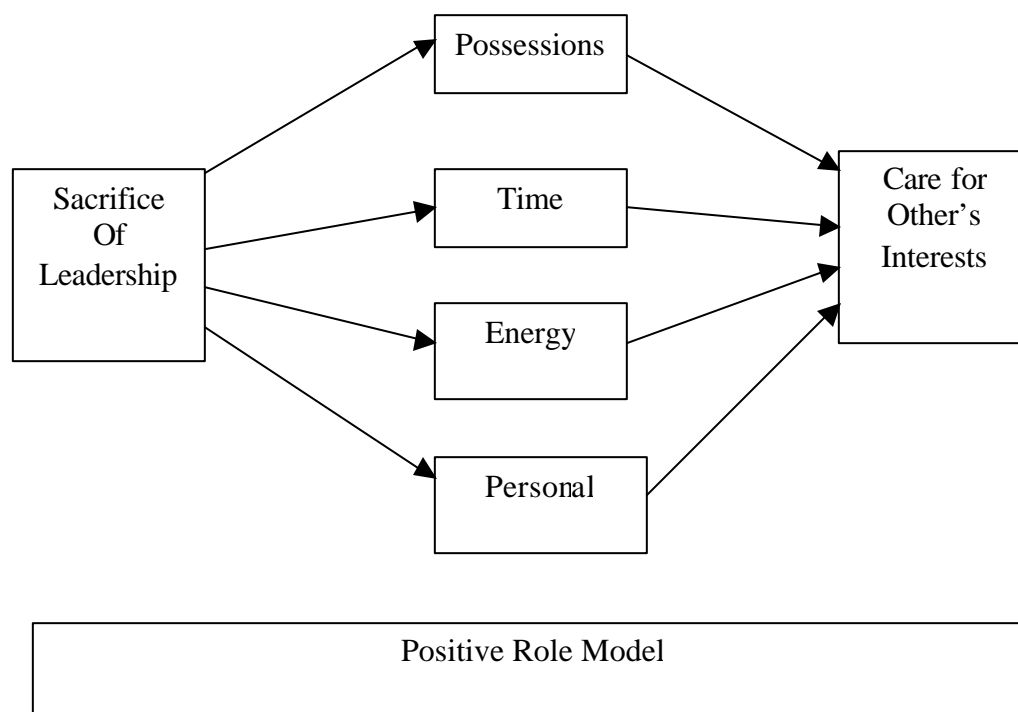
I know when he has things he needs to do, he'll set them aside if someone needs help on their roof shingling or whatever, he'll be the first guy up there. . . . He's also a person that's extremely humble. You know that if you needed to talk to someone, he would take time for you. (L 9, p. 4)

In a situation where this leader was accused of betrayal, another person shielded him from some of the hurtful things that were being said.

And it was pretty hurtful what we were hearing. But at the same time, I responded a little bit, but there were times when he stepped in and kind of insulated me from some of those accusations and protected me from some of those when he probably didn't need to. But at the same time, he deflected those and stood right beside me. It was good. I needed somebody at that time, because it was pretty serious. And I won't forget that. (L 9, p. 5)

From this respondent's perspective, leadership is not contained only within formal organizations but as a person relates to others in the various situations of life.

Figure 4.3 illustrates the different sacrifices of leadership mentioned by this respondent. The reason for the sacrifice of physical objects, time, energy and personal comfort was the care for others.



*Figure 4.3.* The sacrifice of leadership as part of being a role model.

In making these sacrifices, individuals become a “real, positive role model for our community” (L 9, p. 4).

### ***Spiritual leadership.***

Another aspect of being a role model that I extracted from the data was what I interpreted as spiritual leadership. Several leaders highlighted the intersection of leadership with spirituality. There is a spiritual dimension to individuals that should not be overlooked in the exercise of leadership. The inclusion of spirituality within leadership means that a certain world-view will influence the leadership that is brought to

an organization or group. One example was: “So when I came here, I came very deliberately to manage a business and run it with a Christian world-view and give leadership to the organization as a follower of Jesus Christ” (L 15, p. 2).

I viewed the various comments in the data regarding spirituality as part of what it meant to be a role model for others. Spirituality reflected in leadership releases the potential of participants also to express spirituality in their leadership.

### *Summary.*

Leadership based on principles of character, personal sacrifice, and spirituality is in my view an illustration of role modeling for others that releases their potential to be involved in leadership and to be effective within leadership roles. Leader memories of stories that exemplified these aspects showed the lasting influence of these traits on others.

### *Looking Inside*

The concept of “looking inside” came from one of the leader respondents who highly respected her father’s leadership and the sacrifice he went through in being a community leader. As a leader, he kept his efforts focused on the well-being of the community rather than his own comfort. He was able to keep this emphasis through a faith and confidence in himself.

Always hoping for positive change in the community, healthwise, and what I respected him for was even though times were really, really rough and tough when he was dealing with people and meetings and so many different kinds of issues, he handled it all very well. And he had a faith, and a belief in himself and a confidence in himself and he kept it together under a lot of pressure. (L 5, p. 1)

The perception of this respondent was that, as the father looked inside, his leadership became more effective.

You do have to go inside. You have to understand what are your values, what are your goals? So for my dad I think the answer came in his belief, in his faith. That came later in life for him. The leadership role he had before where he struggled, even though he was the leader, he struggled personally, I think he might have felt that he was doing it on his own. And when his belief in his faith came into being and started to flourish, that's when I think his leadership became more effective. And that was a process of why should I believe this? What should I believe? And through the dialogue between him and his father this happened. And I think people do have to look inside. (L 5, p. 3)

The father went through a transformational experience in his leadership by a reflection on his beliefs. Looking inside was an evaluation of faith and developing conviction in the faith that this person came to believe. In the father's experience, faith brought an internal strength from which leadership could come to a community.

The respondent described the humility of her father and how he demonstrated servant leadership.

With my dad and his leadership, he was very humble, in a sense. . . . He was a servant leader. . . . And I don't know if that's more a cultural type of leadership, or, he didn't have a book knowledge of what servant leadership is, but he did know. He learned from his father, and there were just certain people in his life that influenced the type of leader he became. (L 5, p. 1)

My understanding of the meaning of these words is that the strength for humility, for relationship to community members as well as for servant leadership came from the inner strength he found by looking inside.

What are some of the properties of going inside? From this interview, it is the understanding of values and goals as well as a personal set of beliefs that a person wants to live by. Looking inside also means a belief in oneself. These aspects of looking inside released the individual for effective leadership.

According to another leader, ideal leadership began with personal leadership. Personal leadership was leadership of one's life and career that would be extended to the

community. When the majority of individuals have personal leadership all of the following were a possibility: the growth of ideas, change, and the ability to project into the future.

The best leadership possible is where the majority of the citizens have personal leadership. So it's not the responsibility of a few people, but of every one of the members. If everyone has personal leadership, then all other forms of leadership are not hard. So everyone is exercising leadership in his or her personal life, in his or her career life, on a communal aspect. And when you look at people exercising personal leadership and the synergism that can happen when everyone is on the same movement, so-to-speak, it doesn't matter what your orientation is, but change is more likely to happen. Ideas are more likely to have a chance of growth and they aren't stifled. It's one that propels people to reach more and to reach further than what is possible, because you really need an environment where people can see beyond their present reality and be able to project five years, ten years down the road. . . . You can't have a community with just a few leaders. You need a community with many leaders all moving towards a positive future. That's what I'd like to see. (L 13, p. 4)

The respondent stated that personal leadership was also needed because societal issues cannot be dealt with as a top down process, but only from the bottom up. This meant that developing capacity for leadership needed to occur in the family.

Because we've realized from our discussions that most of the social issues and what we're trying to solve, leadership cannot solve it on the top level. It needs to start at the bottom level. Everyone that grows up in families needs to be taught some leadership skills. This is all about capacity, and building capacity in people. (L 13, p. 5)

Further, the leader spoke of empowering individuals within an ailing organization. In the situation related, a positional leader, the respondent, looked inside members of a team for their individual strengths. The leader spoke of giving people energy by focusing on the future, analyzing the strengths of each person, and giving them leadership responsibilities according to their strength. This practice engaged the individuals, gave personal meaning to the individuals, and motivated the individuals.

Last year I was the chair of an ailing organization. And it was very unhealthy when I took over. I had to really become very intentional in terms of giving the people the energy, just bringing out their attitudes towards the organization and empowering the people to get back on track. So I had to get them back on track and a new vision, this is where we're going. And so that they're not so focused with the day-to-day inconveniences, but more focused into the future.

The other thing that I did intentionally, was to look at the members of the organization and analyze what their strengths were. And delegate the responsibilities according to where I thought their strengths were. So that we could be the best. So that was something that gave people personal meaning and made them extremely motivated. Everyone was using their own unique strengths, and all those unique strengths were coming together in a positive way.

I also tried to vary the activities that the organization was getting into so that they had a good balance in terms of analyzing what the particular needs were, of individuals. And try to fit them into some activity so that they feel engaged in the organization. (L 13, p. 4)

Ideal leadership was having a positional leader look to the future and to the strengths of each individual in the group, and then to engage each one of those individuals in contributing to the fulfillment of the vision. The leader needed to look inside the group to see the resources in order to move the ailing organization beyond the existing state.

One leader viewed ideal leadership as involvement from all members in a community.

So I think 5 years from now, I hope to see in our community, people who are more involved, where I have felt over the years they have showed many of their responsibilities on one leader, or a few leaders. But five years from now, I'd like to see more leaders in the community. In essence, we're all leaders. And I would like to see people take more of an active role in making it a healthy place to be in terms of social and economic development, and a safe place to be for children. (L 5, p. 2)

Leadership was defined as the involvement of everyone for the betterment of the community. This leader believed that leadership originates from internal strength.



I think I'd like to see people empowered. I would like for them to, inside, have a sense of self-worth and in a sense, that they are capable and that their voice is heard. To have a sense of strength, because I don't see that now. (L 5, p. 3)

Ideal leadership includes the ability to look inside to discern the values and beliefs to which an individual is committed, to have confidence, and to take personal responsibility. Communities can be improved by using the strengths that individuals bring and by individuals having a sense of self worth, capability, and internal strength that can be used to benefit others.

### ***The Integration of Meaning from Leader Responses Regarding Leadership***

Leadership was defined as the releasing of potential in other individuals for involvement in and for development of leadership. Releasing potential required an eye to see the potential in others and a shift of thinking from a leader-centered approach to a focus on the potential contributions of others. Others release individuals from their own limiting self-perspective through affirmation toward a view of their own capability to better the community. I interpreted the data to show that consultation and collaboration, redirected recognition, and mentoring were ways of illustrating releasing potential.

I used various sub-categories to expand the meaning of releasing potential. The environment of releasing potential was empowering and allowed for self-directed leadership. Further, the environment gave opportunities for involvement within teams and community. Skunk leadership was a term coined for leadership that developed outside the formal organizational environment because the formal structure provided little opportunity for risk taking, creativity, and innovation.

Motivation for leadership came through personal recognition, an invitation to leadership, and the influence of a worthwhile cause. The vision of ideal leadership

included the development of individuals. Communication was another part of ideal leadership that released the potential of individuals through bringing clarity to situations and recognizing others. Positional leaders may also be released from limiting perspectives by allowing others to communicate with them.

The leaders in the study also raised matters that, from my interpretation, related to being a role model. The importance of character leadership or acting on principles, sacrificial leadership, and spiritual leadership were mentioned by leaders as helpful in releasing the potential of individuals as they observed and interacted with these types of individuals.

Looking inside for the strength and faith to be involved in leadership was also interpreted as part of releasing potential. The concept of looking inside was extended to looking inside a group for the potential to move forward productively into the future. Ideally each individual needs to take personal leadership, to feel empowered and capable, to view him or herself as part of a community in which each individual takes some form of leadership.

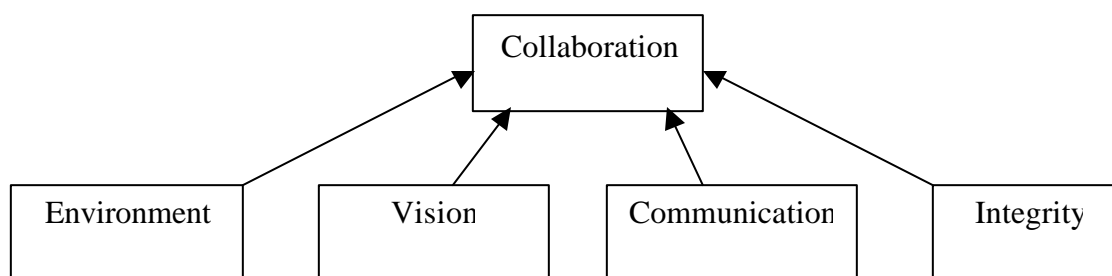
### ***Educators on Leadership***

In this section, I describe the leadership educator responses to the interview questions regarding the ideals of leadership.

#### ***Introduction***

As I analyzed the data from the educators' responses, the overarching category that I saw emerging was collaboration. In this section, the various pictures and metaphors that described that category are highlighted. Collaboration occurred within a certain type of environment that the educators described. The educators also mentioned

the importance of vision. Leadership needed to have a direction, and among the educators it was a shared vision, emphasizing the notion of collaboration. Further, collaboration required communication as an essential element. Also, collaboration was built on trust, of which the crucial component was integrity both of the individual and of the leadership process. From the educator data, these elements described collaboration (see Figure 4.4). The assumption of the educators was that leadership was a group endeavour rather than an individual undertaking. The positional leader was assumed in organizations, but the hierarchical model was absent from the discussion.



*Figure 4.4.* The category and sub-categories in the educator data on ideal leadership.

The overarching category of collaboration is discussed first, followed by the sub-categories of environment, vision, communication, and integrity. Each of the sub-categories also had properties and dimensions that are noted.

### ***Collaboration***

The theme of collaboration was evident in the educator responses, in that leadership was a process to which many individuals contributed. One educator described his best leadership experience as the group dynamic surrounding the creation of a college.

And thinking about that experience in terms of leadership, it probably fits my model of leadership. It's more recent thinking in terms of not one person who is influencing, through charisma, mobilizing people to do things, but rather it was a

process of a number of people in a relationship striving to work together and to make change for the common good. (E 15, p. 2)

The educators described working together in various ways. The first description was of leadership being *with* people. Leadership was in relationship with one another rather than *separation* from people. Leadership was working directly with people and leadership emerged from within that relationship. This approach to leadership in the data was sometimes termed a team approach or a working team.

I was given the responsibility of closing schools. It is a very difficult process. What energized me was that I used a team approach, a lot of communication, with various groups. The process of protocol was spending a lot of time with my own staff and others. I solicited their ideas and input into how this thing would work . . . I expedited the process, taking the issue to the community. There were a lot of good ideas generated by a variety of people. (E 1, p. 1)

One educator (E 3) placed traditional thinking regarding leadership upside-down. The notion presented was that the further away an individual was from people organizationally, the less leadership the individual exhibited. Direct involvement with people was a prerequisite for leadership. The respondent contrasted leadership with an authority position. If, in the authority position, the person did not have direct involvement with people, it was not viewed as leadership.

The example given was of a director of education being separated from the life of the school. The director could be dealing with policy development, but if there was not involvement with teachers and students, leadership was non-existent. Therefore, the true leaders were teachers, because they had the most direct relationship with students and therefore were capable of exhibiting the most leadership. "A leader is one that I think provides a mechanism for learning to take place so that the individual can become a leader" (E 3, p. 2). Leadership was contact with individuals for the purpose of leadership

development. Direct involvement and contact was needed with people for leadership to occur. “But I feel that principals and administrators within the school have the school as their focus, whereas Directors have regions as their focus, so the farther away you get from the student, the more authoritative your position becomes” (E 3, p. 2). This respondent was saying that the individual with the most involvement in assisting individuals to become leaders was the person exemplifying the most leadership.

Another respondent said he respected a certain political leader. “He spent an enormous amount of time with the people he was talking about. The ideas he was pursuing were not ones that he cooked up in an academic fantasy or at some sort of distance or aloofness. He in fact talked with the people, lived with the people, and as a consequence of that felt even more strongly” (E 8, p. 3). Another respondent stated, “He led by being like us, though we obviously saw that he was a lot more than we were. But there was never any standing off from us” (E 6, p. 2). Another educator said, “So at that point, there was a formal assigning of a positional role to someone, but right away we got another group involved, and it was a teamwork approach to everything and even with the positional leader we still operated a teamwork approach” (E 15, p. 2).

Working together with people was one property of collaboration. The various dimensions within the property could include the degree of connection with people, the degree to which working together was facilitated, and the amount of leader development that transpired as a result of working together.

A second description of collaboration was a nuclear reaction in which everyone was producing energy toward the goal. When asked about ideal leadership five years from now, one respondent said.

It's like a nuclear reaction that is a controlled, focused explosion. It's going in a positive direction that feeds off itself and everyone is contributing in some way to it so that in one sense leadership is lost because you've got all kinds of reactions taking place. Yet if you step away from it and you're outside from the nuclear reactor it all looks like it's very leadership-driven. But inside you don't have that sense. You have a sense that every atom is very much a part of what's going on and it has a dynamic creative part or potential. (E 4, p. 4)

The description was of each individual contributing energy and creativity toward the vision. Everyone was participating and taking ownership for the mission of the organization. Every person was releasing his or her potential. Another respondent stated, "And I guess the leader would be assisting everybody to be involved and be positive in his or her participation" (E 9, p. 8).

The third description was the metaphor of migrating Canada geese in a "V" formation. The description illustrated another property of collaboration and that was of enhancing each other's performance.

Even though there was no one, who at that time, was in charge, it resembled the Canada geese model of leadership. You know, one is out in front doing what they can do, breaking wind, if you will, for those behind and when they get tired they drop back and someone else comes up and takes over. Over time each one's a leader and each one's a collaborator, and it was that kind of thing. So at the end if you said, who was the leader of that group, everybody would point to everybody else I think. (E 15, p. 2)

Geese would not fly as far if they didn't fly in a "V" formation with the lead goose and the other geese deflecting draft for each other. The endurance and performance of each goose is made greater by the geese doing together what they could not do alone. The concept of leadership does not reside in one particular goose because at the end of the journey many geese will have flown as lead goose. Another respondent added,

They're working together and they see opportunities to collaborate and to enhance what each other's doing in this organization. And they're feeling like creative ideas are welcome and that they can put something out there and even though it

may not be accepted, they still feel that ideas are welcomed. There is a constant sense of how can we improve, how can we be better, how can we adapt to be flexible. (E 13, p. 7)

The respondent viewed ideal leadership as working together to enhance one another and the overall goal of the organization. If leadership is viewed as enhancing the ability of others, then the dimension of this property of collaborative leadership is the degree to which individuals enhance the ability of others to carry out leadership.

This aspect of collaboration eliminated the differentiation between leaders and followers, enhancing the group and each member in it to reach the goal. A further respondent stated about another person's leadership.

He gave me a quote one time, after I got the job as president. It was from Confucius and went something like this: "He will succeed or be most successful as a leader, who, at the end, no one notices and all believe they did it themselves." And there's truth in that, because it's not about you as leader. It's about what's achieved by the group. And if the group has a sense of that – and our group did under this person's leadership – then it's been successful leadership. (E 6, p. 2)

As the position of leader is viewed as a role that fosters leadership rather than embodies leadership, collaborative leadership is possible.

When asked how you create teams when there is a designated leader, one respondent said,

I think maybe because the group that we have here, you know the faculty, they see it also as that I happen to be the dean. But you know that's because I can handle all the hassles that tend to go on at other levels. Not that anyone else couldn't probably do it, but that's my role be it as that. (E 15, p. 3)

The authoritative role to deal with organizational matters did not preclude leadership from being a collaborative process of many individuals.

Collaboration was viewed as working with people, with everyone contributing and everyone enhancing the abilities of others individually and as a group. This

description of collaboration did not emphasize the diversity of the individuals and groups in many organizations. However, one educator stated that rather than avoiding diversity, diversity should be celebrated.

It really is a I Corinthians 12 kind of model, where each part of the body is doing its part and to be able to truly celebrate in the diversity that's there, and in the parts that I can't bring. And so that means that I'm free to affirm and encourage and challenge and push each other's part. The sense is that I can contribute to each part's excitement about what they bring. (E 24, p. 3)

In other words, diversity is needed for the proper functioning of the organization.

Another educator noted that diversity can bring tension but it was also the strength from which solutions came.

University is diverse in many ways. It's diverse generationally. Among the people here, and also among the students. And this is a real challenge . . . It seems that we've faced one problem after another and it almost seems as if there is an emotional intensity as each crisis went on, and we'd say oh no, how do we fix this? But the synergy of working together and also, little by little, maybe evolving into a community-led or a more participatory style of leadership than what we had here earlier on, has been exciting. (E 18, p. 2)

There was also a need at times for positional leaders to be decisive. One educator spoke about a leader who sought balance between decisiveness and collaboration, between high expectations and support.

He was able to balance the leadership qualities of decisiveness with the business of still being collaborative and supportive. Like sometimes he could be very unsupportive and decisive, this is what we're doing (or what you're doing). And other times . . . he would make you feel so good and so rewarded . . . He had high expectations, but when you would pull your share he would make you feel so good that you'd want to do it. (E 7, p. 1)

Thus, three properties of collaboration that I noted in the responses were the connection between positional leaders and followers, the participation of each person in the leadership process, and the cooperation for the sake of the group and for enhancing



individual contributions. The elements that would deter collaboration were diversity within the group, and the positional leader's responsibility of making decisions.

### ***The Environment of Collaboration***

The educators described an environment that was conducive for collaboration. The meaning of environment in this context was the conditions, priorities and values of the organization that had a direct influence on how individuals in the organization worked together.

One educator described an environment of collaboration.

This environment has very limited formality. It is not a place with countless planning processes and formal structures and meetings. But in fact the opposite is the case. There's a lot of informality and the people have access to each other as they need and they can actually get ideas up the scale and send ideas down the scale. The ideas don't flow in any one direction. You don't have leaders who are afraid to suggest things because they're going to get stalled by people below. And you don't have people below who are afraid to suggest ideas because they're going to get stomped on. (E 8, p. 9)

The educator said, "You have great respect both up and down the organization" with a "phenomenal level of trust." "People have confidence in what people are doing, and they don't second-guess and wonder why certain things have been happening. They just assume there's a certain logic behind it" (E 8, p. 9).

This environment would have two sort of main characteristics. One is that it would be flexible, no matter what organization it is. There is responsiveness to what's going on, and that it would be innovative. People would not be looking at what happened in the past, what didn't work in the past, but what is the right solution for this time. (E 8, p. 9)

I think it feels positive to work in that environment, and exciting. People are actually excited by the work that goes on. And what are they thinking about? I think they're thinking about the future and about possibilities. If you've created the right kind of environment, people are not obsessing about the past. (E 8, p. 10)

The collaborative environment had respect, trust, and confidence. There was a free exchange of ideas that were future oriented, flexible, and innovative.

Another educator described an environment of collaboration as a sense of shared purpose.

The best leadership is a leadership that no one notices. So that it's not overbearing, but it provides a context and an environment where trust and a sense of shared purpose is there to the degree that people don't have the sense that they're being dragged along. There's a sense that this whole thing is moving forward on its own momentum and that we are just kind of pleased to be a part of what's happening here. (E 5, p. 4)

One educator mentioned an individual that brought motivational presence within the collaborative environment of an athletic team. The educator was the positional leader of the team but said,

There is someone who is the leader of that team more than I am. . . . But what he does is he makes everyone really want to win and really want to support each other and really want to celebrate our achievements, even if we don't have success. . . . He acts silly. . . . Humor is a big part of it. . . . And it's really quite interesting because we're a bunch of equals and a bunch of friends but it's quite interesting the effect he has on people. And partly it is his personality. He's not thinking about his leadership role on the team. But he is trying to motivate the group and be a coach in some ways. (E 13, p. 3)

The environment of collaboration was built on trust, had a shared purpose, and a motivational presence. The energy for collaboration came from within the group based on informal interaction and was oriented toward the future.

***Emphasis on relationship.***

One educator highlighted the balance between the importance of the task and the importance of relationship. The comment emphasized the relational dimension of collaborative environments.

I like stability in relationships, while at the same time there is trust and you're allowing new people in. You give them the social credit that allows for an inclusive group. This stability of relationships and at the same time you're getting things done. . . . Even in difficult times it is important to maintain relationships. You are tough on issues but soft on people. (E 2, p. 3)

In speaking about a highly respected leader one educator stated, "He values relationships. . . . He took interest in people. . . . As a leader he was not detached" (E 10, p. 2). This educator also stated that even though this individual valued relationship, the individual still invited disagreement:

He's not afraid of disagreement. That's a very significant quality of a leader. When a leader is so caught up in their own sense of esteem that someone can't disagree with them and they're unsure of themselves . . . I think they really lose out on being able to lead. And so they need to be okay with a disagreement, in fact, invite it. (E 10, p. 2)

The comment below highlighted the personal interest of the positional leader in each person. The educator said that this type of environment was the context in which people can do their best.

If you want to talk about specific behaviors or leadership patterns, there is a clear sense that this person is taking the time to get to know each individual by themselves. In terms of how this person positions themselves, I think that each person on the team would probably consider this leader to be their strongest advocate, their friend, that there really is this connection, not with the team as a group, but with each individual on the team. So there's never a sense of feeling lost in the crowd. There's probably ten or twelve of us on the team, and each of us feels very closely connected to the centre. (E 24, p. 1)

This educator spoke of personal interest in and advocacy within the team: "I think the team players would be talking about each other's contribution. When I feel like my contribution is valued and celebrated, it allows me the freedom then to value and celebrate the contributions of each person around me" (E 24, p. 3).

Other educators described personal care and investment in individuals. One educator spoke about the extension of individual care to himself in the midst of personal brokenness.

The big thing for me is that I went through a divorce earlier in my life, and I'm sure I would have gone a different way and I wouldn't be in ministry today if this person hadn't just reached to me when I didn't care or care for anybody else. . . . He won't let me go when I was broken. . . . he would just reclaim them by personal care. . . . He was interested in their lives. He never seemed to stop pouring himself out to show people that they were important. (E 18, p. 1)

This comment illustrated the extent of interest and care required to have individuals continue to contribute. In this case, the individual could have gone either way in regards to contributing but by the leader showing personal interest in the broken individual, the latter was able to choose the path of continued involvement. A person moving away from involvement was reclaimed by personal care. Each individual in a collaborative environment is viewed as important and significant.

Another educator stated about an individual,

He's the only one, my wife even forgets, who will phone me or send me a card or e-mail me on my birthday. And I'm sure he does that for many, many, many people because a number of people I talk to say, boy, this person still remembers my birthday. . . . So he's very people-orientated. He's compassionate, very caring, but yet he's very task-orientated and has a nice balance between the two. (E 15, p. 1)

These descriptions of a collaborative environment emphasized valuing individuals involved in relational processes. There was a balance between accomplishing the goal of the organization and fostering collaboration through personal interest in and care for individuals.

*Emphasis on building capacity.*

Several educators stated the importance of developing the capacity of each individual for involvement in the leadership dynamic. In response to the question regarding a respected leader, one educator stated:

Again, I think it's because it's not so much what's being accomplished but how it's being accomplished. So what brought them to mind, where in this whole collection of people who I've worked with and seen in various settings of leadership positions, they kind of brought forward the good qualities around the process, around group process, more than anything else. (E 17, p. 1)

This educator viewed leadership as the facilitation of a group process that built the capacity of the group.

Another educator spoke about a respected leader who was “absolutely excellent at assisting people’s personal development” (E 9, p. 1). Assisting in the development of an individual was viewed as the leader taking risks. These risks included the hiring of a person for a senior role, the encouraging of individuals to take on issues, and the giving of individual lessons along the way if needed.

One educator spoke specifically about capacity building.

I do not think we can afford to be stagnant. I see leadership needing to inspire people and challenge what's going on to be better and build capacity. The leadership that I imagine is one that really has the ability to deal with individual capacity building and interpersonal capacity building and at the same time build institutional capacity to fulfill its original mandate. . . . The institution needs to make a difference in the world. (E 2, p. 4)

Another educator said, “Working together and building capacity is a key crux for the future. I like to see people grow and achieve. . . . Hopefully students are thinking that there were opportunities to grow as an individual. ‘I was provided with opportunities to grow and to develop’” (E 1, pp. 4-5).

Another educator described a respected leader building capacity.

The leader that came to my mind is a leader that could be characterized as someone who is a master at understanding the uniqueness of each individual on his team. He sees the potential of each of these people, who is not even remotely intimidated by the strengths and capacities of those people, but seems to find his greatest joy in surrounding himself with the most motivated, most qualified, most gifted people that he can find. The person seems to find his greatest joy in creating a context where those gifted, skilled people can do their very best. (E 24, p. 1)

My interpretation of this emphasis on capacity building fits with the central category of collaboration. In order for effective collaboration to occur, capacity will need to be developed in the individual, group, and institution. Ideal leadership fosters the development of each individual's capacity for leadership involvement.

***Emphasis on empowerment.***

Several educators mentioned the concept of empowerment in the context of collaboration. One educator spoke about being given the authority to plan and organize an event.

So I think for me, looking at what energized me, was first of all knowing that I had permission to fail. I was able to use my giftedness, which was creating. And then networking with people and empowering them. (E 11, p. 3)

Another educator stated, "the team players are all empowered to create and they are energized and they believe that their creativity matters" (E 14, p. 2). Another one said, "So when I look at any favorable leadership experience I look for a transformational leadership approach where all people are empowered, they're energized, they're committed" (E 15, p. 3).

The educators highlighted the environment of collaboration that reflected respect and trust for one another. The environment included the three aspects of the importance

of relationships, the building of capacity, and the empowerment of individuals. What follows is the description of one educator who did not experience collaboration.

*The paradox of leadership.*

In popular culture, leadership is portrayed as a powerful influential position. The leadership experience of an educator was just the opposite, in that it was characterized by an increase in vulnerability and powerlessness. This particular educator came to accept this reality of leadership.

Because I didn't have a self-conception of leadership for myself, I felt vulnerable. Not in terms of affirmation, but I felt vulnerable because the risk was still so high. There was no control; I was responsible for everything. And since anything could go wrong, I'd be blamed for it. I couldn't see any cause-effect relationship. . . . If I'm supposed to be in charge here, I shouldn't feel like this. (E 6, p. 4)

For me, the root problem was how leadership is portrayed in the culture. The culture obscures the actual experience of leadership. When I talked to people about leadership, I would talk about it the other way. "Be prepared to have your soul seared in the job." "You're going to feel powerless as you never have." "You're going to discover personal faults that will overwhelm you." After I read De Pree's book, I thought such experiences and feelings were okay; they were probably a blessing. But after that book, I no longer felt I didn't belong there, even though I didn't like it. (E 6, p. 4)

The educator came to realize that his experience of leadership was not abnormal. He came to accept the reality of leadership as vulnerability and it made him realize that powerlessness in leadership was a common feeling.

In his example of the paradox of leadership, he described the opposite of the collaborative environment. In collaboration there was an emphasis on relationship and building the capacity of each individual. In this description, however, the individual felt alone and responsible for everything.

### ***Collaboration and Vision***

Vision was presented as the reason for collaboration. The future oriented vision arose through collaboration and needed a plan or strategy to fulfill it. Further, for collaboration to occur around the vision sometimes a shift in thinking needed to occur in individuals. It was also evident that the vision empowered individuals within the organization.

Collaboration assumed a shared vision of those involved in the organization.

When asked about best leadership experience, one educator responded.

For me, probably the issue that is theoretically discussed, but rarely actually done, is the shared vision. I think that my sense through most of my life is that somebody had the vision, cast it out there with the hope that it would be received and in fact, it really isn't shared vision, it's imposed vision in most experiences. But there are a few exceptions to that. . . . Not only did they insert input but it was compelling enough that they claimed pieces of it. I think that that's one of the few cases I've seen, but it's rare where the vision was actually a shared one. (E 23, p. 2)

Another educator spoke of going through a process of development with a group until the group got to the place of a shared vision.

There's a very good synergy and what we've seen is that in the early days I really did give the vision. I sort of cast it out and knew what we were trying to accomplish. As time went on we were trying to move through the stages until finally we did this without really thinking about it, till the end we were just co-creating all the time. So the vision doesn't necessarily come from us at all anymore. It's kind of just a living group where good ideas emerge and everybody jumps on it. (E 18, pp. 3-4)

One educator saw the need for innovation as a college faced the future but also for a perspective that kept the original purpose of the college. He commented,

I'm really high on innovation and vision at the same time. . . . I imagine the situation in this college where we have a leadership that's taking opportunities, at the same time it's sticking to the bread-and-butter really doing at the core what



needs to be done to fulfill its original mandate. It can also think to the future. I just learned a saying “seize tomorrow.” (E 2, p. 3)

Another educator viewed a future orientation as including collaboration, teams and capacity building. He said,

I think organizations need to be future oriented. I’m not one to stand still. I like working in places where there are things happening and I can see that there is a sense of mission, vision, and direction. That people are energized to learn. Their capacity to perform is increased. I like to see a lot of collaboration in relationships. I’m not one that likes to work alone. I learn a lot from people and teams. (E 1, p. 4)

Also, according to educators, the vision needed a strategy or a plan to fulfill the goals. In speaking about a respected leader, one educator said,

And I’ve learned that from my experience here is that once you set, or once you have a vision, you have to have a timeline to finish it. And a shorter timeline the better, so I think that’s all I would know about that. (E 3, p. 1)

Several educators also viewed the creation of the plan as collaborative. “And then worked out a plan *with the senior people*, who didn’t believe me. They thought I had a plan in my back pocket, which I didn’t. I said if we don’t work one up, I will” (E 9, p. 4). “My goal was that for a sustained period of time for one month on every Sunday, over one thousand people attending Sunday School. I laid out a plan with other people, because people vote every morning when they get up dependent on how the week has gone whether they will go or not” (E 2, p. 2). The following comment was in the context of a collaborative effort to restructure program objectives in a college. “I get energized with several pieces. One is when I’m consulting. . . . It’s that level of processing that energizes me.” (E 10, pp. 3-4). These quotations highlighted that a shared vision needed collaboration regarding the plan and structures to implement the vision.

With a shared vision the educators mentioned the importance of each individual knowing their place and how the individual could contribute to the vision.

I find myself following someone who has cast a clear vision that allows me to contribute my best piece to the overall outcome of that vision. I follow when I feel a sense of freedom not to bring areas out of my weakness, but it's the idea that I understand where my piece fits. Where I can be confident in my own giftedness, in my own sense of experience, my shaping up to this point and realize that all of that is allowed to be focused and inserted into that larger sense of vision. So I understand where the whole thing is going and I have a clear understanding of where my piece is. (E 24, p. 3)

Another educator said it this way.

People in this organization understand the purpose and they understand how best they can fit into that purpose. So they are doing things because that's what they're good at, and that's what fits within the purpose. So there's nobody sitting around going, okay now what do I need to do? They would understand where the goal is. (E 12, p. 5)

The educators also mentioned the possibility of a shift in thinking to establish vision. Again, even that was a collaborative effort, in this case with faculty.

I arrived at the college at the front end of a major shift in the approach to providing education here. So I lived through, particularly in my first five years quite a transition and it wasn't always easy. There were some rough spots in it, but I think it took quite extraordinary leadership to walk through that and bring about a new thinking and approach to how we provide a college education. To think through more intentionally who our students were and what they were coming to us for and how to develop program that specifically addressed the various segments of our student population. . . . Leading academic institutions is a tricky enterprise because you need to lead faculty who have very clear ideas about what should and shouldn't happen and how it should or should not happen. And so the process was an incremental one that sort of became clear to all of us. The previous academic dean may have had a very clear agenda set out in his mind but it wasn't that he said this is what we're going to do and then went ahead and did it. But we kind of walked through it together, it seemed like we helped shape and form the transition as we were in it. (E 5, pp. 3-4)

Another educator (E 16, p. 1) spoke of working in a highly critical culture toward leadership development and seeking to shift the vision of the institution toward leadership

development. This shift was accomplished through maintaining persistence with a long-term perspective of purpose and goals. This particular educator saw real progress toward a culture of leadership and a new vision for leadership development within the institution (E 16).

Educators viewed the construction and implementation of the vision as being collaborative. The vision was part of the future orientation of the organization adapting to its environment. It was important for collaborators to know how each individual was connected to the vision and what their role was in accomplishing it. In some situations the vision was formulated during times of transition when the culture of the institution shifted to a new vision.

### ***Collaboration and Communication***

Educators viewed communication as essential in the collaborative process. Whether it was communicating with the outside constituency and stakeholders or internal communication, collaboration did not occur unless participants had the necessary information. Clear articulation of ideas, philosophy, and vision was important for everyone to be moving in the same direction. When people understood the organization's position or direction, they were able to respond. In some cases, individuals needed courage to state positions that were not acceptable. In other situations, individuals having positional leadership needed to be the recipient of communication rather than the initiator of communication. In other words, positional leaders needed to listen to what others were saying. There was need for constant and personified communication in a collaborative environment. Personified communication is that the person lives according to what he or she verbally communicates.

Both external and internal communication was important. One educator was involved with school closings and in the collaborative process highlighted the need to communicate.

The whole experience was a real leadership challenge. It is an experience that energized me and required a lot of communication. You're in the media focus; you want your publics to understand, your teachers to understand, and notifying the community to ensure success. (E 1, p. 2)

Another educator spoke about the importance of communicating rationale for a plan. "I needed really good reasons why people should do this voluntary thing. I needed to influence them in a place where they had choice" (E 2, p. 2). In speaking of transforming a department, one educator spoke about an individual who transformed a department through an articulated and modeled philosophy. This quotation illustrated the limitations of verbal communication and the influence of personified communication.

I don't remember how many of these hour-long sessions he would have had with us, but he clearly took time to articulate his philosophy and made us sit down and listen to it. But that would have meant nothing if he himself wasn't living it, breathing it, sleeping it day and night. So yes, there were intentional strategies and they tended to be verbal, but they only reinforced the kinds of non-verbal things that he was modeling. (E 4, p. 3)

The person's attitudes, behaviors, and life exemplify what he or she wants to communicate to the group or organization.

For a leader it's always important what they do, it doesn't really matter much sometimes what they say. People will watch what they do and what they do has to be consistent with what they are trying to achieve. So that if they say I want open communication, but the first time the person pipes up in the meeting, I'm going to slam him down, no one's going to speak up because they know she may be saying she wants open communication, but she really doesn't. (E 9, p. 9)

In collaborative environments communication was what one educator termed constant.

And what was very crucial was that I was constantly communicating. Personally, out in the plant at midnight talking to the guys, in French, my subjunctives were not very good, but there I was. . . . But that communication was absolutely crucial and it was constant, and even when I didn't know the answer, which was quite frequent in this process, I had to tell them I didn't know. . . . People trusted me that I was telling them the straight goods and I communicated a great deal. (E 9, p. 5)

A collaborative environment has free communication among all members of the organization. Respondents recalled times when there was a need for individuals to be courageous in order to say what needed to be said. One educator spoke about the combination of loyalty and courage in a collaborative team.

So we looked for people of maturity that were people who really believed in us. There was a sense of loyalty, and yet who were strong enough to tell us when we were wrong. We thought, if we could get the people that are mature individuals, who really believe in us and will be loyal, but they are strong enough to tell us when we were wrong. (E 18, p. 3)

Communication also has the possibility of bringing diverse groups together around common problems and looking for solutions. One educator spoke of a situation where a political leader risked his career by giving a courageous, inspiring speech to a gathering of individuals made up of three distinct groups. The educator reported these comments by the political leader,

We cannot afford your pettiness, we cannot afford your bigotry and your racism, and these kinds of things. And he chastised them left, right, and center in a most inspiring speech, which basically put his entire political career on the line. (E 8, p. 7)

The result of the speech was a change in the ethos at the next meeting. Individuals were considerate of one another; there was a realization of the commonality of the problems, there was an improved level of cooperation across cultures and sectors of society, and there arose a base for sustainable dialogue. The educator said,

And that was his goal and he accomplished it in a way that involved him actually standing up and calling people to take heed to the task. And speaking out loud about all the evils he'd actually seen working out in the room. It was quite extraordinary. (E 8, p. 7)

Collaboration required intentional, articulate communication with the public and constant communication internally. It was not a one way process from positional leader to followers but an interchange where each individual had opportunity for dialogue. The posture of listening was important for positional leaders. At times, courage was needed both on the part of the follower and the positional leader to speak into a situation concerning the wrong that the person sensed. Clear communication, for educators, was one of the essential elements of ideal leadership.

### ***Integrity and Collaboration***

“I guess integrity means that a person has a set of values, they know what those values are, and they behave consistent with those values” (E 9, p. 9). “Integrity is pretty high for me; that who leaders are and what they do match. It involves congruence between their behaviors and what they're up to, including what they say” (E 6, p. 1). Integrity was important for educators because it formed the basis of trust within a collaborative environment. Integrity was credibility based on character. The educators spoke not only of integrity of the person but also of the leadership process, which built confidence in individuals. Courage was also seen as a component of integrity in doing what is required despite the possibility of negative response.

In thinking about a respected leader, one educator said, “The thing that comes to mind for me is the honesty of his responses to any questions. The other thing that really

comes to mind is his sincerity” (E 3, p. 1). Another educator speaking about a respected leader said,

Someone said to me about him, he listens, but he takes his own counsel. I agree that is an accurate reflection of the view I have of him. When I pull that together, I call it integrity. Ideals, principles, and ethics: he’s got a lot of other outstanding qualities. He’s got a great memory, meets people well, and speaks well. He’s very bright. But integrity would stand out as the quality I find in him and would look for in a leader as the paramount quality and indicator. (E 6, p. 1)

If you turn the question around and ask what makes me nervous about those in positions of leadership it is those who do not have integrity. I just feel deeply uneasy around them, because I just don’t trust what’s going on. They can say all the right words, but I find myself matching their words against some other signals I see and hear that are incongruent. Integrity is basic for me in effective leadership. (E 6, p. 1)

This educator said that without a leader exhibiting leadership integrity he would not contribute to the leadership process. “But without integrity – self-interest and self-promotion – no matter what the skills or glibness or polish, I won’t lift my hand” (E 6, p. 2). Integrity built loyalty and commitment. Leadership was a “position of responsibility on behalf of others” (E 6, p. 2). Another educator said, “I come back to this question of what is fundamental in terms of leadership and integrity is an extremely crucial one. And I think anybody who is playing a leadership role has to have that personal integrity and have established a form of trust with other people that are involved” (E 9, p. 8).

Integrity of process was another aspect. “So, I couldn’t do the vision thing, because we didn’t know what the vision was going to be. So obviously the process was extremely important, so that the people could have confidence in the process” (E 9, p. 5). One educator told of an incident where an individual did something because it needed to be done, not for some benefit to him. For this educator it was a small act but extraordinary in what it taught. “And I guess that’s kind of my basis of leadership is, to

be able to see doing something because it's right, not because you're getting something out of it. Even to the level where, and I've seen it done, that it's not the most popular thing, but it's the right thing to do" (E 12, p. 4). "The leadership itself was just the idea of doing something that wasn't necessarily beneficial to the person. So it was for the greater good" (E 12, p. 5).

Another educator spoke about a political leader from the Second World War who held an unpopular position that Canada should not be involved in the war. The leader was determined and persistent but also admitted his own shortcomings as he changed perspectives. Just as standing up for a position took courage, so did admitting his mistake.

He admitted his own shortcomings, things he'd done twenty years before embarrassed him. Having the ability to be embarrassed strikes me as a really important quality in leadership. You've got to look back and say, I did something wrong, and I shouldn't have stood for this idea at that time. But he never apologized for standing up against World War II. He really believed that war wasn't the way to solve the problems ultimately. (E 8, p. 3)

Collaborative leadership required trust and confidence in one another. The trust was based on integrity, defined as honesty, sincerity and a commitment to do what is right, which implies courage. Confidence was built through integrity of the person and also the leadership process.

### ***The Integration of Meaning from Educator Responses Regarding Leadership***

Educators described leadership with several metaphors that depicted wide spread leadership involvement. The metaphors of a nuclear reaction or Canada geese flying in a "V" formation spoke about working together with everyone involved in the process.



There was a blurring of the distinction between positional leader and follower. From the educator data, the term follower could be changed to collaborator.

The context of collaboration was the environment in which a free flow of ideas was generated from everyone taking part. There was an emphasis on relationships through taking personal interest in others, extending care and valuing individual contributions. The environment was conducive to capacity building on a number of levels, individually and corporately, as well as empowering.

The purpose of collaboration was to fulfill the vision of the organization. The vision was truly shared within the organization with collaborative plans and structures for the vision's fulfillment. Individuals knew where to be involved. In some circumstances, the vision needed to be changed through a shift in thinking.

The means of collaboration was communication. Communication needed to be external and internal, clear and constant. Educators also addressed the notion of personified or modeled communication. Under certain circumstances, positional leaders and collaborators needed courage to address matters within and outside the organization. On the other side, there were times when open vulnerability to the comments of others was necessary. The basis of collaboration was integrity. Integrity was the foundation of the confidence and trust needed to work with others.

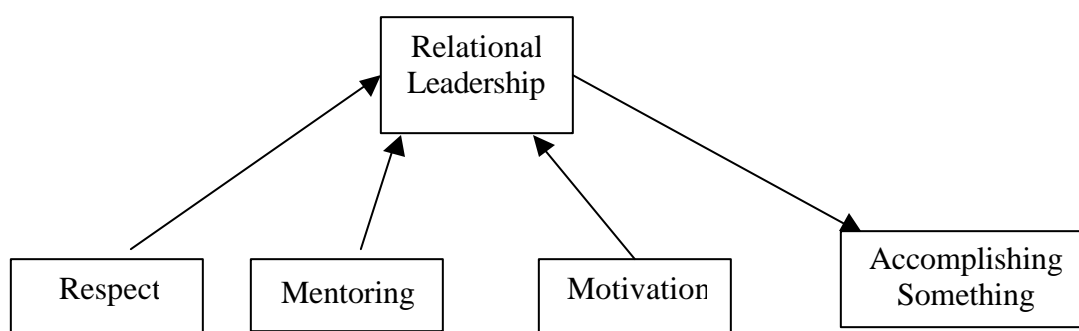
### ***Students on Leadership***

In this section, I discuss the notions of students regarding the ideals of leadership.

#### ***Introduction***

The analysis of the data on the ideals of leadership from the students yielded an emphasis on relationship. Students conceived leadership to be an interactive process

between individuals who were seeking to accomplish something. To them, leadership lacked an essential quality without personal contact, affirmation, support, and interest in individuals. This interactive process also emphasized respect for students and mentoring/modeling as sub-categories of relational leadership. Students emphasized motivation as a condition for leadership involvement and accomplishment of some goal as a consequence of the leadership process. Figure 4.5 illustrates the various categories.



*Figure 4.5.* Student data categories of ideal leadership.

Leadership was viewed as operating in a network of people. One student said,

As leaders, I don't see there being just one leader. I see there being a network of everybody being ready to pick up where someone left off, or cooperate with the others and not even necessarily have one person on top. (S 39, p. 5)

Students experienced leadership in a group dynamic that emphasized learning from others in a diverse, interdisciplinary context. In describing the best leadership experience, one student replied,

I'll just say it's something that happens every time we have a group project at Renaissance College. People are selected in Renaissance College, and they're trying to get a diverse group of people, some younger people and some older people. People that have already gone to post-secondary education for a couple of years, people with different interests. So everybody comes together into an interdisciplinary group and you've got different opinions and different ideas, and everyone is banging heads with each other and you're trying to sort everything

out. I think that makes for the best leadership experience. You get to learn from other people and you've got inter-disciplinary activity going on. So that's what I've learned. (S 29, p. 1)

Another student stated that the responsibility of leadership was lost in a hierarchical structure of individuals answering to one's superiors rather than in a team where everyone takes responsibility.

I see ideal leadership in the future as more of a team leadership. I find too often that you see countless hierarchies, from the CEO down to the first level manager who are constantly in conflicts. I believe that leadership is almost lost in this long list of who you are supposed to answer to, rather than coming together as a group where each person is a leader who are working together, and have no real big boss to intimidate people. (S 33, p. 3)

The next section illustrates the perceptions of student leaders regarding the ideals of leadership beginning with a description of the overarching category of relational leadership. The sub-categories of respect, mentoring, motivation and accomplishing something are then presented.

### ***Relational Leadership***

The leadership that the students described involved a personal connection between and among the individuals in the leadership process, including the positional leader. It was apparent in the interviews that the relationship with individuals had shaped the student understanding of leadership. The students had been in relationship with principals, coaches, parents, and grandparents. The following description seeks to illustrate the nature of these relationships. Figure 4.6 shows the various properties that were evident in the data.

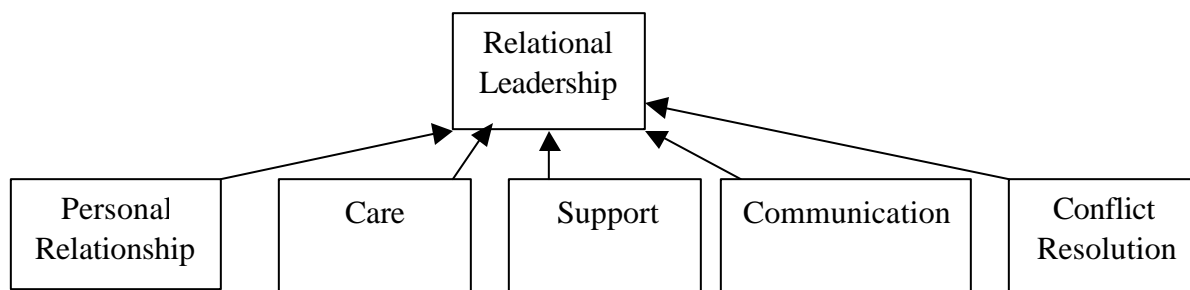


Figure 4.6. Properties of relational leadership in the student data.

***Personal relationship.***

The first property of relational leadership was the importance of a connection among people. In responding to the question of describing a respected leader one student said,

I would say our youth leader that I had in high school in our church. He listened to people and he was able to come and go with the flow. If everything didn't go as planned, that was okay. He could go with it. And he was always in control without being controlling, if that makes sense. So he was able to guide everything without stopping our own ideas and that kind of thing. (S 4, p. 1)

The respondent mentioned "listened to people and he was able to come and go with the flow." Relationship was important in the midst of adaptability to the emerging situation. The balance between organization and relationship was shown in this quotation. "I would say the lady that helped me coach. She was very organized and doesn't get lost in the details but she could see the whole big picture and keep a clear perspective and is able to interact with anybody" (S 5, p. 1).

Another student separated a leader, by which I think she meant a positional leader, from leadership. From her perspective, a leader sought to accomplish a task, while leadership was personal involvement.

A leader is a manager who makes sure things are done. He may or may not be involved on a personal level. Leadership is being involved personally. Like caring about what you're doing, caring about the people that you're leading. And it's more personal. (S 19, p. 3)

Leadership was not a detachment, but an attachment. Leadership, according to students, was not an isolating enterprise.

One student described the following incident regarding a store manager who was involved in setting up a new store location. It was a response to the best leadership experience question.

And the energy level during that time was so high because the store manager was engaged in what everybody was doing personally. To start out with there were fifty of us and once all the racking was up and the product was going on the shelf and people needed to be trained, they hired another two hundred people. So there were two hundred and fifty people and he made sure he interacted with everybody, everyday, and you knew you were going to see this store manager, who would know your name, and you knew that he was keeping an eye on what you were doing. And if you were doing well, he would make a point of telling you, and you knew it wasn't just blowing smoke to keep you working. He was very specific about what he saw you doing that was good. And if you were struggling, he would pull you aside and ask how he could help. This is what I see you struggling with, how can we fix this with you? So he really engaged everybody. Everybody's energy level was really high. (S 13, p. 2)

Another term that students used to describe the significance of relationship was friendship. In describing a group of people working together, another student said, "You're more than just peers, but rather friends" (S 16, p. 2). Another student said, "Another thing is to be able to connect with people not only on the level of leadership, but also on the baseline level of friendship so that they feel that yes, you're leading them, but you're not better than them. You're with them and you're helping them" (S 19, p. 3). One student, speaking about a large company and its CEO, used the terminology of equality to express connection.

And his employees always regarded him as an equal. He is one of the richest men in the world and he's always had such success in the business world, but he made sure that his employees thought of him as an equal. That's another good thing of a leader, I don't want him to look down on me as in a hierarchy. I want him to be one of the same guys. That's a big thing. Making sure that they're equals, even though they're not. (S 17, p. 2)

With the language of equality and friendship, the relational component became more important than the organizational aspects in leadership. The emphasis on hierarchy, position, or task does not resonate with what students perceive as ideal leadership. Figure 4.7 illustrates the dimensional variation on the property of personal relationship.

Leadership	Leader
Relational	Organizational

Figure 4.7. The dimensional variation of personal relationship in leadership.

Students also mentioned the concept of care in their descriptions of relational leadership.

***Care.***

To illustrate the warmth aspect expected in leadership, I use an example of a female student working with a female surgeon.

I was impressed by the way she could run an operating room without being antagonistic . . . like some of the male surgeons. She would involve everyone in the room in a way that each person played an important part in what was going on. Everyone got the same amount of respect. She was polite in the way she treated everyone. . . . As she was talking she would tell you what the problems were with that patient. She would say, What are we going to do? She involved us as students as well as the nurses, clerks and everyone. (S 2, p. 1)

Best leadership for this student was an atmosphere described as caring, relational, and respectful.

In describing being a resident assistant in a university residence, one student spoke about leadership as care.

So we know through special training to know who is drunk, what to do with them, how to take care of them. . . . If someone is doing something wrong, I am going to tell them that it's wrong. And if they are drunk, I am going to take care of them . . . . You have to take care of who you are leading, your community. (S 8, p. 3)

Another student spoke about a person who had been a girl-guide leader and who became very significant to the student through the care she showed.

Like it's more than just being a guide leader. She's like a second mother to some of these girls. . . . And she became a good friend of my mom's and mine. I still keep in contact with her. . . . She's made a huge difference in a lot of peoples' lives and she's changed a lot of lives. (S 9, p. 2)

***Support.***

One student related a story about a peer who had committed suicide and how unnatural leaders had arisen within that context through being supportive of others.

But it's really amazing when you're in a tough situation, who steps forward and even sacrifices some of their own mourning to support others. . . . She was so strong for all of us, and it blew me away even more so because she wasn't the one who was always the leader of the group as such. But then in such a situation was kind of the one who reached you, who would look at you. (S 7, pp. 4-5)

This student also went on to speak about another person in that same situation who

held everything together. And everyone contributes in their own way in a crisis situation where everyone could be going in different directions, but as a group, those are two key people who brought everyone together. Looking back, it was an amazing phenomenon. (S 7, p. 5)

The matter of support also was expressed in statements about teams.

The ideal leadership would be to work with a team, . . . who comes alongside you and isn't above you, but is with you, who walks with you and who guides but in the same sense is still very passionate and very focused in what they're doing and where they're going. (S 12, pp. 3-4)

Within a church setting, one student also spoke about a supportive team approach.

That was probably my best leadership experience because I felt the most affirmed in that setting. That's where I could be as creative as I wanted to be. . . . I could just be creative with my music, with my speaking and people were so supportive. . . . But it wasn't a process that I did on my own, it was together with a team. (S 14, p. 3)

Ideal leadership was described as being supportive of individuals and one context for this to occur was in a team.

### *Communication.*

Another property of relational leadership was open communication. One student said,

And the first thing that comes to mind is communication. So many things fall under that category. There has to be open, honest communication so that you don't get these inner people resenting those people, and not really saying what you feel. . . . She really made the effort to make everyone feel welcome. . . . It needs to be casual so that people can just say what's on their mind and not be afraid that anyone's going to jump on them for it. Being able to have coffee there, just creating an atmosphere where people can just say what's on their minds, they can express themselves and having this frequently happen. I guess it's the whole idea of proper communication. (S 28, p. 3)

Communication was viewed by students as essential for leadership and emerged from the responses as another facet of relational leadership.

### *Conflict resolution.*

Another student spoke about conflict as something positive within community because the presence of conflict means that people were free to express their thoughts.

I think the leader needs to have very open communication, especially when it's within a community. Communication is vital so that people can communicate good things or bad things to the leader. Ideally, it all has to be done out of love. That doesn't mean that conflict never arises. I think a sign of good community and good leadership is conflict. It allows people to express thoughts that conflict with other people's ideas. (S 25, p. 3)



Among the students interviewed, various properties of personal relationship, care, support, communication and conflict resolution emphasized the openness between individuals involved in the leadership process and the importance of the relational element in leadership.

### ***Respect***

Analysis of the data revealed that respect was a key term for the students. I debated if respect was the over arching category for student perceptions of leadership but viewed relational leadership as more inclusive of the various responses.

The students emphasized the respect that a leader gains and has as being an important qualification for involvement in leadership. However, what was surprising was the emphasis on the respect that a leader should exemplify to followers. In addition, in relational leadership students identified respect that individuals have for one another.

#### ***Respect for followers.***

I begin the analysis illustrating the concept of reciprocal respect that was identified in the data. The basis of respect for the leader, by students, was that the leader had respect for the students. Leader respect for the students was exemplified by integrity, doing what the leader said he or she would do.

I respect him because he had enormous respect for us. What he said is what he did. What he said is what he did. He had respect for us. We always trusted exactly what he said. He was a teacher of mine and he coached me too. I don't know how else to describe it, other than what you see is what you get. I just really respected him and he respected us back. (S 22, p. 1)

Respect of a leader for students was depicted as a valuation of the individual and an awareness of the individual's desires. One student mentioned a teacher who taught in

a way that students wanted to learn. Either the teaching motivated learning or the teaching was conducive to the learning style of this particular student. It was an example of respect for the leader because of leader's respect for students.

So I gained a great respect for him, because he wanted to teach in a way that we wanted to learn. . . . He really valued me as a leader . . . he really valued me as an individual. (S 25, p. 1)

A leader demonstrated respect by valuing individual contributions. Even if a suggestion was not followed, the suggestion was valued.

I guess when I think of that, I mean a leader in that situation would need to set up an environment where everyone felt like they were valuable and contributing. . . . So I think workers would feel a lot of respect in any kind of environment where I can suggest this or say this. Even if it doesn't happen, my idea was valued or we talked about it and realized a better solution. (S 10, p. 2)

The following student used the word "partner" to depict the way he felt with how an experienced leader respected him in a leadership environment.

Like he had twenty-five more years of experience than I did. I was a greenhorn, or whatever you want to call it, but yet he still treated me as though I was a partner in what he was doing, although we still knew I was a subordinate to him. And that I really appreciated. And it empowered myself. I was able to do what I did with confidence, knowing that I was supported, respected, and appreciated. And that person also saw potential in myself as well. (S 14, p. 1)

The last student quoted in this section highlighted the respect for the leader, which is the topic of the next section, but which also demonstrated the perception that leadership is "there for the people." The description of respect for the people included a willingness to listen to them and a valuing of their contribution.

I think the leader would have to have the respect and confidence of the people who are working with them. They know they can trust the leader and that the leader is going to be the one that will help things move along and to keep things focused but also be there for the people. I think just so they know they are able to come and that the leader is willing to listen to them for their ideas and just that

people know it's not just somebody on top. But I'm here to help us move it along, but we're all important and everyone's contribution is valued. (S 5, p. 3)

This section highlighted the data that demonstrated that respect for a leader was based on the respect of a leader for followers, who in this case were students. How a leader shows respect was through integrity and valuing the contributions of individuals.

***Respect for leader.***

Respect for the leader was part of the description of ideal leadership for students. This respect was not something motivated by coercion, but was based on who the person was and what he or she did. The following section illustrates the importance of respect for leadership and how leaders may gain respect from students.

In describing ideal leadership, one student spoke about taking characteristics from a variety of people she has met and putting these ideal characteristics together into one person. These qualities in an individual would win the respect of everyone.

If I were to be the leader, the main thing is, I don't know. It's hard to explain. Like to walk into a room and have everyone's respect, not by controlling them, but it's so hard to reach that level. Like to walk into a room and people look at you and people say I would follow him everywhere. I agree with what he does, I like the way he does it. But to get to that point, being able to lead people without controlling them. Being able to suggest things and have people say, that's a good idea. Working with them rather than forcing things. (S 19, p. 3)

Another student stated the importance of respect and that it is obtained through adequate preparation, a goal, and a flexible plan to reach the goal. All of these together inspire confidence in followers.

I would say that I would be in a position where the people that I am leading have a great deal of respect for me because I'm able to be prepared and I know where things are going. I know the end goal, but yet, the means of achieving that goal can be flexible and I'm able to work with that. And yet that people would have a lot of respect for me and say that I inspire their confidence. (S 4, p. 2)

Another student placed experience, charisma, and a common goal as the grounds of respect.

I know what I'm looking for in a leader. And that would be, of course, that I have to respect them. And I want someone who's had experience before. . . . So I guess experience has a big part in leading for me. So I'd have respect for him because of what he's done in the past. And then if he asked me to do something, I'd just do it. Charisma, being able to appeal to the masses. When he's talking to you, you're just into it. You want to listen to what he has to say and you want to do what he tells you to do because he has this presence about him, this charisma. . . . I'd like him to be leading towards goals that I also want to be working towards. So if we have a common goal, and he has the qualities that I've mentioned then I'm going to respect him that much more as a leader. (S 17, p. 1)

One student spoke about the principal of a school gaining the respect of everyone. This individual reflected back on her internship experience and said "how a good principal leads a school or how he gains the respect of everyone." The qualities included commitment, integrity, personal care, listening, a group process, support, open communication, encouragement and being relational. The notion of reciprocal respect was also stated. Another student perceived gaining respect as something received through free will on the basis of service to followers and of assisting followers to reach their goals. The individuals being served became a primary concern for the respected leader.

Ideal leadership would be one of they are following you. One person, or a group of leaders or whatever. But they're doing it out of their own free will. Doing that involves gaining respect as a leader, which I think is gained through servanthood, through the fact that the people following know the leader is there to serve them. He's there to help them grow up, not come closer to themselves necessarily, but closer to their own goals. (S 25, p. 3)

One student respected a leader because the leader knew and cared for the student.

And I got to see the inside of him and how he leads. And it was kind of a respect that grew, just because he doesn't just lead in the way that he administrates or oversees, but he knows the people and he cares about people. And I think that's

what brought my respect for him. I'll follow him because I know he actually cared for me. I know that there's a trust there. (S 27, p. 1)

Ideal leadership for these students was to have a respected leader or to be a respected leader. The respect that individuals have for leaders was gained, without coercion, through having a direction and plan, yet being flexible, and having experience, charisma, commitment, integrity, care, servanthood, and relational openness. In some ways, though, gained respect was illusive because it was not controlled by the leader but given by the followers. Follower respect for the leader was a response to the leader's character, actions, and interactions.

***Respect for one another in the group.***

Ideal leadership, as described by students, was having respect for one another as each individual contributed to the common goal.

An ideal situation, when I think of this is someone in charge, or maybe not really in charge, but getting people going - a group of people working together. So the people would be motivated and the leader would be encouraging the people to be working towards a common goal and everyone would have respect for each other and whatever cause they're working for, something that they all care about and want to be involved with. (S 20, p. 4)

In commenting about ideal leadership and pulling in the same direction, another student said, "They're happy to do it. Everybody is doing it and is very respectful to each other" (S 13, p. 4). A different student answering the question on ideal leadership in a group interview situation said,

But the first thing that I wrote down when you asked me that question was respect. And I think that what everyone said in some way sort of touches on that. I think people really need to respect one another and their capabilities. . . . And not feel any grudges about that because that happens so often, where people can't respect people for the value that they bring to the group. (S 37-41, p. 6)

Relational leadership implied the importance of respect. Respect was given and received within the leadership process between leaders and students. In ideal leadership students viewed respect for leader, for followers, and for each individual involved as important.

### ***Mentoring***

Nearly half of the students mentioned a significant mentor in their life. A mentor was an individual who interacted with them over a period of time and who significantly influenced their perspective on life. The students depicted mentoring as an interactive process with another individual that included modeling behavior and leading by example. This modeling, however, was done within the context of a relationship between the leader and the student.

One student spoke about a volunteer coach who came into the high school to coach girls volleyball. The volunteer coach became an example and model for the student. The student's experience with that coach influenced the student's involvement in other leadership opportunities.

She coached me in volleyball in high school, and right after high school she took me on to coach alongside her. . . . So I worked with her a lot and she motivated me too, even though she had no connection to student leadership or politics or anything at university, she still motivated me to other directions, and I chose to try and become more involved on campus. So the way she did that was by example. She never pushed me to lead my team or lead the girls, but she led by example and I would watch her coach, and watch her interact with the students, the parents, the school. She comes into a school and is willing to coach the entire volleyball program and not get paid a penny. And there are teachers who need to be coaxed excessively to take on any extracurricular and she spends weekends, like days and days at a time to coach these girls. (S 7, p. 2)

Several students spoke about the significance that mentors had in their lives in shaping direction. Ideal leadership was viewed as one individual investing in the life of

another for their betterment. Leadership was not only getting certain tasks accomplished, it was working with an individual to develop their strengths, and not only that, but to enable the individual to also develop other individuals. A mature student who had previous retail experience with a manager stated:

Working under him was different than most because he put equal value on training you to do what he does and making sure you are learning the skills as he did, to getting you to perform specific tasks and just getting the job done. You would grow in your ability to organize your time and efforts. You would grow in your ability to organize the time and efforts of other people and learn to recognize their strengths and weaknesses and to use them well as well as to get the specific task done. This would be instead of just saying, I want you to do this and this because we have to get this done. And there was always a process going on there where that learning curve was slid into every single path that we were expected to do. There was no way to do your work and not grow from it. It was impossible. The only way to not grow from it would be to not do the work. (S 13, p. 1)

Another student spoke about a pastor that developed him through dialogue, from which individual strengths of the student were discerned and developed.

I guess the one pastor that really influenced my conception of leadership was because his philosophy of trying to work himself out of a job. He wasn't a leader that demanded full power and control, but wanted to empower others to be able to lead as well. And that attitude affected the way he related to people because he saw the potential in people. And therefore his focus was on looking at the individual as a personality and seeking out what their individual strengths were, and how can you foster and grow those individual strengths in a ministry setting? And making opportunities and experiences for that person. So, according to where their giftedness was, and it's not just necessarily like a gift-assessment or whatever but dialoguing with the person, talking with them, asking them, where they would like to do ministry. (S 14, p. 1)

Mentoring was a relational process through which many students changed their perspective of leadership and their perspective regarding involvement in leadership. Mentoring is a philosophy of leadership that seeks to develop other individuals. The following properties are included in the sub-category of mentoring. Figure 4.8 highlights the four properties discussed in the following sections.

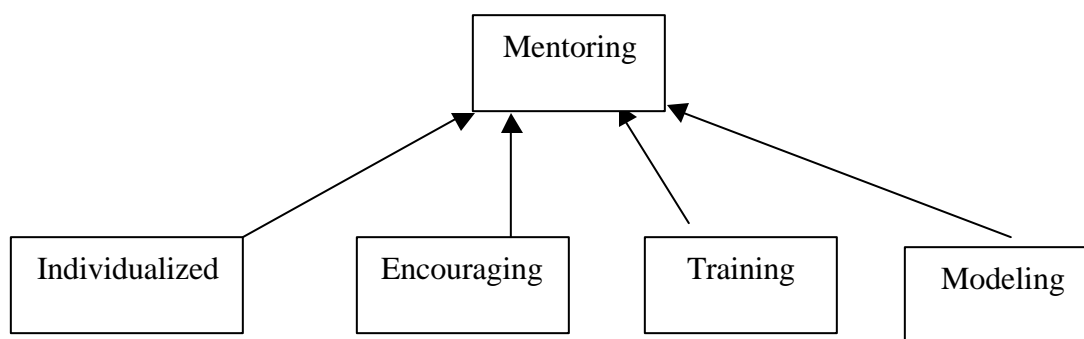


Figure 4.8. The four properties of mentoring in the student data on ideal leadership.

***Individualized leadership development.***

Students spoke about a philosophy of leadership that emphasized leadership development. The leadership development was geared specifically to the individual, not necessarily according to a pre-set format but according to the specific strengths and desires that the person had. Each person developed to their fullest potential and contributed through their strengths to the organization.

I think good leadership is when everyone can work to his best potential. It's not necessarily that everyone will be talented or a genius. Maybe your team is filled with many different people. But if everyone can reach his potential, you can do your best. The people do what they can do. So I think the problem of the leader is not to involve the people, but to find the way to discover the best in other people. We need to find the interest and potential of the person working in this organization. (S 18, p. 3)

Developing each person's potential was also spoken about as developing each person's gift. A gift was the personal strength or ability that the individual brought to the leadership process.

So I think that the ideal leader listens and wants to bring out the gifts in the people around him. . . . I think that one of the most important parts of a leader, or the top leader, because he doesn't have the adequate time, is to take the responsibility to see what are the gifts of each person and getting other people to see it too. (S 28, p. 4)



One student related an experience, in which the positional leader set the direction, organized the project, and led meetings, but when the project actually started,

He completely stepped back and he started to try to bring out the gifts in the team and to bring out their leadership. He completely backed off. And for a while we didn't clue into what he was doing. He was so subtle and he just wanted to see us start to take leadership in certain areas. He didn't have to be in the front all the time. (S 27, p. 1)

A variation from other responses that emphasized individualized leadership development was a comment that leaders are born.

It's just who I am, really. Like I've heard before, you can't develop leadership. You're born with it. And truly great leaders are just born with this certain presence, with this certain quality that make them a great leader. So maybe that's what I have. I just do my ordinary, day-to-day activities and am just a leader in them. (S 17, pp. 2-3)

According to the responses of students, mentoring included the development of individual strengths and assisting each individual to reach their potential.

### ***The importance of encouragement.***

The individualized leadership development was viewed as occurring within a positive, encouraging environment.

Ideally, the best possible environment is the place where every single person involved is being challenged in a positive, encouraging way. Not in a forceful or threatening way. But challenged to take the next step from wherever they are right now. (S 27, p. 3)

Another student emphasized the importance of encouragement for development and learning. Personal affirmation assisted in overcoming doubt regarding the value of the person's contribution and it fostered a desire to continue developing in the role the student was fulfilling.

I was teaching Sunday School and there was this one mom who just made such an effort to tell me that you have a way of working with kids, and you have a real gift. And I needed that so badly because even if you're having a good time with them and you think it's going well, you always doubt yourself. And if nobody's saying it, then you think, I must not be doing that good of a job. And when someone goes out of their way to make that difference, it's good. She's made me cards and left notes. It was really nice. . . . You want to continue. Teachers that never tell you you're doing an excellent job, you don't want to learn. You don't have that desire to be stretched. (S 28, pp. 4-5)

According to another student, positional leaders have responsibility in encouraging individual initiative because without that encouraging word from positional leaders, students were left to their own perceptions of their contribution, which could be erroneous.

And I think that encouragement is so important. Especially if you're doing something you're unfamiliar with or you haven't really done before. You don't know, and at least from my perspective, I perceive that I'm doing everything wrong, or I'm going to flop and fail at this one thing. And to not say anything at all is a negative. So I think encouragement from the leaders themselves is such an important thing. (S 27, p. 4)

Mentoring included encouragement for students to be involved and also substantive encouragement based on feedback regarding their involvement.

### ***Training.***

The concept of mentoring identified by students included the aspect of training in specific skills. For instance, one student related how a teacher taught him teaching skills that were used by the student and then used again to teach other students how to teach. It was this involvement in developing teaching that brought many adolescent students out of their shells.

I was in a program teaching grade five students called Earth Keepers, a program made up by Earth Education called Loving the Sunship Earth, a program developed for grade five students which can be done at camps or wherever. In grade eleven I took the program, part of the semester was to go to two weeks of

teaching the Earth Keepers program. . . . The Grade Eleven students were left to teach it to the Grade Five students. So we became the teacher, the leaders had different jobs throughout the program. . . . And that was where you could really develop leadership skills. . . . They're teaching them a program to work off of, but it's a time to teach leadership to them. It's amazing with some of my classmates, because it's almost like this program is what brought a lot of these students, myself included, out of their shells. (S 25, p. 2)

Another student talked about how a leader would train individuals in relational problem-solving skills.

And the leader would instill in people under them, techniques so that they could problem-solve within themselves first, without gossiping and talking about each other, making it worse. And the leader would demonstrate that approach too. If someone came to him with a problem, they would say, well have you approached that person first? And try to get them to work it out that way. (S 23, p. 3)

Mentoring included the training of students in specific skills for leadership.

### ***Modeling.***

Modeling was prominent in the student responses and was usually voiced in the context of a significant relationship. Modeling was the notion of leading by the example of character and behavior. Although many students had role models to follow, this student mentioned that as he observed and evaluated leader behavior he would have liked to have had better role models.

I've been in a lot of situations where we were being trained to be leaders. In high school, I was on student council and I was part of summer camps at my church, and to be honest, I haven't yet found a leader whom I would consider to be my ultimate model. Maybe I have too high standards. Because I certainly learned a lot from these experiences and figured out what I would have like to have seen. (S 28, p. 2)

The following students show the importance of parental modeling.

My mother is who I think of. I come from a family of five children and I am fortunate to come from a loving family. My parents have been together my whole life and provide us with a lot of opportunity. And when I think of the way my mother has acted in a selfless way, to provide us with all the opportunities that

we've had, I think that's a very important characteristic of a leader, just being able to give yourself in a manner that is selfless. (S 35, p. 1)

The first person who came to my mind was my dad and obviously I have high regard and I respect him not only because he is my dad, but I consider him a leader because he's the one who inspired me to get involved in different councils and all through high school and elementary school, and at university I've been involved in a lot of different projects because he was involved in so many projects within our little community. And I'm from the farm, so he's in the farming business with his brother. And he just sort of stepped up and oversees everything. And I just consider him a real leader. It was in our family business and within the community. (S 19, p. 1)

One student emphasized the fact that role modeling actually increases the strength of the relationship between leaders and followers when followers see commitment being demonstrated.

Role-modeling is very important. It's really hard to work fifty hours per week when you know your boss only works twenty-five. To set the standards and the senior leaders follow them, and people see that. And that they feel much closer to that person because they realize that they're leader, but he's just like me, he comes in at this time every day, he does this or goes to these meetings, etc. So I think that really does help too. (S 10, p. 3)

One student who was the positional leader in the group said that others within the group did not view him as the positional leader, but as the hardest working person within the group. Modeling as hard work was important to this student leader.

I see myself as the leader of that group, but other people would view me more as a peer, somebody who is the hardest working individual in that group, that's for sure. I would certainly lead and direct that group, but I guess on a hierarchical chart people wouldn't see me as the pinnacle because I don't believe that's what leadership is. (S 16, p. 2)

Mentoring was part of relational leadership in the minds of students. Many have experienced individuals who have come alongside them, affirmed them and given them opportunity to lead. They have been individuals who have led by example in the

situations of life. A student spoke about a mentor she had in high school. It summarized many of the concepts reflected in the responses regarding mentoring.

He led by example. He showed me the things to do and he let me do them. And he let me make mistakes and face the consequences, but never put me down. He was very positive and reinforcing of what I was doing, and what I was doing right. He very much guided me in my decisions, but he let me make my own decisions in the end. He gave me the freedom to make the choices I needed to make but he also stayed behind me and supported me in the decisions. He was very positive and that was very encouraging. (S 12, p. 1)

### ***Motivation***

One of the themes that emerged in the student leader data on ideal leadership was motivation for involvement in leadership. They identified extrinsic motivation, through models and mentors in the lives of students, as well as intrinsic motivation. I have labeled the two types of extrinsic motivation as “push” and “pull.” Of these two types, pull was more evident in the data. Intrinsic motivation was also evident but to a lesser degree than the extrinsic motivation.

Within the context of relational leadership, extrinsic motivation was influencing students to take the risk of becoming involved in leadership. Leadership was viewed as stepping out of one’s safe, controlled world into a world of unpredictability and vulnerability. What pulled students to be involved was the passion they saw in leaders, the openness of the environment and the winsome personality of the leader. For instance, motivational pull is the example of another person that pulls the individual toward leadership. The push to leadership came in the form of persuading and convincing individuals to be involved.

*Motivation as “pull.”*

The extrinsic pull toward leadership was the genuine passion of individuals, observed by students, for a cause. “For me it’s someone with vision, but it’s someone who’s passionate. I love working with and under leaders, who are passionate and really believe in what they’re doing, who are focused and organized. They have a goal” (S 12, p. 3). The passion seen in a leader raised the question of passion in the mind of a student.

I think she brought out some confidence in me and I saw what she was passionate about and I thought well I want to go find more stuff that I really enjoy doing and where I think I can contribute too. (S 7, p. 2)

One student spoke of enthusiasm as a characteristic of passion. “He was confident in us and had an enthusiastic passion for God and both in worship and in music he was very talented” (S 26, p. 1). This response highlighted enthusiasm as a motivation to leadership, but notice also the pull of transmitted confidence and competence. Another student described a youth conference that motivated her to take leadership. “It was a youth leadership conference and the organizers there really motivated me. . . . And I think their enthusiasm and the way they were so motivational really made me excited about taking charge” (S 20, p. 2).

This enthusiasm or positive spirit had an inspiring effect for leadership involvement in students.

But she just shines and glows and is always happy, well not always happy. She can still smile even when it’s raining outside so-to-speak. And she’s just inspiring and I think that’s a very good quality in a leader. I think leaders should inspire other people to be leaders because she really makes you think when you’re around her, hey, this is an okay place to be. (S 9, p. 2)

The personality, relational skills, and competence of a leader had an impact on the motivation of students toward leadership. Personality included enthusiasm, but the students also mentioned humor as a motivating factor in leaders.

I was involved in high school council and we, the first year that I was on, went on a retreat and it was like a leadership, team-building expedition. And this just stands out in my mind as one of the counselor guys (maybe five years older). He was amazing. He was crazy. He would just dance around and totally motivate us. (S 6, p. 4)

Later in the interview, the same student said about the individual,

He made us feel special for actually being at this conference because we were obviously leaders to some extent. He was really fun to be around and you wanted to engage in conversation with him and interact with him. (S 6, p. 4)

Another student speaking about a youth conference also spoke about humor as being a motivating factor toward leadership as well as the connecting factor with the student.

The one guy was very funny, and there were a lot of us there, but it seemed like he really connected with me, and maybe he did with everybody. Maybe that was just this way about him. But he was really cool and when you're sixteen or seventeen that's kind of what you look for. He was really nice and enthusiastic. (S 20, pp. 2-3)

The ability to motivate students towards leadership was determined by the relational ability of the individual in a leader position to students. When asked about motivation, one student commented.

The first thing I want to say is it's just something about him. But I think it's more than charisma. He had a way of relating to kids. Maybe he knew from his experiences what motivates young people. Or I think there's just a certain amount of natural ability that goes along with just being able to associate with young people. (S 35, p. 1)

A further example of a pull type of motivation was the respect that a leader obtained through experience or competence. One student commented:

So, the perfect leader would be someone who can firstly bring the business into the company. And he would do that, and once he gets them to the business, he has to try to get us to work 110%, give him our all. So I don't know what you would do to do that. My perfect leader would be someone who, all you have to do is ask, and I would just want to help him in any way I can. And work as hard as I can, work all night if I had to. (S 17, p. 3)

Students mentioned a relaxed environment as being a motivating factor to leadership. "This person, I'm more drawn to serious people, as in let's get this done, kind of task. They were like that but not taskmasters. It was fun. We took breaks regularly. That was really important" (S 10, p. 2). This type of environment was described as one without coercion. "To lead people without controlling them. Being able to suggest things and have people say, that's a good idea. Working with them rather than forcing things" (S 19, p. 3).

The pull of motivation was based on the attractive features of leadership like passion, enthusiasm, humor, relaxed environment, competence and relational skills. These attract the student toward leadership by pulling them toward involvement in the difference that leadership can make.

### ***Motivation as "push."***

The push of leadership was also an extrinsic motivation by other individuals, but it involved the notion of persuading people to be involved. "And I think a lot of times if you push, they won't go into those places. And so I think intentional leadership is pushing other people into leadership" (S 27, p. 4).

When asked about a leader the student respected, the response was:

I choose my football coach from grade eleven. I chose him because he kind of changed my life and sent me in a different direction actually. He just pushed me and pushed me and pushed me a lot. And he got me to do all kinds of stuff. And I was really successful as a football player because of him I think. He got me to



teach myself how to set goals and how to lead. He really taught me how to lead. That kind of started me on to where I am now. He pushed me a lot, and kept it up even after football season was over. All through the whole year of school, he just kept pushing. During the football season, he took me under his wing, almost, teaching me all this stuff on the side. And it was awesome. He made it a really good time. (S 21, p. 1)

The student described how this personal leadership mentioned above was then applied to team leadership. “Once I started with those leadership skills as being captain, I started building on that. It almost became a habit, of wanting to be a leader. I really started liking being a leader, being captain. It was a lot of fun” (S 21, p. 1). The student also stated how the work ethic he developed in football and from his coach has transferred into his university studies. “The work ethic I got from football and his coaching definitely applies to my being in engineering and getting there” (S 21, p. 2). The mentoring described was a coach pushing an individual to set goals and attain them. It was moving a person toward personal leadership, then team leadership, and acceptance of leadership as a way of life, or habit.

Another student spoke about a coach pushing students to become better people and better athletes.

And this particular coach always had a manner of working with kids and could get the most out of people, and not in a material sense but he had a way to push kids to be better people, better athletes. He always got top effort. (S 35, p. 1)

Referring to Winston Churchill, a student spoke about the art of persuasion as a component of great leadership.

I think a leader is somebody that is able to persuade a group of people and I feel that he was a good leader just for that reason. I guess lots of people who are great leaders have that ability to persuade. (S 16, p. 1)

Within the concept of the push of leadership was the opportunity for everyone to be involved in leadership.

I think first and foremost, an ideal leadership situation involves everyone. I think great things are accomplished when the process is really inclusive and includes a range of people, a diverse background of people. So you have a process where, for example, a farm or a sports team has a great success but it doesn't include all the players on the team, I don't see that as good leadership. I think leadership in my idealistic perspective, is very inclusive. It includes people with a range of different talents, some people with stronger talents than others. I think, and that said, people from any walk of life can be a leader. (S 35, p. 1)

The encouragement of another individual also confirmed intrinsic motivation and propelled the student into leadership involvement. One comment illustrated individual initiative because of discernment and encouragement.

And it was so exciting, because one girl, who is really quite quiet, was asked if they would like to narrate this story. You could tell she wanted to do something, and so finally with encouragement she said okay, I'll try. And she did a great job, and she learned so much about what she could do, than she had learned before when someone would just make her do one thing. I think that's the greatest thing, when you step out and try something you've never done before, with the gifts that people see and just encourage you towards that, whatever it is. (S 27, pp. 3-4)

Intrinsic motivation was mentioned in the context of success. In ideal leadership, "everybody has to be very positive and motivated to succeed. Wherever they get their motivation, they have to be hard-working" (S 16, p. 2).

The central category of students regarding leadership was the importance of relationship. Therefore, the motivation for involvement in leadership also comes relationally. It is either from the pull of attractive leadership or the push of encouragement and persuasion.

### ***Accomplishing Something***

Accomplishing something was part of the perception of ideal leadership of students. The students desired vision and direction, within a relational context, and the vision or goal itself was relational in that it was humanitarian in nature. Students had a desire to accomplish something, not just talk about what needed to be done. One student said that many individuals were willing to contribute in a project; however, the majority contribute by speaking their ideas, the minority substantially contribute by doing or acting on their ideas.

I think that most people are willing to contribute and they are willing to tell you what they think. The majority of people will contribute by telling you what they think. The minority of people will contribute by doing. And that's the difference, I think about a lot of things and I think I have all of these ideas. And then, what do I do with that? And it's taking that and making it an action, which is where the majority of people are lacking because they never take that step or that action. That's what I want to do. (S 7, p. 3)

### ***Accomplishing a goal or vision relationally.***

Students viewed leadership as not only talking, but also actually accomplishing something. One student spoke of a relational context in which a policy was constructed and something was accomplished through the participation of everyone. The relational process was viewed as making a difference.

I guess for me when I feel that I'm in a good leadership experience is when we're actually accomplishing something. I like to feel like I'm a part of us accomplishing whatever it is that we decided on accomplishing. . . . One recent example, I was at a conference this past year in Vancouver. And we were setting out post-secondary education policy, and trying to do both sides, having to battle both sides, tuition issues or student loans. And the facilitator that we had was a very good leader in the sense that he had us all energized. We were all participating. . . . It was a fairly small group, probably twelve of us or something like that, so everyone had a chance to be involved and feel like you were actually accomplishing something, making a difference. We set forth this policy and now we've gone undaunted. (S 10, pp. 1-2)

Later in the interview she stated,

I know my parents always said that to me, get a job where you always like to go to work everyday. Then I'd ask, what does that mean? Well that means that you think you're accomplishing something, you think you're contributing, you're either producing something or doing something better or you're solving somebody's problem, even. (S 10, p. 3)

When students spoke about accomplishing something they used the terms of goal and vision. But while emphasizing the end product, there was also an emphasis on the relational aspect. One student stated that ideal leadership was goal-oriented but yet flexible (S 11, p. 4). Another student spoke about vision from a high school principal that was fair in the application of rules, but sought "to implement some sort of bigger strategy for all of us" (S 10, p. 1). The construction of vision was viewed as a combination of positional leader depth and clarity as well as interaction with others.

For me the ideal leader would have a very clear, keen, broad-minded vision of reality. Like, they have vision. Like a good leader to me has a very precise vision and a deep sense of purpose and a definite direction that he knows he's going. Also, a sense of character within that person. . . . I think the ideal leader is always seeking to converse with the people that he works with to get a sense of where they are constantly at. Where they are in regards to the vision and the direction and task or purpose they're heading towards. He's open to other ideas and discernment to that vision, something that can reinterpret that vision in a healthy way. So reality for him is not a settled matter. But he uses the people around him. He brings them together to bring something that's a purpose that's more full and more vibrant and more fresh and that can be embraced a little bit easier. So that requires a vulnerability, an honesty, and interest, a humility, a servant attitude. (S 14, p. 5)

One student spoke about an individual who had a global vision that inspires.

Just to be in the same room as that guy just inspires me. He has a very global leadership attitude. You know some people lead at the grassroots, some people are able to motivate individuals or a group of people, inspire them and lead them to big things. (S 16, p. 1)

In support of the relational aspect of vision and goal orientation, the students used phrases that pointed to a sharing of responsibility. For instance, “people are feeling unified and connected to each other personally, spiritually, ideologically. They’re all pulling in the same direction. . . . Everybody knows their place, what’s expected of them. Everybody always knows where they stand in the eyes of leadership” (S 13, p. 4).

Even, I find that working with teens, if one person has a vision and everybody is just stumbling along in the dark, that is not an example of good leadership. Because it’s about giving everybody a responsibility. It’s about sitting down and say you have an activity to plan. You all get together and plan, you work on it together so that you can build excitement and get all fired up. It’s not just two people who are dragging the rest along. And time and time again, it’s because the leader isn’t really interested in the other people’s opinions. (S 28, p 2)

Another student said, “Shared responsibility is a perfect teacher and leader. I don’t think it’s realistic to do everything. The students need responsibility too. They need to work together” (S 22, p. 3).

Students viewed ideal leadership as accomplishing a goal or vision. The goal or vision was to be constructed in dialogue with others with everyone contributing to the completion or implementation of the vision.

***The accomplishment of humanitarian causes.***

The goal of leadership, from student perceptions, was the betterment of people within a context of care and community. Therefore, the goal or vision was not primarily a task that needed to be accomplished or a profit that needed to be made, but people who needed leadership investment. The goal was a humanitarian concern for the improvement of people’s lives. A student spoke of a respected leader who concerned himself with the development of the people he was leading.

If you're a leader, you are a leader for somebody. So, you have to act upon the better development of those people for whom you are the leader. And he does that very well. He is a lawyer. He sometimes knows when people don't have too much money and he doesn't charge for it and they're grateful for it. He's more of a leader because of that. He searches for the wellness of the people who he's leading. (S 8, p. 1)

Another student, from an overseas country, spoke about the improvement of living for many people as more important than conforming to traditional rules and boundaries (S 18). Another student spoke about her dream to educate individuals in the alteration of government policies to improve the conditions for children in third world countries (S 3).

So if I am sincere and if I think that I'm going to be sincerely working towards that goal of getting the policies altered, which of course, I alone cannot do. I would try to motivate people to think differently, to understand the problem that is existing in that country, and why these policies have to be changed. I will try as much as possible to successfully incorporate new policies that are advantageous for the kids of third world countries. (S 3, p. 2)

When speaking about a high school principal, a student mentioned that his leadership "was for the greater good of our community, of our school community . . . he was trying to do the right thing. . . . He was trying to build a sense of community in our high school" (S 10, p. 1). One student stated that political leaders "should just work for the people and not so much for the party they're in" (S 32, p. 2). The same student viewed the consideration of people by political leaders as an ethical matter.

Leadership, I think, has to be ethical. It has to be considerate of the people. Not just the people working for the country and the economy, but the country working for the people again. (S 32, p. 2)

One student commented on the danger of corporate leadership moving the goal of leadership from people to profit and the courage needed to confront this issue.

I think for me, leadership is standing up for what you believe in, even if you have to stand alone. And I think that if we're looking at leadership over the next five years, we're going to be turning to corporations being the dominant factor. . . . And I see corporate takeovers in a very dangerous way, because corporate takeover means they'll be looking at profit rather than people. And I think that basically if you don't have leaders take a stand, it's going to become difficult. (S 34, p. 2)

Another student said in describing ideal leadership,

I am seeing a political leader taking a stand for something, like an important humanitarian issue not pertaining to money. . . . And that, to me is ideal leadership. Using your influence for the good and the positive betterment of people, especially on a local level. (S 36, p. 1)

Even though ideal leadership to students was a relational concept, accomplishing something was very important. What is accomplished should be developed in relationships and needed to include the betterment of people, based on their concerns, through leadership initiatives.

### ***Integration of Meaning from Student Responses Regarding Leadership***

Students emphasized relational leadership that was personal, caring, supportive, and communicative, including dealing with conflict. Ideal leadership for students contained respect. It emphasized a reciprocal respect of leaders for followers as well as a follower respect of leaders. Mentoring included the properties of individual leader development, encouragement, training, and modeling. The ability to motivate was also part of ideal leadership, whether it was through the pull of passion and enthusiasm or the push of persuasion and expectation. For students, ideal leadership also accomplished something by working together at humanitarian causes for the betterment of society.

Leadership, from a student perspective, was not an isolated, detached enterprise concerned with tasks in a sterile environment. Instead, leadership was seen as a

relationally dynamic process that occurred within personal contact. Without the personal contact leadership was not ideal.

The emphasis on respect was notable, perhaps because of the prevalence of cynicism in our society. Even within that cynical environment, students believed that respect was important for ideal leadership, and especially so given the perception that leadership was primarily relational. Several respondents experienced mentors as models and this fact illustrated the importance of a significant relationship for ideal leadership.

### *A Synthesis and Conceptualization of the Data*

#### *Definition of Leadership*

In the following section I synthesize the data from the three groups of leaders, educators, and students through a discussion of a suggested definition of leadership that encapsulates the main concepts found in the data. Following the model of Strauss and Corbin (1998), I suggest the following definition of leadership as one that captures the prominent concepts of ideal leadership from all three groups. *Leadership is releasing the potential of individuals to contribute to a collaborative team that articulates and achieves a vision.*

#### *Collaborative Team*

From the respondents, leadership was a verb, not a noun. It was seen as an action, not a state of being. In other words, leadership was considered something people do, not a position they possess. The definition emphasizes this fact by using the words releasing, contribute, and achieves. The process was collaborative, a group of individuals working together as a team. One leader said,



Well, ideal leadership in my view, more than anything else, are the people that surround him, to whoever the leader is. Anyone you come in contact. The people that are there. The people who are the team. Leadership is not just anybody who begins to lead an event, a solitary activity or a predominantly solitary activity, pretty quickly discover your limitations. You very quickly discover your limitations. And very quickly you recognize the frailty of leadership. And you recognize very quickly that your capacities compensate your frailties. The frailties of your leadership and your ability to attract and keep close to you, a team of people who are able, committed, respected. So I believe leadership, fundamentally, is a team concept. Perhaps there has to be and obviously an individual who builds the team, challenges the team, inspires the team, all the necessary components. But it's fundamentally a team concept. (L 11, p. 4)

The responses indicated that leadership was a team process of individuals working together, rather than an individual role. The positional leader may organize and assist in the development of teams individually, but leadership was viewed as an interpersonal dynamic. If leadership were seen as a singing analogy it would be harmony or unison singing as a group, rather than a solo. As another analogy, leadership was a team sport, not an individual sport. Therefore, leadership was not a function of the individual but of the group in relationship with one another. Leaders desired to release the potential of individuals for leadership, focusing on the development of individuals. Educators wanted to bring about change through collaboration with colleagues, with each individual a contributing part of the process. Students, beginning to experience leadership, desired to be a valued part of the leadership process. However, a common goal of leadership included a collaborative, team process.

If leadership was viewed primarily as a group process, can individual positional leaders ever exemplify leadership? I suggest that leadership may be exemplified in an individual through the individual organizing an effective group process that leads to the fulfillment of a common vision. Therefore, leadership may be accomplished through an

individual as the person develops others to be involved in a team process. The more an individual enhances that process, the more leadership is demonstrated. The concept of leadership was that individuals were working together toward a goal. The term “team” was also included in the definition because of its prevalence in the data. The inclusion of team in the definition signifies that each individual has a role to play in accomplishing the goal.

*The importance of relationship.*

Leadership viewed as a collaborative team effort implies the importance of relationship within the process. The relational element was evident in the responses, more so from students and educators than from leaders. As noted, some of the comments reflected the notion that leadership was not possible without a focus on relationships, and that the closer the connection was between people the higher the possibility was of effective leadership. The responses emphasized the importance of the inter-personal dynamic in leadership.

The relational aspect of leadership emphasized the importance of respect (highlighted by students), integrity (highlighted by educators), and being a role model (highlighted by leaders). These various perspectives illustrated the importance of the characteristics and qualities of the person within the leadership process. The state of being of an individual determined the credibility and effectiveness of involvement in the leadership process. Therefore, leadership involvement included a holistic view of the individual that touched on the ethical and spiritual aspects of people. Because leadership was viewed as a process of interaction, a holistic view of individuals involved in the interaction was important.

### ***The importance of communication.***

The perception of the collaborative nature of leadership also helped explain the importance of communication. The collaborative team not only required an adequate quantity of information but also a quality of communication that articulated the issues and the various perspectives regarding those issues. Respondents stated that collaboration also meant that people would be able to disagree or state opinions contrary to the assumed direction. The importance of communication also implied the importance of listening within the leadership process.

### ***Releasing Potential***

Releasing potential was the development of capacity in other individuals to be involved in the leadership process. Therefore, the potential of individuals refers to the individual strength and contribution that was and would be made to the team. It was an individual development to be part of a team and facilitate the further development of that team and the leadership dynamic. Individual development occurred for the sake of others, not for the sake of oneself. Leadership was other-centered, for the development of others within the team as well as for the betterment of the community. Personal development was important for the sake of others with whom the individual will interact and help to develop. Releasing potential could include the aspect of respect in which each individual is respected and valued for their contribution because each individual has a role.

The concept of releasing potential includes the elements of motivation toward leadership, looking inside, and mentoring/modeling. An important question becomes what motivates an individual toward leadership involvement? The push and pull

towards leadership mentioned by students were important components, including the pull of the vision for the betterment of others. Looking inside was the idea of evaluating the beliefs on which an individual is basing his or her life. Releasing potential is an assisting of that evaluation process. Mentoring and modeling become important components of individualized support and encouragement, opportunity, and impetus for leadership involvement.

Assumed in the definition is that leadership occurs within a certain environment or context. Ideal leadership was described as occurring within an open and free environment where people were empowered and where opportunity for leadership development could occur.

### ***Vision***

Vision, in the definition, is the goal of the leadership process. Perceptions of ideal leadership indicated that leadership accomplishes something. Leadership meant that the process was moving in a specific direction toward a desired result.

The educators especially emphasized a shared vision. This shared vision highlighted the importance of communication in formulating the vision and articulating the vision. For instance, instead of a leader knowing how to construct a shared vision individually, the more important skill was how to lead a team to the construction of a vision. Clear communication was not important for the sake of communicating what others should do, but for the sake of understanding issues and communicating clearly with each other in deciding a common direction together, and then in articulating that vision to others.

Further, the definition assumes that leadership is contextual with the leadership process in one situation being different than in another. However, what is common is the interaction of individuals toward a goal or vision. How much an individual is involved in that process or facilitates that process is the extent to which they are involved in leadership.

The term vision in the definition includes its ethical nature. Data from students and educators highlighted the goal of the common good. It is to that end that the leadership process was moving.

## **Chapter Five**

### **ANALYSIS OF THE NOTION OF LEADERSHIP DEVELOPMENT**

#### **Introduction**

In this section of the dissertation I seek to answer the research question, “What are the perceptions and understandings that students, educators and leaders have regarding ideal leadership development?” The answer consists of a summary of the concepts reflected in the responses by leaders, educators, and students to questions four, five and six of the interview protocol. Responses that dealt specifically with ideal leadership development programs at colleges and universities will be included in chapter six.

#### **Leaders on Leadership Development**

The overarching category in the leaders’ responses was that leadership development involved providing a facilitative environment that encouraged individuals to be involved in leadership. Leadership development was not done for an individual; rather it took personal initiative. The sub-categories that support this understanding were experiential learning, graduated skill development, mentoring, personal readiness, and integration of meaning. Figure 5.1 illustrates the various components.

Leadership development was seen as an intentional effort that is necessary for change in our society to occur. “And I think the point is that leadership development is not just happenstance. It’s planned and it’s organized” (L 6, p. 13). Another leader said that we could not assume that good leadership merely arises. The least that we can do is to study and think systematically about good leadership (L 11, p. 7).

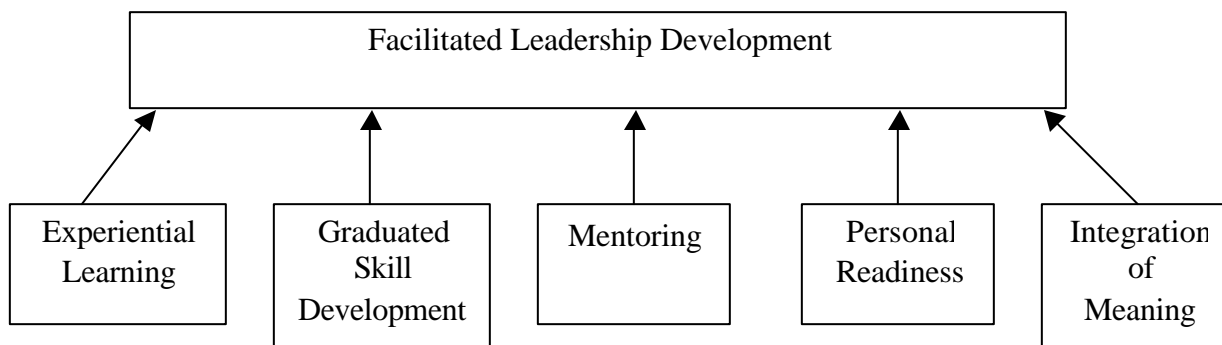


Figure 5.1. The category and sub-categories in the leader data on ideal leadership development.

### *Facilitation of Leadership Development*

Leadership development was not something someone does for a person but something the person does for herself or himself. The role of leaders was to facilitate that development. “I don’t think that we mandate change. I don’t think we make leaders, I think we facilitate leadership, we guide leadership happening. It happens with our support” (L 7, p. 8).

In order to describe the concept of facilitation of leadership development I use what one leader called the new DNA of leadership (L 10, p. 13). The new coding for the leadership gene was that the leader was not primarily a *doer* but a *developer*. Leaders were individuals whose primary role was to develop others for leadership, not to do all the tasks of leadership. One of the problems, according to this leader, was a shortage of leaders with the new DNA. In speaking about other leaders he said, “verbally they’ll tell you they’re developers, but inside they still do and don’t want to give up” (L 10, p. 10). Ideal leadership development, then, was having the mindset of a developer, not a doer.

Another leader described a principal with a developer mind set. When placing teachers in certain schools as a result of transfer requests, one leader observed which principals attracted employees.

One particular principal was like a magnet in terms of people wanting to be there. . . . But also the whole development of new, young teachers. And the manner in which the person would get them involved, . . . initially in the schools, and then get them involved beyond, on system committees. The person was a constant observer of peoples' strengths and where they might learn and where they might contribute. (L 7, p. 9)

The overarching category of facilitation of leadership development is further described by the concepts of personal initiative and opportunity.

### ***Personal Initiative***

Leader responses indicated that the impetus for leadership development basically came from the individual, not from the leader. Leaders needed to encourage and support others, but leadership development was an individual choice of involvement. One leader said, "people are desiring to become more. . . . They are wanting to pursue their full potential" (L 8, p. 8). One leader stated what motivated him to become involved in leadership.

My building leadership occurred over a period of years and being willing to try. The impetus came by wanting to serve, not because I was a strong leader. I think a good leader needs to be willing to serve, especially in a volunteer situation. The motivation for leadership and to have an impact comes from a desire to serve. If you want to serve, you want to serve well and motivate others to serve. For that purpose some of us will come out of our shell and do something. (L 1, p. 3)

In this leader's case, the commitment to serve other people influenced the person to take the personal initiative to be involved in leadership. Later the respondent commented on the importance of building community and changing an individualistic culture toward a



community culture (L 1, p. 5). In other words, it took personal initiative to work for the betterment of others.

An individual may facilitate personal initiative by accommodating the potential of others to make a difference. The possibility of making a difference gave people the initiative to be involved.

Our species has some unhappy instincts, but it also has some noble areas. And I think one of the noble areas that people have is the initiative to be part of something to make a difference for the better. I think most people actually feel that way. They would like to be a part of something in which they believe they can make a difference. I think that instinct gives us the ability to get up in the morning and carry on throughout the day and the years. I want to be part of that too and make a difference for the better. And it's very important to accommodate in ways in which as much as possible they can entertain this belief. That's what matters, if I can make a difference, it matters. I think to me that's the most important thing of all. That people are in that setting, then they will demonstrate initiative, stick-to-it-ness, commitment, determination. (L 11, p. 6)

One leader showed respect for a younger individual who had come to the company and had taken the initiative to understand and embrace the company mission. The perceived purpose of these actions was to make a difference in the company. The leader also highlighted some prerequisite attitudes for leadership development to occur. The story illustrated how leadership development was primarily personal initiative even though others invested in him.

But in the meantime he helped develop this company, and he helped develop himself as a leader. And I invested in him, and others have invested in him through the process, but it was through his own initiative and his own attitude and his own wanting to make a difference and that passion, that humbleness, that servant heart, that got him to the point where he impacted the company greatly. (L 8, p. 7)

Later in the interview this leader spoke about accountability for self-development and stated, “Again, there has to be that deep desire to want to be a leader, to want to develop as a leader. And I think just going through a program isn’t enough” (L 8, p. 10).

The facilitation of leadership development meant providing an ethos where personal initiative was accommodated, encouraged, and fostered. Ultimately leadership development was a personal choice, but it was facilitated within certain environments.

### *Opportunity*

The facilitation of leadership development was highlighted further through the concept of opportunity. Ideal leadership development provided opportunities for individuals to be involved in leadership. A non-profit leader, who stated that 80% of the organization’s leaders were developed from within the organization (L 9, p. 3), spoke about “giving them the opportunity” (L 9, p. 1) to be involved in leadership activities.

Involvement in opportunity opened the possibility for failure and also the potential to learn from the situation. One leader stated:

I would add giving people opportunities for developing leadership, to practice it. To practice and fail, to practice and succeed. So that they have opportunities to know that not everything succeeds. . . . How do you respond to failure, how do you bounce back from failure? (L 13, p. 6)

Opportunity meant that leadership development occurs in what one leader called a safe environment.

These young people are taking on leadership and taking on responsibility. They’re looking for opportunities, not for themselves, but opportunities to make a difference, to take on responsibility. They’re in an environment where they are able to make mistakes. Not necessarily that mistakes are encouraged like you might hear some people talk about. But one where it’s reasonably safe to make mistakes and to learn from those mistakes and to teach others about those mistakes. That I think is critical. (L 8, p. 8)

The environment allowed for individuals to take initiative, to take opportunity, and within that environment, to make a mistake and learn from it.

Another aspect of providing opportunity was the notion of stepping aside to allow others to be involved. One leader said, “you’re willing to give up some of that leadership yourself, and some of the accolades that go with it” (L 6, p. 8). Another leader spoke about his willingness to step aside to allow a new generation to have opportunity.

And I guess I want to continue to serve those purposes, but once those have been served for my generation, I want to willingly step aside and let someone else pick up the torch and do an even better job. (L 3, p. 3)

Providing opportunities for leadership involvement was part of the facilitation of leadership development, according to these leaders. The opportunity for mistakes was allowed as well as the sacrifice of stepping aside to allow others to develop. The sub-categories of facilitating leadership development will be discussed.

### *Experiential Learning*

I decided to separate the concept of opportunity from the strong endorsement within the responses for practical or hands-on learning. For leaders, leadership occurred in a real-life situation. One leader said that leadership development was a misnomer and was a function of the personality developed through experience (L 4, p. 4). In other words, some individuals were born with more propensities than others toward leadership in their personality. To develop leadership, individuals needed to be involved in real life experience. Leadership development was viewed as a function of experience.

I’m not certain in response to this question, when I looked at a college or university, providing that leadership development, and that’s why I went to field experience. I still think that’s an artificial setting. And that’s why I was so strong on the field experience, but I think a lot of times leadership needs to be developed within the specific context. (L 6, p. 17)

The college or university was viewed as an artificial setting with leadership needing to be developed within a specific setting where leadership was actually practiced. The classroom was viewed as academic, separated from a sense of reality (L 8, p. 9).

Ideally, people have a chance to practice leadership as they're learning it. And I'm not sure how that can occur, but I think that a key component is a very practical component. Again, everything I'm thinking about is steering away from the academic as much into things that really impact the heart. Things that impact who they are and how they think, developing instinct. And I think that's where, likely my biggest criticism of schools is that we go there for years at a time, and we focus on all the head knowledge. But if we aren't doing something to develop the heart knowledge, or the instinct knowledge, then, at the same time concurrently, then all this head stuff just becomes full. (L 8, pp. 10-11)

Leadership development occurred in the practice of leadership within a specific context of involvement. In doing leadership, knowledge was internalized, which was different from an intellectual understanding of leadership. Leadership development required the involvement of individuals in real life experience.

### ***Graduated Skill Development***

With experiential learning being an important component of leadership development, respondents assumed that leadership was a group of skills that needed to be developed. One leader stated that a priority of the organization was to teach specific skills as soon as possible to individuals involved in leadership (L 10, p. 10).

A leader with a military background had a clear picture of graduated skill development.

My military career was wrought with drills and situations where I had to learn skills and practice skills and continue practicing them until I had them down pat. I think those are important and necessary for leadership development. . . . I think it's based on building blocks. You start with a good base, a base where a person has some clear knowledge of leadership skills and then you build. And then you give them some opportunity to practice those skills. As the building blocks get

higher, you give them more responsibility. You create in them a possibility that they can improve and develop their potential. That's how leaders are made. (L 14, pp. 5-6)

Another leader spoke of giving younger people a “significant level of responsibility” and that they would “like the added responsibility and trust placed in them” (L 18, p. 2). However, this same leader did not speak about leadership development only in behavioral terms but also in terms of developing leadership thinking. She saw herself “spending a significant amount of time with them in discussion challenging their thinking and helping them refine and clarify their thoughts” (L 18, p. 2).

The facilitation of leadership development included the building of leadership skills on earlier skills and experience. The development of skills also included leadership thinking.

### *Mentoring*

Leaders mentioned the mentoring process as an important part of ideal leadership development. Mentoring was viewed as the way to develop leaders (L 8, p. 8) through a guiding process. “So often I think the mentorship is the guiding on the side, the providing of the opportunity” (L 6, p. 8). Another leader said,

I really think that the time-honored mentoring process is really important. And even here, I just spent an hour-and-a-half with two young people that really need mentoring. And we've got some wonderful younger management people who have arrived here at the university and I'm just really concerned about who's going to one-on-one with them. I just visited with two of them and they have so much potential. When I see some of the mistakes and traps and these sorts of things. I just know how I've been cared for through mentoring in the past. Someone could give them a long view and help them get past obstacles and help with issues, walking the talk and really doing things well. I believe in mentoring. (L 15, p. 5)

Another leader described an understudy program in government (L 12). The students were assigned to a Member-of-Parliament for half the year and then assigned to another Member-of-Parliament for the other half. The program director was available for consultation but gave decision-making authority within parameters to the students (L 12, p. 10). Group problem-solving was also part of the mentoring process. Individuals were guided through specific research assignments and presentations. The goal was for the students to attain specific skills in regard to the legislature.

The aspect of being a role model also entered into the mentoring process.

So if I can modestly share this. I've had, I don't know how many people say to me, and this would be through my time, particularly during my time in staffing, you were always a role model for me. And you did this for me, or you did that, or you allowed me to do this. Many of the things I don't remember, but they remembered it, and I think I became a role model for lots of people in the system because obviously I'm female, I had a family, I was doing the classes. They could look at me and say, I can relate to her. She's real. (L 7, p. 10)

A further aspect of mentoring was the building of a relationship.

And I think it speaks to, we want the leadership not to be distant. We want the leadership to be up close and personal and having strong interpersonal skills. And it's often that you get thanked in leadership for the things that touched the person. You can't foster the professional without touching the person. Not just someone you quote from a book rather than up close and personal. (L 6, p. 10)

Relationship in mentoring was the context for straightforward communication.

One leader related how she interacted with a younger person with lots of potential, but through various behaviors the potential was being wasted.

And this is another example of communication and I said to her you know, when people who aren't too smart flunk, it doesn't bother me very much. But when someone as smart as you flunks, that really irritates me. She just looked at me. And I thought, who's going to tell her that she's smart if I don't? Because she is. She could go far if she wanted to, but she doesn't want to. Why doesn't she want to? . . . . Nobody tells her she's smart. (L 17, p. 9)

Another leader said how evaluation was only effective when done in the context of personal communication and relationship. “I’ve had people write things out on paper, evaluate me on paper. It didn’t encourage me at all. But them saying to me personally, sitting down, saying here’s where you could grow, it just means a whole lot more to have a person to person touch” (L 9, p. 3).

Another leader commented on mentoring as coaching and that assessment within the coaching relationship was “absolutely essential” (L 10, p. 7). He worked with younger staff individuals and met with them on an ongoing basis but also had a three-month assessment as well as annual assessments. This leader, though, mentioned the shortage of resources and models for individuals who desire to coach younger leaders.

What we’ve had to do is think through, like it’s amazing when people don’t know what to tell you when you ask him how would you develop a staff person? . . . So then I say, where do we go with this? And there’s no teaching on this. There’s no business at all, telling you how to coach anybody. Like, the only coaching that I know of I learned myself. So this is an area that is desperately lacking. (L 10, p. 7)

Leadership development, according to leaders, occurred within the context of a mentoring relationship. Mentoring was envisioned as a guiding relationship in which role modeling, communicating, and coaching would occur.

### *Personal Readiness*

The leaders stressed that individuals had to have achieved a stage of personal readiness for leadership development, which included awareness of one’s individual strengths. The awareness of strengths affected job placement so that the strengths of the individual could be utilized within the group or organization.

One leader spoke candidly that leadership development does not happen because younger employees are not at that stage of development and are still learning the basics of independent thought, problem-solving, and self reliance (L 4, pp. 6-7). Practical training in these basics would need to precede any leadership development regarding an understanding of organizations (L 4, p. 6). Another leader (L 17, p. 4) spoke about individuals first being in a state of normalcy, which was being comfortable with middle class society, before they should consider leadership. The context from which she spoke was mentoring young individuals from a culture of poverty.

A further matter of personal readiness was the level of pre-occupation with one's personal agenda. If individuals were too pre-occupied with self-esteem or addictions, they were not prepared for leadership development. One leader highlighted that leadership was an other-centered activity.

There's a self-confidence base. . . . They're still working on their own agendas so much that they're tying down everybody else so that they can feel better about themselves. I'm assuming that some of that is dealt with, in fact, weeded out as much as possible. (L 10, p. 9)

The leader was convinced that leadership development required the foundation of self-confidence and not being overly concerned with an individual agenda.

Another leader contrasted two individuals (L 8, pp. 6-7) by the attitude and heart with which they entered a company. One entered with a servant heart, willing to learn and listen and one entered with a big ego and an MBA degree. The person with the big ego was released from the company, whereas the other individual had risen to a prominent sales position. The desire or willingness to learn was necessary for leadership development to occur. Another leader (L 14) stated that because real life has regulations



and procedures “we’re going to have to be followers. The very best leader has been the very best follower at some point in their life” (p. 7). Therefore, awareness of personal attributes such as a servant heart, a desire to learn, and a willingness to follow were necessary for ideal leadership development.

Another facet of personal readiness in leadership development was an awareness of the personal strengths of individuals.

Well I think that there are certain leadership characteristics and traits that are sort of common to all leaders and they need to be taught and caught. But I think that sometimes we don’t spend enough time in helping the leader discern some of his own personal characteristics and qualities, and learn to develop those and to develop leadership skills around those qualities and characteristics and giftings that are unique to that person. (L 3, p. 3)

Other leaders mentioned discernment through personality tests and one leader mentioned a wide range of experience that would help individuals to know “what they’re good at” (L 17, p. 8), and from that, “giving them experiences in that area to develop confidence there” (L 17, p. 8). Another leader emphasized the importance of working in one’s area of strength.

I think one of the biggest gnomes of leadership is that we have to be all things to all people. And determine your weaknesses and work on those and develop those. And I don’t think life is long enough for that. I think we have to determine what our strengths are, focus on those and develop those. Because we can become extraordinary people with our strengths. . . . we develop these weaknesses and become a balanced person at a mediocre level. (L 8, p. 11)

Therefore, personal readiness included personal development, willingness to learn, self-esteem, and an assessment of the strengths of the individual, in order to develop those areas specifically.

### *Integration of Meaning*

While some leaders spoke about leadership being context specific and experiential, focusing on the specific matters within a certain occupation or discipline, others spoke about the integration of knowledge from various disciplines and experiences.

A leader (L 2) who worked with young people commented on the shift in the nature of knowledge in the youth culture from the rational to the mystical as well as the lack of knowledge justification on the Internet. From this leader's perception, these issues illustrated the need for an interconnectivity of knowledge. This interconnectivity needed to happen in the area of experience as well as a linking of the contemporary with the historical and between the various disciplines. The leader suggested an integration of the various components of experience and knowledge into a holistic understanding in order to bring meaning to life. The leader described this integration of meaning as having a centered life (p. 16).

Another leader commented on leadership development coming from a holistic approach in which there was cultural sensitivity to the issues of Aboriginal peoples (L 5, pp. 5-6) and a historical perspective that included spirituality. A different leader spoke further about a holistic approach that included the spiritual dimension.

In addition to that, and what is lacking and needs to be in a holistic environment is the spiritual dimension of leadership, one that is dealing with values. And to be able to tap into people and whatever your social power is. Because I observe most leaders don't just draw on their human energy. Sometimes it turns out there has to be some spiritual dimension of the person that enables them to move so much faster. They are able to transcend so many difficulties in leadership. That is the dimension that I feel would enhance what we have, to be even better. (L 13, p. 5)

Leadership development needed to integrate the meaning of various experiences with an evaluation of knowledge from the Internet as well as cultural understandings of leadership and the spiritual dimensions of leadership. In this way leadership development became part of an integrated approach to sense making.

### ***Integration of Meaning from Leader Responses Regarding Leadership Development***

According to the leader respondents, ideal leadership development was the facilitation of the opportunity for leadership in which individuals needed to take personal initiative. They emphasized experiential learning together with graduated skill development. Even though they saw leadership development as the responsibility of the individual, mentoring that included guidance, role modeling, communication, and coaching, in the context of relationships, was highlighted in the data. Personal readiness of the individual that consisted of a positive attitude and an awareness of personal strengths was a prerequisite for effective leadership development. Also respondents identified a need for the integration of meaning from various knowledge sources and experiences.

### **Educators on Leadership Development**

Leadership educator responses were rich with categories that described ideal leadership development. The overarching category was that for ideal leadership development to occur, individuals working with students needed a mind-set toward leadership development, which entailed believing in the possibility of leadership development for anyone and actively encouraging such development. Even though educators have an influence on students, students still need to take personal initiative for leadership development to occur. This section describes other components of ideal

leadership development that included personal initiative, personal development, experiential learning, skill development, mentoring, and learning leadership theory.

### *The Mind-set of Leadership Development*

The notion expressed by educators was that individuals who interact with students have a tremendous influence on their choice and commitment to leadership development. Ideal leadership development was when that realization was directed toward the development of the potential within the student. Educators spoke of an orientation toward the leadership development of students and inculcating an orientation toward leadership in students. One educator illustrated the mind-set of leadership development toward students.

But I find that it's exceedingly rewarding to see that people's lives can actually be transformed. They can learn leadership, they can learn to use strong gifts that they have, strong desires that they have, if they're just influenced with the right kind of voice and tone and right person walking beside them. (E 23, pp. 6-7)

This educator saw the potential in individuals and the possibility of transforming the individual toward leadership. The mind-set implied encouragement, affirmation, and care.

An educator coming from a church background said,

I was mentored into a view of ministry that focused on the value of equipping people for active service. That it was inappropriate as a leader, to rob those that you're leading of any opportunity for growth that they could experience themselves. So the idea of putting people into active roles of leadership based on whatever evidence of giftedness or motivation, whatever was there has sort of been a philosophical starting point for me. (E 24, p. 7)

The philosophical starting point was that leadership is for the purpose of allowing others to develop leadership. Another leader expressed that ideal leadership development has the following orientation.

Well maybe it's a case of over-analyzing this but, on the one hand I believe there's a leader within each of us, but on the other hand I don't believe that it's entirely clear that leader can get out without some encouragement and probably even some training. (E 17, p. 5)

This statement exemplified the leadership development mind-set. The orientation was that each person with whom the educator interacted has a leader within him or her, meaning each person has leadership potential. Ideal leadership development takes advantage of the opportunities available with each student to assist in their development.

The leadership development mind-set emphasized the positive and the successful dimensions in students, not the failures and the mistakes.

When I started teaching, I worked like I had been taught. It seemed to me that teachers thought the best way to motivate students was to tell them that 60% of the class was going to fail, and then they'd work harder. And I think that's the way we tend to work with students. They're motivated with the threat of not achieving. I kind of think the opposite. I think that people are motivated with the prospect of winning. And if you can get it set up and get them thinking in that direction, think they're a winner before they even start, help them to reflect on the winning whether there's a win of any kind, small or large. Focus on that, the win. That's a whole way of thinking, teaching, mentoring. (E 23, p. 7)

The educator felt that students would do better when they think they are achievers and they will, in fact, fulfill that expectation. The leadership development mind-set of educators was thinking of students as winners with leadership potential, not as losers with nothing to offer. The educator assisted students in thinking that way as well.

The mind-set of leadership development included the belief that students could make a difference. One educator said that the problem was that students believe they are powerless (E 6, p. 11) and that students needed one experience of making a difference to see the opposite. Another educator (E 12) said that many youth have a sense that "you need to have experience, you need to be something, or be somebody in order to make a

difference” (p. 12). The mind-set that this educator was suggesting was that students have the capacity to make a difference now.

The mind-set of leadership development included an expectation of student involvement in leadership. When asked about best leadership development experience, one educator said,

Well, mine is pretty specific, it's when our students here on campus take on the leadership role of going to the schools to show and tell other kids what can be done in the area of education. So the leadership that they take on is to encourage and empower other students to come here. . . . We say that it's your professional responsibility to take on a leadership role of recruitment. (E 3, p. 3)

The expectation of students was to be involved in leadership and to be role models to other younger students. Another university educator stated that one of the problems with Canadian post-secondary education was mediocrity.

My critical thought that I try to use to shock people is I think Canada leads the world in only one thing and that's mediocrity. Our university system is exactly the same thing. We have too many students who get in, we expect too little from them and they graduate when quite frankly, we're not as proud of them as we should be because they're not as good as they should be. And a good part of the fault is ours. And I think a leadership drive, a leadership initiative is based on raising the expectations. (E 8, p. 15)

Even though, from this educator's perspective the Canadian mind-set was mediocrity, his desire was to change mediocrity to a higher level of commitment through leadership development. The mind-set of leadership development expected the potential of students to rise to the call of a higher standard. It was the mind-set that each student was capable of leadership.

The result of this expectation was that students are empowered to be involved in leadership and therefore given responsibility to do so. Several educators spoke about students given the responsibility of institutional events (a banquet - E 17, a youth retreat -

E 5, recruitment - E 12). In the context of a graduation banquet (E 17), communication from faculty was necessary with students to increase the students' understanding of the purpose of the event and the leadership expectation involved. The result was a well planned event.

One educator told of an experience in which he was selected as a student to go to a conference that was dealing with the unity of Canada.

I only know that in my case, I would never have known that anybody thought that I was capable of those kinds of things. . . . And what that whole process convinced me to do was to say that the world of ideas was where I intended to learn. (E 8, p. 12)

This quotation exemplified how educators have tremendous influence through their mind-set toward leadership development in students.

The mind-set of leadership development was that students could make a difference now. It was not only in the future that they would become leaders. The mind-set notion of educators included the belief that students also needed a belief in themselves as individuals (E 24). Students could be involved in leadership now and ideal leadership development inculcates the expectation of leadership into students.

### *Personal Initiative*

Educators perceived leadership development to be the choice of the student, not the choice of anyone else.

We don't give students leadership. We can't. It's evoked out of them. They respond and then they respond and then they respond. They take leadership. They have to claim it. (E 6, p. 9)

The comment illustrated leadership development as a response and a choice – “they have to claim it.”

One educator (E 15, pp. 5-6) related a story of a high school student who had a passion to do something about the unjust treatment of circus animals. The student took initiative, stood up for a cause, organized a protest and in the process, faced resistance from other people. Another educator (E 12, p. 9) commented on several student initiatives that had significant influence within a college. These initiatives led individuals into leadership involvement and, as a result, developed leadership capability. The impetus for involvement was not the agenda of someone else but primarily the agenda of the person involved. The person was taking personal responsibility and ownership for a cause or event.

Effective leadership development was dependent on the individual's desire for growth. "To me, strategic leadership would be clearly working with people who are interested in growing" (E 10, p. 10). Two other educators exuded enthusiasm for individual growth when asked about what ideal leadership development meant in the future for them. "I feel myself like a human sponge. I want to grow. I want to develop. I want to learn" (E 1, p. 8) and, "Five years from now I hope I am not less curious than I am today. I'm interested in everything" (E 2, p. 9).

Leadership development meant personal initiative because leadership puts an individual in a position of vulnerability (E 6, p. 7) where mistakes can and are made. Courage was needed to admit mistakes (E 2, p. 5) and move forward. Leadership development was risky; doing things you have never done before (E 2, p. 7).

Educator perception was that personal initiative was necessary for students to take advantage of opportunities, respond to concerns, and place themselves in vulnerable roles



of leadership. Leadership development was viewed as a process in which the individual took personal responsibility for development.

### *Personal Development*

There was a strong voice among educators that the issue needing prime attention for students was what I termed personal development or leader development. Educators mentioned a number of concepts that I categorized within personal development. They were: personal awareness, character, integration of meaning and self-confidence. There was an array of notions that revolved around the inner life of an individual to prepare the person for leadership involvement.

Personal development was an issue because leadership cannot be separated from the person involved in leadership. One educator stated:

That's a piece about leadership is you lead from the essence of who you are, so who are you? And that's important too, and what kind of human being do you want to be? And what's your image of, and the whole value center, kind of a piece. And I don't know too much about you, but my sense is too that what is your connection to your, the divine or the God of whatever understanding, and how do you tune into or tap into that source of divine? (E 16, p. 5)

Another educator said, "the thing that we always want to do for our students is to have them ask who they are, where they came from and where they are going" (E 3, p. 4).

One educator said that each 18 to 25 year old student faced certain developmental issues. He stated that educators facilitate and give the conceptual framework for "self work" (E 14, p. 5). However, only the student can work through the issues of courage, confidence, and character.

In the next sections different facets of personal development are described from the data.

### *Personal Awareness*

Personal awareness was the individual knowing what traits and abilities he or she possesses. The discernment of others and personal reflection would reveal personal traits.

What I would want to ensure, and I don't think this is done very often, is I would want an individual to be able to identify what his or her personal characteristics and traits are, to be a leader. And every person has his or her own traits, so it's to bring out those positive traits and yes you can be a leader, yes you must be a leader and yes you will be a leader. (E 3, p. 4)

Another educator spoke about the power of a discernment process in his life as an undergraduate student.

My department pulled me aside and said first off, you're our second choice. We asked somebody else but he backed out. But then they said . . . we picked you because we think you're going to be somebody who can make a difference down the road. Interesting they thought that, I had just started my fourth year. . . . Quite frankly at that stage in my life to be told you're going to be anything, was incredibly empowering. I thought, you even noticed who I am. (E 8, p. 11)

Recognition, discernment, and affirmation reinforced personal awareness. The person was empowered. It was a personal awareness that the student had something to contribute and that the student could make a difference.

Another educator commented on the intentional discernment of students by educators so that students would have a greater self-awareness and self-understanding (E 10, p. 11). The intent was that it is "an affirming piece for them, and also a directional piece in terms of the next steps, and identifying those areas. So that, it's an acknowledgment of where they are and where they could be going" (E 10, p. 11).

### *Character*

Another component of personal development was character, by which I believe appropriate ethical behavior was meant. One educator said that character was of first importance in leadership development. “So the first thing I think effective leadership has is character” (E 4, p. 6). Another educator said, “Well, we’ve been struggling with the whole question of ethics. . . . We tend to assume that people are ethical and that they understand what ethics are” (E 9, p. 17). Another educator spoke about the need for ethical understanding. “The whole notion of leadership ethics is a very crucial area where a lot of leaders get into difficulty that do engage [in leadership]” (E 1, p. 11).

### *Integration of Meaning*

A further personal development matter mentioned by educators was student integration of meaning. One educator influenced by Daloz Parks (2000) commented:

The development of our students involves an integration of the public with the academic, the moral with the personal. . . . Knowledge is a large part of their lives, but they’ve got the affective, the community, the ethical, the aesthetic – all those aspects are integral to who they are. Such fuller leadership only happens when faculty – or some others – are going to enable students to pull those aspects of being persons all together into some kind of unity. (E 6, p. 9)

Leadership development was assisting students to integrate these various experiences and understandings that they are exposed to. Another leader spoke about integration this way.

I think we’d be giving students an opportunity to develop this whole person thing. I think we compartmentalize incredibly at the university. All you have to know in this course is what I taught you in this course, and heaven forbid that what you’re learning in your church group, or community group or your job or whatever, is actually relevant to you as the whole person, in developing the whole person. So I think we need to find some way to have students see their education as more than accumulating a set of blocks. (E 17, p. 6)

Personal development included the personal integration of meaning from various experiences and disciplines. Ideal leadership development was not compartmentalized but holistic in the approach.

### *Self Confidence*

Another concept included under personal development was self-confidence or self esteem. One leader (E 17, p. 6) said that in our colleges and universities we do not work on self-esteem with our students. Students come to colleges and universities and faculty show them how they fail. Ideal leadership development enabled people to feel good about themselves and what they could offer society. The leader said,

People have to come to grips that they have to be able to say they actually have some skills and they know some things that other people would like to know, and that other people would like them at least. There has to be a sense where you get to the point that you can say somebody actually likes to be leader in this situation. So people need to feel good enough about themselves to exercise that. (E 17, p. 6)

Another educator spoke about how he built up the confidence of individuals he worked with as interns (E 23, p. 7).

One of the first things I try to do with people who struggle with confidence is I try to tell them that I would not have selected them, I would not have agreed to work with them if I did not believe they did not have something significant to contribute. I normally spend some time at the beginning, dealing with their value as persons and then go from there. Affirmation, just spending time with them. I think something else with confidence is when you tell people at the very beginning of your experience with them, that your goal is to help them with confidence. You see something in them but you want to see it grow. But as much as anything you want their confidence to grow. (E 23, p. 7)

Educators viewed personal development to be an important element of leadership development. The components included personal awareness, character development,

integration of meaning and self-confidence. The person needed to be strong (E 3) in order to be able to continue to build leadership capacity.

### *Experiential Learning*

Educators viewed leadership as being built through practice and experience. As a result, there needed to be opportunities given for leadership involvement. Further, educators saw the need for reflection on experience. A leadership educator stated that leadership development should have students involved in the practice of leadership.

You don't really learn how to play the piano by listening to CBC Sunday morning to the Bach concertos and watching somebody play. You have to actually do it, try it, practice it, make mistakes, learn from their mistakes. . . . So it's a performing art so the program should have this sort of experiential components and feedback, giving people a chance to understand what it is, try it out, probably in a fairly controlled setting, and give them a chance to fail. (E 15, p.8)

Another educator commented on the different components of experiential leadership development. These components included observation, participation, development, and training others.

I think one, students have an opportunity to observe leadership. They have opportunity to partake in leadership, they have opportunity to develop in their leadership ability and they also have the opportunity to train others and begin that circle. (E 11, p. 9)

This leader described progressive opportunity to the point of actually training others. The reality, however, was that many students do not get these opportunities. An educator said:

I was never chosen to be captain of the team when I was a kid, because I wasn't that type of individual. But I think that the right kids that go through university are never chosen to be the captain of their team, the leader of the their team project. I think we have to find opportunities for everybody to experience that kind of leadership and then to reflect on it. (E 17, p. 7)

The same educator also spoke about the importance of reflection on leadership experience.

And reflection. At the very least, we would want our students when they left here, to have reflected upon their strengths and weaknesses in leadership. I'd never, ever been challenged to do that, probably until my interview to be dean. I hadn't personally reflected on whether I could lead or was a leader. (E 17, p. 7)

Educators included practicing leadership with feedback and reflection in ideal leadership development.

### *Skill Development*

The emphasis on experiential education by educators assumed that skill development would be a component of ideal leadership development. One educator said students needed "a sustained opportunity to develop their skills in a real leadership position" (E 5, p. 6). The various skills mentioned were: communication, interpersonal/relational, contextual leadership, team building, vision casting, decision-making, and developing other leaders.

### *Communication*

Communication was viewed to be essential for leadership and therefore a crucial skill to be included in leadership development.

Communications is also a huge, huge issue. You can't be a leader without being a very good communicator. So within the student organization, I think often, the people that rise into visible leadership positions aren't necessarily the ones who are the best leaders, but they are the best communicators and/or have great skills with people. So I think there are some things that we would be doing to get those parts of the leader out. (E 17, p. 6)

Further, one educator highlighted the need for students to be able to articulate their position in disagreement with someone else and to continue to dialogue with the individual even though there were differing views.

What I'm trying to do is enable students to dialogue around things that they disagree with. . . . So we need to be able to talk to one another. And to model that with them, to be okay with disagreement and diverse opinions and to also work towards an understanding. A better understanding to develop a greater self-awareness of where one is coming from and realize how that impacts how one thinks and one's position. We're not abstract people. We're always grounded in our experience. And so to allow for that awareness to grow, and to be able to interact with people and allow them to be where they are and to work together at trying to solve things, to me is an important part of developing leadership. (E 10, p. 9)

Communication from this educator's perspective included placing one's intellectual position within an experiential context and seeking to understand another person's position from their experiential context. Implied was listening both to oneself and to the other individuals involved in dialogue.

Another educator also identified the importance of an ability to understand another person's stated position in order to lead people together in accomplishing a vision.

But one of the things my long training in history drilled into me was the ability to move into another person's context, to understand life and culture from a perspective that was quite far from your own. I think what that's allowed me to do is step out of my own position and into positions that I don't share. I think that's helped. That skill that I learned as an academic has helped me lead people to come together around a vision or a particular thing they'd want to accomplish together. (E 5, p. 9)

The skill of communication that was included in leadership development consisted of the skills of communicating verbally, understanding one's own and other positions, and assisting others to understand each other, so that the group was able to create and implement a vision.

### ***Interpersonal Skill***

One educator said that from his perception the difference between a leader and a non-leader was the presence of relational skills (E 10, p. 9). Another educator said that leaders have “great skills with people” (E 17, p. 6) and educators should be seeking to “get those parts of the leader out” (E 17, p. 6). One possible meaning of “getting those parts out” is the development of individual interpersonal relationship skills through a variety of means.

### ***Contextual Leadership***

A third skill to be developed was the notion of contextual leadership. Contextual leadership meant adjusting leader behavior or style to the competence and confidence level of followers. In other words, leadership occurred within a certain context to which the leader must adapt. One educator viewed the understanding and implementation of this model of leadership as ideal leadership development (E 7).

Another educator spoke about the skill needed to look at the broad context of the history and politics of an environment to understand what was going on and adapt one’s leadership style accordingly (E 14, p. 6). The educator stated that a prepared leader would have a number of leadership tools from which to choose according to the situation.

And I’m making assumptions that we’re dealing in leadership style and a variety of approaches have created a tool box for skills that you have to pick from as you go into various situations. Put your mediator hat on you go with that, or sometimes you pick another tool out of the tool box for a specific situation as a leader. (E 14, p. 6)

Leadership development included the preparation for contextualized leadership situations. Contextualization included understanding and adapting to the competence and



confidence of followers as well as a broad understanding of the situation's history and political landscape.

### ***Team Building***

A further skill mentioned was the ability to build a team, which one educator viewed as critical for the time in which we live (E 17, p. 9). Another educator stated the importance of being able to build a committed team around a vision (E 14, p. 9).

### ***Vision Casting***

I think for me the hardest thing to learn has been how to actually cast the vision, how to conceptualize the group's hopes and dreams into something that's tangible enough that everybody can buy into. . . . if I could teach somebody that, that's what I'd teach. . . . Anybody can be a cheerleader. But the gathering of enthusiasm and creating momentum and creating a dream, I guess that's what I mean by vision. (E 14, p. 6)

The skill was the ability to have individuals rally around a vision to which they were committed.

### ***Decision-Making***

Decision-making was another skill included in leadership development. According to one educator, decision making was inherent to an understanding of the term leader (E 17, p. 6). The same educator did not feel that institutions gave enough teaching on and opportunities for making decisions. The educator wondered if students even realized there was something like a decision making process.

### ***Developing Others***

One educator said, "I think the ultimate goal is not that we create leaders that do things, but that we create leaders or develop leaders who are developing other leaders" (E

10, p. 12). The notion was not just to develop a skill set so that the person may perform that skill, but that that person may teach others how to do it.

Educators viewed ideal leadership development as including the development of specific skills that are essential for the task of leadership. They were communication, interpersonal skill, an ability to discern context, team building, casting vision, decision-making and developing others.

### *Mentoring*

Educators also viewed ideal leadership development as a relational process called mentoring. Mentoring was defined as “pouring yourself” into people (E 14, p. 4) or as coaching (E 11, p. 8). The concept of “mentored discussions” arose from two educators. The context of the comment from one educator was the idea of combining academic knowledge with practical spiritual formation in order “to mentor people into leadership” (E 18, pp. 7-8). The other educator spoke of facilitating in-depth talk in groups that dealt with character, experience, and practice (E 14, p. 5).

Another aspect of mentoring mentioned by educators was role modeling. Ideal leadership development would include role models from a broad spectrum of society. “Basically we have to be role models at all levels. Faculty, staff, the community leaders have to all be part of this. You can’t do it by delegating all to one person. You have to get broader involvement” (E 9, p. 14). Two educators illustrated the idea.

They’re being coached by a faculty teacher and multi-mentors. I don’t see it as just one mentor, but a variety of different mentors who challenge them at different levels in all aspects of their lives. I’m thinking not only in the intellectual, but in the social, spiritual, physical, all aspects. (E 11, p. 9)

Mentoring, the chance to meet sort of outstanding individuals. Because you can't necessarily have outstanding individuals doing all of the mentoring of the leaders but a wide variety of people with a wide variety of leadership roles. (E 13, p. 11)

Another educator viewed ideal leadership development as "experiencing the journey together" and mutuality in the relationship (E 10, p. 10).

To me, leading students is not, like it's walking with them, but I learn as much from them as they learn, or hopefully learn from me. So it's walking together along the journey. And there are some places I might have walked previously that I can help them out. I know that pathway a little bit more. And that's a function of age and experience. But there are times when students are phenomenal leaders and they in a sense call me up and so it's that mutuality in terms of relationship that I think is critical in terms of student development. (E 10, p. 10)

Further, the concept of mentoring included utilizing practitioners involved in leadership. "I think bringing practitioners in, . . . people who are actually in the field and exposing them, or finding ways of doing that" (E 11, p. 11).

Leadership educators believed that leadership was learned in relationship with others. Individuals gained from the insights and experiences of others, but there was also a mutual benefit from the relationship.

### *Learning Leadership Theory*

Ideal leadership development included "a balance between cognitive and experiential knowledge" (E 11, p. 11). Responses indicated that leadership development did not only include experiential learning but also an understanding of leadership. However, there were differences in the responses on how that leadership understanding should be taught.

One approach was to look at leadership from a critical perspective (E 1, p. 10). The meaning of that, I assumed, was to critique various understandings of leadership. Another approach was to begin with a definition of leadership but then to encourage

students to re-define that understanding by testing theory with experience (E 12, p. 12). The notion was to have a definite framework for the learning of leadership from which the students begin. The students were given tools to question that definition and to go back to it periodically for evaluation. A further approach was to have students develop a mental model (E 15) of leadership based on the student's understanding of leadership. Another suggestion was to reflect with leaders on the intersection of leadership theory and practice in the context of a certain discipline (E 2, p. 10).

There was recognition in the responses of educators that ideal leadership development included the understanding of leadership theory and definitions. This knowledge was to be balanced, tested, and refined with the experiential aspect. How leadership theory was to be taught varied. And further, the intersection of leadership theory and the contextual discipline needed reflection.

### ***Integration of Meaning from Educator Responses Regarding Leadership Development***

A review of the leadership educator responses indicated that the overarching category of ideal leadership development was a mind-set or belief among leadership program faculty and staff that each student was capable of leadership. With such prevailing beliefs faculty would provide leadership opportunities and encourage similar beliefs in students. Educators thought they should emphasize success, not the failure of students, in order to build confidence.

Educators realized that even though there was a responsibility (E 6) for leadership development and their role in it, students ultimately must take personal responsibility and initiative for involvement in leadership development. Students needed to be interested in

their own growth, to make themselves vulnerable to possible failure in leadership involvement, and to contribute courageously through leadership opportunities.

Leadership development also included the aspect of personal development. Personal development focused on the person and his or her inner life. The individual needed to be aware of their personal characteristics, which could come through a discernment process that involved others. Personal development included the development of ethical behavior or character, the integration of meaning of knowledge from various disciplines and experiences, and self confidence with a belief in the student's own significance.

Educators felt that leadership development included experiential learning with its appending skill development. There needed to be the opportunity for students' practice of leadership that was progressive and allowed for reflection on this practice. The skills mentioned were communication, interpersonal skill, contextual leadership, team building, vision casting, decision-making, and the developing of others. Ideal leadership development included a mentoring process that at times was mutual. Mentoring also included group discussions and role modeling.

Ideal leadership development also included the learning of leadership theory balanced with experiential learning, critiquing notions of leadership, and building a mental model of leadership. The leadership theory was to be evaluated through the practice of leadership and reflected on by theory's intersection with a particular discipline or context.

### **Students on Leadership Development**

The overall theme of the 41 students interviewed was that ideal leadership development needed involvement in leadership responsibility that was either given to students through another person or group's invitation or expectation, or that was taken through student initiative. Their dominant view was that only in accepting the responsibility of leadership could one develop leadership. Therefore, it was not surprising that experiential learning was prominent in student's perceptions of ideal leadership development. It was also notable that there were several concepts in the responses that reflected an understanding of the self in relation to leadership. For instance, the understanding of self included a student's understanding of his or her readiness and strengths for leadership. Students also emphasized the learning of leadership theory but usually couched it with a comment about the balance needed between theory and practice. Further, the students acknowledged the many skills that would be included in ideal leadership development. Students also viewed mentoring and role models as important for ideal leadership development.

#### ***Leadership Responsibility: Given and Taken***

When asked about best leadership development experience, many students responded with a story of how they had either been given responsibility (several used the term "forced" leadership), or had taken leadership responsibility through personal initiative. Within the context of this leadership responsibility some students mentioned the importance of being able to learn from mistakes and having the freedom to fail (e.g. S 27, p. 8).

In some students' minds, responsibility was equated with leadership. For instance, "what I learned in school is to take on responsibility and an increase in responsibility makes all of us leaders" (S 26, p. 5). However, an international student stated that university students are already conditioned to irresponsibility. "They're already conditioned to think in a certain way, they're already conditioned to behave in a certain way, already conditioned to be irresponsible in a certain way. They don't react to certain things" (S 3, p. 4). Another student stated,

What gets me mad sometimes is when people see something's wrong and they don't do anything about it. They're lazy. They wait for somebody else to do it. I think in my mind if you see something is wrong, you should do something about it. (S 8, p. 9)

A past student president raised the matter of a lack of student responsibility in a certain college. "It really bothers me when they don't want to be involved. Why don't you take an interest in what you're involved in. I do that a lot in the student society to those who are apathetic" (S 19, p. 6). Therefore, the responses recognized the presence of a lack of responsibility in some students and were concerned that there be an encouragement towards responsibility. The student leaders' comments that follow illustrate how students that have accepted given responsibility or have taken responsibility have demonstrated personal initiative.

One student related an incident of being made a supervisor in a fast food restaurant. The student felt entrusted as well as respected and within that environment could grow in how to handle her self and others in a leadership capacity. In an environment of mistrust and strictness, "you're not going to develop those qualities and people aren't going to grow the way they should" (S 9, p. 5).

Several respondents mentioned receiving increased responsibility (S 1, p. 2; S 25, p. 5); however, another student cautioned against the passing on of full responsibility because it gave the person a feeling of being overwhelmed not empowered (S 28, p. 7). Another student said that responsibility was to be developed in faithfulness in the small things before an individual had the right to direct others in leadership (S 27, p.9).

The giving of responsibility was at times described as “forced” leadership, but not viewed from a negative perspective. For one student, an emergency forced leadership upon her, but she realized she could cope with the responsibility with the help of others. As a result, she grew in confidence (S 27, p. 5). The forced leadership in another situation was because of a circumstance that needed attention (S 3, p. 2). In another context, an assumed leader position forced the student to be in front of people giving them directions (S 2, p. 2). Whether or not an individual was given leadership responsibility was based on the perceptions of others regarding whether or not the individual had leadership capability (S 3, p. 4).

The other component of leadership development through leadership responsibility was the taking of responsibility through personal initiative (S 3, p. 2). The notion of taken responsibility could be described in the following ways. The opportunity for leadership was created (S 5, pp. 9-10) possibly through the courage to follow what was within the person (S 3, p. 4). The leadership responsibility could also be taken out of compassion for people (S 15, p. 2; S 22, p. 4), or out of a response to need (S 16, p. 3). It further could be taken in order to solve a problem (S 18, p. 4), or to plan an event (S 20, p. 5). In these examples involvement in leadership was the impetus of the individual student rather than someone asking the person to accept leadership responsibility.



One student described some of the growth areas that came through responsibility as well as how in his particular situation he was allowed to grow from his mistakes.

Last year at camp I was one of the senior staff there, and the director started giving me more and more responsibilities and let me take ownership of some of the events, of some of the things we were doing. It really helped my confidence and giving me a sense of ownership as well in what I was doing and it helped me mature as well. He let me make my mistakes and learn from the consequences. I had to dig myself out of a few holes. (S 11, p. 4)

One comment stated that development occurred over time (S 8, p. 4).

Student perception was that leadership capacity grows through involvement in leadership responsibility. This responsibility was something that was given, even at times forced, or taken because of personal response to some matter or concern. However, the perception was that some students are irresponsible.

### *Experiential Learning*

Students emphasized the doing and experiencing of leadership as essential for ideal leadership development. One student remarked, “We should not get the hypocritical feeling. Like, we’re here and teaching you leadership, but you’re not allowed to be a leader” (S 22, p. 9). Another student commented in the context of conflict management, “I don’t think you can learn leadership, but I think you can learn ways of dealing with situations when you are in a leadership position that other people don’t know how to deal with” (S 37-41, p. 8). These comments highlighted that leadership is practical and, therefore, ideal leadership development included learning through experience.

The following examples of student comments placed emphasis on the importance of practicing leadership for effective leadership development. “The first thing that comes

to mind is practicing being a leader, being put into a position and just doing it” (S 13/14, p. 8). “I think leadership development is definitely based on personal experience. And that is where you learn most and develop the most” (S 25, p. 4).

Also, ideal leadership development was not viewed as consisting solely of homogeneous experiences, but of varied ones. “I think that some of the best leaders have had a lot of different experiences. So I see a lot of different opportunities, a lot of different group situations” (S 6, p. 11). Another comment highlighted the diversity of individuals as well as adversity in a leadership situation. “It would be in a leadership experience, to lead different types of people. It would be growing, maybe in a rough spot” (S 26, p. 4). Students also mentioned travel (S 16, p. 3) and international experience (S 32-34, p. 4-5) as transformational, pointing to the need to understand other perspectives and points of view for leadership development. Another student mentioned having varied experiences in order “to globalize you” (S 16, pp. 3-4) so that the individual’s exposure to different situations was adequate preparation for the leadership role.

Learning through experience was an essential part of student perceptions regarding ideal leadership development. Without the practice of leadership, dealing with diverse situations and people, including some difficult situations, leadership development would not be as effective.

### ***The Relationship between Self and Leadership***

This sub-category included several concepts that students identified regarding the preparation of the individual for leadership involvement. These concepts included character, self-confidence, learning, motivation and strengths.

Several students saw the importance of character development as a higher priority than the development of leadership understanding and skill. “Leadership is not just a position, it’s who you are. It can come out of who you are” (S 13, p. 8). Another student made the statement, “And you have to be right with yourself before you can lead others” (S 11, p. 8). One meaning could be the acceptance of self was a prerequisite to being able to relate to and accept others through leadership. Dissatisfaction, then, with self would disable one from leading. From these comments, one realizes that leadership practice cannot be separated from the person who is involved in leadership.

Another student spoke about how personal baggage holds an individual back from leadership.

Well, I know a lot of people, I know not everyone, come through their childhood and their early adult years with a lot of baggage that they haven’t dealt with or shed. Personally for me, what would give me the ability to become that leader or to allow me to grow more would be to literally shed some of that. Deal with that, . . . such that you can develop your full potential. (S 9, p. 5)

When asked what the baggage was, the response was a reference to deep-rooted personal problems. These problems, according to this student, had the potential to inhibit leadership.

Another student stated that leadership development needed “to be based on character and integrity before technique. If there’s no character or integrity, technique means nothing” (S 13, p. 9). However, another student stated that integrity and choosing responsibility were not the only things necessary for leadership. There are a vast amount of other things to learn (S 37-41, pp. 6-7). This vast amount of things was not itemized but it pointed to the perpetual learning of skills in leadership development.

Students perceived confidence as important to leadership and thus the building of confidence as important for leadership development. “A general leadership principle is confidence. You have to be confident because people are following you. Even if you don’t believe in yourself they need to believe in you” (S 1, p. 3). Confidence was demonstrated by courage to speak (S 8/9, p. 4). The ways to build confidence were goal accomplishment (S 2, p. 3), success (S 4, p. 5), and personal affirmation (S 8/9, p. 5).

Students commented on the importance of the student’s attitude toward learning as important in leadership development. An individual wanting to develop leadership will be open to learning (S 11, p. 6) constantly (S 33, p. 6; S 13, p. 8; S 37-41, p. 9). Students felt there was potential in leadership involvement to result in perpetual learning. A desire to learn included knowing oneself (S 37-41, pp. 9-10) and being accepting of criticism (S 14, p. 6).

Being open to criticism. I think, in my experience, I couldn’t go into a situation and expect to be excellent. So I made myself vulnerable or open to criticism and being able to receive that and process that criticism. (S 14, p. 6)

A further aspect of the individual and his or her relationship to leadership was the motivation for involvement in leadership. A passion or cause (S 10, p. 5) was mentioned as a positive motivation for leadership.

I think the first thing, the most important thing is to find something that I’m passionate about. I can have all the leadership skills in the world, but if I’m not driven by what I’m doing, I might as well not be there. So I think that’s the fundamental focus. To find something that I love to do, that I want to be a part of, that I want to make a difference in. (S 35, p. 3)

One student, however, said there are few that have a passion in life (S 3, p. 3).

Students mentioned other motivational factors toward leadership. For one student, the motivation was not for individualistic power but for the good of the

community (S 8/9, p. 7). Another student mentioned motivation that came from a servant heart (S 13, p. 9) realizing though that motivation should not be from the acceptance of people, because a leader does not make everyone happy (S 10, p. 3). Several students also mentioned that leadership had a personal benefit (S 10, p. 4; S 19, p. 5; S 21, pp. 5, 7). The benefits included meeting people and learning, even though at times the learning came from difficulties. Also, leadership was a good life experience. The personal benefits, however, were not the primary motivation for leadership, but students needed to be aware of their existence.

The last aspect of the relationship of self to leadership was the notion of personal assessment of leadership strength in order for students to know what areas to develop.

I think for me it would take intentional leadership abilities, like actually sitting down and figuring out the areas I really need to work on. Because up until this point I think I've taken on quite a bit of leadership things, but it's all been really gradual. It hasn't been intentional. So I feel like I've built up experience now to back up some things but I need the actual training. (S 27, p. 6)

Another student talked about finding his niche. "There are a number of skills I need to learn. There are certain things I excel at. I think I have to find my niche" (S 35, p. 3). A student commented, "but I really think that anyone can be a leader, you just have to find out where you can be a leader" (S 32, p. 7). I believe what she meant was find an individual's strengths and lead in a context that fits those strengths.

Students highlighted the importance of the development of a person holistically for involvement in leadership. The students viewed the development of character, confidence, learning, altruistic motivation and an assessment of the individual as important for focused development as important in ideal leadership development.

### *The Inclusion of Leadership Education*

Students included the learning of leadership theory in ideal leadership development for the sake of informing and shaping leadership experience. “In training leaders, you’d want them to have some basic theory to apply to what it means to be a leader” (S 2, p. 3). Another student said,

I think you have to have a balance between talking about qualities of leadership and theories about leadership, as well as being involved in leadership at the same time. So you’d get some theory and then the practical. You can put what you’ve been learning into practice. (S 5, p. 6)

One student came from a leadership-focused environment in both her junior high and senior high years. Her rationale for leadership education for students was that “they may never be outspoken leaders, but everyone leads in their own way” (S 12, p. 8). In other words leadership education was helpful for every student.

Leadership education had the opportunity to broaden a student’s understanding of leadership.

You always, from a younger age you remember and have learned that the prime minister, or someone that’s charismatic. That’s an ideal you have. This class showed some of the other aspects as well, like being able to be the person that can see everyone else’s good traits and bring them out and bring them together. . . . And that doesn’t even necessarily mean you’re awesome in this area. Maybe you’re just able to bring out the best in everyone that’s around you. (S 6, p. 8)

I think before coming to the college, if someone asked me to define a leader, I would probably say a Prime Minister, a city councilor, political leaders. But now, I understand a leader is so much more than that. (S 36, p. 4)

Leadership education was also viewed to be beneficial because it included the ethical dimension (S 35, p. 3) of good and bad leadership (S 8/9, p. 7) together with the evaluation of leaders (S 8/9, p. 8). One student suggested reading about leaders who had an impact on a generation and culture (S 24, p. 8).

Students saw the need for the application of theory to practice and thus viewed the inclusion of leadership education as helpful for leadership development. Students also perceived leadership education as broadening the understanding and definition of leadership. As a result, leadership education was seen as beneficial for every student. Student responses also included the ethical dimension in leadership education, which enabled the evaluation of leadership.

### *Mentoring*

The students mentioned mentoring as another essential part of ideal leadership development. One student stated about ideal leadership development, “walking alongside somebody is the absolute thing that will get me there. You can learn so much from watching another person and watching how they react to different situations” (S 11, p. 6). Another student commented, “learning takes place through mentorship” (S 29-31, p. 3). “And I guess you can do it on your own too, to a certain point, but you need a guide” (S 28, p. 7). One student said, “Firstly, a mentor. Someone to work with, one on one. Someone to first of all observe and then to help me along each step of the way as I develop my abilities” (S 4, p. 5). Another student described a mentor from a personal and spiritual development context. When asked about an ideal mentor, this person said.

I guess I would just describe the mentor that I have had for a long time. She has loved me unconditionally, she has been my sounding board in lots of ways and she’s very honest with me about what is right and what is wrong from God’s word, yet she’s so willing to let me make my own mistakes. And even when I do something that she knows is wrong or she feels is wrong, she still is there and still supports me and shows more often than tells me the proper way to do something, or a better way to do something, or that she still cares about me. (S 12, pp. 6-7)

Another student succinctly put it that “I really need a mentor to be encouraging me and telling me what I’m doing wrong” (S 28, p. 7).

Several students mentioned role modeling. One student commented,

A mentor that you can look up to and see how they lead and just that you've taken what they've presented to you and how they've demonstrated leadership qualities that would help me say okay, I want to work towards this. (S 5, p. 5)

Mentoring included a respect and modeling from which students could reflect on and emulate.

Another student mentioned the motivation of learning social skills as part of the role modeling she would like to observe.

Role models would be a very important thing. I would want to watch a role model who could be a leader and have the social skills to understand people and understand what motivates them. The role model needs to understand what motivates the people to work towards a goal that the leader is leading them towards. Knowledge of the subject area and skill of leadership would be different things. They would complement each other, you need both of them. Leadership is primarily relating to people. (S 2, p. 3)

Two students reflected that if an individual knows the mentors personally, the influence of the mentors would be greater (S 10, p. 6; S 19, p. 6). One student stated that leadership development begins much earlier than college or university. In the home, parent mentoring develops the qualities of character, honesty, courage, conviction, and sincerity (S 3, p. 4).

Mentoring, according to students, was an important facet of leadership development in which someone guided, encouraged, and loved the student. Role modeling was included with mentoring because to develop leadership one needs the assistance of others who had relational and leadership expertise.



### *Development of Skills*

Students mentioned a number of skills that would be necessary for their continued ideal leadership development. The skills are itemized as communication skills, people skills, administration skills, analytical skills, and creating vision.

The communication skills included both listening and speaking. A student mentioned “listen really well” (S 6, p. 9) and others public speaking (S 10, p. 9; S 21, p. 4) as skills that would help them become the leader that they intended to be.

A second group of skills was people skills, which was viewed as how to deal with individuals (S 35, p. 2). These included: (1) The motivation of individuals (S 2, p. 4; S 10, p. 7; S 29-31, p. 5) and in particular, one student mentioned the skill of how to engage a group (S 7, p. 10), (2) Team building (S 4, p. 4; S 6, p.8; S 25, p. 7), (3) Conflict management (S 21, p. 4; S 23, p. 7; S 19, p. 4), (4) Networking (S 21, p. 5; S 29, p. 5) and, (5) Developing others (S 5, p. 3).

The third skill, mentioned by two students, was setting vision (S 10, p. 5; S 29-31, p. 5). The fourth group of skills was administration skills. These included: (1) Managing time (S 10, p. 7), (2) Organizational skills (S 21, p. 4), (3) Practical administration skills (S 27, p. 7), (4) Decision-making skills (S 8/9, p. 6; S 21, p. 3) and, (5) Delegation (S 12, p. 5), which one student termed “letting go” of responsibility in order to develop others (S 35, p. 2).

Another set of skills mentioned was analytical skills (S 18, p. 5). These included: (1) Problem solving (S 10, p. 7), (2) Thinking outside the box (S 16, p. 4; S 23, p. 5) and, (3) Creativity (S 10, p. 8; S 15, p. 2).

One student said there was a limit to what experience could teach and specific skill training was also necessary (S 18, p. 5). These were the many skills mentioned in the interviews that were directly stated or implied to be included in ideal leadership development.

### ***Integration of Meaning from Student Responses Regarding Leadership Development***

Students viewed ideal leadership development as being involved with leadership responsibility. The responsibility was either given to students in an environment of trust or it was taken by students based on a belief, cause, or concern that the student had. Some students recognized, though, the presence of irresponsibility among students.

Students emphasized experiential education that allowed for the practice of leadership including the observation and demonstration of leadership before doing leadership oneself. This experiential education also included dealing with diverse experiences and people as well as difficult situations.

Students perceived the importance of the preparation of the person for leadership responsibility. Self-acceptance and self-confidence were included with the dealing of what was termed personal baggage. Students thought that individuals needed to be open to learning even if it meant learning from criticism and to be motivated by some passion or cause. The notion of assessment of individual strengths was part of the perceived preparation for leadership responsibility.

Leadership education was also perceived to have a role in ideal leadership development. Theory needed to be learnt and then applied in experience. Therefore, learning theory became the foundation for leadership responsibility. This type of learning was viewed as beneficial for everyone because it broadened the understanding of

leadership for students. Included in leadership education was the ethical dimension of leadership, thereby introducing standards for evaluating leadership.

Mentoring was viewed as important in leadership development. The mentor was an encouraging guide to assist in learning and setting personal goals. Role modeling was important in the context of a personal relationship that demonstrated leadership.

The students also highlighted the various skills that needed development for leadership responsibility, namely, communication, relational, vision, administration, and analytical.

### **Summary and Conceptualization of Data on Ideal Leadership Development**

The responses are summarized in a definition of ideal leadership development with explanation of its construction. In the definition I seek to include the common aspects of all responses to the interview questions on ideal leadership development. These components of leadership development included: personal awareness and readiness, experiential learning of leadership, skill definition and development, mentoring, and leadership education including leadership theory.

The leaders and educators stressed the facilitation and intentional effort needed for leadership development more than the students did. Also the leaders and educators highlighted the personal initiative and personal responsibility that leadership development required of participants. This emphasis was consistent with the student emphasis on taking leadership responsibility for leadership development to occur. Leaders and educators had a concept in their responses that I termed integration of meaning, which was absent from student responses.

The definition is: *Leadership development is the intentional fostering of individuals toward their maximum leadership capacity through personal development, experiential leadership opportunities, leadership education, and the development of leadership skills based on personal awareness and readiness within a mentoring environment.*

Leadership development is intentional in that there is a design and determination to the endeavour. The term fostering was chosen because it means promoting growth. The term “intentional fostering” seeks to reflect the leader data on the facilitation of leadership development and the educator data on the mind-set of leadership development. Fostering allows for the give and take of leadership development in working with individuals and implies the giving of opportunities as well as the taking of personal initiative. Respondents stated that ideal leadership development included an intentional plan that fosters leadership growth in individuals rather than a “happenstance,” which assumes that leadership development will occur as individuals mature.

The definition includes the notion of maximum leadership capacity, in terms of the individuals involved. The leadership capacity would be based on the personal strengths, personality, and character of the individual as well as the person’s own readiness to be involved. Leadership development seeks to assist in the building of the person’s own leadership capacity to the fullest possible measure.

Fostering leadership development in individuals occurred through various means. Four means were chosen reflecting the main elements from leader, educator, and student responses. First, personal development issues were mentioned by each of the groups.

Factors such as character, confidence, motivation, spirituality, and integrated meaning could all be included in the concept of personal development.

Second, experiential leadership opportunities are another means of the intentional fostering of ideal leadership development. All groups mentioned experiential learning as important to leadership development. It was in the actual involvement and practice of leadership that leadership development would occur. The notion of reflection on that experience was included in the educator responses, while the student responses spoke about learning how to deal with a variety of situations and people. The notion of opportunity was part of leader, educator and student responses.

A third means of intentional fostering is leadership education. The inclusion of leadership education in the definition reflects the educator responses on learning leadership theory and the student data on leadership education. The student responses emphasized leadership education application as well as an understanding of the ethical dimension of leadership. Educator responses presented various ways of approaching leadership education through the intersection of theory with practice. Perhaps the concept of integrated meaning from the leader responses could also be included with leadership education. Integrated meaning in regards to leadership education would include the integration of leadership into the personal meaning of life, the aspect of intercultural meanings of leadership, and the spiritual dimension of leadership. The educator comments on the unity of knowledge and the integration of disciplines could also be included in leadership education as a means of the intentional fostering of leadership development.

The fourth method of intentional fostering is the development of leadership skills. The educators and students named the specific skills involved in leadership. Leader responses included the notion that the intentional design will be a graduated building of skills.

The intentional fostering of individuals toward their maximum leadership capacity is based on individual awareness and readiness as reflected in leader, educator and student responses under personal readiness (leaders), personal development (educators), and the relationship between the self and leadership (students). Intentional leadership developers would understand the personal readiness of individuals and use intentional fostering appropriately.

Personal awareness was the discernment of personal abilities, strengths and weaknesses, and an assessment of leadership skills to which the student was best suited. The leader comments encouraged developing areas of strength while student data pointed out personal assessment as a means of knowing what areas to work on. The latter probably referred to areas that need improvement for effective leadership. The definition places emphasis on the awareness of the abilities of the individual and then the modification of leadership development toward the personal readiness, individual strengths, and areas of improvement of individuals.

The intentional fostering of individuals is within a mentoring environment. All data groups mentioned this aspect of ideal leadership development. Guidance, viewed as coaching and role modeling, was part of a mentoring relationship. Leader response also identified accountability as part of mentoring, and educator response mentioned a reciprocal mutuality in mentoring. Mentoring was done within the context of an

encouraging interpersonal relationship and the notion could be expanded to mentoring groups.

Mentoring also placed emphasis on the intentional nature of individual leadership development. Mentoring was based on the personal awareness and readiness of the individual. Therefore, the mentoring relationship worked with the present position of any individual and sought to move the individual toward the ideal, whether that was in the area of personal leadership, character (ethics), motivation, or confidence. The mentoring relationship also was helpful in the area of leadership understanding and skills. Thus, mentoring envelops the whole intentional fostering process and becomes the environment in which ideal leadership development occurs.

## **Chapter Six**

### **LEADERSHIP DEVELOPMENT IN COLLEGES AND UNIVERSITIES**

#### **Introduction**

In this chapter I answer the research question: “How might the understandings of leadership and leadership development by students, educators, and leaders inform the future programs and the andragogy for leadership development in colleges and universities in Canada?” The answer is presented through a conceptual model that views leader development, leadership education and leadership training as the three components of leadership development. The explanation incorporates the understandings of leadership and leadership development from chapters four and five as well as specific notions regarding programs in colleges and universities taken from the responses of leaders, educators and students. Question six of the interview protocol specifically targeted leadership development in colleges and universities (see Appendix D). In addition to the responses from leaders, educators and students, I weave references to the literature review into the presentation.

Responses on leadership are included in the model because ideal leadership is the content of leadership development but also because leadership development needs to contain ideal leadership. For instance, if ideal leadership entails being a role model through character leadership (Leaders on Leadership), then leadership development needs also to emphasize character not only in its content but also through the individuals involved in leadership development. Thus, leadership development needs to reflect what leadership is.



In this chapter I begin with some of the lessons that could be gleaned from the survey of leadership development programs found in chapter two and appendix F.

### **Lessons from University Leadership Development Programs**

This section deals with what might be learned from university-based leadership initiatives and from research in the area of leadership education. I raise implications for leadership development programs that come from my interpretation of a survey of the programs and other literature on leadership education.

Leadership development programs need to be intentional, deliberate and purposeful. Effective leadership development permeates the entire ethos, co-curricular and academic programs of the institution. Miami's "Leadership Commitment" was an example of an institution that took leadership development seriously and made it integral to the university rather than a department that vies for the attention of students in competition with other departments. If leadership development is deemed important it is necessary to incorporate it into the ethos of the school. If the notion of leadership development is included in the mission statement, then the institution must seek to implement it.

Campus-wide co-curricular leadership development programs can be effective in interesting individuals in leadership. Leadership seminars and annual conferences awaken the potential in individuals who may have never thought of preparing for or studying leadership. Seminars could further develop leadership understanding and skill. Service learning or being a part of a student organization provides the opportunity of actual experience to further test leadership capability.

Blewett (1997) indicated “leadership development programs are beginning to look more closely at participant selection process as an aspect critical to the success of a program.” Schools choose individuals by potential leadership ability, present leadership interest, academic ability, and interviews. This screening process fosters a higher success rate for the leadership development program, but a concern is that if this direction of selecting participants continues, leadership development could become elitist, the very thing leadership development programs need to avoid. Leadership development should include those with proven leadership capability as well as those who are as yet unproven but who could have leadership potential. Some of the data suggests the leadership potential of everyone.

For an intentional and deliberate initiative of leadership development at universities, a shared conceptual framework of leadership is needed. Miami University has a specific understanding of leadership and a values base that gives the program direction. The conceptual framework that underlies leadership programs needs to be broad enough to incorporate various understandings of leadership. If a particular model is followed too stringently, a narrow perspective of leadership could result in the minds of students. Without a defensible conceptual framework, the program could lack direction.

A further suggestion for being intentional about leadership development is to have specific goals and desired outcomes for the program.

One way to best manage desired outcomes is a mission or vision statement. These statements provide faculty, staff and students with an opportunity to clearly articulate the goals of the program. A mission or vision statement should include the program’s definition of leadership, program goals (both short- and long-term),

and the specific skills, concepts or behaviors with which the program hopes to equip students. (Blewett, 1997)

In reviewing the various academic programs of leadership education, I have found a tendency toward a multidisciplinary approach. That is, the study of leadership involves various disciplinary perspectives without studying leadership in a discipline specific context. Blewett (1997) reports that this type of leadership education is more effective than a program that focuses on a single discipline. A single focus approach does not expose the student to the complexity of leadership. This broader perspective is also evident in the movement toward multicultural leadership. It seems that programs are more relevant if the teaching of leadership is geared for a diverse cultural environment.

The evidence indicates that most of undergraduate leadership programs focus on leadership education, seeking to understand the broad meaning of leadership and to present various disciplinary perspectives of leadership. Leader development is rare in undergraduate academic programs, while in graduate education there is an emphasis on leader development in some programs as well as leadership training in others. Programs in leadership development need a holistic approach that includes all components.

If higher education is indeed such a central player in shaping the quality of leadership in America, then one might reasonably ask, where have we gone wrong? The short answer to this question is that the concept of leadership and the educational goals of leadership development have been given very little attention by most of our institutions of higher learning. In the classroom, faculty continue to emphasize the acquisition of knowledge in the traditional disciplinary fields and the development of writing, quantitative, and critical thinking skills, giving relatively little attention to the development of those personal qualities that are most likely to be crucial to effective leadership: self-understanding, listening skills, empathy, honesty, integrity, and the ability to work collaboratively. (Astin & Astin, 2000, p. 3)

Some programs use leadership assessment instruments in order for individual students to develop a personal leadership development plan.

If leadership training is incorporated in the initiative, the training centers on communication skills or interpersonal skills with emphasis on the group process or collaboration. Undergraduate co-curricular programs are driven by the immediate need of leaders for campus organizations. Thus, seminars specifically addressed to leadership training seem more prevalent at that level. A holistic approach to leadership development would include competency-based courses with specific skill instruction and practice by students. It would seem appropriate in designing such programs to anticipate what skills graduates will need in the future and teach those specific skills to leadership development students.

Another skill incorporated into programs is an integration of computer technology in leadership. Whether it is knowing how to give a presentation (Trinity) or how to operate computer software for management, technological skill is finding its way into leadership development programs (Chapman University). The institution's conceptual framework of leadership and the specific outcomes of the program will determine the inclusion of such a particular skill.

Experiential learning, such as leadership in student organizations and the training of students for leadership or service learning in various community groups, is included in leadership development programs. Bigelow (1992) stated, "the changes associated with wisdom are complex and deep. If they occur at all, they require lengthy exposure to and learning from experience." Experiential learning has an emphasis on civic responsibility and how leadership has the potential to change society. The goal of certain leadership

development programs is to instill civic responsibility in students through actual involvement with groups of individuals whether on or off-campus. Even though there is a compulsory component to some programs, service learning fosters volunteerism and exposes the student to the possibilities of leadership.

Mentoring is a component that is evident in many programs. The Kellogg Foundation's assessment of mentoring is as follows.

Overall, outcomes for the experiential activities included in mentoring programs have been positive. When asked, students felt that mentoring programs were very beneficial when concepts were taught from other than a Eurocentric perspective and they were able to learn from active community leaders. Assessments from teachers indicated that mentoring programs contributed to students having higher self-esteem, greater academic achievement, and more positive behaviors. (W. K. Kellogg Foundation, 2001)

In terms of the methodology of leadership development programs, there was emphasis on active learning, which linked theory to practice. Active learning would include critical thinking, critical reflection, problem solving, case studies, and practical learning.

Leadership development programs viewed leadership from the context of its application within organizations. Whether it was the emphasis on team building (Trinity) or the role of leadership in organizational learning (University of Melbourne), the focus was on the organization as the place where leadership is primarily practiced. The emphasis on leadership within organizations gives direction to leadership development.

One area that needs continued development in leadership programs is an understanding of the conceptual framework that Millennial students bring to leadership. How do they understand leadership? How will that understanding shape leadership in the future? What effect does their understanding have on how leadership is taught in

universities and colleges? This understanding of students is important in that post-secondary programs need to balance leadership needs in society, “good” leadership, and the understanding of the individuals who will be involved in leadership. In the next years the Millennial generation will continue to comprise much of the university population at the undergraduate level.

In summary, what might be learned from the present initiatives in colleges and universities?

1. Administrators and faculty should shape the ethos of the college or university toward leadership development through intentional inclusion of leadership development within the mission statement of the school.
2. Administrators and faculty need a clear conceptual framework of leadership that will be demonstrated through the program as well as clear outcomes for the program.
3. Colleges and universities should have an interdisciplinary team specifically assigned for campus-wide leadership development initiatives.
4. Administrators and faculty need to create an interdisciplinary academic program of leadership studies and give faculty incentives for involvement.
5. Programs need balance between leader development, leadership education and leadership training in all initiatives.
6. Leadership programs need to include the notion of ethical leadership.
7. Leadership development programs need to use active and experiential learning. The methodology needs to involve students.
8. They must evaluate the effectiveness of the leadership development program through specific criteria.

The use of leadership development programs continues to expand in colleges, universities and graduate schools. Assuming that leadership lies at the heart of improvement to society, an urgent impetus propels the continued growth of leadership development. It is a movement seeking to teach increased responsibility for the welfare of our local and global communities. These programs desire to link real world issues with the study of leadership. Their goal is to make a difference in the lives of students and then in the organizations and communities of which these students will be a part.

In referring to the Kellogg Foundation initiative to develop leadership abilities in college undergraduates, Astin and Astin (2000) state that the “program demonstrated that colleges and universities can provide highly effective environments for the development of future leaders” (p. viii). The Kellogg Foundation claims that

there is hard evidence that such programs can be effective. Findings from independent researchers have demonstrated that leadership behaviors can be taught and learned. It has also been shown that participation in a leadership program has persistent impact on students beyond graduation. (W. K. Kellogg Foundation, 2001)

For these programs to continue to be effective, institutions will need to continue to learn from each other and to be involved with their continued assessment and evaluation. There is also a need to understand leadership from the perspective of the emerging generation of Millennials already on university campuses.

In Canada, the assessment from Jameson and Pederson (1997) is that colleges and universities have not been innovative enough with distinct mission statements. “The lack of competition has stifled innovation and has led to a degree of complacency and difficulty in undertaking changes that would more sharply differentiate institutional missions” (p. 150). With increased demands for accountability by the public and the

need for social development, some colleges and universities in Canada need to consider placing leadership development in mission statements and institutional direction.

Burkhardt and Zimmerman-Oster (1999) present this advice regarding the role of higher education in leadership development.

Leadership should be a planned result of a college education for all students. We should have the courage and the wisdom to insist that leadership is the responsibility of everyone living in a free society. Students and their families need to realize that their participation in higher education is not an individual right but a contract with associated responsibilities. (p. 12)

I now move to an understanding of leadership development presented in the form of a model based on the data generated in this study regarding leadership, leadership development, and leadership development programs.

### **A Model of Leadership Development for Colleges and Universities**

The model presented in Figure 6.1 seeks to bring together the various concepts mentioned by leaders, educators, students and in the literature review into a holistic understanding of leadership development for colleges and universities in Canada.

#### ***Environment of the College or University***

The environment of the college or university is the ethos or atmosphere of the school, which that arises from the culture of the institution, i.e., the beliefs, inherent understandings, and behaviors of the staff, faculty, and administrators. The data indicated, by inference from leader and educator responses, that the environment of a college or university was perceived to be of utmost importance for effective leadership development among college and university students. As one leader stated, he



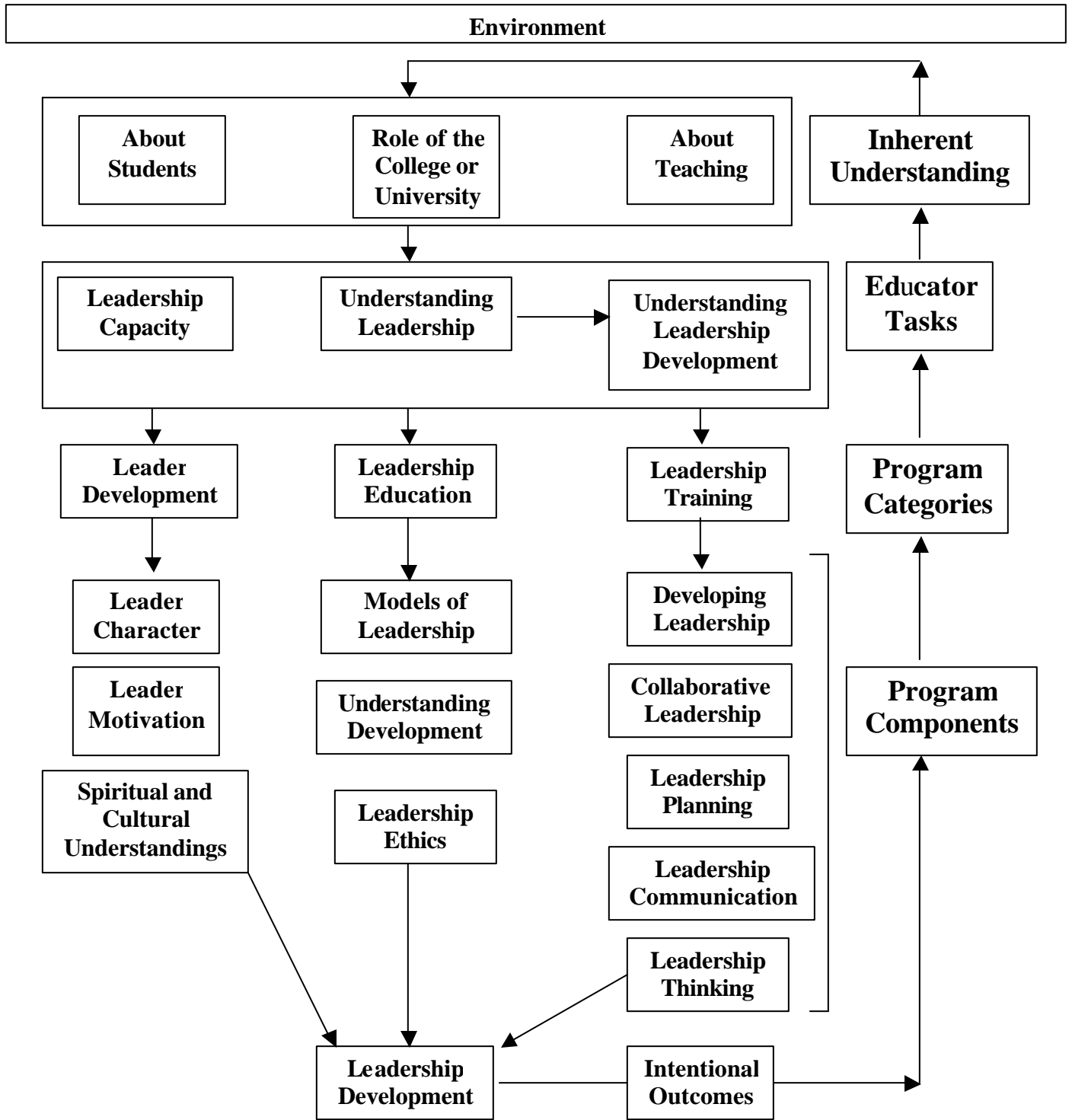


Figure 6.1. A model of leadership development for colleges and universities.

had a desire to work at leadership development but it did not occur until an environment was developed in which “people felt comfortable or felt like they could take the initiative and make things happen” (L 8, p. 4).

The inherent understandings that define the environment of a college or university are presented in three categories: beliefs about students, beliefs about the role of the college or university, and beliefs about teaching in a college or university. These beliefs will affect the educator’s tasks of constructing leadership development programs and will also be expressed through the program categories and components. The inherent understandings affect all of the program categories. For example, an educator’s belief regarding teaching would affect the teaching of all program categories. The respondents emphasized the ideal (following the appreciative inquiry model) and therefore the following discussion highlights the ideal environment for leadership development in colleges and universities.

### ***Inherent Understandings about Students***

Beliefs about students are the inherent understandings regarding students and their capacity to be students and leaders. The student responses on ideal leadership emphasized the importance of respect between leaders and followers, as well as between teachers and students. The mutuality of respect becomes part of the ideal leadership development environment. In the ideal environment educators would emphasize the success of students, not their failure (E 23, p. 7) and each person would be a priority (S 23, p. 3). The environment would value students for who they are and would enable them to be the best that they can be (L 14, p. 4). Respecting and valuing students is a

way of thinking about students that would permeate the environment of a college or university.

The environment would foster confidence in students. Leaders, educators, and students on leadership development all spoke about confidence as important in personal readiness for leadership. Leaders and educators on leadership mentioned the opportunity to fail, implying a safe environment for leadership development. Students on leadership commented on the care and support of ideal leadership in order to build leadership capacity and confidence.

What students need, according to Levine and Cureton (1998), is a belief that students can make a difference. The environment would empower students as evidenced in the leader and educator responses on ideal leadership. Empowerment was also one aspect of the mind-set of leadership development in the responses by educators. This environment would include empowerment of students so that they would have a sense that they can make a difference now. In one response, an educator (E 6, p. 13) tells the story of showing a video to a class of the difference one young individual could make. The results have been that several students have been inspired and encouraged to make a difference themselves. Renaissance College has students involved in the community as part of course assignments affecting society toward positive change. Empowerment of students would mean innovative thinking that was positive and created momentum (educators on leadership). Empowerment is a way of giving students hope (Levine & Cureton, 1998; E 6, p. 7).

Another aspect regarding the beliefs about students is having a holistic view of students. The responses by educators on leadership emphasizing integrity and the

responses by leaders on leadership emphasizing being a role model point to the fact that leadership development must cater to the whole person. Educators would thus create an environment that deals with the whole person. The university would not only engage the cognitive aspect but the character and spiritual dimensions as highlighted in the leader responses on ideal leadership.

In summary, the inherent understanding that educators have regarding students affects the prospective nature of leadership development in colleges and universities. Beliefs regarding the capacity of students for success and for their capacity to make a difference are especially important. In addition, educators in colleges and universities need to view students holistically and take into account their character and spiritual dimensions.

### ***Inherent Understandings about the Role of the College or University***

The first issue to be addressed is whether or not leadership development is within the mandate of a college or university. Some observers would view leadership development as a dilution of the college or university's central purpose of cognitive and academic, discipline-specific training. One student stated that university does not make you a better person; it is a preparation for an occupation (S 3, p. 6). Perhaps the goal of relevant occupational education is the primary and sole role of the university.

Part of this issue is deciding the role of a college or university in preparing students for contributing to the well being of society and what contributing means. Two leaders were skeptical of the effectiveness of colleges and universities being able to supply effective leadership development because of the academic nature of the institution (L 4, L 8). However, the social change model highlighted in the literature review

advocates the involvement of students in societal change as a key motivation for including leadership development within colleges and universities. The emphasis on facilitated leadership development by leaders and the mind-set of leadership development by educators would signal that there would need to be widespread agreement on the part of educators that leadership development was part of the mandate of the post-secondary institutions before ideal leadership development could transpire. An intentional and deliberative effort toward leadership development in colleges and universities is dependent on the resolution of the inherent understanding of the role of a college or university and whether leadership development is to be included and to what extent.

If leadership development becomes part of the mission statement of the school, a possible implication is that leadership development becomes compulsory for all students within the institution. Freedom, though, is one of the important values for teens (Bibby, 2001, p. 171). Therefore, “forced” leadership development (student responses) will need to be balanced with individual freedom in ideal leadership development programs. The point here is that the inherent understandings of educators regarding the inclusion of leadership development in the mandate of the college or university and the implications of that inclusion will affect the effectiveness of leadership development in a college or university.

A further inherent understanding that comes to bear on the role of the college or university is the emphasis on personal relationships reflected in the responses regarding ideal leadership by students. Further, the perception of ideal leadership by students and the perception of ideal leadership development of all three groups included mentoring. One educator (E 6) raised the matter of the collective responsibility that faculty in

colleges and universities have to students. What is the inherent understanding of educators regarding their role to relate personally to students and to be involved in mentoring?

Another issue regarding the role of the college or university is whether it is part of the mandate of a college or university to seek to create community for its students. A student response pointed to the importance of community for leadership development.

A lot of the great, great work happened because of the community we have here. And now we go in different directions with the course emphasis, and there's not that sense of community anymore. So I think if you're going to create an ideal leadership program, you have to foster a sense of community. (S 29-31, p. 6)

The study participants viewed effective leadership development as having the university move from an individualistic culture to a community culture. Leadership is an other-centered process. When a college or university moves to a community culture, it is actually moving toward a leadership culture. Gardner (1990) says,

beginning in elementary and high school, boys and girls should learn to take some responsibility for the well-being of any group they are in – a seemingly small step but without doubt the first step toward responsible community participation. And for that matter, the first step in leadership development. (p. 118)

If that is the case with elementary and high school students is it also true of college and university students? Suggestions from the respondents to foster this community process were interaction with professors (S 11, p. 7; S 34, p. 5), faculty support of student activities (S 7, p. 12; S 6, p. 13) and small classes (S 10, p. 9). As community is fostered, with faculty modeling of taking responsibility for community, students also take responsibility toward community, thus developing leadership. (Student on leadership development mentioned taking responsibility.) It was also true that present university agendas put constraints on faculty time for these matters (E 6).

As noted in the literature review, one model of leadership development (Palus & Drath, 1995) is based on the understanding that leadership is meaning-making in a community of practice (Drath & Palus, 1994). If an understanding of leadership similar to this definition is accepted, involvement in community is inherent to leadership development. The question then becomes what role the college or university has in the creation of communities or placement of students in communities for involvement in leadership development.

Responses from educators viewed collaboration as central to ideal leadership. Students saw respect for one another as necessary within the relational leadership process. The following student found it difficult for an institution to teach the student to be a leader but then not model leadership themselves by not valuing student opinion or listening to the student.

Right away what I think of is a place where you can put your opinion forth about what you are thinking. A place where they value your opinions. . . . But somehow to teach you to be a leader, it would teach you to value people's opinions, but it would value your opinions. (S 23, pp. 7-8)

The student was saying that the institutional environment should be consistent with what the institution was seeking to teach. To teach leadership was to value people's opinions, which is part of a relational and community oriented environment.

Leader responses that emphasized the importance of role models for ideal leadership highlighted another decision for educators in regard to the role of a college or university. One educator, who was a leader of an institution, commented on the risk taking of that institution in changing locations. Risk taking was the climate this educator wanted to create throughout the institution. "That's just an ongoing process of leadership

development and it may be subjective, but it's a very important part of it" (E 4, p. 7). The educator believed that the environment of risk taking that the institution was a part of was a model of leadership for students and therefore an important part of leadership development.

The issue of role modeling leadership for the leadership development of students has many implications for the role of personnel within the institution and the manner in which the institution operates in connection with its students and its stakeholders. For instance, if courage in leadership is viewed as important, in what ways do personnel and institutions model courage in leadership for its students? There are many other facets of leadership that would be implicated if it were deemed the role of a college or university to be a role model in leadership.

This set of decisions regarding the role of the college or university began with the basic question of whether leadership development was part of the mandate of a college or university and whether colleges and universities prepared individuals for contribution within society beyond occupational preparation. It then sought to highlight the importance of relationship and community from the responses and to ask what role does the college or university have in creating that type of environment? What role does the school have in modeling leadership in the decisions and risks the institution takes? For instance, does an institution need to exemplify courage, risk and change if it wants to be involved in leadership development?

### ***Inherent Understandings about Teaching in Colleges and Universities***

In this section I highlight several issues derived from the responses and from the literature review that have implications on how leadership development would be taught



and learnt in a college or university. The effect of experiential learning, personal knowledge, transformational learning, generation understanding, and postmodernity on teaching in colleges and universities are investigated.

The responses of all groups regarding ideal leadership development included the importance of experiential learning with actual involvement in leadership. The issue in the inherent understanding of teaching is what response personnel within colleges and universities have to experiential education. What is the inherent understanding of educators regarding need-based relevant training?

The literature review highlighted personal knowledge (Steiner & Gaskin, 1998) and transformational learning (Mirriam & Caffarella, 1999). Personal knowledge emphasized learning from experience, background, and reflection. What inherent understanding do educators have regarding personal knowledge and its inclusion in leadership development? When tailoring leadership development to individuals, an understanding of the personal knowledge of participants would be critical to program construction.

Leadership development includes transformational learning because assumptions and conceptual frameworks of leadership are questioned and re-constructed. The purpose of leadership development is the transformation of student perspectives regarding leadership. For instance, many individuals do not see themselves as leaders. Transformational learning could transform student perspective in order to view him or herself as having leadership capability. Second, in many instances the issue for individuals contemplating leadership is confidence. If transformational learning enables an individual to view his or herself as different from others but not inferior, confident in

his or her own person, an individual would be more open to involvement in the leadership process. The issue for educators is whether their inherent understanding of teaching includes the holistic transformation of individuals through leadership development programs. Harvey and Knight (1996) call for higher education to transform learners and to transform itself in order to do so.

If higher education is to play an effective role in education for the twenty-first century then it must focus its attention on the transformative process of learning. A prime goal should be to transform learners so that they are able to take initiative, work with independence, to choose appropriate frames of reference, while being able to see the limitations of those frameworks and to stand outside them when necessary. To be an effective transformative process, higher education must itself be transformed, we argue, so that it produces transformative agents: critical reflective learners able to cope with a rapidly changing world. (p. viii)

Brown and Posner (2001) report on a study with results that link transformational learning with leadership development.

The effective development of future leaders will require leveraging adult learning principles as well as creating the conditions that foster transformational learning if such programs hope to accelerate and enhance strategic thinking and other equally critical and complex capabilities.

The role of transformational learning is an inherent understanding of teaching and learning that underlies the formation of leadership development programs.

The inclusion of generation studies in an inherent understanding of teaching is also important for leadership development. The issue is to what extent should the interconnectivity of youth and their technological savvy (Tapscott, 1998) affect leadership development programs. Further, to what extent does leadership development include the study of ethics (Ciulla, 1996) due to the moral relativity within undergraduates (Zoba, 1999)? Overall, the issue is to what extent an understanding of

generational characteristics affects teaching and learning within leadership development programs.

The inclusion of the assumptions of postmodernity also affects an inherent understanding of teaching. Within postmodernity, the teaching of leadership is less solution-oriented emphasizing the complexity and variety found within leadership.

A discovery approach moves toward a solution or at least a temporary answer until more is discovered; a postmodern process offers less emphasis on solution and greater attention to seeking the complexity/possibilities present in the problem. While working solutions are formulated and tried, one remains open to recognizing the potential of complexity and thus to continual and changing “solutions.” (Haushildt & Wesson, 1999, p. 3)

The method for teaching leadership within a postmodern environment is to question existing beliefs about, and initiate new ways of thinking about leadership. Furthermore, Haushildt and Wesson (1999) state that the concept of self-organization is central to postmodern pedagogy. “For us, perturbations, disequilibrium, and self-organization characterize postmodern pedagogy, for with sufficient disequilibrium, belief systems are forced to change” (p. 4). Wills (1995) stated that the postmodern university will change its view of the tyranny of facts and move toward the more personal construction of knowledge. Even critical thinking, which has assumed a point of reference, cannot assume “an Archimedean point free of all assumptions and commitments” (p. 4).

Therefore, the inherent understanding of teaching in leadership development will decide whether the leadership development program is educating toward the acceptance of postmodern epistemology and its effect on understanding leadership or whether it is educating within a postmodern context with espoused leadership ideals. On a continuum, if the assumptions of postmodernity are accepted, the voices of many approaches to

leadership will be celebrated and advanced. If the assumptions of postmodernity are questioned, leadership development programs will be more prone to advance ideal models of leadership for internalization by students.

The responses from leaders, educators, students, and the literature review highlight the issues from which the inherent understanding of educators in colleges and universities shape leadership development programs. These issues were assumptions and beliefs about students, about the role of the college or university, and about teaching. These inherent understandings inform the educator tasks that are the next level to which I now focus.

### ***Educator Tasks***

Educator tasks (see Figure 6.1) are the specific implication and implementation of the inherent understandings highlighted above. They involve the discerning of the leadership capacity of students, the defining of leadership, and the defining of leadership development. These tasks and decisions are the foundation for the program categories of leader development, leadership education, and leadership training.

### ***Leadership Capacity***

Leadership capacity involves a set of tasks that seeks to ascertain the personality of an individual with his or her strengths and commitment toward leadership. The assessment is based on the assumption that each person is capable of contributing to a leadership process in a certain context. It also assumes that there is leadership capacity within everyone and that part of the role of the college or university is to release that potential.

The term leader has traditionally been understood as a positional leader, that is, one who has an authoritative position either by election or appointment. In one alternative understanding the leader is “any person who actively engages with others to accomplish change” (Komives et al., 1998, p. 14). This definitional shift means a leader is not one who by position is a leader but one who by initiating and collaborating in a process affects change. With this understanding of leader, any person may be involved in leadership even though the individual may not be a positional leader or intend to become one.

The assumption of this definition is that leaders can be developed and that individuals’ leadership abilities are not pre-determined at birth. The educator task arising from that assumption (inherent understanding) is that each individual needs to ascertain individual strengths, abilities, confidence and motivation level as a foundation for leader development as evidenced in some leadership development programs. Through various instruments and dialogue, students would discern areas of strength or interest and areas needing improvement.

Some of the participants suggested that leadership education and involvement should be compulsory (students on leadership development) while other participants spoke about the necessity of personal initiative (leaders on leadership development). Thus, a balance is needed. Even if leadership development is in an institution’s mission statement, some parts of leadership development could be compulsory and others could be left up to the student’s personal initiative to be involved. Also, with respect to the previous definition of leadership development, programs could be geared to the personal

readiness and student's leadership experience. One leader stated that a leadership development program would be "tailored to individual needs and objectives" (L 18, p. 3).

The educator assessment would also include the motivation of the student for learning (leaders and students on leadership development) and for leadership. Assessing motivation enables the educator to formulate and implement specific leader development strategies to assist the student. Educators help the student to view leadership as responsibility for the well being of others. Developing responsibility could include the understanding of being an embedual (within the community) (Drath & Palus, 1995) as well as an individual. This emphasis on community means that leadership is often exerted on behalf of a cause or an idea bigger than personal interest. Some respondents emphasized finding a passion that is worth investment as a motivation for leadership involvement (leaders on leadership, students on leadership development). Part of the role of the institution involves exposing students to a number of causes and assisting them in the discernment of passion or commitment.

The educator task of leadership capacity also includes the assessment of personal issues (leaders on leadership development) or baggage mentioned in student responses that could inhibit student leadership development. The earlier in a student's program these matters could be detected and dealt with, the longer would be the available amount of time for assistance. This personal service would not be compulsory but could be encouraged among students to take personal initiative.

Another area of leadership capacity assessment is the self-perception of the student. The reason for assessment of self-perception is not that individual confidence needs to be at a certain level prior to entry into the program, even if it could be

determined. Rather, it is the role of school personnel to build the confidence of each student starting from an understanding of the student's self-perception. Personnel of a school should not overlook the power of acceptance and relationship building to enhance self-perception. An increase in confidence could enable a student to see past their personal agenda to the agenda of others. Confidence was an important matter mentioned by all three groups in regard to ideal leadership development.

Another educator task in building leadership capacity is the assessment of the integrity of the person. This task would be based on the inherent understanding that integrity is part of a healthy leadership process. Without integrity there is little respect and little trust of individuals (educators on leadership). One educator (E 6) spoke about not involving himself with someone who lacked integrity. Integrity is the foundation of an individual's meaningful involvement in the leadership process. Therefore, the educator task is to assist the student in ascertaining the importance of and the level of his or her present integrity.

Another area of assessment in building leadership capacity is the spiritual dimension referred to by some respondents (E 16, L 13). The assumption is that leadership capacity is larger for students who have principles and values based on spiritual beliefs. The educator task is ascertaining the importance of spirituality to the student and what further development he or she would desire.

Leadership development requires the educator task of leadership capability assessment. The assessment of the student's life is undertaken to understand the student and enable educators to be most productive in their leadership development efforts. Decisions will need to be made on appropriate assessment methods for determining

student strengths, motivation, destructive elements, self-perception, integrity and spirituality. Further, decisions will need to be made on the compulsory nature of leadership development in the context of an evaluation of many personal matters.

### *Understanding of Leadership*

Another educational task is decision making regarding the understanding of leadership that will inform the content of leadership education. The fundamental question is how the institution will approach leadership studies.

The results of the study indicated that leadership is releasing potential to contribute in a collaborative team that articulates and achieves a vision. This definition is an example of an understanding of leadership that would then be incorporated throughout a leadership development program. The educator task is to dialogue about various understandings of leadership in order to ascertain which one or combination of understandings the institution wants to exemplify in operations and governance, and to utilize for leadership development.

The continuum of approaches could range from a standardized understanding of leadership that is to be internalized by all students to a critical perspective in which students are free to formulate their own definition of leadership. The former approach would offer a certain understanding of leadership, teach the model and involve students toward that understanding (i.e. Komives et al., 1998; Kouzes & Posner, 1995). Another approach could be to teach from a critical perspective in which the student may or may not construct his or her own mental model of leadership. Respondents reflect both ends of the continuum.



Postmodernity, with its view of epistemology as socially constructed reality, would support an understanding of leadership constructed within a particular social environment. There is no meta-leadership construct that is a point of reference for leadership development in a variety of settings. Postmodernity does enhance cognitive awareness and critical thinking regarding various notions of leadership, but postmodernity lacks a point of reference from which to call students to commitment to leadership and involvement in their community. Multiculturalism and the globalization of ideas means that not only Canadian or American constructed notions of leadership are valid, but notions of leadership from all cultures and all perspectives. The educator task of understanding leadership is to ascertain the leadership models included in leadership education.

Another consideration in the understanding of leadership is the ethical dimension. The importance of ethics in leadership was reflected in the responses from leaders, educators, and students. Leadership includes ethical considerations and therefore leadership ethics is part of understanding leadership. Without that discussion, leadership development is the technique of leadership without the essence, or form without content. The educator task is deciding what ethical issues will be included in leadership education and in what way these issues could be taught.

A further matter for decision makers to consider is the influence of generational characteristics on the understanding of leadership. Bibby (2001) is reluctant to see generational difference between Gen X and the Millennials, but others such as Strauss and Howe (2000) do see distinct characteristics of different generations. The educator is

faced with the task of deciding to what extent generational perspectives are included in leadership development programs and through what method (e.g. interconnectivity).

Another important educational task is to evaluate the discipline specificity of leadership. There are different perspectives on this matter according to the respondents.

One student argued for discipline specificity.

Leadership in every college is so much different. It would be an honors program for leadership in each college. Leadership in commerce would be a lot different than leadership in education. (S 1, p. 3)

Another student reflected the importance of interdisciplinary leadership study.

I think it would be important to have an inter-disciplinary aspect. If you focus on education too narrowly in any one field, then it becomes constrictive to how you apply that to the world, to the real world so-to-speak.... I think leadership should focus on bringing people together rather than dividing people into categories. So, in essence, there needs to be an inter-disciplinary point in the program. (S 35, p. 3)

This latter comment was in the context of studying different disciplines within leadership education. Renaissance College took the position that the study of leadership entails a study of a diversity of disciplines to give depth of understanding to leadership issues. Leadership could be viewed as trans-disciplinary with application made to a specific discipline or context.

The educator task of understanding leadership defines leadership and decides what models of leadership, ethical issues, generation considerations, and the interdisciplinary factors included in leadership education. As one study indicated, intellectual foundations of leadership were lacking in programs (Bell, 1994). The educator task of understanding leadership is to prevent that pitfall and to be intentional

about the approach taken toward leadership in constructing an effective leadership development program.

### ***Understanding Leadership Development***

The educator task that needs to be addressed in understanding leadership development is to articulate a philosophy of leadership development that includes the content and methodology of leadership development based on the understanding of leadership and inherent understandings already suggested. The content is the various elements that are included in leadership development and the methodology is the way in which leadership development is accomplished.

The definition of leadership development from this study is the intentional fostering of individuals toward their maximum leadership capacity through personal development, experiential leadership opportunities, leadership education, and the development of leadership skills based on personal awareness and readiness within a mentoring environment. This definition is suggesting that personal development, leadership education, and leadership skills are the substance of leadership development. The educator's task is to define those categories.

The definition further suggests that leadership development is based on personal awareness and readiness through experiential leadership opportunities within a mentoring environment. The educator's task would include how an understanding of personal awareness and readiness would be accomplished as well as how experiential leadership opportunities and mentoring would be included in the leadership development process. The task is to articulate a philosophy of leadership development that provides the foundation on which the program is built.

### ***Program Categories and Components***

The program categories and components are built on the inherent understandings and educational tasks that underlie the construction of a leadership development program at a college or university. The three components of leader development, leadership education and leadership training correspond to the three educational tasks of building leadership capacity, understanding leadership and skill development. Each of the inherent understandings of students, role of the college or university, and teaching inform all three program categories.

#### ***Leader Development***

Leader development includes the personal development of each student in leadership capacity. Personal leader development in many ways revolves around discipline and the concept of private victory or self-mastery (Covey, 1989). It is similar to the notion of Posner (2002) who says leadership development is the development of oneself because the person is the instrument of leadership. Leader development is that part of leadership development, which focuses primarily on developing the person with the attending characteristics that enhance leadership. Leader development focuses on who the person is and who the person is becoming. Thus the matter of transformational learning could be applied to this category of leadership development specifically. Who is the person becoming in terms of character, responsibility, meaning making and spirituality? These are all concepts found in the responses of participants.

Each of the students brings a personal knowledge of leadership and experience that needs to be validated (Steiner & Gaskin, 1998). Further, contextual leadership development considers the matters assessed in the educator task of leadership capacity.

The contextual model (E 7) focuses on competence and confidence with the latter being more applicable for leader development. The educator and the individual student discern the issues dealt with in leader development.

Students raised the matter of mentoring and modeling as important for ideal leadership development (students on leadership development). Whether mentoring was with an individual or group, the program in a college or university would include mentoring by faculty or off campus individuals to invest in the lives of students. Also, I believe classes could be viewed as mentoring opportunities. One educator made a statement regarding faculty not exercising their responsibility of collective mentorship. “We have a collective mentorship responsibility that we’re not exercising. . . .The culture of the university with the kinds of pressures that we have as academics is such that we want to be absolved from the responsibilities so we can get other work done” (E 6, p. 9).

The mentoring of students individually tailors leadership development. The guidance that is given must be relevant to the level of integrity, confidence, motivation and competence of the individual, and the feedback received from him or her. Mentoring, however, does have caveats. Respondents commented that leadership development is the personal initiative of the individual. The mentor or mentoring group may create the environment of encouragement, support and advice, but the individual student still makes the personal development choices.

One educator (E 10) stated that mentoring and the development of students was a reciprocal affair. This educator gained from the students and mentoring relationships were not only a one-way benefit to students in which the mentor imparted knowledge and

experience. If the mentoring relationship is viewed as mutually beneficial, the mentor seeks to understand the student and his or her context, culture, and generation.

The mentoring relationship could include accountability. One leader said “there needs to be a high level of accountability for self-development” (L 8, p. 10). That accountability, said this leader, could be through a mentoring relationship with someone who has life experience as a leader. In conjunction with the mentor (or mentoring group), the student could construct a personal growth plan. I think this idea of a growth plan emerges from the respondents who emphasized the need for personal initiative in leadership development. The plan would need to be realistic and include an understanding of self with specific goals for growth and experiential learning. Student accountability for the growth plan would be to the mentor (or mentoring group). The growth plan would provide purpose and direction to the mentoring relationship. The mentor seeks to assist the student to find his or her purpose, passion, and conviction in life. Besides the contextual method of mentoring and accountability connected to a specific growth plan, there are some specific program components that would be included in leader development. From an integration of the responses, I suggest three course components that could be included in leader development.

The first is leader character. The respondents (educators on leadership development, students on leadership development) emphasized the importance of character. Leader character highlights integrity, living by ethical principles, and understanding personal ethics. This character component addresses the possible moral relativism of the Millennial generation and the matter of “centering” (Wright, 2000) mentioned in the literature review. Integrity was the basis of working in a collaborative

culture. The personal issues assessed in the educator task of leadership capacity could be addressed through this component. The debilitating baggage referred to in the data would require focused attention by trained counselors.

The second suggestion is leader motivation. In this component the matters of power, status, authority, and other motivations for leadership such as service, stewardship, compassion and responsibility would be examined. The role of an individual within community and society would be highlighted including an understanding of the common good and communitarianism. The importance and role of confidence, highlighted by all three groups, would be included in leader motivation. In this component, human convictions and passions could be studied in order to discern inner motivation regarding leadership. The notion of student empowerment to make a difference could be the tenor of the course. Also included could be responses to the assessments of self-perception, individual strengths, and personal motivation to foster the personal awareness and readiness for leadership. The component activities would lead to an integration of the strengths of the individual, his or her personality, present convictions, and his or her view of involvement in leadership.

The third component would be similar to the course in World Cultures and Religions offered at Renaissance College, in which various world-views and aspects of spirituality are evaluated (E 21, pp. 1-2). The assumption of the Renaissance program was that the principles and values of various leadership understandings might be placed within a certain world-view (E 21, p. 2). Such a course would begin to address the different cultural understandings of leadership. An educator (E 21) stated one of the objectives of the course.

One of the prime objectives in the course is to help students to increase their knowledge and awareness of different cultures and religions. And then to deepen their own understanding of their own religious or spiritual position. So it's an expansion of other cultures and religions, as well as a deepening of their own. Interestingly enough, students come out of certain educational contexts in which much of this has been ignored. (p. 3)

The educator (E 21) described the inclusion of the spiritual dimension as a heart issue and therefore important because spiritual understanding affects the core of one's being.

So unless you encourage students to journey with the heart issues of life, then all of their learning never touches the core of their being. And when it touches the core of their being they get a good sense of who they are, they come to terms with what is important and things they want to strive for in life. (p. 5)

Issues of the heart, according to the educator, developed passion and compassion for leadership. These comments also address the integration of meaning viewed to be important in the leader and educator responses on leadership development. Renaissance College offers one example of how this integration of meaning could occur. In so doing, the component also addresses the importance of being inclusive highlighted in the literature review (Hart, 1998; Komives et al., 1998).

Leader development is an important program category for the inclusion of program components that build the leadership capacity of the individual through personal development. The components of leader character, leader motivation, and world cultures and religions illustrate how the participant responses and literature review are weaved into intentional leadership development. Mentoring and personal growth plans are necessary components of leader development as well.



### ***Leadership Education***

Leadership education is that part of leadership development centering on the conceptualization and understanding of leadership. It deals with the various conceptual frameworks, definitions, theories, and models of leadership. Leadership education includes critique of the various ways leadership is understood. Of the three program categories, leadership education is most oriented to the traditional classroom experience.

#### ***Academic leadership.***

The educator task of understanding leadership needs to be realized within the governance, operations, and educational process of the college or university. I illustrate how the understanding of leadership from the study could be made operational within an academic program. The definition of leadership is releasing the potential of individuals to contribute to a collaborative team that articulates and achieves a vision. From this definition, leadership is a verb reflecting an action process, not a noun reflecting a state of being typically viewed as a position. The process is collaborative implying the work of a team or a group with integrity and respect of individuals and the group process. Further, the collaborative process could not occur without accurate and honest communication between individuals. This collaborative, relational understanding of leadership is reflected in responses from educators and students on leadership.

With this understanding of leadership, the classroom becomes an environment for the development of leadership. Educators promote mutual respect and confidence in the students. The contribution of each student is valued. Several suggestions emerge from the study as to how this environment could develop: inclusion student leaders for class simulations (S 17, p. 4), group projects (S 29-31, p. 6) and student led events (S 7, p. 11;

S 8/9, p. 7). The orientation of the institutional personnel is to look creatively for opportunities for students and to expect each student to be involved in leadership with opportunity for personal initiative. There is experiential learning within and possibly outside the classroom dealing with a relevant community or global issue. Simulations and case studies would be utilized. The point is that leadership education demonstrates leadership through the teaching and learning process. Leadership education doesn't teach leadership as content but involves students in leadership in order to understand leadership.

Within the postmodern context highlighted in the literature review, leadership education could move in the direction of personal knowledge and self-organization. Also, if leadership is primarily a process between and among individuals, leadership education needs to involve student leadership in the direction of the course. The data suggested that classes be student led.

A lot of classes where there is minimal faculty involvement, where it's just students doing a task, one big job. And the faculty is just there to guide you along the way. They steer you in the right direction, but not going to a lecture and giving you notes and it's not your traditional classroom setting. (S 17, p. 6)

To illustrate that the teaching and learning process would not be hierarchical with the teacher telling the student what to learn, the following comment is used.

And true educational process for me should be two ways. Leaders should always come away from a lesson with something learned themselves. It varies, it's a balance. Sometimes the student will learn more, and sometimes it's the educator who will do the learning. (S 35, p. 4)

The teaching and learning process would encourage personal responsibility and build communication skill, one of the repeated emphases by the respondents. Educators would

need to be knowledgeable in their field to cater to the various directions of student learning.

Students had perceptions about what type of faculty would be involved in leadership education and size of classes so that students would want to contribute.

I think it would help to have very, very good instructors. Fairly small classes, small groups. Not one hundred people in a lecture theater, they need to be fairly small but not too small so that people feel intimidated so that they feel 24 connected. People would be ready to contribute at a certain point, depending where they were. Especially if it's programs for everybody. I think what happens now is people who want to be leaders go into leadership programs, they're attracted to it. They are probably more willing to contribute and get involved right away. If this was something for everybody, there would be different levels of comfort. (S 10, p. 9)

Students also expressed that the educators needed to be leaders themselves. Several comments illustrated the point.

And there would be a leadership class. And this is pretty obvious, but the person leading it has to be a great leader, because otherwise it won't work. They have to have lots of experiences themselves. (S 28, p. 8)

And the people who are teaching it need to be good examples of leaders themselves. (S 23, p. 9)

I think it has to start with the professors and the leadership of the school. Like you have to hire not just educators, but educators who are strong leaders if you want to have a school that develops leadership. (S 14, p. 8)

Effective leadership education is built on effective faculty. The faculty needs to be authentic because of their experience and need to be perceived as leaders by students. Faculty would need to exemplify the institutional understanding of leadership and evidence a commitment and passion for leadership development and for the students (S 29-31, p. 4; S 35, p. 3).

I have argued that leadership education within a college or university begins with the academic leadership of the institution through its operations and educational process. I described the methodology of leadership education to fulfill the definition that I believe is reflected in the responses of the three groups on leadership. Another institution, however, would provide its own understanding of leadership within the educator task level and exemplify that understanding through their academic leadership. I present a general treatment of the place of leadership education within the academic program of colleges and universities.

***Interdisciplinary nature of leadership studies.***

The college and university programs surveyed evidenced the inter-disciplinary nature of leadership studies. My perception from the programs was that to learn leadership individuals needed to learn from various disciplines in order to understand complex leadership issues. For instance, Renaissance College requires students to take courses in world-views and spirituality, economics, and the arts/media. However, it was also indicated (S 10) that students involved in leadership education have a discipline major. The assumption at Renaissance was that with a broad range of undergraduate education and a minor (some seek a major), the students would move into graduate discipline-specific education. It would be useful to have a study major alongside interdisciplinary leadership education.

***Compulsory leadership education.***

I suggest that one leadership education course be required of all undergraduate students in colleges and universities. I make this suggestion even though certain respondents supported the non-compulsory nature of leadership education, and suggested

that all students in leadership education should be individually motivated (S 6, p. 11; S 17, pp. 5, 6). If the course was placed early in the student's undergraduate experience, further courses and experiences could be taken if the student so desired. The initial leadership course would expose the student to the study of leadership in the method described above. One respondent suggested that a leadership experience could be part of the graduation requirement (E 1). For students who would want to take more leadership education, a minor in leadership studies could be developed to go along with their major discipline study.

Having leadership development in the mission statement of a school requires more than one compulsory course in leadership and/or a leadership experience. For leadership education to be central in college curriculums, all departments and programs would need intentionally to structure leadership education into their curriculum. If this were the case, all students, no matter what their major would take leadership education.

***Program components.***

I suggest three program components (see Figure 6.1.) that could be included in the leadership education of a college or university assuming that the institution provides the inherent understandings and the educator task of understanding leadership.

The first component is models of leadership. The course would probe students' understanding of leadership in order to help them to begin to develop a holistic view of leadership. Several respondents highlighted this concept.

As a teenager, you are forming all sorts of different ideas. Who am I? What is my life going to represent? Who are the great leaders and what does it take to be a great leader? How important is leadership in my life? These are all important questions. (L 14, p. 9)

The respondent believed that leadership needed to be taught in order to integrate leadership understanding with broader questions of self-identity and purpose. This course could include an historical understanding of leadership and especially relevant would be the development of leadership understanding. One of the purposes of the course would be for the student to articulate his or her own model of understanding leadership.

A second component of leadership education is a course in understanding human development from the perspective of leadership. The reason for inclusion of this component is that in this study a primary way of defining leadership includes leadership development based on participant responses. Just as leadership requires a conceptual framework of understanding so development also needs a conceptual framework as a foundation to develop leadership within individuals. The course would examine the theoretical models of young adult and adult development making specific intersection and application to the development of leadership capacity at each stage of development. As respondents' data showed leadership became leadership development, so leadership education becomes leadership development education.

The third component is a course in leadership ethics. Ciulla (1996) stated that ethics needs a role in the teaching of leadership. Student respondents also mentioned the inclusion of ethics in leadership education. The emphasis on the leadership process differentiates the course on leader character from the ethics course suggested here as part of leadership education. The inclusion of ethics allows for the inclusion of moral leadership, the ethical evaluation of leadership, and the role of ethical decision-making within the leadership process.

Leadership education is that part of leadership development that deals with a conceptual understanding of leadership and development. Because leadership was viewed as a collaborative process, leadership education needs to be structured in a way that exemplifies what leadership education seeks to teach. Methodology that reflects leadership understanding places responsibility on faculty and administrators in implementing and modeling that leadership understanding.

Leadership education could be interdisciplinary both in terms of subjects included and participants involved. I also suggested that leadership education contain at least three course components: models of leadership, understanding development, and leadership ethics.

### ***Leadership Training***

Leadership training focuses on the building of competence in the skills directly related to making leadership operational. The components of leadership training are dependent on the understanding of leadership. I describe the various program components needed to develop the skills necessary to implement my interpretation of leadership in this study.

The understanding of leadership is releasing the potential of individuals to contribute to a collaborative team that articulates and achieves a vision. Based on this particular understanding, certain leadership skills would be very important in fulfilling the definition with any group or organization. Individuals working in the category of leadership training identify the skills necessary to fulfill their particular understanding of leadership. The individuals would also clarify how these skills are developed.

Respondents supported the inclusion of experiential learning; thus, it would be prominent in the leadership-training category of leadership development. It is through the practice of skill that skill is learned. Experiential learning would include demonstrating how the skill is performed and guiding the student in the performance of the skill (S 11, S 14).

Five program components are suggested for leadership training: developing leadership, collaborative leadership, leadership planning, leadership communication and leadership thinking. The developing leadership component would help students to assist others with leader development, building on what the students experienced in personal leader development. The skills of mentoring and coaching would be central to the program component answering the question, how does an individual develop leadership capacity in other individuals?

Collaborative leadership would develop student skills necessary to facilitate individuals working together. Students would develop interpersonal skills as well as an ability to foster an interpersonal culture. Study of motivational skills, team building skills, and conflict resolution/mediation skills would be included. These skills would be taught assuming a context of diverse individuals that would also be prevalent within the class composition if possible.

Another component called leadership planning could include the understanding of mission, vision, goals, strategic planning and action planning. This course would use the facilitation skill developed in collaborative leadership and make application to constructing a shared mission, vision, and strategic plan. The component would include



how to foster team achievement of the vision. Implicit in this component is how to foster change within groups and organizations.

The program component of leadership communication could include written communication skills, verbal communication skills, listening skills, and the use of technology in communication. Another set of skills understands the importance of organizational communication and how to appropriately use leadership communication both within and to communicate with stakeholders. Training in leading meetings would also be included. The course would creatively view all the possibilities of leaders communicating and listening to others.

A fifth program component is leadership thinking. This course could include analytical thinking skills, contextual leadership skills, problem solving skills, and decision-making skills. The course would differentiate between management thinking and leadership thinking prioritizing the leadership thinking functions.

The three program categories of leadership development (see Figure 6.1.), namely leader development, leadership education, and leadership training all have their specific content, such as personal development, leadership understanding, and leadership skills respectively. Respondents emphasized experiential learning as the most effective way of learning leadership. Therefore, the process of each category needs to be experiential in nature. This methodology is conducive to leader development and leadership training but will need deliberate focus in leadership education. A balance of all three program categories are required for ideal leadership development (Conger, 1992) in colleges and universities.

### *Intentional Outcomes*

The program needs intentional outcomes to give the program direction and credibility. Each category of the program requires specific program objectives in all domains (i.e. cognitive, affective, and conative). The practical nature of leadership compels educators to structure the teaching and learning process toward experience and the learning of related skills. Assessment and evaluation would be conducted of the outcomes in order to provide feedback into the curricular components, program categories, educator tasks and the inherent understandings. As changes were made in inherent understandings, specific adjustments would be seen in the program

## **Chapter Seven**

### **SUMMARY AND CONCLUSIONS**

#### **Introduction**

I present a summary of the study reviewing the problem, the research question, the methodology and the purpose of the study. I also present conclusions and the implications of the study for theory, for research, and for application to colleges and universities.

#### **Summary of the Study**

The idea for this study arose from my perceived need for leaders in organizations and society. Undergraduate leadership development programs were prominent in the United States, but in comparison Canadian colleges and universities had little publicized concerted efforts in this regard. I undertook the study of leadership and leadership development to construct a model for leadership programs in Canadian colleges and universities.

The research question was, what is the prospective nature of leadership development in colleges and universities in Canada according to students, educators and leaders? The following questions guided the investigation.

1. What are the perceptions and understandings that student leaders, leadership educators and leaders in society have of the ideals of “leadership?”
2. What are the perceptions and understandings that student leaders, leadership educators and leaders in society have regarding ideal leadership development?

3. How might the understandings of leadership and leadership development by student leaders, leadership educators and leaders in society inform the future programs for leadership development in colleges and universities in Canada?

Leadership is a socially constructed phenomenon and therefore a qualitative study of the perceptions of students, educators and leaders would enhance the understanding of effective leadership development programs in colleges and universities. Student leaders were essential as respondents in the study because they shape leadership and would be the primary recipients of programs. Respondents were past leaders in high school or present leaders in colleges and universities. Post-secondary leadership educators experienced leadership development in an educational environment and understood the logistics of educational programming. The leaders in society experienced the realities of leadership development for younger adults within a work or an organizational environment. All three groups broadened the perspectives of leadership and leadership development, and made application to programming in post-secondary education.

The research design included interviewing (individually and in pairs), Appreciative Inquiry (AI), and Grounded Theory. AI was the methodology that guided the construction of the interview questions. It is a methodology that probes best experience and asks what could be and what should be in the future. Through AI a positive and empowering possibilities could be generated regarding leadership development in colleges and universities in Canada.

The interview questions revolved around the ideals of leadership, leadership development, and leadership development programs in colleges and universities. In order to understand the ideals of leadership development, perceptions about the ideals of

leadership needed to be understood. The questions on ideal leadership development sought perspectives from inside and outside of the college or university environment.

I analyzed the replies of respondents using the grounded theory of Strauss and Corbin (1998). My analysis examined the perceptions of participants and I constructed definitions for leadership and leadership development from the categories in the data. My goal for the study was to categorize respondent perceptions and provide a possible model or framework from which programs of leadership development could be constructed in colleges and universities in Canada (see Figure 6.1.). Respondents provided not only the concepts that could be included in the program, but also the issues that needed to be addressed in constructing that program. I built a theoretical model for leadership development in colleges and universities from my interpretation and projection of the data.

### **Conclusions of the Study**

I summarize the conclusions of the study following the three research questions, which dealt with the ideals of leadership, leadership development, and leadership development programs in colleges and universities.

#### ***The Ideals of Leadership***

According to students, leadership was a relationship between individuals with everyone taking responsibility in order to accomplish some goal. Leadership was relating personally to people through caring, supporting, communicating, and resolving conflict. It was the connection to people that defined leadership for student leaders. Therefore, individual mentoring of students that encouraged, trained, and modeled was important in leadership. The relational aspect of leadership for student leaders was also connected to

the importance of respect. The leader needed to respect followers through valuation and empowerment that may result in respect for leaders and mutual respect within the group. The goal of leadership was the pursuit of ethical humanitarian causes that were accomplished relationally.

The motivation for engaging in leadership was also relational. The pull of passion or conviction toward leadership was ignited through a relationship in which the student was motivated through relational connectedness that involved certain aspects, such as humor, fun, relational aptitude, and competence. The push of persuasion by others motivated students through leadership expectation, discernment of leadership capacity, and encouragement.

Leadership was the collective responsibility of a group. The presence of a collective responsibility supports the generational study of Howe and Strauss (2000) regarding the Millennials. The personal nature of leadership also corresponds to Bibby's (2001) finding about the importance of friendship for teenagers. Further, the relational leadership model (Komives et al., 1998) being inclusive, empowering, purposeful and ethical directly agrees with the findings of this study.

The response category that best explained the perceptions of leadership educators regarding leadership was collaboration. Collaboration was a cooperative effort of being with people and taking ownership for leadership. As depicted by the flying geese metaphor of leadership, collaboration also included the assisting of others to carry out leadership. The category of collaboration had the power to relate the other major concepts of leadership educators.

The environment of the group or organization was important in fostering collaboration. The collaborative environment was informal, flexible, innovative, and non-coercive. Further, features of the collaborative environment were relationships that invited disagreement, personal care, and interest in people; capacity building that enabled the process of the group and assisted personal development; and empowerment that gave authority to plan and organize.

Collaboration of members of a group could create a shared vision that was future oriented, which at times would involve a shift in thinking for some members of the group. It was important for individuals to know their part in accomplishing the vision, and to have the collaborative implementation plan known. Communication was required both internally and externally for the group's construction and completion of the vision. The communication required for collaborative leadership needed to be ongoing, and individuals needed to be open to receiving communication. At times, openness to communication would require being vulnerable, but communication had the ability to bring diverse individuals and concepts together toward a common goal.

Integrity was necessary for the trust, credibility, and conviction needed in collaborative leadership. Integrity was personal and corporate. Personal in that there was congruence between speech and behavior, as well as courage to follow conviction. However, integrity was also reflected corporately through the fairness of the leadership process followed or the consistent nature of interactions of the organization or group with others.

Leadership educators' perceptions of leadership emphasized working together toward a shared vision within a relational, empowering, and capacity building

environment in which communication and integrity were prominent. This understanding of leadership also included the need for decisiveness at times, as well as the inclusion of diversity. In the literature review, I presented a communitarian understanding within post-modernity to foster a collaborative way forward and helpful here in the context of collaboration within diversity. Further, the conclusions of leadership educators were similar to the understanding of leadership by Drath and Palus (1994). Drath and Palus emphasized leadership as a meaning-making process that occurred within groups of people engaged in some enterprise. The perceptions of leadership educators underscored leadership as a meaning-making process in a community of practice (Drath & Palus, 1994).

Leaders in society viewed leadership as the building of capacity in other individuals. Releasing potential included consultation, collaboration, recognition, and mentoring as ways of enabling others to be the best that they could be. Releasing potential of others also included role modeling in character, sacrifice, and spiritually. At times leaders needed to look inside at the strengths of individuals in a group to release the latent potential for a new initiative. Leaders had a vision for the development of people and sought to motivate others through recognizing individuals, modeling a passion or commitment to a cause, and inviting involvement. “Looking inside” was a concept that built confidence within a person to be able to serve others from a set of values and beliefs. In order to build capacity in others, the environment needed to be empowering, thus giving opportunities to individuals in areas of individual strength but also allowing for failure. The environment allowed for self-directed creative leadership and enabled individuals to be involved in leadership responsibility to their full capacity.



Communication in leadership was also important to leaders. Communication's importance was raised in the articulation of issues for leaders and in the communication of recognition for the contributions of others. Communication was important for positional leaders to receive from others in the leadership process.

From the perspective of leaders, leadership was defined as leadership development. The notion in leadership of completion of a goal was overshadowed by the concern of leaders in society for the development of people. In traditional language, the emphasis shifted from the leader and his or her preoccupations, to the follower and his or her development. Another emphasis was on the personal qualities of the leader as shown in the responses regarding role modeling and looking inside.

These summaries illustrate the different perspectives of participant groups: students predominantly viewed leadership as something that someone else was doing to them and therefore were concerned with how they were being treated. Educators had a peer perspective viewing leadership as collaboration among equals. Leaders had a view toward those coming into leadership and their development. These perspectives gave a fuller understanding to leadership and illustrated how leadership understandings change depending on how individuals viewed themselves within the leadership process. The perceptions of the three groups suggested a continuum from which to choose a perspective that best explains leadership from the vantage point of all the respondents.

I included concepts each respondent group in constructing a definition of leadership that best explained all the concepts found in the data. I state the definition and then briefly explain what concepts are included in the definition. Leadership is releasing the potential of individuals to contribute to a collaborative team that articulates and

achieves a vision. Releasing potential includes the importance of the environment identified by leaders and educators, the mentoring highlighted by students, and the role modeling emphasized by leaders. Collaborative team is derived from both the collaboration aspect mentioned by educators and the team concept highlighted by leaders. However, implied within the collaborative team concept is the emphasis on relationship identified by students and leaders, as well as the importance of respect identified by students. I argued that integrity (educator responses) was the basis of collaboration and thus is also implied. In releasing individuals to contribute, the concept of motivation stated by leaders and students is included. This definition is similar to the relational model of Komives, Lucas and McMahon (1998) in that both models view leadership from a process orientation. Leadership is an interpersonal dynamic.

Leader and educator respondents emphasized the inclusion of vision in understanding leadership. It was a shared vision for educators, and for leaders it was a vision for the development of people. The goal of leadership, from the student perspective, emphasized ethical considerations and humanitarian causes. Educators also mentioned the ethical considerations of leadership.

The articulation of vision included in the definition seeks to encapsulate the responses that mentioned communication within leadership. Respondents stated that communication within leadership should be ongoing and should have the ability to dialogue with openness to disagreement. The phrase, achieves a vision in the definition, seeks to capture the student perception of accomplishing something. Leadership involves change or movement in a certain direction.

### *The Ideals of Leadership Development*

The second research question probed the ideals of leadership development. Following is a summary of the analysis of the three respondent groups. The perceptions of students were categorized around leadership responsibility that was either taken by the student or given to the student by someone else. Students felt that leadership was equated with responsibility, which was a needed aspect according to the study of college students by Levine and Cureton (1998). The taking of leadership responsibility is related to the emphasis on experiential education and the development of a number of skills including communication, relational, team building and development of others, vision setting, administration, and analysis. Leadership development included leadership education with a continued emphasis experiential learning and that leadership education was beneficial for everyone and included the ethical dimension.

Mentoring was another important aspect of leadership development for students, and it included love, encouragement, guidance, and role modeling. Students also identified that the development of character, self-confidence, motivation and understanding of individual strengths was important in leadership development. These aspects were considered necessary for effective leadership development.

The ideal of leadership development for leadership educators was centered on having a mind-set of leadership development. The notion of mind-set was defined as an expectation and belief that each student was capable of leadership, and the transference of that belief to students. Educators viewed students as needing personal initiative for leadership, which implied that students would experience vulnerability and thus require a certain level of courage to embrace personal initiative.

Leadership educators identified the need for personal development within leadership development. Personal development began with an awareness of personal characteristics. It included the development of values, of ethical behavior (character) and of self-confidence. Personal development also included the ability to integrate meaning from various disciplines, experiences, and different information sources. As was the case with students, educators mentioned experiential learning, skill development and mentoring. Experiential learning included reflection on learning as well as skill progression culminating with training others. Communication, interpersonal skill, contextual leadership, team building, vision casting, decision-making and developing others were viewed as necessary leadership skills. Mentoring was viewed as coaching with mutuality in the relationship between mentors and mentored, and as a collective faculty responsibility that included role modeling. Furthermore, learning leadership theory was a part of leadership development that would take a balanced approach to the different models of leadership and would be refined by practice.

The central category from the data provided by leaders in society was the facilitation of leadership development. Leadership development was the responsibility of the individual, but positional leaders could facilitate the leadership development process. Leadership development was a process done by a person with personal initiative, not a process that somebody did for someone else. Therefore, individuals involved in leadership development required passion, desire and humility to learn. Students needed to be given opportunity to learn in a safe environment and yet that allowed failure. A positional leader was viewed as a developer of others through facilitation of a process, rather than as a doer of leadership acts.

Personal leadership readiness was also a component of leader perceptions regarding leadership development. Awareness of personal strengths and self-confidence while not being overly occupied with personal agenda were included in personal readiness. Graduated skill development meant a building of skill with added responsibility as skill development progressed. Experiential learning was mentioned as a way of developing leadership instinct through experience, with instinct being defined as internal knowledge. Integration of meaning in life was also mentioned, and it included the interconnectedness of knowledge, culture and spirituality. Mentoring built on strong relationships included role modeling, problem solving, confrontation, and accountability. Coaching with ongoing assessment could also be included in a mentoring relationship.

All three participant groups mentioned the aspects of personal readiness, experiential learning, skill development, mentoring, and leadership education or theory as being included in leadership development. The leaders and educators emphasized that personal initiative was needed but could be encouraged by providing the environment, and facilitating the process. Students used the language of responsibility to express their view of ideal leadership development.

The following definition is suggested as a way of understanding leadership development from the concepts mentioned by respondents. Leadership development is the intentional fostering of individuals toward their maximum leadership capacity. Leadership development occurs through personal development, experiential leadership opportunities, leadership education, and the development of leadership skills based on personal awareness and readiness within a mentoring environment. The definition highlights an intentional process that fosters personal initiative and responsibility, while

at the same time encourages and facilitates development. The areas of personal development, leadership education and leadership skills are components of development; and the experiential opportunities are related to the methodology of all three components. All of these components and methodology is based on personal awareness of strengths and of character as well as personal readiness or motivation and willingness. The desired freedom of teenagers (Bibby, 2001) and the lack of response to coercion by N-Gen (Tapscott, 1998) illustrate that coercion will not be a part of student leadership development. Mentoring becomes another methodology of leadership development within all components.

### *Leadership Development Programs in Colleges and Universities*

The third research question was, how might the understandings of leadership and leadership development by student leaders, leadership educators and leaders in society inform the future programs and the andragogy for leadership development in colleges and universities in Canada? I present two preliminary comments in addressing this question. Findings from the data on leadership have implications for leadership development in colleges and universities. For instance, when leadership is defined as releasing the potential of others, leadership development is the development of the ability to release potential in others. The thrust of the leadership development program should exemplify the values of leadership that have been established by the institution. Similarly, when leadership is defined as collaboration, leadership development is the enabling of individuals to be involved in and to foster collaboration at all levels of an organization or group. With collaboration, leadership development develops the ability to facilitate a leadership process, rather than the enabling of an individual to direct others.

A second preliminary comment is that the findings of the study suggest certain directions regarding leadership and leadership development. What the findings also do is highlight the issues that need to be addressed by educators in constructing leadership development programs. The findings do not become a definitive statement on what should occur within leadership development programs, but they identify discussion areas that need clarification. For instance, in the literature review I presented a number of perspectives regarding the characteristics of Millennials. The literature review was not conclusive on the characteristics of Millennials, but the research did raise the issue of the importance of how the Millennials are perceived. How colleges view students is important to leadership development because educators' perspective of students does affect the content and methodology of leadership development.

*Figure 6.1.* (p. 267) illustrates the levels and components included in leadership development programming. The model emphasizes the intentional conceptualization and implementation of three program categories termed leader development, leadership education and leadership training. These terms derived from Brungardt (1996) and Conger (1992), were confirmed through the study. The three categories assist in differentiating core aspects of leadership development and in defining the meaning of the process. Leader development involves personal development and leadership education invites the learning of leadership understandings. The goal of leadership training is for students to learn leadership skills. These program categories together make up leadership development.

Respondents indicated the importance of the environment or culture in which leadership development occurs. Environment was a concept mentioned both by leaders

and educators as empowering; also implied in the concept is the importance of relationship and respect as mentioned by students. These findings indicate that leadership development initiatives should be conducted in an environment that is relational and respectful. The findings illustrate as well, the positive effect of college or university culture on leadership development.

The program categories were built on the two levels of inherent understandings and educator tasks (see Figure 6.1.). The inherent understandings were the beliefs or assumptions that educators have about three areas. The three areas identified for clarification and articulation were the understandings regarding students, understandings regarding the role of the college or university, and understandings of teaching in a college or university. Experiential learning was the inherent understanding of respondents regarding the leadership learning process. These various inherent understandings affect all aspects of leadership development programs.

The second level was educator tasks in which decisions are made based on inherent understandings. These tasks include the discernment of student leadership capacity, the understanding of leadership that underlies the program components, and the understanding of skill development. Skill development is implicated by leadership understanding. The understanding of educators regarding leadership has implications on the leadership skills needed for leadership practice.

From these inherent understandings and educator tasks, the concept and process of leadership development would be constructed, including the three program categories of leader development, leadership education, and leadership training. From the inherent understandings, educator tasks, and program components, a philosophy of leadership



development could be articulated. This philosophy of leadership development would enable participants to have a similar purpose. It must be emphasized that the notions of leadership should be exemplified within leadership development. Therefore, because leadership includes vision, vision should be articulated and achieved through the leadership development program. Further, each of the three program categories should have program objectives fulfilling the philosophy of leadership development.

Emerging from the categories were the distinct program components for each category and educators would need to define the components and their corresponding objectives. The study suggested several components that could be included in each category and colleges or universities would define their own components based on their particular understandings.

The intentional nature of leadership development will also include specific intentional outcomes of the leadership development program. These outcomes will originally be constructed from the inherent understandings, the understanding of leadership, the philosophy of leadership development, and the program objectives.

### ***Response to the Problem***

The problem I addressed through the study was the perceived lack of initiative toward effective leadership development in colleges and universities in Canada. The goal of having more effective leadership development programs was to assist in the development of students with leadership capacity for the various organizations and levels of Canadian democratic society.

I provided a model by which colleges and universities may construct programs of leadership development for all students, or within certain academic departments, or as a

co-curricular offering. Through the study, I raised the awareness of leadership development, defined terms and concepts, and provided a mechanism through which colleges and universities could construct effective programs for their students. The model could be applied to other organizations and contexts that would desire intentional leadership development direction.

### *Conclusions Summarized*

I summarize key findings of the study on leadership and leadership development.

1. The understanding of leadership was viewed as an interactive process between individuals rather than as an individual endeavor. This emphasis was supported in the literature on relational leadership (Komives et al., 1998) and leadership as meaning-making (Drath & Palus, 1994), and through the respondents highlighting collaboration and the importance of relationships.
2. Leadership was viewed as leadership development. This understanding was especially evident in the leader responses regarding leadership, and consequently in the definition of leadership that reflects the findings of the study. Leadership had more to do with the development of individuals in the leadership process than with the completion of the leadership task.
3. Respondents highlighted the importance of an environment that facilitates leadership development and fosters personal initiative and responsibility.
4. Respondents mentioned the importance of the development of the person, the understanding of leadership, and the development of leadership skill. These concepts were termed leader development, leadership education and

leadership training; and became a way of understanding the components of leadership development.

5. Respondents viewed experiential learning as the preferred way of learning leadership and emphasized the practical involvement necessary for leadership development.
6. Mentoring was viewed as an important element in leadership development for role modeling, guiding, and learning.

### **Implications of the Study**

From these conclusions, I make several implications for leadership development.

#### *For Theory*

The implications of the study for leadership and leadership development theory are as follows.

1. Leadership is an interactive process between individuals. Leadership, then, becomes the responsibility of everyone, not just positional leaders. When leadership is understood as process, each individual has a role and may contribute to leadership. Leadership is the property of the group rather than an individual.
2. The more the understanding of leadership moves toward leadership being a process, the more important the concept of community becomes. Effective leadership is the product of an effective community, not the product of an effective individual.
3. Leadership is the development of individuals within the community to be involved in leadership. Leadership is a group completing a shared vision, but

along the path of completing the vision, there was intentional development of the individuals involved.

4. Leadership development becomes the development of individuals who are involved in a leadership process, not solely the development of the person. A leader is one who facilitates the leadership process, and therefore, leadership development is not centered on an individual for development but on how the individual may contribute to leadership. Leadership development is primarily geared toward the process of leadership and how an individual contributes to that process.
5. I constructed a model (see Figure 7.1.) for leadership development that describes the various components of the concept and demonstrates their relationship. The model also defines the issues and outlines a process for the construction of contextual leadership development for colleges and universities, as well as for broader applicability. I provide a condensed version of the model (Figure 7.1.), but for more detail refer to chapter 6.

From the data, I extracted four levels of construction for leadership development programs. They are: inherent understandings, educator tasks, program categories, and program components. Inherent understandings are educators' assumptions and beliefs that underlie the content and methodology of leadership development. I identified three areas in which to articulate these beliefs: students, role of a post-secondary institution, and teaching.

I determined three educator tasks that assess the leadership capacity of

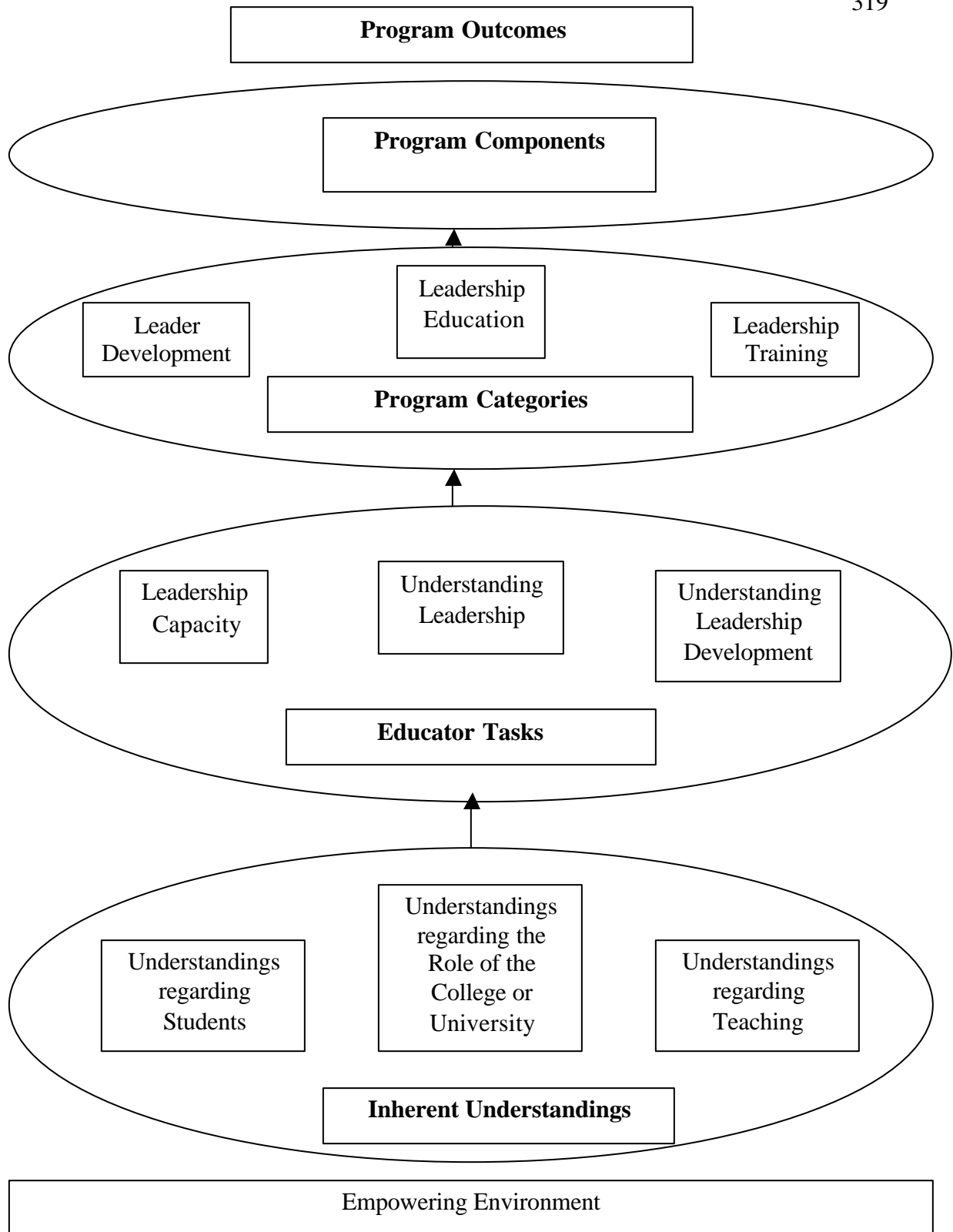


Figure 7.1. A leadership development model for colleges and universities.

students, articulate the conceptual framework of leadership, and articulate a philosophy of leadership development. The knowledge from the inherent understandings and educator tasks is the basis of the three program categories of leader development, leadership education, and leadership training. Educators from colleges and universities would determine program components together with program objectives for each of the three program categories. Leadership development outcomes would then be determined from the inherent understandings, educator tasks, program objectives, and component objectives. This leadership development program is operated within an empowering and enriching environment.

#### *For Research*

1. I identified various components of leadership and leadership development for the data. It would now be appropriate to re-apply the model derived from the perceptions of respondents and test the findings with a larger group reflecting more diversity. To enhance the practice of leadership development in Canada more students, educators, and leaders should participate in the next stage of research.
2. The model of leadership development needs to be tested in college or university settings, in order to begin to refine the model and to develop specific implementation plans and strategies. The revisions to the model may assist stakeholders to improve leadership development programs in colleges and universities in Canada. Ultimately, the goal would be to assist Canadian

colleges and universities to enhance their leadership development programming.

3. Further research is needed in how leadership development intersects with young adult and adult development. The study focuses primarily on leadership and its implications for development. Another study could be done from the premise of development primarily and make leadership development application.

*For Colleges and Universities*

1. With the understanding of leadership as process and that each person has the capacity for leadership, all colleges and universities have the potential of becoming effective instruments of leadership development. Colleges and universities could become an environment well suited for leadership development and become models of the phenomenon. This initiative could help eliminate the present perception that colleges and universities are separated from real life. Colleges and universities have the opportunity to demonstrate leadership through effective leadership development of their students.
2. In order for colleges and universities to demonstrate leadership in leadership development, administrators, faculty, staff, and other stakeholders need to be convinced that leadership development is a priority. A leadership development priority has implications for the whole institution with the potential that the administrators, faculty, and staff become role models for leadership and leadership development.

3. The inclusion of leader development and leadership training within leadership development would push the institution beyond its commonly perceived purpose. Many well-established universities began with a concern for student character and the well being of society. Perhaps the emphasis on leadership development would be a return to the original mandate of many universities.
4. The emphasis on experiential learning has implications for both the learning within the classroom and the inclusion of more experiences outside the classroom. Within the classroom, experiential learning would involve the student in projects, simulations, case studies, and problem solving. Experiential learning allows for graduated leadership responsibility and development.
5. Mentoring has implications for the role of faculty and the institution in the lives of students. The concern about the lack of faculty resources for mentoring could be alleviated by engaging off-campus individuals interested in leadership development. Another possibility would be viewing the classroom as a mentoring environment.
6. Mentoring operates in a relationship of respect, trust, feedback, guidance, and affirmation. Essentially mentoring is the give and take that occurs in a healthy community among its members. It would be important, therefore, to foster community in the college or university. I support the suggestion of structuring smaller groups in a variety of contexts within the college or university for facilitating leader development within the group.



7. Colleges and universities have the opportunity of influencing individuals towards leadership. With opportunity also comes responsibility for the unique role that colleges and universities could fill. The bar of expectation in colleges and universities needs to move beyond knowledge of a discipline to an enabling of students to collaborate with others toward the continued well-being of society.

### **Concluding Comment**

It is my belief that the intentional leadership development of students in colleges and universities would enhance student and society well-being now and organizational well-being in the future. The data generated through the study has provided the concepts of a model for the construction of leadership development programs in colleges and universities. My hope is that the model will be utilized for the building of effective post-secondary leadership development programs.

## References

- Annells, M. (1997a). Grounded theory method, part I: Within the five moments of qualitative research. *Nursing Inquiry*, 4, 120-129.
- Annells, M. (1997b). Grounded theory method, part II: Options for users of the method. *Nursing Inquiry*, 4, 176-180.
- Ashland University. Retrieved May 2001 from  
<http://www.ashland.edu/stuact/leadership.htm>
- Astin, A. W., & Astin, H. S. (2000). *Leadership reconsidered: Engaging higher education in social change*. W.K. Kellogg Foundation.
- Astin, H. S., & Astin, A. W. (1996). *A social change model of leadership development*. Los Angeles: Higher Education Research Institute, University of California.
- Barker, R. A. (1997). How can we train leaders if we do not know what leadership is? *Human Relations*, 50(4), 343-362.
- Barna, G. (1997). Nothing is more important than leadership. In G. Barna (Ed.), *Leaders on leadership*. Ventura, CA: Regal Books.
- Bass, B. M. (1995). Concepts of leadership: The beginnings. In J. T. Wren (Ed.), *The leader's companion: Insights on leadership through the ages* (pp. 49-52). New York: The Free Press.
- Bell, M. A. (1994). *A study of collegiate leadership development: Curricular and methodological options*. Retrieved November 2000 from  
<http://www.lib.umi.com/dissertations/fullcit/9522412>
- Bellevue University. Retrieved May 2001 from  
<http://www.bellevue.edu/MLDR/index.html>

- Bibby, R. W. (2001). *Canada's teens: Today, yesterday, and tomorrow*. Toronto, ON: Stoddart Publishing Co.
- Bigelow, J. (1992). Developing managerial wisdom. *Journal of Management Inquiry*, 1(2), 143-153.
- Blewett, R. G. (1997). What we know about leadership studies. *Leadership Studies Journal* (March). Retrieved May 2001 from <http://www.colorado.edu/SLI/LSJ/vault/marart1.html>
- Birmingham-Southern College. Retrieved May 2001 from <http://www.bsc.edu/programs/leadershipstudies/DLS2.htm>
- Brown, L., & Posner, B. Z. (2001, April). *Exploring the relationship between learning and leadership*. Paper presented at the Western Academy of Management, Sun Valley, ID.
- Brungardt, C. (1996). The making of leaders: A review of the research in leadership development and education. *The Journal of Leadership Studies*, 3(3), 81-95.
- Burkhardt, J. C., & Zimmerman-Oster, K. (1999). How does the richest, most widely educated nation prepare leaders for its future? *Proteus*, 16(2), 9-12.
- Burns, J. M. (1978). *Leadership*. New York: Harper and Row.
- Burns, J. S. (1996). Defining leadership: Can we see the forest for the trees? *The Journal of Leadership Studies*, 3(2), 148-157.
- California Polytechnical Institute. Retrieved May 2001 from <http://www.leads.calpoly.edu/components/certification.htm>
- California State University. Retrieved May 2001 from [http://www.fulerton.edu/deanofstudents/sli/univ\\_1drsp.htm](http://www.fulerton.edu/deanofstudents/sli/univ_1drsp.htm)

- Charmaz, K. (2000). Grounded theory: Objectivist and constructivist methods. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 509-535). Thousand Oaks, CA: Sage Publications.
- Church, T. (2001). Where the leaders are: The promise of youth leadership. In W. Bennis, G. M. Spreitzer, & T. G. Cummings (Eds.), *The future of leadership: Today's top leadership thinkers speak to tomorrow's leaders* (pp. 211-225). San Francisco, CA: Jossey-Bass.
- Ciulla, J. (1996). Ethics, chaos, and the demand for good leaders. In P. S. Temes (Ed.), *Teaching leadership: Essays in theory and practice* (pp. 181-201). New York, NY: Peter Lang.
- Clark, K. & Clark, M. (1992). Introduction. In K. Clark, M. Clark, & D. Campbell (Eds.), *Impact of leadership*. Greensboro, NC: Center for Creative Leadership.
- Columbia College. Retrieved May 2001 from <http://www.columbiacollegesc.edu/leadeinst/home.html>
- Conger, J. A. (1992). *Learning to lead: The art of transforming managers into leaders*. San Francisco, CA: Jossey-Bass Publishers.
- Cooperrider, D. L., & Whitney, D. (2000). A positive revolution in change: Appreciative inquiry. In D. L. Cooperrider, P. F. Sorensen, D. Whitney, & T. F. Yaeger (Eds.), *Appreciative inquiry: Rethinking human organization toward a positive theory of change* (pp. 3-27). Champaign, IL: Stipes Publishing.
- Corbin, J. (2001). *Grounded Theory*. Paper presented at the Advances in Qualitative Methods, Edmonton, AB.

- Covey, S. R. (1989). *The seven habits of highly effective people*. New York, NY: Simon and Schuster.
- Covey, S. R. (1990). *Principle-centered leadership*. New York, NY: Simon and Schuster.
- Cronin, T. E. (1995). Leadership and democracy. In J. Thomas Wren (Ed.), *The leader's companion: Insights on leadership through the ages* (pp. 303-309). New York, NY: The Free Press.
- Crossan, J. D. (1975). *The dark interval: Toward a theology of story*. Niles, IL.: Argus.
- Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process*. Thousand Oaks, CA: Sage Publications.
- Daloz Parks, S. (2000). *Big questions worthy dreams: Mentoring young adults in their search for meaning, purpose, and faith*. San Francisco, CA: Jossey-Bass.
- Denzin, N. K., & Lincoln, Y. S. (1998). Introduction: Entering the field of qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *The landscape of qualitative research: Theories and issues* (pp. 1-34). Thousand Oaks, CA: Sage Publications.
- Drath, W. H. (1998). Approaching the future of leadership development. In C. D. McCauley, R. S. Moxley, & E. Van Velsor (Eds.), *The center for creative leadership handbook of leadership development* (pp. 403-432). San Francisco, CA: Jossey-Bass.
- Drath, W. H., & Palus, C. J. (1994). *Making common sense: Leadership as meaning-making in a community of practice*. Greensboro, NC: Center for Creative Leadership.
- Etzioni, A. (1993). *The spirit of community*. New York, NY: Crown Publishers.

- Etzioni, A. (1996). *The new golden rule: Community and morality in a democratic society*. New York, NY: Basic Books.
- Evers, C. W., & Lakomski, G. (1996a). *Exploring educational administration: Coherentist applications and critical debates*. Tarrytown: Elsevier Science.
- Evers, C. W., & Lakomski, G. (1996b). Science in educational administration: A postpositivist conception. *Educational Administration Quarterly*, 32, 379-402.
- Evers, C. W., & Lakomski, G. (2000). *Doing educational administration: A theory of administrative practice*. Toronto, ON: Pergamon Press.
- Floyd, N. T. (1995). *Rhetoric and epistemology*. Retrieved December 2000 from <http://www.lcc.gatech.edu/gallery/rhetoric/terms/epistemology.html>
- Fontana, A., & Frey, J. H. (2000). The interview: From structured questions to negotiated text. In N. K. Denzin & Y. S. Lincoln (Eds.), *The handbook of qualitative research* (pp. 645-672). Thousand Oaks, CA: Sage Publications.
- Furman, G. C. (1998). Postmodernism and community in schools: Unraveling the paradox. *Educational Administration Quarterly*, 34(3), 298-328.
- Gallagher, S. (1992). *Hermeneutics and education*. Albany: State University of New York Press.
- Gardner, J. (1990). *On leadership*. New York: The Free Press.
- Glaser, B. G. (1998). *Doing grounded theory: Issues and discussion*.
- Glaser, B. G. & Strauss, A. L. (1967). *The discovery of grounded theory: Strategies for qualitative research*. Chicago, IL: Aldine Publishing Company.
- Goettsch, J., & Roberts, D. (1998). "Miami's leadership commitment": A model for student leadership development. In M. K. Schwartz, K. M. Axtman, & F. H.

- Freeman (Eds.), *Leadership education: A source book of courses and programs* (7th ed., pp. 466-468). Greensboro, NC: Center for Creative Leadership.
- Greenfield, T. B. (1974). *Theory in the study of organizations and administrative structures: A new perspective*. Paper presented at the Third International Intervisitation Programme on Educational Administration, Bristol, England.
- Greenleaf, R. K. (1995). Servant leadership. In J. T. Wren (Ed.), *The leader's companion: Insights on leadership through the ages* (pp. 18-23). New York: The Free Press.
- Gregg, A. R. (2002, April 8). Wake up, Canada. *Maclean's*, 46-47.
- Guinness, O. (1998). *The call: Finding and fulfilling the central purpose of your life*. Nashville, TN: Word Publishing.
- Hammond, S. A. (1998). *The thin book of appreciative inquiry*. (2nd ed.). Plano: Thin Book.
- Hampton University. Retrieved May 2001 from <http://ww2hamptonu.edu/leadershipinstitute/prgmreq.htm>
- Hart, P. R. A. (1998). *New leadership for a new century: Key findings from a study on youth, leadership and community service*. Retrieved July 2001 from <http://www.publicallies.org/poll.htm>
- Harvey, L., & Knight, P. T. (1996). *Transforming higher education*. Buckingham: Open University Press.
- Hashem, M. (1997). The role of faculty in teaching leadership studies. *The Journal of Leadership Studies*, 4(2), 89-100.

- Hassard, J. (1993). Postmodernism and organizational analysis: An overview. In J. Hassard & M. Parker (Eds.), *Postmodernism and organizations* (pp. 1-23). Newbury Park: Sage Publications.
- Hausheldt, P., & Wesson, L. (1999). When postmodern thinking becomes pedagogical practice [Electronic version]. *Teaching Education*, 10(2), 123-129.
- Headington, E. W. (2001). Seeking a newer world. In W. Bennis, G. M. Spreitzer, & T. G. Cummings (Eds.), *The future of leadership: Today's top leadership thinkers speak to tomorrow's leaders* (pp. 226-237). San Francisco: Jossey-Bass.
- Hodgkinson, C. (1996). *Administrative philosophy: Values and motivations in administrative life*. Oxford, England: Elsevier Science.
- Howe, N., & Strauss, W. (2000). *Millennials rising: The next great generation*. New York: Vintage Books.
- Hughes, R. L., Ginnett, R. C., & Curphy, G. R. (1995). What is leadership? In J. T. Wren (Ed.), *The leader's companion: Insights on leadership through the ages* (pp. 39-43). New York: The Free Press.
- Jameson, B. D., & Pedersen, K. G. (1997). Canada. In M. F. Green (Ed.), *Transforming higher education: Views from leaders around the world* (pp. 150-172). Phoenix, AZ: Oryx Press.
- Jepson School of Leadership Studies. Retrieved May 2001 from  
<http://www.richmond.edu/academics/leadership/masters/masters.html>
- Kentucky Wesleyan College. Retrieved May 2001 from  
<http://www.kwc.edu/academic/leader/>



- Kinchin, I. M., & Hay, D. B. (2000). How a qualitative approach to concept map analysis can be used to aid learning by illustrating patterns of conceptual development. *Educational Research, 42*(1), 43-57.
- Kirk, J., & Miller, M. L. (1986). *Reliability and validity in qualitative research*. Newbury Park: SAGE Publication.
- Knowles, M. S., & Associates. (1984). *Andragogy in action*. San Francisco: Jossey-Bass.
- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs: Prentice-Hall, Inc.
- Komives, S. R., Lucas, N., & McMahon, T. R. (1998). *Exploring leadership: For college students who want to make a difference*. San Francisco: Jossey-Bass Publishers.
- Kouzes, J. M. & Posner, B. Z. (1995). *The leadership challenge: How to keep getting extraordinary things done in organizations*. San Francisco: Jossey-Bass.
- Leadershape Institute. Retrieved May 2001 from  
<http://www.leadershape.org/leadershape.html>
- Levine, A., & Cureton, J. S. (1998). *When fear and hope collide: A portrait of today's college student*. San Francisco: Jossey-Bass.
- Lyotard, J. F. (1984). *The postmodern condition: A report on knowledge* (Geoff Bennington & Brian Massumi, Trans.). Minneapolis: University of Minnesota Press.
- Mackay, H. (1997). *Generations: Baby boomers, their parents & their children*. Sydney, Australia: Pan Macmillan Australia.
- Merriam, S. B., & Caffarella, R. S. (1999). *Learning in adulthood: A comprehensive guide*. (2nd ed.). San Francisco: Jossey-Bass.

Merriam-Webster's Collegiate Dictionary. (2001). Retrieved October 2001 from <http://www.m-w.com/cgi-bin/dictionary>.

Merton, R. K., Fiske, M., & Kendall, P. L. (1956). *The focused interview*. Glencoe: Free Press.

Mezirow, J. (1997). Transformative learning: Theory to practice, *Transformative learning in action: Insights from practice* (pp. 5-12). San Francisco: Jossey-Bass.

Miami University. Retrieved May 2001 from

[http://www.units.muohio.edu/saf/mlc/mlc/index\\_main.html](http://www.units.muohio.edu/saf/mlc/mlc/index_main.html)

Middleton, J. & Walsh, B. (1995). *Truth is stranger than it used to be: Biblical faith in a postmodern age*. Downers Grove, IL: Intervarsity.

Mitchell, C., Sackney, L., & Walker, K. (1996). The postmodern phenomenon: Implications for school organizations and educational leadership. *Journal of Educational Administration and Foundations*, 11(1), 38-67.

Morse, S. W. (1990). The public leadership education project:. In S. W. Morse (Ed.), *Public leadership education: Preparing college students for their civic roles* (pp. 1-5). Dayton, OH: Kettering Foundation.

National Clearinghouse for Leadership Programs. Retrieved May 2001 from

<http://www.inform.umd.edu/CampusInfo/Departments/OCP/NCLP/CampusLinks.html>

Our Lady of the Lake University. Retrieved May 2001 from

<http://www.LeadershipStudies.org/>

Palmer, P. (1998). *The courage to teach*. San Francisco: Jossey-Bass.

- Palus, C. J., & Drath, W. H. (1995). *Evolving leaders: A model for promoting leadership development in programs*. Greensboro, NC: Center for Creative Leadership.
- Perry, W. G. (1970). *Forms of intellectual and ethical development in the college years: A scheme*. New York: Holt, Rinehart and Winston.
- Perry, W. G. (1981). Cognitive and ethical growth: The making of meaning. In A. W. Chickering (Ed.), *The modern American college*. San Francisco: Jossey-Bass.
- Posner, B. (2002, May). *Building a Community of Leaders: Modeling the Way*. Presentation at The Leadership Challenge Series, Saskatoon, Sk.
- Principia Cybernetica. (1993). *Epistemology, introduction*. Retrieved December 2000 from <http://pespmc1.vub.ac.be/EPISTEMI.html>
- Principia Cybernetica Web. (1997). *Epistemological constructivism*. Retrieved September 2001 from <http://pespmc1.vub.ac.be/CONSTRUC.html>
- Renaissance College. Retrieved October 2001 from <http://www.unb.ca/Renaissance/overview.htm>
- Roach, C. F., & Behling, O. (1984). Functionalsim: Basis for an alternative approach to the study of leadership. In J. G. Hunt, D. M. Hosking, C. A. Schriesheim, & R. Stewart (Eds.), *Leaders and managers: International perspectives on managerial behavior and leadership*. Elmsford: Pergamon.
- Rost, J. C. (1993). Leadership development in the new millennium. *Journal of Leadership Studies*, 1(1), 91-110.
- Rost, J. R. (1991). *Leadership for the twenty-first century*. Westport: Praeger Publishers.
- Sackney, L. (2000). *Advanced organizational analysis*. Saskatoon: Unpublished class notes.

- Sackney, L., Walker, K., & Mitchell, C. (1999). Postmodern conceptions of power for educational leadership. *Journal of Educational Administration and Foundations*, 14, 33-57.
- Sashkin, M., & Rosenbach, W. E. (1993). A new leadership paradigm. In W. E. Rosenbach (Ed.), *Contemporary issues in leadership* (3rd ed., pp. pp. 87-108). Boulder: Westview Press.
- Scheurich, J. J. (1994). Social relativism: A postmodernist epistemology for educational administration. In S. J. Maxey (Ed.), *Postmodern school leadership: Meeting the crisis in educational administration* (pp. 17-46). Westport: Praeger.
- Schwandt, T. A. (1996). Farewell to criteriology. *Qualitative Inquiry*, 2, 58-72.
- Schwandt, T. S. (2000). Three epistemological stances for qualitative inquiry: Interpretivism, hermeneutics, and social constructivism. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed., pp. 189-213). Thousand Oaks: Sage Publications, Inc.
- Schwartz, M. K., Axtman, K. M., & Freeman, F. H. (eds.) (1998). *Leadership education: A source book of courses and programs*. (7th ed.). Greensboro, NC: Center for Creative Leadership.
- Smith, J. K., & Deemer, D. K. (2000). The problem of criteria in the age of relativism. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed., pp. 877-896). Thousand Oaks, CA: Sage Publications.
- Stanley, M. (1990). Educating for citizenship. In S. W. Morse (Ed.), *Public leadership education: Preparing college students for their civic roles* (pp. pp. 6-14). Dayton: Kettering Foundation.

- Steiner, C. J., & Gaskin, P. (1998). Educating leaders: From the abstract and rational to the concrete and personal. *The Journal of Leadership Studies*, 5(2), 83-102.
- Strauss, A., & Corbin, J. (1990). *Basics of qualitative research: Grounded theory procedures and techniques*. Newbury Park, CA: Sage Publications.
- Strauss, A., & Corbin, J. (1998). *Basics of qualitative research: Techniques and procedures for developing grounded theory*. (2nd ed.). Thousand Oaks, CA: Sage Publications, Inc.
- Strauss, W., & Howe, N. (1997). *The fourth turning: An American prophecy*. New York: Broadway Books.
- Sutton, R. I., & Staw, B. M. (1995). What theory is not. *American Science Quarterly*, 40, 371-384.
- Tapscott, D. (1998). *Growing up digital: The rise of the net generation*. New York: McGraw-Hill.
- Thierry Graduate School of Leadership. Retrieved May 2001 from <http://www.brexgata.be/thyhomen.htm>
- Trinity Western University. Retrieved May 2001 from <http://www.twu.ca/leadership/core.htm>
- Universitas 21. Retrieved May 2001 from <http://www.universitas.edu.au/members.html>
- University of Colorado. Retrieved May 2001 from [http://www.colorado.edu/SLI/LSJ/resources/programs\\_long.html](http://www.colorado.edu/SLI/LSJ/resources/programs_long.html)
- University of Melbourne. Retrieved May 2001 from <http://www.edfac.unimelb.edu.au/COLL/>

University of Minnesota. Retrieved May 2001 from

<http://www.hhh.umn.edu/centers/rlc/lcg/lcg.htm>

University of North Carolina at Chapel Hill. Retrieved May 2001 from

<http://www.unc.edu/depts/lead/programs.htm>

University of Saskatchewan. (2000). *Guide for the preparation of a thesis*. Retrieved

August 2001 from <http://www.usask.ca/cgsr/thesis/thesis2.htm>

University of Saskatchewan. (2002). *Building a community of learners: The leadership*

*challenge series* [Brochure]. Saskatoon, SK: Author.

USA Today. (1998). *Generation Y: The young and the boundless are taking over pop*

*culture*. Electric Library Canada.

Watkins, J. M. & Mohr, B. J. (2001). *Appreciative inquiry. Change at the speed of*

*imagination*. San Francisco: Jossey-Bass/Pfeiffer.

Williams College. Retrieved May 2001 from <http://www.williams.edu/acad->

[depts/leadership](http://www.williams.edu/acad-depts/leadership)

Wills, G. (1994). What makes a good leader? *The Atlantic Monthly*, 273(4), 63-80.

Wills, J. E. (1995). The post-postmodern university. *Change*, 27(March/April), 59-62.

W. K. Kellogg Foundation. Retrieved May 2001 from <http://www.WKKF.org/>

Wright, W. C. (2000). *Relational leadership: A biblical model for influence and service*.

Glasgow, Scotland: Paternoster Publishing.

Yukl, G. A. (1994). *Leadership in organizations*. (3rd ed.). Englewood Cliffs, NJ:

Prentice-Hall.

Zemke, R., Raines, C., & Filipczak, B. (2000). *Generations at work: Managing the clash*

*of veterans, boomers, xers, and nexters in your workplace*. New York: Amacom.

Zimmerman-Oster, K., & Burkhardt, J. C. *Leadership in the making: Impact and insights from leadership development programs in U.S. colleges and universities*. Battle Creek, MI: W. K. Kellogg Foundation.

Zoba, W. M. (1999). *Generation 2k: What parents and others need to know about the millennials*. Downers Grove, IL: Intervarsity Press.

**APPENDIX A**

**Request for Approval of the Ethics Committee**



**Research Protocol  
November 16, 2001  
Request for Approval of the Ethics Committee**

- |                                     |                                       |
|-------------------------------------|---------------------------------------|
| <b>1. Reseracher:</b>               | Dr. Keith D. Walker, Ed. Admin.       |
| 1a. <b>Student :</b>                | Douglas H. Berg, (research for Ph.D.) |
| 1b. <b>Start date of research:</b>  | January, 2002                         |
| <b>Completion date of research:</b> | May, 2002                             |

**2. Title of Study**

Prospective Leadership Development in Colleges and Universities in Canada:  
Perceptions of Students, Leaders and Educators

**3. Purpose and Research Questions**

The purpose of the research is to inform student leadership development programs in colleges and universities in Canada. The research questions include:

1. What are the perceptions and understandings that students, educators and leaders have of ideal leadership and its qualities?
2. What are the perceptions and understandings that students, educators and leaders have regarding ideal and effective leadership development in colleges and universities in Canada?
3. How might the understandings of leadership and leadership development by students, educators and leaders inform the programs and the andragogy of leadership development in colleges and universities in Canada?

These questions will be used to gather data from students, educators and leaders through individual or paired interviews (participants interview one another in a semi-structured manner) and focus groups within the groupings of students, educators and leaders. An electronic Delphi will be used involving all three groupings for responses to the aggregate data received from the interviews and focus groups. The goal is to formulate helpful directions for the construction of leadership development programs in colleges and universities in Canada.

**4. Funding**

The student researcher has a graduate scholarship from the University of Saskatchewan for the 2001/2002 academic year.

**5. Participants**

College and university students (approximately 30), educators from high schools, colleges and universities (approximately 20) as well as leaders (approximately 20) from a variety of fields in society who have past leadership experience and have interest in

student leadership development in colleges and universities will be contacted by the student researcher. The contact will be by phone and in some cases via email. Prior to asking for their consent to be involved in the research, a brief description will be given to potential participants of the nature of the study and its intended purpose. The brief description will state that it is a study of the perceptions and ideas of students, educators and leaders regarding leadership and leadership development in colleges and universities in Canada. Further the description will state that it is hoped that the research will contribute to leadership development programs in colleges and universities in Canada.

## **6. Consent:**

College and university students: Student associations at the University of Saskatchewan will be contacted and asked about the procedure for contacting University of Saskatchewan students for research purposes. Colleges in Saskatchewan will also be contacted regarding their research protocol and the availability of students from the college for this research. In all cases the appropriate protocol will be followed. Students with past leadership experience and current interest in leadership development will be selected. The students will be contacted by the student researcher via phone and in some cases by email. A brief description of the research will precede the question of whether they would like to be involved in an interview or a paired interview. If the individual responds favorably a consent form will be signed by the student and an interview time will be set up. Based on the interview response (the depth of insight or the type of response), the individual student could be asked to be involved in a focus group. If the individual responds favorably, a consent form would be signed.

Educators and Leaders: Individuals involved in high school teaching or administration; administrators or professors, as well as leaders from various sectors of society such as business, government, health, non-profits and religious organizations, involved with leadership or interested in student leadership development, will be contacted by the student researcher via phone or email. The individual will be asked for an interview or paired interview after having been given a brief description of the research. The educators and leaders could come from across Canada. A consent form will be signed, unless the distance to the educator or leader makes this impractical. In this case, a statement of consent will be emailed to the participant asking for a statement of agreement to be sent back to the student researcher. In several cases, the interview or paired interview with educators or leaders will be conducted over the phone. Depending on interview response and availability of educators or leaders, they could be asked to be part of a focus group and further asked to sign the consent form.

All of the above participants, students, educators and leaders could be part of an electronic Delphi discussing the results of some of the research. The Delphi will have a consent form included and participant response via email would be their indication that they consent to be involved.

## **7. Methods/Procedures**

Individual or paired interviews, focus groups and an electronic Delphi will be

utilized to obtain data. Attached are the interview and focus group question guides. The interviews and focus groups will be conducted in rooms where privacy is ensured by limited access to only participants and the researcher, during the data collection process. Data from the interviews and focus groups will be transcribed into electronic format.

The electronic Delphi is a research technique using email. A statement is sent to the participants for their response. The initial Delphi statements will be developed from the interview and focus group data. A second statement is drafted from the participant responses and then sent again to participants. The proposed electronic Delphi will include three to six iterations. The responses to the Delphi become part of the research data and are already in electronic format.

All of the data from the interviews, focus groups and Delphi is entered anonymously into the Atlas.ti qualitative software program for analysis.

A web-site, posting research findings and other pertinent information regarding leadership and leadership development will be utilized.

## **8. Storage of Data**

Dr. Keith Walker will assume the responsibility to securely store data from the study until August, 2007. The student researcher will categorize data for retrieval and verification purposes.

## **9. Dissemination of Results**

The primary purpose of data collection is to fulfill the dissertation requirements of the Ph.D. degree. It is further hoped that the research will be the foundation of journal articles and conference presentations in the area of leadership development.

## **10. Risk or Deception**

No known deception is involved in the research. Minimal risk is anticipated in the interview and focus group sessions regarding leadership and leadership development. The atmosphere of the interview will be open and friendly without coercion of any kind. The focus groups will be moderated by the student researcher inviting open dialogue among the participants. If, at any time, a participant is distressed for some reason the interviewer or moderator will do whatever is necessary to ease the situation.

## **11. Confidentiality**

Data reported in documents will be free from any identifying description of the participant. The anonymity of participants will not be compromised. After data from interviews have been transcribed and the data release forms have been signed, the data will be entered into the Atlas.ti program using a coding system to identify each case, not the participants' names. Thereafter, the data will be anonymous and linked only to the other responses by the same participant but not identified to a name. The data for the Delphi will be handled in a similar manner. No data, after released will be identified with

a person, but will remain anonymous during data analysis. The focus group data, once transcribed and entered into the Atlas.ti program will also be anonymous.

Focus group consent forms will include the assent to protect the integrity and confidentiality of what others in the group have said during the research sessions. Focus group participants will be asked to quote only themselves.

## 12. Data/Transcript Release

All data will be transcribed directly from tapes to ensure accuracy. After transcription, the interview participants will view the contents and sign a data/transcript release form (see attached).

## 13. Debriefing and Feedback

At the end of the interview or focus group the participants will be given opportunity to comment on the process and the information gathered. The use of the data will be reviewed with participants and there will be opportunity for any further comments.

A web-site will be set up for the posting of information about the study. There is a possibility of added data from participant responses to the web-site information.

All participants will be informed about the public access to the finished project at the University of Saskatchewan libraries.

## 14. Required Signatures:

_____	_____
Student Researcher	Date
_____	_____
Supervisor	Date
_____	_____
Acting Department Head	Date

## 15. Contact Name and Information:

Dr. Keith Walker  
 966-7623 (phone)  
 966-7020 (fax)  
[keith.walker@usask.ca](mailto:keith.walker@usask.ca)  
 28 Campus Drive,  
 Department of Ed. Adm.  
 University of Saskatchewan  
 Saskatoon, Sask. S7N 0X1

Doug Berg  
 966-7613 (phone)  
 966-7020 (fax)  
[doug.berg@usask.ca](mailto:doug.berg@usask.ca)  
 28 Campus Drive,  
 Department of Ed. Adm.  
 University of Sask.  
 Saskatoon, Sask. S7N 0X1

**APPENDIX B**

**Consent Form for Interview Participants**

## **Consent Form for Interview Participants**

### **Prospective Leadership Development in Colleges and Universities in Canada: Perceptions of Students, Leaders and Educators**

**Dr. Keith Walker, University of Saskatchewan**  
**Doug Berg, University of Saskatchewan**

I appreciate your participation in this study. This is a consent form whereby you as a participant indicate that you are willing to be involved in the study, **Prospective Leadership Development in Colleges and Universities in Canada: Perceptions of Students, Leaders and Educators**. The proposed research was reviewed and approved on ethical grounds by the University of Saskatchewan Advisory Committee on Ethics in Behavioral Science Research on December \_\_\_\_, 2001.

The purpose of the research is to study the perceptions and ideas of students, educators and leaders regarding ideal leadership and leadership development in colleges and universities in Canada. It is hoped that the research will assist in the construction of leadership development programs in colleges and universities in Canada. The benefit to you personally is the possibility that your own thinking regarding leadership and leadership development would be stimulated.

What we are asking is for approximately one hour of your time to discuss your perceptions and ideas of leadership and leadership development in colleges and universities in Canada. The interview will go through several questions with you to ascertain your feelings and thoughts regarding the above mentioned topics (either individually with the researcher or in paired interviews with the researcher observing). Those involved in paired interviews will be paired with a peer, one who is a student, leader or educator. The paired interview is a discussion with a peer in the presence of the researcher on topics determined by the research. The researcher may interject or provide guidance to the conversants from time to time throughout the interview. The discussion will be recorded for later transcription.

You as a participant are free to withdraw from the study at any time with verbal indication that that is what you desire. The data you have given to that point will be deleted from the study.

The data obtained from the interview will be used in an anonymous and confidential manner. After the transcription of the data into electronic format, the participant will view the data and sign a data release form. The data will be entered anonymously into a software program for analysis. Your anonymity will not be compromised. If involved in a paired interview, the researcher cannot guarantee the confidentiality of the data by the other participant but will dialogue with both participants during the interview about preserving confidentiality. The data from the research will be securely stored at the University of Saskatchewan for a minimum of 5 years.

The data from the research will be used in a dissertation for the Ph. D. degree at the University of Saskatchewan. Further use of the data could come in the form of journal articles or conference presentations. No data for publications or papers will identify you as a participant.

If you have any further questions regarding the study or regarding your rights as a participant in this study please contact: Doug Berg, Ed. Adm., University of Saskatchewan (966-7613 or [doug.berg@usask.ca](mailto:doug.berg@usask.ca)) or Dr. Keith Walker, Ed. Adm., University of Saskatchewan (966-7623 or [keith.walker@usask.ca](mailto:keith.walker@usask.ca)) or the Office of Research Services (306) 966-4053.

By signing below the participant acknowledges that the study and contents of the consent have been explained to you, that you understand the consent form, and that you agree to participate in the study. If a participant of a paired interview, you also agree to protect the integrity and confidentiality of what the other participant says during the research session. A copy of this consent form will be given to you for your records.

_____	_____
Participant	Date
_____	_____
Researcher	Date

**APPENDIX C**

**Data/Transcript Release Form**



**Data/Transcript Release Form**

I, \_\_\_\_\_, have reviewed the complete transcript of my interview in this study, and have been provided with the opportunity to add, alter, and delete information from the transcript as appropriate, I acknowledge that the transcript accurately reflects what I said in my interview with Doug Berg. I hereby authorize the release of this transcript to Doug Berg to be used in the manner described in the consent form. I have received a copy of this Data/Transcript Release Form for my own records.

---

Participant	Date
-------------	------

---

Participant	Date
-------------	------

**APPENDIX D**

**Interview Protocols**

### **Student Interview Protocol**

1. To start off, think about a leader for whom you have enormous respect. What are the things that brought the person to mind? For what reasons does the person have your respect?
2. Tell me a story about an experience that you've had when leadership was demonstrated in an extraordinary way. This might be a story about when you felt the most engaged and energized through some leadership effort. For you, the story illustrates the best leadership you've ever experienced.
3. Imagine yourself five years from now. Project your favorable leadership experiences forward (#2). You are involved in a situation where the best imaginable leadership is practiced. What is going on? What are people doing? What does it feel like? What are people thinking? What are they saying?
4. Tell me a story about an experience that has really enabled you with leadership capacities and abilities. Perhaps, the experience powerfully enabled you to exercise leadership. For you, this story demonstrates the best of leadership development you've experienced.
5. Imagine yourself five years from now in the best possible circumstances. You have made great progress in becoming the leader that you and the people you're working with want. What has brought you to that place of growth? What have you learnt? How have you learned? What has especially challenged and developed you?
6. Imagine yourself in a college or university that has the ideal preparatory leadership development program for students entering the work world and society. What would that program look like? How would it work? What would be included? Who would be involved?

### **Educator Interview Protocol**

1. To start off, think about a leader for whom you have enormous respect. What are the things that brought the person to mind? For what reasons does the person have your respect?
2. Tell me a story about an experience that you've had when leadership was demonstrated in an extraordinary way. This might be a story about when you felt the most engaged and energized through some leadership effort. For you, this story illustrates the best leadership you've experienced.
3. Imagine yourself five years from now. Project your favorable leadership experiences forward (#2). You are involved in a situation where the best leadership imaginable is practiced. What is going on? What are people doing? What does it feel like? What are people thinking? What are they saying?
4. Tell me a story about an experience, an initiative, or circumstance that seems to have really enabled college or university students in their leadership maturity. Perhaps, the experience powerfully enabled them to exercise leadership. For you, the story is an example of the best practice of leadership development in the lives of students.
5. Imagine yourself five years from now strategically and consciously developing leadership in students in the best possible ways. Clearly you are making great progress in assisting them to become leaders. What are you doing to bring about their growth? What are the students learning? What's their part, your part? Who else is involved? How are they responding? What is challenging and developing them?
6. Imagine yourself in a college or university that is providing the ideal leadership development program for its students. What would that program look like? How would it work? What would be included? Who would be involved?

### **Leader Interview Protocol**

1. To start off, think about a leader for whom you have enormous respect. What are the things that brought the person to mind? For what reasons does the person have your respect?
2. Tell me a story about an experience that you've had when leadership was demonstrated in an extraordinary way. This might be a story about when you felt the most engaged and energized through some leadership effort. For you, this story illustrates the best leadership you've experienced.
3. Imagine yourself five years from now. Project your favorable leadership experiences forward (#2). You are involved in a situation where the best leadership imaginable is practiced. What is going on? What are people doing? What does it feel like? What are people thinking? What are they saying?
4. Tell me a story about an experience where a new employee, recently emerging from college or university, was enabled with leadership capacity or ability. Perhaps, the experience powerfully assisted them to exercise leadership. For you, the story is an example of the best practice of leadership development for new young employees.
5. Imagine yourself five years from now, having been very successful in developing leadership amongst your young employees. Clearly you are making great progress in assisting them to become excellent leaders now and exceptional leaders for the future. What do you see yourself doing to bring about their growth? What are these young people learning? What's their part, your part? Who else is involved? How are they responding? What is challenging and developing them?
6. Imagine yourself in a college or university that is providing the ideal leadership development program for its students. What would that program look like? How would it work? What would be included? Who would be involved?