

2013

## **Building leadership capacity in undergraduate students: Final report for ALTC Teaching Fellowship**

Lynne Cohen

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# Edith Cowan University

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Final report 2013

Building leadership capacity in undergraduate students

Professor Lynne Cohen

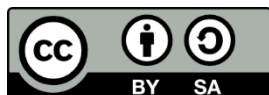
ALTC Teaching Fellow

Edith Cowan University

<http://www.altc-leadership.ecu.edu.au/>



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## Executive summary

This Fellowship addressed the significant issue of leadership. Its primary focus was researching and developing leadership skills in undergraduate students. The Fellowship was designed to develop and trial a leadership program specifically to enhance the competencies and skills of undergraduate students beyond their discipline knowledge. A group of universities across Australia agreed to participate in a pilot program to respond to the following identified issues.

- The area of leadership development in undergraduates has been under-researched and under-debated in recent work about graduate attributes, generic skills, and work integrated learning.
- There has been considerable focus on leadership development for staff within the higher education sector, however not specifically for undergraduate students.
- There appears to have been no national review, synthesis or analysis or any formal collective discussion about leadership development for students, the existing leadership development programs, and what might constitute good practice in leadership development for students.
- There is a lack of evaluation of leadership development programs for students.
- The majority of leadership development programs are often "housed" in student support units rather than an academic unit and are characterised by their voluntary nature and competitive entry.
- Participation may occur through extra-curricular activities such as student societies and clubs and may or may not include some form of formal skills development program.
- Programs are often based in a specific discipline (e.g., the Science Mentoring and Leadership Program at the University of Sydney) and for specific populations (e.g., gifted/talented students or women).
- Programs are often for all students (not specifically for undergraduate students).

The Fellowship researched, refined and trialled an innovative approach to promote leadership knowledge, leadership skills and leadership in action. Four Australian Universities, University of Ballarat, University of Technology Sydney, Queensland University of Technology, and Edith Cowan University, participated. The student program was delivered through retreat workshops and work-based student projects directly related to the students' academic studies.

The purpose of developing and refining the program was to:

- a. identify appropriate models of leadership that have emerged from the literature which include:
  - The Social Change Model
  - The Leadership Identity Development Model
  - Student Leadership Model;
- b. develop a program aimed to equip students with skills and insights that will help them to lead, inspire and positively influence their professions and workplaces; and

- c. adopt a model of distributed leadership to conduct trials across diverse disciplines and professions in four Australian universities.

The participating universities shared their experiences and the program was constantly refined and modified. Over 100 students engaged with the program over a period of nine months. All students completed a pre- and post-program questionnaire identifying their leadership knowledge and skills. Analysis of the data indicated that 100% of participating students increased their leadership knowledge and skills. All students completed an evaluation questionnaire at the completion of the program. For all universities, a graduation dinner was held to celebrate the conclusion of the program and for participants to showcase their knowledge to the University academic and leadership staff.

A website, <http://www.altc-leadership.ecu.edu.au/> was established on the Edith Cowan University server. The documents available included an extensive literature review on leadership specifically as it related to undergraduate students both internationally and nationally. Further resources such as websites, current journal articles and books were made available. Documents for organising and delivering the program were accessible.

The work of this Fellowship has been disseminated through eight presentations including keynote addresses and conference presentations to over 1000 people nationally and internationally from the USA, UK and Canada. Six refereed articles have been published in conjunction with participating staff members and two are currently under review. A contract to include information in an edited psychology book for undergraduate students has been signed. Media coverage was achieved through an article in Cohesion, the research magazine of the Faculty of Computing Health and Science at Edith Cowan University.

An independent evaluation involved an external evaluator who participated both in process and outcome evaluation of the project. The advice and external oversight of the program during its development and delivery was invaluable to the final program. The report of the evaluator is included as part of this report. In addition the experiences of the participating university coordinators and students contributed to the development of the program on an ongoing basis through focus groups, email contact and completion of evaluation forms.

Overwhelmingly, both staff and students suggested that the leadership program be offered to all undergraduate students prior to graduating from an undergraduate degree. If possible, the leadership program should be incorporated into the undergraduate curriculum.

The program approach had the great advantage of also enhancing the leadership capacity of students and university teachers by engaging them in critical debate, reflection and feedback around the application of the leadership model in their own context. The knowledge gained from the research will impact centralised and discipline specific leadership development programs grounded in research. The model presents an approach for academic programs to cope with the challenges of integrating leadership development into academic programs as well as building leadership skills and capacity of undergraduate students.

## Acknowledgements

The Fellowship would not have been possible without the support and generosity of the Australian Learning and Teaching Council Ltd (ALTC), predecessor organisation to the Office for Learning and Teaching. The Fellowship activities have been made possible through the commitment and generosity of particular groups, and academic and general staff members across the higher education sector.

Thank you to all those people who participated so willingly and gave generously of their time.

The ALTC and staff, in particular Siobhan Lenihan for her assistance and support throughout the process.

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Participating universities: University of Ballarat (Dr Chrissy Smith); University of Technology, Sydney (Dr Haidee White); Queensland University of Technology (Dr Julie Hansen); and Edith Cowan University (Dr Vicki Cope, Dr Paul Chang).

ALTC Fellows who provided invaluable advice during the development of the program.

Michelle Hignett, Elise Knowles and Danni Fribbens who provided administrative assistance throughout the Fellowship.

Bryan Garnett-Law for his expertise in developing the website.



## **Fellowship Outcomes**

### **Aim of the Fellowship**

The aim of this Fellowship was to research, refine and trial an innovative approach to promote the development of leadership knowledge, leadership skills and leadership in action for undergraduate students.

### **Alignment of the Fellowship with the goals of the ALTC**

The Fellowship contributed to the goals of the ALTC by:

- Addressing the issue of graduate attributes and enhanced employability of graduates as a significant and universal goal of undergraduate education in Australia.
- Encouraging student engagement with the whole of their university experience, that is, going beyond the context of their course work, that leads to better learning outcomes.
- Linking with industry to provide the opportunities for work-integrated learning.
- Developing a program that develops leadership skills, whether integrated with or as adjunct to the academic program, to engage students and develop capabilities.
- Exploring the development of leadership in undergraduate students and extending a successful initiative at Edith Cowan University (ECU) across the university and the higher education sector.
- Proposing activities which advance learning and teaching and through the modelling of best practice and proven strategies, stimulate change at both ECU and across the sector through national collaborative networks.
- Acknowledging that leadership development for undergraduates is a significant educational challenge and the approach taken in this Fellowship stimulated change both at ECU and the broader higher education sector.
- Building on existing networks and through collaboration, foster these networks and the advancement of scholarship in teaching and learning.

### **Outcomes of the Fellowship**

There were many positive outcomes for the Fellowship.

- The Fellowship had a national and an institutional focus which researched, synthesised and analysed programs for leadership development for undergraduates both nationally and internationally to identify best practice principles.
- The Fellowship provided the opportunity to develop a model program for leadership development for undergraduate students.
- The program initially refined the successful ECU model and provided a means for expansion of the program across ECU and other universities which trialled, modified and adopted the model.

- The program enhanced individual student, staff and institutional leadership knowledge and skills through participation in the leadership development for undergraduates. This resulted in enhanced leadership capacity of teaching and professional staff in the universities.
- A practical resource of best practice principles and models of leadership development programs for undergraduate students was developed which facilitated the formation of a network of scholars to promote leadership development for undergraduates across the sector.
- A set of resources, both online and in hard copy, that represent the final program and a set of activities has been developed and produced. These resources are available for all higher education institutions to adopt and modify to their own context.
- A data base of resources has been developed and information about leadership programs at other universities resulted in the production of two resource documents: 1) an extensive literature review on leadership; and 2) a document detailing leadership programs internationally conducted at a range of universities with similar but differing expectations for outcomes.
- Development of a website which provides a repository for all developed documents. A discussion board was used for staff to raise any issues during the program.
- Increased engagement of students leading to better retention and completion rates.
- The potential to enhance employability of graduates.
- Greater community engagement through the use of industry partners as mentors.
- Deeper understanding of and a collaborative approach to leadership development for undergraduate students based on identified best practice principles and models.
- Further scholarship in the areas of leadership development, student learning, the student experience, and employability.
- The proposed establishment of a Student Leadership Academy at Edith Cowan University is currently being considered.

## Literature review

There is an extensive body of literature on leadership. Staker (2008) provides a useful summary of leadership theories, styles and action. These leadership theories include great man, trait, behavioural and contingency theories and participative, situational, transactional and transformational leadership. Trait theory assumes that leadership characteristics are embedded in the personalities of leaders. However it can be argued that leadership knowledge and skills can be acquired through formal or informal learning and experience. Lave and Wenger (1991) suggest that learning is a social process whereby knowledge is co-constructed and not simply the transmission of knowledge from one person to another. Learning as such occurs in a specific context and social and physical environment. Bolender (2007) discusses the idea that leadership is relational and to enhance this aspect of leadership we must engage with a social and professional network that gives meaning to the context in which we work. Mentoring is one aspect of the networking where a developmental relationship is established and maintained between professionals. Carruthers (1993) lists the qualities of mentorship as: role model, guide, adviser, supporter, trusted counselor, leader, friend, listener, knowledgeable, shares resources and networker.

Another focus of the literature is the personal qualities of leaders. The central tenets of Bennis' (2003) work focus on the individual capabilities of leaders. Leadership is considered as a function of knowing one's self, having a mental picture that is well communicated, building trust among colleagues, and taking effective action to realise one's personal leadership potential. Bennis discussed the personal qualities of leadership. The first quality is integrity which refers to the alignment of what one does in terms of leadership and how one thinks and behaves based on personal values, and reconciling them both. The second personal quality is dedication which refers to giving one's whole self to the task. Magnanimity in leadership includes crediting the people with success and accepting responsibility for failures. A magnanimous leader also practices humility, another personal leadership attribute which entails recognising all people as equal in value and knowing that the position of leader does not give them a *God* status. Bennis also describes openness and creativity as personal leadership qualities. Openness means being able to listen to ideas that are outside one's current mental models; being able to defer personal judgments until after hearing someone else's ideas.

Leadership development for undergraduates is a prominent and valued contribution to the student experience at a number of Australian universities and a range of programs are currently offered (see Appendix A for a more detailed discussion on the leadership programs offered by different Australian universities). While universities generally do not list "leadership" as a distinct graduate attribute, some of the attributes of effective leadership align with the graduate attributes listed by universities including effective communication, working in and leading teams, respecting and valuing cultural and other aspects of diversity, professional skills, ethical practice, critical appraisal, and independent thinking. Integrating these attributes into the curriculum, which has been a strategic initiative for many universities in the past few years, has its challenges.

There is a growing body of research into graduate attributes, employability and work-integrated learning including the outcomes of two ALTC projects. However the area of leadership development in undergraduates has been under-researched. While there has been considerable focus on leadership development for staff within the higher education sector, through ALTC initiatives in particular, there appears to have been no national review, synthesis or analysis or any formal

collective discussion about leadership development for students, the existing leadership development programs or what might constitute good practice in leadership development. Nor has there been any discussion of the evaluations of the student-focused programs. Leadership development programs that do exist appear to be adjunct to the students' course of study. Programs are often "housed" in student support units rather than an academic unit such as a school, and are characterised by their voluntary nature and competitive entry. Participation may occur through extra-curricular activities such as student societies and clubs and may or may not include some form of formal skills development program. There also appears to be little or no direct connection to a student's academic program or recognition of achievement of the graduate attributes.

Leadership development entails getting students to: work in organisations within universities, often to assist fellow students; work outside organisations for the greater good or a particular social cause (often in non-profit organizations); and develop leadership skills in specific fields for career trajectory. Research is seriously lacking in the effects of leadership development on careers after university, or the impact on student learning while in university. Undergraduate leadership programs usually consist of workshops, guest speakers, and community work with partner organisations. Some programs involve students demonstrating pre-existing leadership skills for further development.

In considering the overwhelming national and international literature on leadership, this Fellowship addressed the significant issue of leadership with the primary focus on developing leadership skills in undergraduate students while at the same time building leadership capacity for academic staff involved in the programs through their involvement and participation in the program.

The full literature review is available at Appendix A.

## **Approach and Fellowship activities**

This Inter-professional Leadership Development Program was initially conducted at Edith Cowan University (ECU) and the resulting program was modified and adapted to pilot within three other Australian universities (University of Ballarat, University of Technology, Sydney, Queensland University of Technology). A fifth university (Southern Cross University) was also invited. However, no students chose to participate, the reasons for which are unclear. Ethics approval was obtained from Human Research Ethics Committee at Edith Cowan University which facilitated ethics clearance at each participating institution.

This section first describes the development of the program at ECU and then focuses on the other three institutions and the varying contexts within which the program was implemented. Two main approaches to implementing the leadership program emerged. The first was a program with a series of workshops held over three weeks followed by involvement of industry mentors who work with students over a period of 30 hours. The second approach involved a series of intensive workshops held over a period of one to two days followed by the involvement of the industry mentor. The components of the program remained the same; however the delivery method varied depending on the availability of students at a particular university.

The program consisted of three components: leadership knowledge, leadership skills, and leadership in action. The leadership program focused on the ability of the student to reflect on their personal leadership qualities, to be able to critically analyse events and situations, and to work collaboratively within a team and take responsibility for their actions both as a participant and leader of a team. The overall leadership program is practically based where students have the opportunity to practice their leadership skills in a safe and non-judgemental environment. A core component of the program is the involvement of industry mentors who hold leadership positions with government and non-government organisations in a variety of sectors.

All students completed a pre- and post-program questionnaire (Appendix E and F) which identified their abilities and leadership knowledge.

### **The local experience – Edith Cowan University**

#### ***Activities and program***

The ECU context differs somewhat from programs that exist elsewhere in that it brings together a formal program of leadership development grounded in research into effective leadership and enhanced by a mentoring relationship with successful business and community leaders. Initially this program was referred to as The ECU Interprofessional Leadership Program (ILP) and did not form part of the curriculum. It was a co-curricular work-integrated learning program that was facilitated by the academic staff in a particular degree program. The ILP was developed within the Faculty of Computing, Health and Science. The breadth of the program developed to encompass nursing, psychology and engineering students for the 2009/2010 cohort. The program commenced in the second year of the undergraduate degree, enabling students to learn and develop skills prior to graduation.

Leadership knowledge within the program was formulated around key leadership attributes from the literature. Gardner's (1990) attributes of a leader provided a model for developing leadership knowledge in participants as the attributes described meld well with Bennis' (2003) framework. The Gardner attributes allowed the participants to become self-aware of personal strengths and

weaknesses and then to work on strengths and address weaknesses through leadership practiced within the context of a tangible project under the mentoring of an industry leader. Gardener's (1990) intelligence and judgment-in-action attributes includes effective problem solving, designing strategies, setting priorities, and making intuitive as well as rational judgment, and this provided the skill base for the leadership-in-action component of the ILP.

Mentoring played a valuable role in the transfer of information and the sharing of knowledge needed by emerging leaders and was chosen to consolidate learnt leadership skills and to sustain the momentum of self-awareness of personal leadership qualities. This leadership-in-action required participants to be matched with a leader mentor, with the mentor acting in an advisory capacity to guide their mentee in their learning and personal and professional development. Students attended five formal sessions where skills were taught, explained and practiced, and then spent six months working with their mentor and their project.

The ILP was successful in the Faculty of Computing, Health and Sciences. In fact, a past ILP student (two years post degree) commented

*Now that I am out there working in the real world, I cannot believe how the ILP has helped me. I would never have developed the skills and abilities without the program. Thank you to all the staff who made this available. Everyone should be doing it.*

### **Modification and development of the ECU leadership development program**

The ILP had been developed and evaluated initially by the Faculty of Computing Health and Science (including nursing, psychology and engineering students). The Fellowship provided the opportunity to extend and modify the program to all four faculties at ECU (Business and Law, Computing Health and Science, Education and Arts, and Regional Professional Studies). The Fellowship provided the opportunity for the program to be made available to all faculties at ECU to determine the efficacy of running the program for diverse disciplines. The leadership program was further developed and expanded the work of the ILP to embrace the whole of the University with the aim of enhancing the experience of all undergraduate students at ECU.

### **Participants and methodology**

At ECU, delivery of the full program occurred twice during the Fellowship. The initial program included 35 students from the School of Nursing, School of Psychology and Social Science, School of Engineering, Faculty of Regional and Professional Studies and Faculty of Education and Arts. The second iteration of the program included 35 students from all four faculties including the Faculty of Business and Law. At no time were students segregated into their discipline area.

The program was voluntary (Appendix B), lasted twelve months for the first cohort and four months for the second cohort. This was in direct response to the evaluation by the students who commented that twelve months was too long and they preferred a shorter more intense program. Interested participants submitted a formal one page letter detailing their interest and motivation for participating in the program. Selection was based on the articulated goals of the student and their awareness of their personal strengths and weaknesses. At no stage was academic success considered in the recruitment process.

The program involved three distinct phases. Phase One included five workshop sessions where the three components of Leadership Knowledge, Leadership Skills and Leadership in Action were taught

and practiced (Appendix C). The initial workshop was one full day followed by subsequent meetings which for a total of five hours. Prior to the commencement of the program, all participants completed a pre-program questionnaire measuring their leadership knowledge and skills. In Phase Two, participants were paired with a leader mentor from industry who provided the opportunity for the student to work on a specific project from a government or nongovernment agency (Appendix D). Students completed a minimum of 30 hours on their respective project. Examples of the projects included working in local health care settings, hospitals, disability services, domestic violence prevention clinics, playgroup (WA), working with teenage mothers at a local high school, and working at the university with willing staff. In Phase Three, students were debriefed about their experiences with their mentor, attended a focus group, and completed a survey designed to measure their leadership knowledge, leadership skills and experiences with their leader mentor.

The **program materials** have been developed in response to the programs and different activities and worksheets are contained in Appendix C. In summary the workshops addressed the following issues:

- Definitions of leadership
- Self-worth
- Motivation
- Non-verbal cues
- Emerging leaders
- Bennington's Cats
- Lessons from Geese
- Communication techniques
- Coping with naysayers
- Leaders and performance
- Project management
- Successful networking
- Managing a meeting

The **questionnaire**, which was identical for the pre- and post-programme (Appendix E and F), was divided into three sections. In section A, items were framed around issues of integrity, abilities, and insight with responses measured on a five-point Likert-type scale (ranging from Always, Frequently, Occasionally, Seldom, or Never. In Section B, the programme was evaluated and students provided responses to statements. In Section C, students were invited to provide qualitative comments regarding their experiences.

Although it was a demanding and extracurricular program, there was a 100% retention rate of participants.



Leadership participants from ECU

### **The national experience – collaborating universities**

Three Australian universities, in addition to ECU, participated in the Fellowship and implemented the program in different discipline areas. These universities were the University of Ballarat, University of Technology Sydney and Queensland University of Technology. The main points to note about the national implementation are as follows.

- The contents of the leadership program remained identical in all three locations.
- There was a focus on specific discipline areas where students in a program were from the same area.
- The length of delivery of the workshop material differed according to the availability of students (Appendix K).
- All students completed a minimum of 30 hours with an industry mentor.
- At each participating venue, completion of the program was celebrated by a dinner and the presentation of certificates (Appendix I and J) of completion to each participant.

#### ***Leadership program at the University of Ballarat***

- Participants from this program were from the Graphic Design/Multimedia course at the Arts Academy.
- Thirty students participated in the program and most were in their final year of study.



- The workshop materials were conducted over one day which was an intensive model of delivery (Appendix C).
- The workshop facilitators conducted a separate workshop in the evening for identified industry mentors (Appendix G). All mentors received a copy of the Mentor Handbook (Appendix D).
- The mentors were mainly from the Arts sector. This was a specific strategy as the mentors were potential employers for the students (Appendix H).



Leadership in action – University of Ballarat

### ***Leadership program at the University of Technology, Sydney***

- Participants in this program were from the School of Nursing.
- Thirty students participated in the program and were in their second or third year of studying an undergraduate Nursing degree.
- The workshop materials were delivered over two days (Appendix C).
- The students completed the program within a week. Immediately upon completing the workshops, they commenced their 30 hours with an identified industry mentor.
- All mentors were from the health sector.
- No mentor training was delivered, however all mentors did receive a copy of the Mentor Handbook (Appendix D).



Leadership students from the University of Technology, Sydney

### ***Leadership program at the Queensland University of Technology***

- Participants in this program were from the School of Psychology.
- Twenty-five students participated in the program and most were in their second year of study.
- The workshop was delivered over one day which was an intensive model of delivery.
- The workshop facilitators conducted a separate workshop in the evening for identified industry mentors. The mentors were from a range of industries and all received a copy of the Mentor Handbook (Appendix D).



Leadership students from Queensland University of Technology

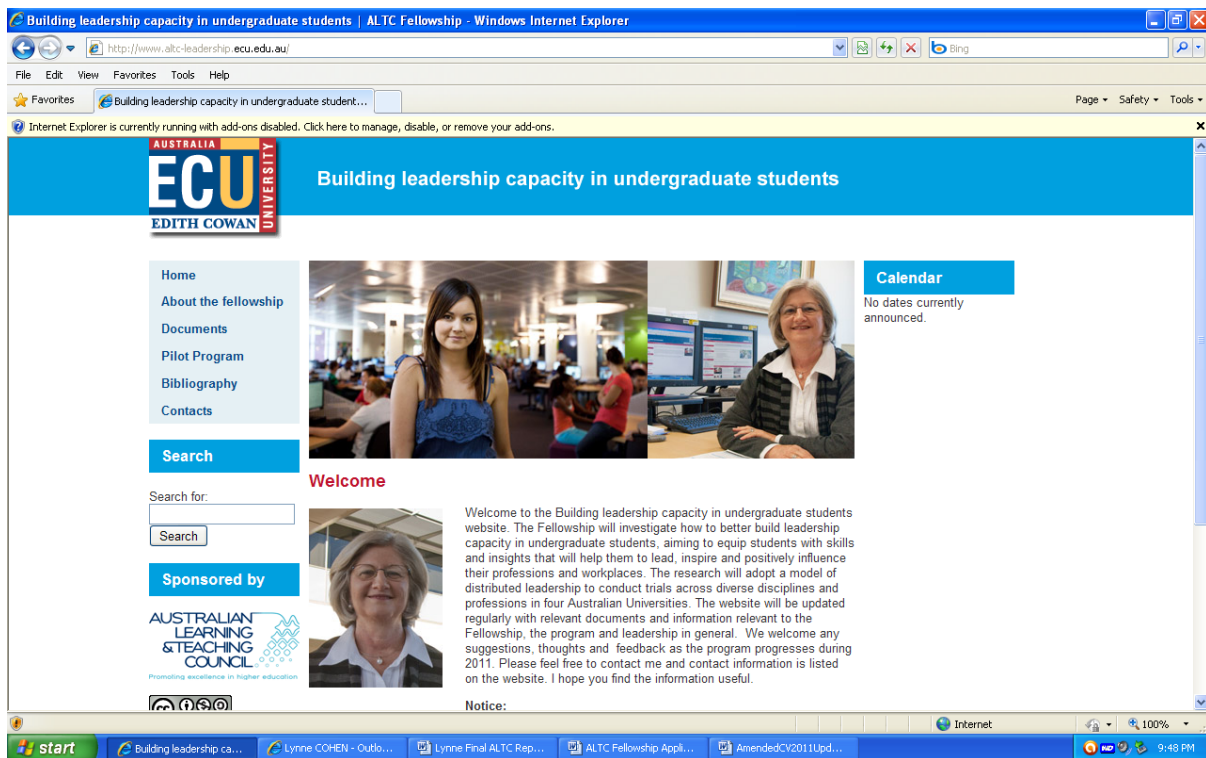
## Website

A significant part of the leadership program implementation was the development of the website <http://www.altc-leadership.ecu.edu.au/>.

The website was initially designed to provide an overview of the leadership program, its aims and goals as well as provide a repository for all the program materials. The website was initially developed for use by academics from the universities participating in the pilot leadership program. The website also provided the means by which participating universities could engage in dialogue about their experiences during the program.

The website included the following information about the Fellowship and an introduction to the issues related to leadership development particularly in undergraduate students.

The documents section provided all the materials and activity sheets used during implementation of the program. A Mentor Manual developed specifically for the program provides information for the industry mentors on the nature of the program, expectations of the mentors and guidelines for choosing suitable projects.



## **Overview of the results of the implementation of the leadership program**

The Fellowship program was evaluated at each participating institution and the results have been amalgamated. Pre- and post-questionnaires were analysed separately; qualitatively through thematic analysis, and quantitatively. A summary of the qualitative results organised into meaningful patterns that reflected the experiences of the students during the program as well as the development of their knowledge and skills are presented here. Students commented that the competencies developed through participating in the program were of benefit to them when seeking employment (See student testimonials Appendix L).

### ***Development of personal traits and confidence***

Students suggested that the practical aspects of the workshops were invaluable to the development of their personal attributes. The opportunity to practice the leadership skills in a safe environment contributed to building their confidence. The mentor relationship was significant as it was this association which provided examples of leadership in action. Typical comments from students include:

*I had a fantastic mentor who helped me overcome barriers and worked on readjusting my plans.*

*I am so much more confident in everything that I do now. I can also see where I am going wrong and how to manage the difficulties that I have. I am also really good at managing meetings now and leading the discussion so ever.*

### ***Communication***

Included in the leadership program were activities specifically designed to provide techniques and practice in public speaking. Typical comments from students include:

*My initial mentor was unresponsive and not accommodating to meeting with me. I learned that leadership requires the ability to recognise and admit when you need help. I gained confidence in being able to communicate my thoughts assertively and valuing others simultaneously.*

*I got to conquer my public speaking fear within hours of the program wrap up.*

### ***Application of leadership skills in the real world***

Through participation in the leadership program, students were able to identify their own values, and work towards achieving their goals. The program provided them with the opportunity to learn the skills necessary for effective leadership and then practice these within the workshops and with their mentor during their project. Typical comments from students include:

*I learnt to be an effective listener and actually hear what people were saying, become more flexible in my approach, and show interest by stepping out of my comfort zone. Thank you for allowing me the opportunity to be able to do this.*

*On the day of my project that my team building exercise was to be implemented, an unforeseen problem occurred and the day did not go according to schedule. This was important because I learnt to be flexible and use this as an opportunity to improvise.*

*My mentor made me feel important in what I had to say. She was warm and receptive and offered her support at all times.*

*I gained confidence in being able to communicate my thoughts assertively and valuing others simultaneously.*

*I am grateful for the opportunity to not only lead, but to be a learner. I am thankful for the opportunity to evaluate my skills and strengthen myself and now I know how to build my networks.*

Students rated their knowledge skills using a 5-point Likert scale pre- and post-program. Comparison of the responses to leadership knowledge and skills, suggested that prior to the commencement of the program students exhibited limited knowledge concerning leadership and did not have effective leadership skills. After completing the program, students reported increased knowledge and skills.

The results shown in Table 1 demonstrate the positive impact that the leadership program had on the students. There is strong evidence that all students increased their knowledge of leadership as well as their self-awareness. It appears from the results that the program significantly impacted their knowledge, attitudes and skills of leadership. The mean score for each questionnaire item was significantly higher after completion of the program. The formal teaching of leadership skills and knowledge impacted on the participants who felt that they were better equipped to take their place in the workforce after completing their undergraduate degree. The participants considered that the mentor relationship was crucial to their success and provided them with the opportunity to see and practice leadership-in-action.

The program was designed to increase the self-awareness of the students which in turn assists with effective problem solving and setting priorities. Leadership as a skill is not formally taught in undergraduate curricula and this program was extracurricular to their discipline studies. The program does provide some way of embedding leadership into their formal studies combined with a work integrated learning approach. The skills and competencies that they have developed together with an increase in their confidence may assist when entering employment.

Table 1 Leadership characteristics pre- and post-program

Leadership characteristics	Pre-program Mean (Range 1-5)	Post-program Mean (Range 1-5)
I view problems as opportunities	2.3	4.5
I am able to set deadlines and meet them	1.4	5.0
I am able to set realistic objectives	2.7	4.6
I am good at negotiating	1.2	3.7
I am a critical and creative thinker	3.1	3.9
I am tolerant of others that think differently	2.3	4.7
I am positive to change	1.6	4.7
I am an effective team member	2.5	5.0
I am confident to lead	1.5	4.5
I can debate, clarify, and enunciate my values and beliefs	1.3	3.5
I can communicate the strategic plan at all levels	1.5	3.4
I do recognise problems inherent in the planning process	1.7	3.8
I do support others through the change process	1.6	3.1
I can manage conflict	2.5	4.2
I do engage in goal setting	2.1	4.9
I can develop and implement action plans	1.1	4.7
I do evaluate whether I am achieving goals	2.4	4.1
I am strategic in my thinking	2.5	3.8
I do know roles and responsibilities in planning and implementing plans	2.1	4.2
I do know the strategic planning process, short and long term planning tools	2.1	4.5
I understand how to lead a group effectively	0.5	4.8
I know the relationship of the budget to planning	2.3	4.2
I understand the leadership process	1.0	4.2
I am able to communicate with all levels of people	2.1	4.8

## Dissemination

This Fellowship was conducted in a collaborative manner that focused on the inclusion of a wide range of academic staff in scholarly approaches to improve the student experience through participation in the leadership program. The work of this Fellowship has been shared through extensive presentations, publications, collaborative work and an open invitation to all to critique ideas and developments, with the goal of improvement across the whole sector. This collaboration and the already established networks that support teaching and learning and the student experience at ECU has ensured that the outcomes of the Fellowship are embedded in teaching and learning practice at ECU. Through the planned dissemination strategies both locally and internationally, the use of established collaborative networks across participating institutions and through the engagement of experts and colleagues, both nationally and internationally, a community of scholars has emerged with a focus on leadership development for undergraduate students.

### Presentations

The work undertaken during the Fellowship was presented at a number of international and national conferences. Further presentations are planned and papers have been accepted for 2012 which include the European Psychology Learning and Teaching Conference in June 2012, and the First Year Experience Conference in Vancouver in July 2012. The list below summarises the main areas where the program has been discussed and presented.

**Cohen, L.** (2011, October). *Developing an undergraduate leadership program for students*. Paper presented at the Australian Psychological Society Annual Conference, Teaching and Learning Interest Group.

**Cohen, L., & Chang, P.** (2011, July). *Why do psychology students need additional skills?* Paper presented at the 7<sup>th</sup> Vancouver International Conference on the Teaching of Psychology, Kwantlen University, Vancouver, Canada.

**Cohen, L.** (2011). *Leadership development amongst undergraduate students*. Paper presented at the 63<sup>rd</sup> Annual NAFSA Conference on International Education. Vancouver, Canada.

**Cohen, L., & Pooley, J.A.** (2011, April). *The relationship between resilience and university success*. Paper presented at the Resilience – Why bother? Conference, University of Brighton, Brighton, United Kingdom.

Hendricks, J., Cope, V., & **Cohen, L.** (2011, July). *Safety leadership as a concern for nursing: What our postgraduate students don't say!* Sigma Theta Tau International, 22nd International Nursing Research Congress, Cancun Mexico.

Hendricks, J., Cope, V., & **Cohen, L.** (2010, January). *Growing our own: A leadership program in an undergraduate nursing program in Western Australia*. Paper presentation at the Teaching & Learning Forum, Perth, Western Australia. Presenters: Dr J. Hendricks & V. Cope.

**Cohen, L., & Harman, B.** (2010, July). *Developing leadership capacity in undergraduate students*. Paper presented at the Psychology Learning and Teaching Conference, Edinburgh Napier University, Edinburgh.

**Cohen, L.** (2010, December). *Developing leadership in undergraduate students*. **Keynote address** presented to the University of Ballarat Teaching and Learning Week.

Harman, B., Robinson, K., & **Cohen, L.** (2010, November). *Why mothers attend playgroup*. Leadership in action. Paper presented at the QEC2010 Conference, Melbourne.

Harman, B., **Cohen, L.**, Drake, D., Kaczmarek, E., Pooley, J., Guilfoyle, A., Ferguson, C., & Harms, C. (2010, November). *Resilience, leadership and the Brain and Emotional Development Workshops*. Paper presented at the QEC2010 Conference, Melbourne.

## **Publications**

The following is a list of publications which contain reference to the leadership program. Additional publications are currently in preparation or under review.

**Cohen, L.**, (2012). Leadership program enhances student employability. *Cohesion*, January, 22 – 23.

**Cohen, L.**, Pooley, J., Ferguson, C., & Harms, C. (2011). Psychologists understandings of resilience: Implications for the discipline of psychology and psychological practice. *Australian Community Psychologist*, 23(2), 7-23.

**Cohen, L.**, Chang, P., Hendricks, J., Cope, V., & Harman, B. (2011). Building leadership in undergraduate psychology students. *Journal of Psychology, Learning and Teaching*, 10 (2), 164-169.

Cheeseman, S., Ferguson, C., & **Cohen, L.** (2011). The experience of single mothers: Community and other external influences relating to resilience and leadership. *Australian Community Psychologist*, 23(2), 32-50.

**Cohen, L.**, Ferguson, C., Harms, C., Pooley, J., & Tomlinson, S. (2011). Family systems and mental health issues: A resilience approach. *Journal of Social Work Practice*, 25, 109-125.

Hendricks, J.M., Cope, V.C., & Harris, M. (2010). A Leadership Program in an Undergraduate Nursing Course in Western Australia: Building Leaders in our Midst. *Nurse Education Today*, 30(3), 252-257.

**Cohen, L.**, Ferguson, C., Harms, C., Pooley, J., & Tomlinson, S., (2010). Family systems and mental health issues: A resilience approach. *Journal of Social Work Practice*, DOI: 10.1080/02650533.2010.533754.



# Evaluation

## Overview

The evaluation of the Fellowship provided significant input into the development and ongoing modification of the program. The evaluator (Dr Allan Goody) engaged in both a process and outcome evaluation. The evaluator was consulted during the initial development of the program and provided valuable advice on structure, suitable presentation material and organisation of the program. The program was constantly reviewed after each iteration and the evaluator provided advice on amendments to the program.

## Personal reflections

This Fellowship has been more than just progress towards the achievement of developing and implementing a program of activities; additionally it provided a learning process where I became aware of the enormous space between the ideal and reality. Universities are challenged with developing graduate attributes which all students will to some degree be able to demonstrate once in the attainment of their degree. While universities generally do not list "leadership" as a distinct graduate attribute, some of the attributes of effective leadership align with some of the graduate attributes that are commonly listed by universities including effective communication, working in and leading teams, respecting and valuing cultural and other aspects of diversity, professional skills including ethical practice, critical appraisal and independent thinking. Integrating these attributes into the curriculum, which has been a strategic initiative for many universities in the past few years, has its challenges.

However, most of the student time spent within the lecture theatre and tutorials is to gain discipline knowledge while assessments provide evidence of the degree to which students have gained this knowledge and are able to demonstrate written communication skills, and in some cases, oral communication. Employability of graduates is currently a major focus of the Federal Government and has become a significant and universal goal of undergraduate education in Australia. In addition, student engagement with their university experience which goes beyond the context of their course work is central in that it should lead to better learning outcomes. Work-integrated learning, another current teaching and learning imperative in higher education, would seem to contribute significantly to the achievement of these two goals. Programs that develop leadership skills, whether integrated with or as adjunct to the academic program, are varied in their scope and approach but are generally designed to engage students and develop capabilities.

It is unrealistic to hope that all universities will take up the challenge of providing leadership programs to all their students or even integrate them as part of the curriculum. I hope the research undertaken and the programs developed through this Fellowship, goes some way to address this problem. If universities implement and develop leadership skills in their undergraduate students, they can ensure that the student expectations of developing graduate attributes and gaining employment does go somewhat toward meeting their expectations.

One of the most difficult tasks in this Fellowship was in implementation of the program once it had been developed. I approached different universities to trial the program very early in the Fellowship

yet when the program was ready for delivery, many of the universities reneged on their original commitment. My main priority at the early stage was to ensure that the implementation occurred and without delay. My decision to be flexible in my approach and accommodate the participating universities was crucial to the success of the program. The range of techniques and delivery available was diverse and the frustrating experience was in deciding which would be most appropriate and provide the best result. In employing a diversity of program delivery models, I needed to be flexible and able to adapt to changing situations. The resulting diversity of approaches is a critically beneficial outcome of the Fellowship. There are now a number of models or approaches for delivery of the leadership program that have been "tested" providing universities, faculties and schools with a range of options to adapt to their particular context.

Participation in this Fellowship by ECU and the willingness of staff and students to engage in the process and trial the program was extremely advantageous. ECU is a university where the development of graduate attributes is embedded into the course structure and mapped across an undergraduate curriculum. Work-integrated learning has become highly valued by the university and academics are encouraged to incorporate such activities into their course structure. As engagement with the community is part of the mission of the university, the Fellowship provided the opportunity to combine all these areas as well as link to industry through the mentors.

The leadership program was successful beyond what was originally envisaged. It demonstrated that it may be implemented with students from diverse discipline areas. Students from different areas in the same cohort provided varied experiences for their peers which contributed to their positive experience. Building of social networks for the students was encouraging and valued by the students. Many of the students have gained employment from their industry mentor which has positively impacted the employability of students.

It was through being flexible and through continual assessment and reflection on the process that contributed to the success of the program. The Fellowship was an opportunity to make a contribution to the advancement of knowledge and practical application by developing a leadership program which can be used by all universities regardless of discipline. The program was dependent on the universities which participated and many students who engaged with the program, and to them I am extremely grateful.

## Conclusion

The aims of this Fellowship had a national and an institutional focus. Nationally, the Fellowship identified programs that enhanced leadership capacity of students to identify best practice models and provide a community resource. Institutionally, the aim was to enhance individual and institutional knowledge of programs and strategies for leadership development for undergraduates and to expand current initiatives across the university that provide leadership development and support student engagement leading to the enhancement of student employability.

This was accomplished by:

- an extensive literature review of leadership programs offered by national and international universities (Appendix A);
- development of a leadership program that has been implemented successfully in four Australian universities;
- development of a leadership program that has been successful across a diverse range of disciplines;
- development of a set of resources to accompany the program including a program guide and detailed activities;
- development of resources to assist industry and community mentors in undertaking the mentorship;
- creation of a website for the continued updating of the program and which is freely available to interested universities;
- qualitative and quantitative evidence that participants increased their knowledge and skills on leadership; and
- an initiative at ECU to establish a Student Leadership Academy with support from the executive of the university.

Most of the existing leadership programs tend to be adjunct to the students' academic programs offered by the institutions (other than formal for-credit units that focus on leadership, generally offered in management and business degree programs). Programs are often "located" in student support units rather than an academic unit such as school or faculty and are characterised by their voluntary nature and competitive entry. This may occur through involvement in extra-curricular activities such as student societies and clubs and may or may not include some form of formal skills development program. There also appears to be little or no direct connection to a student's academic program or recognition of achievement of graduate attributes attributed to these programs. Thus there are challenges facing the integration of such a leadership program into the course structure of universities or being offered as an extra-curricular activity.

The Fellowship will continue to impact positively on universities through:

- capacity building of academic staff trained to implement the program;
- encouraging universities who have successfully implemented the program to share their experiences and knowledge with other universities;

- achieved success at the national level;
- encouraging universities to build from within their institution with willing staff;
- the development of an integrated program which addresses the development of graduate attributes, leadership knowledge and skills, and employability of graduates;
- incorporating mentors into the program to assist students identify leadership-in-action;
- increased engagement of students with industry which leads to better retention and completion rates;
- enhanced employability of graduates;
- greater community engagement through the use of industry and community partners as mentors; and
- enhanced leadership capacity of teaching and professional staff in the universities.

Successful adoption of the program by other Australian universities is not without challenges. These may include:

- the level of enthusiasm and confidence of academic staff to engage in the process;
- appropriate administrative support being available to assist with the daily running of the program;
- the willingness of academic staff to balance their workload to implement the program; and
- appropriate encouragement, support and recognition of the value of the program by senior management of the university.

This Fellowship has had an impact on an increased understanding of and collaborative approach to leadership development for undergraduate students based on best practice principles and models. It provided the opportunity to establish a more formal network of expert practitioners that will continue to contribute to the scholarship in the important areas of leadership development, student learning, the student experience and employability. With the various approaches and strategies for developing leadership skills in undergraduate students, the Fellowship developed a program that is adaptable to the varying learning and disciplinary contexts. In Australia there is need for further discussion about undergraduate leadership to ensure this important graduate capability is properly recognised and integrated into the curriculum. The Fellowship has provided the resources to enable universities to create the opportunity for implementing a leadership program for all undergraduate students.

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## **Appendix A**

### **Literature Review**

# Leadership Literature Review

*Building Leadership Capacity in Undergraduate Student.*

October 2010

Edith Cowan University



**THIS DOCUMENT CONTAINS:**

1. ALTC OCCASIONAL PAPER NOTES ON LEADERSHIP (GENERAL)
2. AU UNIVERSITIES/GOOD PRACTICE OF TEACHING LEADERSHIP (UNDERGRADS)
3. U.S. UNIVERSITIES WITH LEADERSHIP PROGRAMS (UNDERGRADS)
4. CENTER FOR CREATIVE LEADERSHIP NOTES ON TRAINING EMERGING LEADERS (GENERATION X AND Y)
5. PEER REVIEWED JOURNAL ABSTRACTS ABOUT LEADERSHIP AND UNDERGRADS

1. COPIED FROM THE ALTC WEBSITE:

[http://www.altc.edu.au/system/files/documents/grants\\_leadership\\_occasionalpaper\\_andersonandjohnson\\_nov06.pdf](http://www.altc.edu.au/system/files/documents/grants_leadership_occasionalpaper_andersonandjohnson_nov06.pdf)

Burns (1978), who researched schools, and is cited in several proposals, offers a definition that is perhaps more applicable to the political domain: "leadership is exercised when persons ... mobilize ... institutional, political, psychological and other resources so as to arouse, engage, and satisfy the motives of followers."

Leadership is about change (or influencing others to effect change) and is assumed to be acquired through training or experience. The origin of leadership is an elusive topic. Leadership can be authoritarian (top down) or democratic (top up).

References to the nature of leadership listed in the applications include: [personality theories](#) stating that leadership depends on traits that are either inherited or emerge in early life development; [role theory](#) holding that leadership is behaviour associated with a particular context or position; assumptions that the capacity for [leadership can be taught](#); and that [leadership capacities are universal](#), anyone is capable of exercising leadership. Most proposals adopt a position closer to the latter end of this list, assuming that leadership is related to context and that it can be taught. "The Carrick Institute position is that academic leadership is a highly specialised and professional activity"; the clear implication is that it can be taught.

Leaders are change oriented; they have a variable time perspective, a vision of what needs to be, and help to create a culture of enthusiasm for change. Ramsden (1998) and Kotter (1990) are both important sources for our applicants; Ramsden applies to academe Kotter's idea that management and leadership are complementary processes and equally necessary for the success of an organisation:

*Excessive management produces compliance, passivity and order for order's sake; it discourages risk-taking and stifles creativity and long term vision. But excessive leadership without the compensating force of strong management produces inconsistent, delayed and off-budget results, while emphasising change for change's sake.*

Leadership can be [transformational](#) (where leadership exhibits values, inspiration, trust and exemplary practice; there are clear goals, teachers are involved and responsibilities may be delegated) and [transactional](#) (see Ramsden "Learning to Lead in Higher Education" 1998 for a clear definition).

Ramsden is assuming that leadership is inherent in organisations. It is rarely a matter of chance when directions change or things are done better; some body or some bodies have been influential. This view pervades most of the literature and underpins most of the proposals; but it still leaves open many questions – what gives rise to leadership; is there a knowledge-base associated with it; how should leadership for better teaching operate in the multi-purpose, federally structured organisations that are universities; and how does all of this link with students who ultimately are the sole object of all these projects?

Leadership can be a characteristic of individuals or organizations. Yuki (2002), who is cited several times, defines leadership as "a complex social influence process where individuals at all levels of the organisation influence the choice of objectives and strategies, the organisation of work activities, the motivation of people to achieve the objectives, the development of skills and confidence, and the maintenance of cooperative relationships both within the organisation and with people beyond the organisation."

Underlying a few proposals is the [trait theory](#) or the assumption that there are characteristics for leadership deeply embedded in the personalities of leaders and that with the aid of appropriate methods such as questionnaires and correlation analysis these can be identified and built into an instrument that will be useful for predicting, selecting, promoting and even teaching leaders.

In contrast to trait theories the idea of '[situated learning](#)' is frequently mentioned: this involves the two notions that different strategies for learning may be needed depending on the setting; and that there will be interactions among the target group as well as between them and the leader.

Proposals for advancing leadership capability generally involved some sort of teaching programme or learning through experience or combinations of both. The teaching strategies included workshops, writing assignments and case-studies, discussions and focus groups, mentoring, the creation of communities and net-works (some electronic), structured programmes of teaching, and seminars and conferences.

Yuki (2002) who developed a [three-fold classification of leadership behaviours](#): Task-oriented e.g. organising work activity to improve efficiency; Relations-oriented e.g. providing support and encouragement; Change-oriented e.g. encourage and support innovators.

Universities remain diverse institutions of schools and faculties each having distinct cultures and a major allegiance to a disciplinary or professional authority outside the university. Curriculum is influenced by, 'dictated by' in some professional faculties, these agencies. The knowledge and skills imparted to students derive from the methods and traditions of the academic disciplines or the services provided by the professions. The idea of a common pedagogy for higher education tends to be assumed by some university management and teaching agencies. But the professions and disciplines, backed by some research, are liable to argue that pedagogy should arise from the nature and vocabulary of the subject matter.

Faculties are autonomous in some important respects including curriculum. Quite apart from the point about disciplinary culture and pedagogy there are likely to be in these institutions no clear ways for communicating about teaching methods and the dissemination of innovations from outside the faculty. This is reflected in the applications, where most of those assuming a 'centre out' model for dissemination are smaller institutions.

[http://www.altc.edu.au/system/files/documents/grants\\_leadership\\_occasionalpaper\\_stephenmarshall\\_nov06.pdf](http://www.altc.edu.au/system/files/documents/grants_leadership_occasionalpaper_stephenmarshall_nov06.pdf)

Universities must train leaders to be effective and offer organizational environments in which leaders can perform well.

Perspectives on Leadership – a single model for all situations is a flawed model. When leadership is a product of traits or personalities, then these people are appointed into leadership roles. There tends to be little support for this notion, but the approach is embraced in building leadership in higher education.

A second approach is examining behaviors of those in leadership positions and is based on two dimensions: The first, “task-oriented behaviour”, is behaviour that is concerned with the achievement of group goals. The second, “people/relationship oriented behaviour”, is behaviour concerned with maintaining and strengthening the group itself. Leadership behavior is contextual.

1. “**Power and influence**” theories, construct leadership as being associated with the use of power. According to Weber (1945), Etzioni (1961), French & Raven (1968), and House (1984) leaders lead (or influence others) by exercising the power they possess due to their:

- (a) position (legitimate power),
- (b) ability to provide rewards (reward power),
- (c) ability to threaten punishment (coercive power),
- (d) knowledge and expertise (expert power); and
- (e) personality (the extent to which others like or identify with them) (referent power).

Leaders are people in positions of formal responsibility within the organization.

2. “**Social Exchange**” theorists, on the other hand (e.g., Blau, 1964; Burns, 1978; and Kouzes & Posner, 1987) argue that leaders are afforded the opportunity to lead to the extent that they are able to fulfill followers’ expectations. They use their knowledge, skills, abilities, networks, and resources to satisfy the expectations of others. Central among these “social exchange theories” are Burns’ (1978) notions of *transactional leadership*, or leadership specifically aimed at meeting the self-interest of followers, and *transformational leadership*, where leadership is aimed at challenging and transforming followers’ expectations and inspiring them to transcend their own self interests for the good of the organisation. According to Bass (1990), transformational leaders exhibit:

- (a) *charisma* (i.e., they provide vision and a sense of mission, they instill pride, and in return gain the respect and trust of followers); and
- (b) *inspiration* (i.e., they communicate high expectations; they use symbols and their own example to focus efforts; and express important purposes in simple ways).

Anyone in the organization may be in a position to lead.

3. According to Bolman and Deal (2003) “every organisation develops distinctive beliefs, values and patterns [of behaviour]. Many of them are unconscious or taken for granted, reflected in myths, fairy tales, stories, rituals, ceremonies and other symbolic forms” (p. 244). Those who become known as leaders within organizations do so because they fulfill roles and assume responsibilities that the group values and recognises as leadership within their organisational context.

Leadership development from this perspective, therefore, must **assist individuals to develop a deep understanding of the nature of organisational culture, and of the ways in which individuals can act to “mould, reshape and transform culture in line with institutional objectives”** (Middlehurst, 1993, p. 37).

Little of the literature on leadership in higher education focuses on the issue of *developing* leadership capability (see for example, Moses and Roe, 1990; Green and McDade, 1991; Middlehurst, 1993; Fender, 1993; UCoSDA, 1994; Ramsden, 1998; Marshall, 2001; Wolverson, Ackerman & Holt, 2005) and even less on the *development* of leadership capability in *learning and teaching*.

Developing *leadership* for learning and teaching is often treated (and organised) as a separate activity from developing one’s professional capability as a *teacher and learner*, and focuses upon those already appointed to formal positions of responsibility in teaching and learning (although some target those likely to succeed) rather than all members of the university community. It is often understood as something that takes place in-service; just-in-time, and via a variety of loosely-coupled (if at all) interventions such as seminars, conferences, training programs, where participation in such programs generally remains voluntary, and typically focused on developing the capability of individuals, rather than both the individuals and the organisational contexts in which they are to operate.

Applying other approaches to leadership to the teaching and learning context then: leaders of learning and teaching: (a) have a particular set of qualities or characteristics that enable them to be effective in their role; (b) engage in particular task-oriented and people-oriented behaviours; (c) adopt different patterns or styles of behaviour to meet the needs of different situations; and/or (d) seek to challenge and transform followers’ expectations.

Marshall suggests: an essential part of the process of developing leadership capability in learning and teaching is to develop an active community of scholars working to resolve these dilemmas. To develop leadership capability in learning and teaching is to focus on developing the capability of *all* those involved in planning, implementing, or evaluating learning and teaching and/or the organisational environment in which learning and teaching occurs.

There is clearly a wide range of individuals in higher education institutions who exercise leadership roles in relation to learning and teaching. First, there are those in, or likely to be appointed to, formal positions of leadership responsibility (e.g., Program Coordinators, Heads of Department, Deans of Faculty, PVC/DVC (L&T)). Second, there are mainstream academic staff or those with no formal responsibility for leading and managing learning and teaching, outside their roles as convenors of individual units of study. Third, there are the host of professional staff who do not hold academic appointments but who are actively involved in the planning and decision making processes associated with the development of the organisational contexts in which learning and teaching occurs (e.g., department / faculty / central administrators; student learning service professionals, librarians, IT specialists, facilities managers, and laboratory managers/technicians).

As Kotter (1990) has observed, the “bottom-line” of leadership is to effect change (p.6). But before one can develop a direction for change, or a plan, structure, or strategy to realise a change, one needs to develop a keen understanding of the current and likely future state of affairs within and outside one’s organisation. To do this, individuals need highly developed skills in organisational and environmental analysis. Opportunities for individuals to develop the knowledge and skills necessary to identify and assess current and likely future strengths, weaknesses, opportunities and threats in their organisation’s goals, strategies, infra-structure, and practices in relation to learning and teaching, would be of particular benefit.

## **2. AU UNIVERSITIES - TEACHING LEADERSHIP**

### **Central Queensland University**

The primary aim of the Student Mentor and Leadership Program is to assist first-year students at Central Queensland University (CQU) to make a successful transition to university through their first year of study. Individual students are matched with Student Mentors, who use their university experience to assist new students in their Mentor Group. This process enables students to develop a sense of belonging and to build the vital academic and social networks necessary for successful integration into university study. An additional aim is to assist Student Mentors to develop and demonstrate transferable skills such as leadership, group work and communication skills, in a supportive environment.

The Student Mentor and Leadership Program, which began in 1996, links approximately 1,450 on-campus regional and 600 distance education first-year students (Mentees) with 270 experienced second and third-year Student Mentors. In 2005, 91% of all first-year on-campus regional students were linked with a Student Mentor. On-campus mentor groups comprised approximately 5 to 8 students per group and approximately 4 to 5 students per distance education (DE) mentor group. Involvement in the CQU Student Mentor and Leadership Program is voluntary. However the University encourages all new students to make the most of this student support program during their first year at University. All on-campus students (full-time/part-time) studying at CQU regional campuses and delivery sites are linked with Student Mentors during the University’s orientation program. All students studying externally, who apply for a Student Mentor, are linked by the end of week one of the term. Mentors provide a variety of peer support to assist first-year students with their transition into university study. Mentors draw on their experience of successful study to assist first-year students to access information and services within the University and develop effective study habits.

The program is supported University-wide, though responsibility for its operation belongs with Student Services and the Division of Teaching and Learning Services. Staff from all areas assist in the facilitation of the comprehensive Student Mentor training program at the start of the year. Each Faculty and Campus awards an annual cash prize for the ‘Mentor of the Year’.

Student Mentors are expected to:

- attend the three mentor training and debriefing sessions held throughout the year
- be proactive in contacting their mentees at least four times per term for the whole academic year
- attend the majority of orientation sessions with their group. Distance Education Mentors are not expected to attend orientation for obvious reasons but some do attend the Distance Education Orientation sessions and mentor training activities.

In addition to the development of valuable communication, leadership and group working skills, Student Mentors also receive:

- 10% discount on textbooks purchased at the CQU bookshop
- additional professional development sessions (held online for mentors studying at a distance)
- certificate acknowledging their contribution signed by the Vice Chancellor
- a conspicuous red T-shirt to identify them as Student Mentors.

The help received from a Student Mentor can make a significant difference to a student’s first year at university by providing basic but essential advice about studying at Central Queensland University. Mentors can assist students with things such as how to:

- understand lecture timetables and the examination process
- access relevant library resources, computers, and other support services provided by CQU
- find their way around the university
- obtain relevant information about all aspects of university life.

### **Curtin University**

John Curtin Leadership Academy <http://community.curtin.edu.au/studentdev/jcla.cfm>

The John Curtin Leadership Academy is named in honour of Australia’s World War II Prime Minister, John Curtin, after whom the University is named. Participants are selected on the basis that they have the potential to embody John Curtin’s values of Vision, Leadership and Community Service.

The Academy has been designed to address three questions:

1. What do clubs and societies need to know to operate successfully?
2. What do students need to know to be successful in their club or society and later career?
3. What are employers looking for when they consider a student as a potential employee?

It should also help our participants get the job they’ve always dreamed about. The program runs across two semesters, with two intakes per year. It begins with a 4-day residential workshop “Foundations of Leadership” and the final semester begins with a 3-day Advanced Workshop. In addition there are regular seminars or Modules during each semester organised at a time convenient to all participants. Each semester participants work on a group project that provides a benefit to the community, and reinforces the skills learned during the workshops and at the module seminars. Each semester concludes with a Poster Presentation, which report the progress made with these projects. Future employers are invited to attend the presentations, as this allows them to evaluate the integrity of the participants and to consider them as a potentially valuable asset to their organization. In order to be considered for the Academy, students must either be nominated by a Curtin club or society president, or by a Curtin staff member.

### **Flinders University**

Innovation and Enterprise Leadership Program <http://www.flinders.edu.au/careers/innoentprog.html>

More than 50 undergraduate and postgraduate students attended the inaugural Innovation and Enterprise Leadership Program hosted by the Careers and Employer Liaison Centre during 2004. Due to the success and feedback from the students, the Innovation and Enterprise Program will be running again this year. The two-day intensive workshop is targeted at developing the hands-on skills of those students who are thinking about, or have, an enterprise or innovation idea or prospect that they want to start or develop further. Several industry leaders presented papers at the workshop, including representatives from the Department of Trade and Economic Development, Ernst & Young, CAMMS, Flinders Technologies, and AusIndustry. To complement the presentations, the students were arranged into teams to develop and present a business or innovation proposal to a Specialist Business Panel for constructive ideas and advice.

### La Trobe University

Infinity Leadership Program <http://www.latrobe.edu.au/students/leadership/>

Infinity Leadership Program is for students and recent graduates of La Trobe University aspiring to leadership roles. It provides an opportunity for participants to utilise and develop their knowledge of leadership and to extend their skills and experiences by putting leadership into practice. It also gives more opportunities for students to engage with La Trobe alumni and staff. The Infinity Leadership Program consists of three components:

- Attendance at a two day workshop retreat
- A series of leadership seminars by guest speakers
- Completion of a community project

The program is open to undergraduate students who have completed at least two semesters of study, postgraduate students and recent graduates. International and Australian students from across all faculties currently studying at any La Trobe campus\* are welcome to apply. Entry is based on a combination of criteria including evidence of previous community engagement, academic record and interview performance.

### Monash University

Centre for Sustainability Leadership [http://csl.org.au/index.php?page\\_id=8](http://csl.org.au/index.php?page_id=8)

There are hundreds of thousands of young people across the globe who can imagine a different, more sustainable future, but don't know how to go about creating it. The Centre for Sustainability Leadership is designed to bridge this gap by empowering young people to make their communities more sustainable. **We've tried to get people in positions of power to care, now we're going to get people who care into positions of influence.** The Centre for Sustainability leadership has two main programs:

The Centre for Sustainability Leadership Fellowship Program.

A scholarship based eight month fellowship for top emerging sustainability leaders which includes weekly workshops, creating innovative sustainability projects, retreats and being mentored by top leaders. Graduates are supported by an Alumni Program and communicate sustainability widely through the Speakers Bureau. The Fellowship Program started in Melbourne in 2005, will expand to Sydney in 2008 and to cities around the globe in 2009.

The Global Future Sustainability Leaders Program.

A free online sustainability leadership program available to young people across the globe which uses technology such as streamed video based lectures with global experts, podcasts which teach key sustainability leadership skills, and study groups bring young people to a global classroom. This program will be launched in early 2009. The Centre also provides support to young people trying to make their communities and workplaces more sustainable through monthly newsletters and podcasts which develop sustainability leadership capacity. Our Speakers Bureau provides passionate and informed young sustainability leaders to speak at events, schools and workplaces. This work is supported by:

- Advice and support from **sustainability leaders** across the globe
- **Volunteers** based in Melbourne as well as remotely
- **Interns** who continually improve and update all aspect of our program
- **Partner organisations** who provide expert support in all areas of operation
- **Individual donors**
- The Centre for Sustainability Leadership **board**
- The Centre for Sustainability Leadership **advisory board**
- The Centre for Sustainability Leadership **Management team**

### RMIT University

Student Leadership Program <http://www.rmit.edu.au/browse:ID=y3710vaditthz#other>

Participating students undertake action, training and reflection as they navigate a pathway through three stages with each stage taking one semester to complete. The stages are:

1. **Personal leadership** - This stage focuses on personal development i.e. strengths and weaknesses, goal setting and exploring your leadership style
2. **Team leadership** - This stage focuses on what you bring to a team, as well as an understanding of team learning and group dynamics.
3. **Transformational leadership in practice** - This stage focuses on practicing leadership skills such as mentoring, conflict resolution change and motivating others.

Participants will be required to complete the following in each "Stage" of their leadership journey:

- Practical leadership experience - Minimum of 15 hours voluntary service in accredited RMIT groups and/or an approved external community group
- VET training - Two nationally-accredited competency-based training modules (from Frontline Management) that students can put towards a formal qualification. This will run over 3 days and assessment is encouraged but not compulsory.



- Leadership development workshops and forums – Several sessions covering leadership and career development topics. Participants will also attend special leadership events and forums.
- Mentoring – Involvement in the SLP mentoring program as a mentor or mentee

Participants must attend an induction event at the commencement of each stage where they will receive an induction kit and leadership schedule. Participants are highly encouraged to attend the SLP Graduation celebration to be held at the end of semester where certificates will be presented. SLP participants must complete a minimum amount of training, volunteer service and special projects in each stage of the program. The overall commitment is approximately 50 hours per semester. This is just over 2 days of your life! The complete program runs over 3 stages and to get the maximum benefit, it is suggested that these be done over successive semesters in an 18-month block.

#### **What do SLP graduates come away with?**

- **Leadership experience** – Through the many training and development opportunities, participants develop a deeper understanding of their leadership capabilities in a modern global context.
- **Networks** – As an RMIT SLP ‘graduate’, participants will have worked alongside other student leaders, made new friends and been exposed to a range of new opportunities and networks
- **Accredited training** – those who are assessed competent for the VET training modules, will be able to put this towards a formal qualification and can display this on their resume
- **RMIT Leadership Certificate** – Once each stage is completed, participants will receive a leadership certificate signed by the RMIT Vice Chancellor:
  - Bronze -Completion of SLP Stage 1: Personal leadership
  - Silver - Completion of SLP Stage 2: Team leadership
  - Gold -Completion of SLP Stage 3: Transformational leadership in practice

Each student’s leadership journey is unique. Whilst there is a huge benefit in experiencing all three stages, a number of participants may only be able to complete one or two stages as this meets the needs of their leadership development. That’s fine! In exceptional circumstances, SLP participants can also apply to suspend their SLP leadership journey for a semester due to other pressing commitments or study pressures. Students previously involved in leadership programs or leadership training may feel they have a case to progress directly into Stage 2 of the program. SLP staff can assess these individual cases for progression. In addition, if students have previously completed the Frontline Management training modules offered through the SLP program, exemptions for these units can be obtained with the appropriate evidence.

#### **University of Melbourne**

Student Ambassador Leadership Program <http://www.services.unimelb.edu.au/live/salp/>

The Student Ambassador Leadership Program (SALP) is an extra-curricular program which provides opportunities for young people to create networks and develop their qualities and skills via active engagement within the University and volunteering within the wider community.

SALP aims to:

- challenge students to realise their goals and explore new ideas
- create supportive networks that aid students in their endeavours
- promote and support volunteerism amongst students
- empower students with a variety of valuable skills
- establish projects that address needs in the University and community
- foster positive relationships between University staff and students

#### **University of New England**

Vice Chancellor’s Student Leadership Program <http://www.une.edu.au/tlc/students/programs/vcslp/>

The Vice Chancellor’s Student Leadership Program is an extra-curricular course for students which runs once every Semester for one morning per week. The objectives of the course are to develop and enhance:

- a lifelong learning approach to leadership;
- effective communication skills;
- conflict resolution strategies;
- the practical skills of leadership;
- understanding of the distinction between leadership and management;
- appreciation of different leadership styles;
- knowledge of employer expectations of leadership;
- the principles of strategic thinking and planning;
- emotional intelligence; and
- personality types.

The course is designed to enhance the leadership skills of students already in leadership positions and those aspiring to leadership in their chosen professions. Placements are competitive and require written applications supported by referees. On successful completion of the Vice Chancellor’s Student Leadership Program, participants will be presented with a certificate signed by the Vice Chancellor, and recognition will be shown on their academic transcript.

#### **University of Notre Dame (Sydney campus)**

Newman Program [http://www.nd.edu.au/news/media-](http://www.nd.edu.au/news/media-releases/2007/November/20071105_SydneyCampusLaunchStudentLeadershipProgram.shtml)

[releases/2007/November/20071105\\_SydneyCampusLaunchStudentLeadershipProgram.shtml](http://www.nd.edu.au/news/media-releases/2007/November/20071105_SydneyCampusLaunchStudentLeadershipProgram.shtml)

The Sydney Campus will launch the Newman Program for student leaders from the beginning of 2008. The aim of the program is to engage senior university students who have the potential to become future leaders of commerce, civic life, education, the arts and industry in our society and immerse these students in a program that will nurture their spiritual, social and civic

awareness. The program draws its name and inspiration from Englishman John Henry Cardinal Newman's writings on the 'Idea of a University'.

Students will be assigned a mentor who is a leader in their own professional and/or spiritual community. Students and mentors will meet regularly to discuss their progress at university, to set future goals and to engage in mature discussions about current issues. Guest speakers, culturally broadening experiences, retreats and engagement in university activities also form part of the program.

Sydney Campus Minister, Anthony Crook, conceived the idea to enable students to expand their horizons. "It is important that we allow students the opportunity to develop their sense of self, their leadership skills and view of the world in tandem with their academic endeavours. We hope that it will enable them to grow into leaders in their professional communities who are respected for their unique gifts beyond their academic achievement," he said. Deputy Vice Chancellor, Mr Peter Glasson added, "This program fits harmoniously within our mission as a Catholic university. The promotion of educational experiences beyond the academic is something we are constantly working towards, through our comprehensive admissions system and other programs within the University." Mr Crook confirmed that the application process was underway and that a cohort of approximately 10 students would be selected early in 2008. "We hope the program grows with the support of the University community and the professions it seeks to prepare leaders for," he said.

### University of Sydney

The aim of the Talented Student Program (TSP) is to offer students of exceptional merit, particularly those whose talent is broad-based across science, additional challenging material to enable them to maximise their intellectual growth and potential. For more information see the web site: [www.science.usyd.edu.au/fstudent/undergrad/tsp/index.shtml](http://www.science.usyd.edu.au/fstudent/undergrad/tsp/index.shtml).

The TSP was developed in response to the Faculty recognising a need to engage, challenge, encourage and extend the best students, within the framework of a recognisable degree and the Faculty's resources. The Faculty wished to: encourage students to both focus and expand their interests; to form a community of scholars which can interact effectively across their own disciplines and with society; to develop their teamwork, **leadership** and interpersonal skills.

There are two main aspects of a student's involvement in the TSP:

- students can have greater flexibility in their choice of study, beyond that normally allowed by degree rules
- they have a mentor (a member of the academic staff) who assists them in choosing from the great range of academic and research options.

TSP students receive personal supervision by academic staff, and students often engage in individual studies (eg joining research groups within the Faculty, or engaging on a problem with small numbers of fellow students who have a shared interest in the subject). Students can take TSP activities for credit or not for credit. An example of the former case is tackling a significant, multidisciplinary problem (eg salinity) from a Faculty-wide perspective. Topics such as 'salinity' are chosen as they are high-profile issues of national importance, which cover all branches of science and can only be addressed by a multidisciplinary approach. First year TSP students, in small groups, led by a third year TSP student, investigate discipline-specific aspects of the larger problem (eg developing salt-tolerant plants), and report their results orally at a public 'TSP showcase' at which individual TSP projects are presented as posters.

Science Mentoring and Leadership Program <http://www.science.usyd.edu.au/cstudent/ug/smlp.shtml>

Expanding on the success of the [Science Students' Transition Workshop](#), which has run before the commencement of semester one every year since 1997, the Science Mentoring and Leadership Program was introduced in 2009 to help new students acclimatise to university life and meet some really interesting and helpful people within the Faculty of Science. The Science Mentoring and Leadership Program is for first-year undergraduate students enrolled in a Science degree, or a double degree involving one major from the Sciences. The meetings you attend as part of this program provide an opportunity for you to meet other first-years, senior students and academic researchers within the Faculty of Science. These mentors have time to listen to your questions and chat about the possibilities for your future. Whether you're interested in finding out about clubs and societies; photocopy cards; online assessments; or research and scholarship opportunities: You're guaranteed to discover much more about life in the Faculty of Science and where you could be heading over the next three years.

In coming to the mentoring meetings you will meet the people you see in the hallways and know more about how science happens and who is responsible. You'd be amazed at how much information you can find out in just a couple of hours, and yet the benefits are far more enduring. You may even decide to become a mentor yourself!

### University of Western Australia

AIESEC <http://www.news.uwa.edu.au/content/aeisee>

What is AIESEC?

AIESEC is the international student platform for young people to discover and develop their potential. Present in over 800 universities and encompassing over 22,000 members, AIESEC is recognized by the United Nations as the world's largest student organization. Focusing on leadership development, AIESEC offers over 5000 leadership opportunities each year to facilitate the Global Internship Program, which sees the exchange of over 4000 students each year to live and work in another country. AIESEC is an organization that activates leaders, creating a network of global change agents that have a positive impact on society.

Research Confirms AIESEC Members Are Unique Leaders.

ROTTERDAM, January 12, 2007 — A research paper recently presented at the International Positive Psychology Summit in Washington DC, United States, shows that AIESEC members possess distinctive leadership strengths.

The research study conducted by David J. Pollay, Founder and President of the Momentum Project and Master of Applied Positive Psychology from the University of Pennsylvania, backs up the claim that AIESEC has been making since its inception in 1948—that its members develop strong and unique leadership characteristics.

Recognized by the United Nations as the largest student organization in the world, AIESEC offers 5000 leadership opportunities on local, national, and international level to its 22,000 members annually.

Pollay's research shows that AIESEC leaders possess distinct leadership characteristics when compared to the peers their age and education. It strengthens the argument of how AIESEC has been – and still is – developing leaders with unique set of strengths valued across culture.

"AIESEC leaders scored significantly higher than their peers on the dimension of hope, curiosity, perseverance, leadership, teamwork, fairness, zest, bravery, forgiveness, and perspective," said Pollay, an AIESEC alumnus himself. Sixty-two national presidents of AIESEC or their recently elected successors – who was elected by the general membership of their country to serve for one year – took part in the research. All of whom are young adults, 48 of them have a university degree.

Participants were asked to do questionnaire based on the VIA-IS (Values In Action Inventory of Strengths) test on-line. VIA-IS is a 240-item self-report questionnaire that uses a five-point Likert scale to measure the degree to which respondents endorse strength-relevant statements about themselves. The score of the AIESEC sample were compared to 17,400 respondents of the same age and education in the United States.

The test developed by Dr. Christopher Peterson, and Dr. Martin E.G. Seligman in 2001, two of the most notable researchers on Positive Psychology. The same test has been taken by more than 600,000 people around the world to measure their leadership strengths profile.

David Pollay's research paper was presented in the 2006 Gallup International Positive Psychology Summit in Washington DC, the United States. Positive Psychology seeks discoveries of how individuals might lead a more positive and productive life around their strengths.

AIESEC in Numbers: Over 97 countries, 800 universities, 5000 leadership positions, 3500 exchange partners, 4000 global internships, 22000 members.

To find out more information about the research check out: <http://www.aiesec.org/leaderresearch>.

### **University of Western Sydney**

ASPIRE [http://www.uws.edu.au/scholarships/find\\_a\\_scholarship/leadership\\_program](http://www.uws.edu.au/scholarships/find_a_scholarship/leadership_program)

Aspire is a unique professional development and personal enrichment program that's been specifically designed by the University of Western Sydney to cultivate and enhance the leadership qualities of our most gifted high school students. The Aspire program is a practical response to the need for higher levels of professional skills and better leadership capabilities, over and above academic excellence, that more and more prospective employers are looking for in graduates. This is what makes Aspire so different, because it aims to produce successful professionals rather than just graduates.

Aspire will build upon your existing qualities and skills by encouraging you, and giving you the needed support, to become an actively interested and engaged community member, as well as providing valuable networking opportunities for you now and in the future. By being a part of Aspire you will have the opportunity to get involved in:

- Aspire Programs - seminars, workshops and welcome retreat
- Internships and other relevant work experience
- Campus life through University Service
- Volunteering through Community Engagement
- Social events, networking, and having fun

As an Aspire Scholar you will enjoy exclusive privileges and have unique access to the following:

- Recognition of your participation with a Certificate
- Valuable networking opportunities within the professional community
- Invitation to an exclusive Vice Chancellor's function
- VIP Invitations to UWS Open Days and other annual events
- Exclusive members-only entry and use of the Aspire website (Virtual Community) and content, providing you with 24-hour access to the latest learning, event notification and knowledge opportunities
- Aspire Member discounts and gifts
- Our Aspire magazine sent to you quarterly
- Pod casts and Blogs of Aspire workshop presentations

Aspire is an invitation-only opportunity for young, talented people with leadership abilities and ambitions, to become part of an elite group of high achieving undergraduate students. Only the very best qualify for selection. Students are invited to Aspire on the basis of their UAI score ( a minimum UAI of 90 ) as well as their personal qualities, leadership potential, motivation and non-academic achievements such as community service or engagement. A very high UAI in itself is not enough, as students whose personal interests and achievements are limited are less likely to be invited. Students also need to be Australian Citizens or Permanent Residents of Australia, who are entering their first year of undergraduate studies, with the added motivation to undertake a series of activities and programs to develop their professional skills. To be considered for the Aspire program you need to demonstrate the following attributes and experiences:

- You have been active in and made a significant contribution to your school or been involved in community activities.
- You have shown initiative or leadership.
- You communicate well.
- You enjoy engaging with other people.
- You are ambitious and keen to contribute in your chosen field.
- You care about what is happening in your community, your country and the world at large.

### **University of Wollongong**

The University of Wollongong (UOW) has an objective to 'facilitate the transition from the student experience to graduate life and career' (UOW Strategic Plan 2005-2007). To achieve this objective, a suite of programs, resources and services is in place to ensure that UOW graduates are ready for working life. The Management Cadetship program is one of a number of experientially based programs to aid transition to working life. It is aimed specifically at providing high-achieving Year 12 students with an opportunity to develop their leadership skills through work experiences across a wide range of University activities during their tertiary studies. Further information about the Management Cadetship Program is available at:

<http://www.uow.edu.au/about/scholarships/cadet/>.

The Management Cadetship is a five-year program open to High School graduates. Appointment is competitive and is conditional upon achieving a UAI score sufficient for a first-round offer of a place in an appropriate undergraduate degree (normally a Commerce or Arts program). Applicants are required to submit a formal written application addressing selection

criteria and, if short listed, attend an interview where they present an overview of a challenging project in which they have been involved.

Successful applicants are employed by the University on a full-time basis under a five-year fixed term contract, while undertaking part-time study. During this period they follow a pre-defined rotation plan through a number of central administrative divisions of the University including Personnel, Financial Services, Marketing, External Relations, Student Administration and Internal Audit. During the final two years of the program, cadets undertake a specialised placement relevant to their degree major which gives them an edge in becoming a 'young professional' in their graduate field.

Cadets receive an annual salary with increments each year, plus an education allowance covering course fees and an annual book allowance. Cadets are allocated 10 hours study leave per week during session to attend lectures and tutorials. Cadets are provided with support at a number of levels to ensure that they maintain adequate progress in both work placements and academic studies. The Manager, Professional & Organisational Development Services monitors their overall progress throughout their program. In each of their work placements, cadets report to a supervisor according to local unit work practices. Cadets are also paired with a mentor who is usually an existing long-standing UOW staff member.

In the last eight years the University has achieved outstanding results in terms of graduate outcomes; for graduate employment, graduate starting salaries and participation in further study. Employer surveys on the quality of our graduates are very favourable.

This successful performance overall is reflected in the cadetship program. Each year, the cadetship attracts a high number of enquiries from Year-12 candidates. Most cadets go on to secure excellent positions in their chosen field. These have included highly competitive postgraduate cadetships and permanent roles. The cadets create a positive impression in the minds of prospective employers of UOW graduates more generally.

### **More Leadership Programs at University of Wollongong**

Australian Student Leadership Conference <http://unicentre.uow.edu.au/getinvolved/leadership/UOW029892.htm>

Business Leadership Team <http://unicentre.uow.edu.au/getinvolved/leadership/UOW057812.htm>

Student Community Impact Team <http://unicentre.uow.edu.au/getinvolved/leadership/UOW054303.htm>

Cultural Leadership Team <http://unicentre.uow.edu.au/getinvolved/leadership/UOW054307.htm>

Environmental Leadership Team <http://unicentre.uow.edu.au/getinvolved/leadership/UOW054304.htm>

Global Poverty Project Team <http://unicentre.uow.edu.au/getinvolved/leadership/UOW054305.htm>

### **3. LEADERSHIP PROGRAMS AT U.S. UNIVERSITIES:**

**University of Maryland:** <http://www.academy.umd.edu/AboutUs/mission.html>

Not long ago, leadership studies focused on presidents and generals, CEOs and executive directors, and assumed that leadership was a trait that some people have and others do not. More recently, leadership development professionals, scholars, and others have begun thinking about leadership in much broader terms. Increasingly, leadership is viewed as occurring at all levels of organizations and communities, and not as an innate "trait" but as a set of approaches and abilities that can be taught. Less emphasis is being placed on leaders per se, and more on the complex interaction between leaders, followers, and groups. Quality leadership, as we define it, is a complex, interactive process that is inclusive and ethical, respects individuals, and produces quality results. In addition, we believe that:

- Leadership is a process, not simply a position or a title.
- Leadership should be shared by men and women of all colors, creeds, religions, sexual orientations, abilities, and ages.
- Principled leadership can transform society for the good of all people.
- To sustain a democracy, all people must exercise some form of leadership or engaged civic participation.
- Leadership can and should be taught and developed.
- Leadership theory and reflective practice belong together.
- Developing excellence in leadership among all people can create a more just, equitable, and thriving society.

Our programs, which implement our vision of transforming leadership locally, nationally, and worldwide, are tailored to the diverse audiences we serve. Our vision of transforming leadership worldwide led us to found and provide a home for the International Leadership Association (ILA). ILA is a membership organization that hosts an annual conference and provides opportunities for virtual networking and access to a number of publications. Our dedication to strengthening and transforming leadership and institutions within the United States is anchored in our Center for Leadership and Organizational Development (CLOE), which offers consulting, training, assessment, and coaching services to governmental, nonprofit, and for-profit mission-driven organizations. Our commitment to helping the state of Maryland become a demonstration site for excellence in government and civic life within a pluralistic society is realized in the programming of The Howard Peters Rawlings Center for Public Leadership, which serves state and local elected officials and community leaders as well as University of Maryland undergraduates. In addition, the Academy serves undergraduate students through its own academic programs and courses and through curricular development and staffing of graduate programs offered by the School of Public Policy. Primary among these are highly selective programs:

- The College Park Scholars Public Leadership Program, a living-learning program for freshman and sophomore students.
- The Rawlings Undergraduate Fellowship Program, part of the Howard Peters Rawlings Center, for a diverse group of juniors and seniors who have demonstrated leadership ability.

All of our efforts are rooted in a strong emphasis on quality scholarship. Our senior scholars and fellows do research and publish on a wide variety of leadership topics. Research centers, anchored by core Academy Distinguished Scholars, focus on three scholarly areas of study of special interest to us. Our public events highlight knowledge emerging from research, scholarship, and reflective practice. The African American Leadership Center (AALC) focuses on policies and leadership practices of and affecting African Americans, supplementing research studies with technical assistance services to organizations. The Center for the Advanced Study of Leadership (CASL) is dedicated to the development of foundational scholarship in leadership studies. The Transformational Leadership Center (TLC) explores the psycho-spiritual roots of current

problems as well as their solutions in changes of mind, heart, behaviors, and structures. In doing so, it seeks out cutting-edge ideas for addressing the challenges characteristic of today's complex, interdependent world. The UMD Leadership Network encourages scholarly exchange between and among faculty, graduate students, and other researchers at the University of Maryland.

**Portland State University:** [http://web.pdx.edu/~salp/salp\\_saga/leadership\\_development.php](http://web.pdx.edu/~salp/salp_saga/leadership_development.php)

PSU's mission incorporates teaching students' civic leadership for the promotion of social change. They offer a specialized (minor) degree in leadership at the undergrad level through the Mark Hatfield School of Government, offer independent study of leadership development for credit, hold an annual leadership conference

[http://web.pdx.edu/~salp/salp\\_saga/leader\\_conference.php](http://web.pdx.edu/~salp/salp_saga/leader_conference.php), maintain a Leadership Steering Committee, and hold leadership lunches at the beginning of each semester. The approach is one to foster the growth of leadership skills for individuals to use within particular contexts/organizations aligned with their social cause and involves a complex network of associations between the university, local government agencies, non-profits, and other regional organizations. PSU's leadership curriculum follows a model of community based service learning.

PSU's model of leadership is one built from the following:

*Greenleaf, R.K. (1977). Servant Leadership: A Journey Into the Nature of Legitimate Power and Greatness. New York: Paulist Press. Robert Greenleaf remains the person most associated with the concept of servant leadership in organizations. This book is a collection of a set of his essays written from 1970 to 1977. Greenleaf basically turned the idea of formal leadership upside down, asserting that instead of leaders being in command of others, they are here to serve the common good. The primary focus of each essay is on service to something greater than oneself.*

#### **4. CENTER FOR CREATIVE LEADERSHIP: TRAINING YOUNGER GENERATIONS FOR LEADERSHIP**

Current trends in an increasingly competitive, global, and technology driven world mean that to be successful organizations must recruit, train, and retain workers who can fill leadership roles. The Center for Creative Leadership suggests that there are too few workers (particularly from Generations X and Y) who are trained as leaders and who can fill these critical roles. The CCL's review of issues about training younger generations to be leaders explores the development needs and learning styles of emerging leaders as different from older workers. Demographically, Generation Xers share a common set of characteristics that should be considered in light of leadership development (Conger 1998; Holtz 1995; Losyk 1997; Munk 1999; Raines 1997; Smith and Clurman 1997). Compared with previous generations:

- They are more ethnically diverse and educated;
- They are more likely to have grown up in divorced or single headed households;
- They began working with technology at a young age and have a higher level of computer proficiency.

These differences are important to consider because in the context of an organization, they represent differences in values and present a primary challenge in leading different generations. For example, studies indicate that younger workers feel fewer obligations to be loyal to their employer (Crainer and Dearlove 1999; Daboval 1998; Tornow 1988). Other differences relate to the perception of authority and behavior as leaders in the workplace (Bertsch 1996; Woodward 1999). Generation Xers are skeptical of authority and are more likely to expect managers and leaders to have earned their superior position (Raines 1997). The CCL suggests that training Generation Xers to develop as emerging leaders could focus on "tactics that communicate authenticity and sincerity" (10). Another difference between generations is that emerging leaders tend to focus on learning new skills due to job instability associated with a changing global market to ensure they have marketable skills that will increase lucrative job opportunities. Organizations can capitalize on this drive for new skills by providing Xers with training that has frequent feedback and that is flexible, self-directed, and entertaining (Caudron 1997; Knight 2000; Salopek 2000).

#### **5. PEER REVIEWED JOURNAL ARTICLE ABSTRACTS ABOUT LEADERSHIP AND UNDERGRADS**

**"On Leadership" Barry Posner, Biz Ed, May/June 2008, Vol. 7, Iss. 3**

The author poses the question, "How can we help all of our students improve and develop the leadership potential they already have?" To answer this question, he suggests that leaders learn through practice, by doing. He suggests assigning students projects where they go out, lead, come back and reflect on the experience of leading. At the heart of leadership, the language of the questions asked influences thinking and behavior. At the department level, the author suggests that chairs and faculty become leaders themselves. For example, at Santa Clara, the business department traded traditional undergraduate and graduate policy committees, in favor of leadership teams. The undergraduate committee became the "Undergraduate Leadership Team," which involves the same faculty members, but with different responsibilities.

**"Renaissance College: UNB's new interdisciplinary leadership degree program" Education Canada. Toronto: Winter 2001. Vol. 40, Iss. 4**

Renaissance College is Canada's first undergraduate interdisciplinary leadership program. Through a comprehensive interdisciplinary curriculum, students undergo an intensive program - offered over three years and including two Canadian and international summer internships - designed to develop their leadership capacity. Students are exposed to a multitude of perspectives, with seminar courses in areas such as: Comparative Study of World Cultures and Religions; Natural Science, Technology and Society; Cross-Cultural Perspectives of Leadership; the Power of Images; Mathematical and Economic Approaches to Problem-Solving; Citizenship and Community Issues; and Integrative Forums. Forty percent of the courses are electives to be taken outside the College. The program values experiential learning, and defined learning outcomes form the basis for our approach to pedagogy. With the assistance of consultants from Alverno College, a leader in undergraduate education in the United States, we developed eight "Leadership and Learning Outcomes" for our students: discerning and decision-making, problem solving, personal well-being, multi-literacy, effective citizenship, social interaction, knowing oneself, and leadership. The descriptions of each includes a table describing criteria to guide assessment of student performance in three spheres of development: awareness, independence and interdependence. Our educational outcomes are a part of our fundamental commitment to accountability for the best possible practice in teaching students to become effective individuals, citizens and leaders. Of course, key aspects of human existence and leadership are not suited to easy methods of assessment. We have met this challenge head on, defining outcomes like knowing oneself and others (where innovative work in assessment

is needed) along with structured problem solving (where assessment methods are better established). While learning outcomes are a key standard against which we measure performance, we recognize the danger of drifting into a mechanistic and rigid curriculum and the need to balance individual student interests with the broad, structured development implicit in the outcomes. We are developing traditional and digital portfolios for students to document the ways in which they have achieved each of the learning outcomes.

**NASPA Journal, Vol. 36, no. 1, Fall 2000. Book Review by Cynthia Wolf Johnson of *Exploring Leadership for College Students Who Want to Make a Difference* by Susan R. Komives, Nance Lucas, and Timothy R. McMahon**

The author reviews a textbook written for undergrads to be used in a variety of contexts concerning the development of leadership skills. The book presents evolving concepts of leadership, emphasizes leadership as a group process, and presents a new framework "Relational Leadership Model." The book provides context for leadership in teams, groups, organizations, coalitions, and communities.

**NASPA Journal, Vol. 38, no. 2, Winter 2001 "A Leadership Approach for the New Millennium: A Case Study of UCLA's Bruin Leaders Project" Charles L. Outcalt, Shannon K. Faris, Kathleen N. McMahon, Philip M. Tahtakran, Christopher B. Noll**

The current case study investigates the application of a nonhierarchical leadership model at an urban public research university.

Following a review of recent contributions to leadership theory, especially with regard to student development, the authors balance discussions of the values on which the program under review is based with descriptions of the practical structure of the program. In addition, they suggest means by which other campuses can tailor this program to their resources, opportunities, and needs. The case study concludes with a discussion of the program's effect on students' cognitive and social development.

**A Constructivist Case Study Examining the Leadership Development of Undergraduate Students in Campus Recreational Sports Stacey L Hall; Scott Forrester; Melissa Borsz *Journal of College Student Development; Mar/Apr 2008; 49(2)***

This constructivist case study examined undergrad leadership development. Twenty one students in a campus recreational sports department were interviewed using semi-structured interviews to explore seven themes: organizing, planning and delegating; balancing personal, academic and professional roles; mentor role model and motivating others; problem solving and decision making; communication skills; working with others/diversity; and giving and receiving feedback for analysis.

**Getz, Cheryl (2009) 'Teaching leadership as exploring sacred space', *Educational Action Research*,17:3, 447-461**

This paper explores the sacred space of teaching and learning by examining a five year personal inquiry into the study and practice of teaching leadership. The research described exposes the value of engaging in action inquiry as a heuristic in the ongoing process of teaching and learning about leadership. The writing reflects five years of work and explains a parallel process that describes students' learning and the author's own learning and development as a teacher, scholar, and university leader as a result of working together in experiential undergraduate leadership classes. The data used for this research included student interviews, journals, and reflective papers as well as personal insights gained through my own journaling and reflection throughout the five-year period. Real action inquiry requires a disciplined reflective capacity, and it is one way for students and teachers to transform themselves and their organizations.

**Newman, Peter, Bruyere, Brett, and Beh, Adam. 2007. "Service Learning and Natural Resource Leadership" *Journal of Experiential Education* 30(1): 54-69.**

This paper reports on a study conducted in a service-learning protected areas management class at Colorado State University, Warner College of Natural Resources. The research questions addressed for this paper were "What are the leadership skills needed in today's culture of protected-area management?" and "Can service-learning nurture such leadership characteristics for protected area management undergraduate students?" The researchers investigated and identified the characteristics of effective leadership in the context of natural resource management through a literature review and a brief student survey and, secondly, determined how a service learning component of a protected-area management course could prepare university students for their future leadership responsibilities. The study identifies indicators of good leadership and suggests that service and reflection serve as a way to learn essential qualities of leadership.

**"Communicating Across the Curriculum in an Undergraduate Business Program: Management 100\_Leadership and Communication in Groups" Elizabeth A. Tuleja and Anne M. Greenhalgh *Business Communication Quarterly* 2008; 71(27)**

Educating undergraduate business students in the 21st century requires more than addressing the quantitative side of business; rather, it calls for including the more qualitative "soft skills," such as speaking and writing. This article examines the design, delivery, and effectiveness of an undergraduate program dedicated to leadership, teamwork, and communication and describes this program within the context of the communication across the curriculum movement.

**"Transformational Leadership: Practicing What We Teach in the Management Classroom" James Pounder *Sept/Oct 2008 Journal of Education for Business***

In a Hong Kong study, the author examined the effect on undergrad business students of university business school instructors' exhibiting a transformational leadership style in the classroom. Transformational leadership is one of the central concepts in management, and research has indicated that a positive association exists between this style of leadership and desirable leadership outcomes. Results indicated that transformational classroom leadership was significantly and positively associated with desirable classroom leadership outcomes such as extra effort.

**"Educating Women" Mary Trigg, *Liberal Education*, Winter 2006**

This article provides a framework for teaching women leadership skills to work for positive social transformation. Leadership development includes: challenge, recognition and support. The article highlights the Leadership Scholars Certificate Program offered at Rutgers, the State University of New Jersey. The program includes three components: coursework, an organization sponsored internship, and a social action project.

**Carey, Lois A. (2007) 'Teaching Macro Practice', *Journal of Teaching in Social Work*, 27:1, 61-71**

This paper presents a model for teaching an undergraduate social work macro practice course utilizing an experiential learning paradigm. The model provides a campus-based project with social work majors in simultaneous dual roles of students and grassroots leaders, focusing on rape and sexual assault prevention training for college students. This "case-to-cause" framework affords students the opportunity to integrate macro-level theory and practice skills, while conceptualizing the connections between a social problem, social policy, action research, and social action.

**GENERAL THEMES OF LITERATURE:**

Leadership development entails getting students to: work in organizations within universities, often to assist fellow students; work outside organizations for the greater good or a particular social cause (often in non-profit organizations); develop leadership skills in specific fields for career trajectory.

Research is seriously lacking in the effects of leadership development on careers after uni, or the impact on student learning while in uni. Undergrad leadership programs usually consist of workshops, guest speakers, and community work with partner organizations. Some programs involve students demonstrating pre-existing leadership skills for further development.

## **Appendix B**

### **Recruitment Flyer at ECU**



## *INTER-PROFESSIONAL LEADERSHIP DEVELOPMENT PROGRAM FOR*

- The Faculty of Computing Health and Science through the Australian Learning and Teaching Council Fellowship Program is offering an Inter-Professional Leadership Development Program for Undergraduate Students in first semester 2011. This program consists of two extracurricular components:

### **Leadership Skills:**

- Participants will attend two workshops (3 hours each) during the months of March and April (2011) at ECU Joondalup. **MORE SPECIFIC DATES/TIMES NEEDED HERE**

### **Leadership in Action:**

- The Inter-Professional Leadership Development Program specifically targets the development of Leadership skills for UG students. Leadership and its practical application are highly valued and it is acknowledged that leadership is an essential attribute for professionals.

**Being part of the Leadership Development Program will be great for your C.V. and future job prospects.**

- To apply please submit a Written Application (no more than one page) by Tuesday the 30<sup>th</sup> of November to **NAME & EMAIL** stating:
  - . Why you would like to be part of this program.
  - . The benefits you hope to achieve from the program.

## **Appendix C**

### **Activities Manual**



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# INTERPROFESSIONAL LEADERSHIP PROGRAM MANUAL

EDITH COWAN UNIVERSITY

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## References

### The Interprofessional Leadership Program

Potential leaders do not necessarily have the range of requisite experience and skills, not because they are uninterested or unwilling, but because they lack the opportunities to develop themselves for leadership positions. In response to the need to build sustainable leadership qualities within graduates, and to meet and fulfil the graduate attributes and the graduate profile, an interprofessional leadership program was developed to empower undergraduate students to function as leaders.

This project aligns priorities relating to improving the quality of teaching and learning through the provision of an effective learning environment, which will provide graduates with the knowledge, skills and attributes they need to succeed in their careers and develop as lifelong learners. Leadership is an integral attribute of professionals in an increasingly complex environment. The participation by students in this program is extra-curricula. This ensures that those selected for the program are motivated and will extend personal life-long learning skills, which are crucial to successful professional development. The leadership implementation package contains:

The Lecturers' Manual

PowerPoint Presentations

Activities and activity guides

We would like to thank you for your help and your commitment to the interprofessional leadership program.

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The leadership dissemination team

## **Introduction**

The purpose of this manual is to guide you through the implementation of the Edith Cowan University (ECU) interprofessional undergraduate leadership program. The manual is an adjunct to the ECU implementation workshop. The aims are to:

- Prepare and enable lecturers to deliver the program
- Ensure the required resources are available
- Ensure the program is delivered to a consistent standard
- Develop a virtual leadership social community
- Gather feedback to augment and enhance the interprofessional leadership program
- Embed interprofessional leadership in all undergraduate degrees

The manual is divided into short sections:

Section 1 provided a conceptual framework of the leadership program

Section 2 provides an overview of the program content

Section 3 provided information on student participation

Section 4 provides information on how to recruit and prepare mentors

Section 5 provides practical advice

Section 6 provides examples of previous student leadership projects

Section 7 provides resources for delivery of the program

## Section 7: Appendices

### Appendix 1.0: Leadership Retreat

Time	Session	Format	Resources
0830-0900	Meet and greet/coffee	Housekeeping	<a href="#">Pre-program student questionnaire</a>
0900-0930	Why are you here? What do you want to get out of this program?	Activities	<a href="#">Leadership rating quiz</a> <a href="#">Self-worth quiz</a> <a href="#">Motivation quiz</a>
0930-1030	The drama of leadership	Group work & discussion Reflection on activities from previous session	Activities: Non-verbal cues Emerging leaders
1030-1045	Morning tea		
1045-1200	Leadership- do you have what it takes?	Group work Benis - 6 personal qualities	Powerpoint <a href="#">Leadership defined</a>
1200-1300	Motivation	Feedback on previous activities. Intrinsic and extrinsic. Different motivational stimuli Building on strengths	Quiz results Powerpoint <a href="#">Motivation</a>
1300-1330	Lunch		
1330-1430	Teamwork	Feedback from quizzes Discussions about Bennington's cats	Powerpoints: <a href="#">Bennington's cats</a> <a href="#">Geese story</a> <a href="#">Communication</a>
1430-1445	Afternoon tea		
1445-1545	Not communication again! -Getting your message across having focus	Group work discussions Changing mind sets	Powerpoints: <a href="#">Developing with the naysayers</a> <a href="#">Leaders and performance</a>
1545-1645	Having the vision – setting your goals	What have you learned today Setting your goals	
1645-1700	Summary and what now	Recap – Q and A Leadership workshop	



		Mentors roles and responsibilities	
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## **Appendix 2.0: Leadership Workshop**

(Flexible delivery – can be two half day sessions)

Time	Session	Format	Resources
0830 - 0900	Project management	Group work Assist students to define real problems identify stakeholders Setting objective once problem defined Preparing for trade off Conflict resolution Define activities	Powerpoints: <a href="#">Project management</a> <a href="#">Fun and fish</a>
0900-0930		Survival activities – debriefing	<a href="#">Survival scenario</a>
0930-1030		Introduction of concepts	Powerpoint: <a href="#">6 hats</a>
1030-1045	Morning tea		
1045 – 1200	Leaders and the team	Use of 6 hats	Powerpoint 6 hats
1200-1300			Activity: Try on different hats
1300-1330	Lunch		
1330-1430	Networking	Social skills Approach Introduction Conversation starters	
1430-1445	Afternoon tea		
1445-1545	Networking	Business cards Making contact with mentors	
1545-1645	Managing a meeting	Fundamental skills Role of meeting Running a meeting Operational issues	
1645-1700	Summary & Close	Recap Expectations and actions Take ownership Being proactive	

## **Appendix D**

### **Mentor Manual**

# Mentor Handbook

Appendix D Mentor Manual



## **Interprofessional Leadership Program Mentor Evaluation Form**

NB: This evaluation form is confidential and does not require you to identify yourself. All the information provided will be dealt with in the strictest confidence and no attempt will be made to link the Student Mentor with the comments offered. If you are not prepared to answer any part of the questionnaire please leave this area blank. Comments will be used to further develop the Interprofessional Leadership Program (ILP) Mentor program and any views or comments offered are most welcome.

Thank you in anticipation of your completing and returning this form.

1. Is this your first experience as an ILP Mentor?  
***Please circle the relevant response.***

**Yes**  
**No**

2. How did you become involved in the recruitment and selection process for becoming an ILP Mentor? Please circle your response.

**I was contacted by the University**  
**I offered to be a Mentor**  
**I am a repeat Mentor**  
**I have enjoyed being a Mentor**  
**Other. Please describe.**

3. If you attended the ILP Mentor orientation program (half day) please rate the following:

Length of the program	1	2	3	4	5
Relevance	1	2	3	4	5
Clarity	1	2	3	4	5
Content	1	2	3	4	5
Quality of the speakers	1	2	3	4	5
Suitableness of the program	1	2	3	4	5

4. Please comment about the ILP Student and Mentor meetings and please rate the following:

Quality	1	2	3	4	5
Relevance	1	2	3	4	5
Frequency	1	2	3	4	5
Content	1	2	3	4	5
Times	1	2	3	4	5
Venues	1	2	3	4	5
Facilitation	1	2	3	4	5

5. Please express your views about how the ILP program has been coordinated and the contact you have had with your support group.

6. Please comment about the level and quality of support (or lack of it) you have experienced as an ILP Mentor.

7. Please comment about the impact, being an ILP Mentor may have or has had on your role and responsibilities.(Consider both positive and negative impacts).

8. What have been your main frustrations or problem areas in relation to working as an ILP Mentor?

Please circle any of the following statements:

- Issues with students
- Issues or problems with the university or university staff
- The impact on your time and the extent that your time has been involved in this work
- Meeting arrangements
- Other areas that may have frustrated you

9. Please comment about the things you have enjoyed or found beneficial about being an ILP Mentor. What have you found really satisfying about this work?

10. Will you consider being an ILP Mentor again? **Yes or No**

11. Any other comments.  
Please feel free to add any other comments.



## **Appendix E**

### **Pre-program Evaluation Questionnaire**

Directions: The following items describe aspects of leadership behaviour.  
 Respond to each item according to the way you would most likely act if you were the team leader  
 Circle whether you would most likely behave in the described way:  
**Always = A, Frequently = F Occasionally = O, Seldom = S, or Never = N.**

**SECTION A**

**Integrity ...**

**Prior to the Program**

- I view problems as opportunities A F O S N
- I am able to set deadlines and meet them A F O S N
- I am able to set realistic objectives A F O S N
- I am good at negotiating A F O S N
- I am a critical and creative thinker A F O S N
- I am tolerant of others that think differently A F O S N
- I am positive to change A F O S N
- I am an effective team member A F O S N
- I am confident to lead A F O S N

**Abilities ...**

- I can debate, clarify, and enunciate my values & beliefs A F O S N
- I can communicate the strategic plan at all levels A F O S N
- I do recognize the problems inherent to the planning process A F O S N
- I do support others through the change process A F O S N
- I can manage conflict A F O S N
- I do engage in goal setting A F O S N
- I can develop and implement action plans A F O S N
- I do evaluate whether I am achieving goals A F O S N
- I am strategic in my thinking A F O S N

**Insight . . .**

- I do know roles and responsibilities in planning and implementing plans A F O S N
- I do know the strategic planning process, short and long term planning tools? A F O S N
- I understand how to lead a group effectively A F O S N
- I know the relationship of the budget to planning A F O S N
- I understand the leadership process A F O S N
- I am able to communicate with all levels of people A F O S N



## **Appendix F**

### **Post-program Evaluation Questionnaire**

Directions: The following items describe aspects of leadership behaviour.  
 Respond to each item according to the way you would most likely act if you were the leader of a work group now that you have **completed** the Program. Circle whether you would most likely behave in the described way: **Always = A, Frequently = F Occasionally = O, Seldom = S, or Never = N.**

**SECTION A**

	<b>Prior to the Program</b>	
<b>Integrity ...</b>		
I view problems as opportunities	A	F O S N
I am able to set deadlines and meet them	A	F O S N
I am able to set realistic objectives	A	F O S N
I am good at negotiating	A	F O S N
I am a critical and creative thinker	A	F O S N
I am tolerant of others that think differently	A	F O S N
I am positive to change	A	F O S N
I am an effective team member	A	F O S N
I am confident to lead	A	F O S N
<b>Abilities ...</b>		
I can debate, clarify, and enunciate my values & beliefs	A	F O S N
I can communicate the strategic plan at all levels	A	F O S N
I do recognize the problems inherent to the planning process	A	F O S N
I do support others through the change process	A	F O S N
I can manage conflict	A	F O S N
I do engage in goal setting	A	F O S N
I can develop and implement action plans	A	F O S N
I do evaluate whether I am achieving goals	A	F O S N
I am strategic in my thinking	A	F O S N
<b>Insight . . .</b>		
I do know roles and responsibilities in planning and implementing plans	A	F O S N
I do know the strategic planning process, short and long term planning tools?	A	F O S N
I understand how to lead a group effectively	A	F O S N
I know the relationship of the budget to planning	A	F O S N
I understand the leadership process	A	F O S N
I am able to communicate with all levels of people	A	F O S N

**SECTION B**

1. I found the leadership program useful?	YES	NO
2. I found the content of the Program useful?	YES	NO
3. I have used what I have been taught in my everyday life	YES	NO
4. I would recommend this program to others	YES	NO
5. My leader mentor was a useful resource	YES	NO
6. I learnt a great deal from my leader mentor	YES	NO
7. My leader mentor provided me with the opportunity to lead	YES	NO

Please describe one or two important moments related to your leadership project? Why were they important?

## **Appendix G**

### **Letter of Invitation to Mentors**

Dear

Re: Interprofessional Leadership Certificate Program

The Faculty of at has developed a Leadership Program for students transitioning from Stage Four to Stage Five in respective bachelor's degrees.

The Faculty views leadership as an integral attribute of professionals in an environment of change and dynamics such as health care and is committed to developing in students' skills, knowledge and attitudes which prepares them for leadership roles.

I invite your participation in the above program as a Leader Mentor. Your participation would be required in Part Three of the program. Participation would involve the giving of a manageable project to the student and guiding and advising the student to project completion focussing on developing leadership skills. The goals of the project would encapsulate developing skills in the following:

- the ability to influence, persuade and motivate others;
- effective communication, teambuilding and collaborative skills;
- agents for positive change;
- develop problem solving, risk taking, and perseverance skills to overcome obstacles;
- develop an understanding of cultural diversity; and,
- develop an understanding of the importance of participating in leadership and social change for the common good.

The project should involve at least 30hrs of work and the way in which time is allocated on a weekly basis is negotiable with the student. The program is structured in three parts:

Part One Leadership Knowledge - builds self-awareness of leadership capability through the use of MBTI and other instruments. Students attend a one day Leadership Retreat. This retreat will take place on **insert date**.

Part Two Leadership Skills - based on the identification of leadership skill requirements students will attend leadership sessions and then six (6) two hour sessions over a period of six months. ECU will organise these sessions.

Skills are broken into three core competencies: Leadership Skills, Interpersonal Skills and Team Building Skills.

Part Three Leadership in Action - Students will work with a Leader Mentor and draw upon their leadership skills to lead a project. The Leadership Projects require students to complete a minimum of 30 hours of work on their respective projects.

The participation by students in this program is extra-curricula and extends over a period of one semester. This ensures that those competitively selected for the program are motivated and committed to developing personal life-long learning skills which are crucial to successful professional development.

Your role as a leader in the workplace is acknowledged and it is because of your demonstrated ability to lead that you have been invited to participate in a Leadership Program which enhances the student's ability to self-reflect on personal leadership qualities, critically appraise, work within a team and to take responsibility for ensuring the achievement of team goals as leader.

If you are willing to participate as a Leader Mentor please forward your response to me at **insert e-mail**

Please call me if you would like to discuss the Program and your involvement on **insert phone number** I am also happy to come and discuss the program with you.

A Mentors Workshop will be convened to facilitate mentoring of students and to provide clarification and support in your role as mentor. The workshop will be held at **insert date, time, venue**. Morning tea will be provided.

I would appreciate a response by the **date month** for future planning.

Yours sincerely,

Professor Lynne Cohen

Coordinator

# **Appendix H**

## **Mentor Workshop**

Time	Format	Key points
1:30 mins	Introduction Mentor support guide	Roles and responsibilities Distribute mentor support guide
1 hr	Examples of projects	Allow student to lead
30 mins	Certificate of completion	Administration Points of contact

## **Appendix I**

### **Student Competencies**



**Interprofessional Leadership Program**

This is to certify that \_\_\_\_\_ has completed at least 30 hours of project time, and has demonstrated the following within the context of the project undertaken:

Title of Project: \_\_\_\_\_

Mentor: \_\_\_\_\_

Competency	Comments	Signature
Demonstrated the ability to influence, persuade and motivate others.		
Demonstrated effective communication, teambuilding and collaborative skills.		
Acted as agents for positive change.		
Evidenced the ability to problem solve, think laterally, and persevere to overcome obstacles.		
Evidenced the ability of understanding the importance of participating in leadership and social change for the common good.		
Evidenced a growing understanding of cultural diversity.		

## **Appendix J**

### **Student Completion Certificate**

Student Name

# CERTIFICATE OF COMPLETION

*For completion of The Interprofessional Leadership Program (2011)  
This program included 30 hours extracurricular experience in leadership*

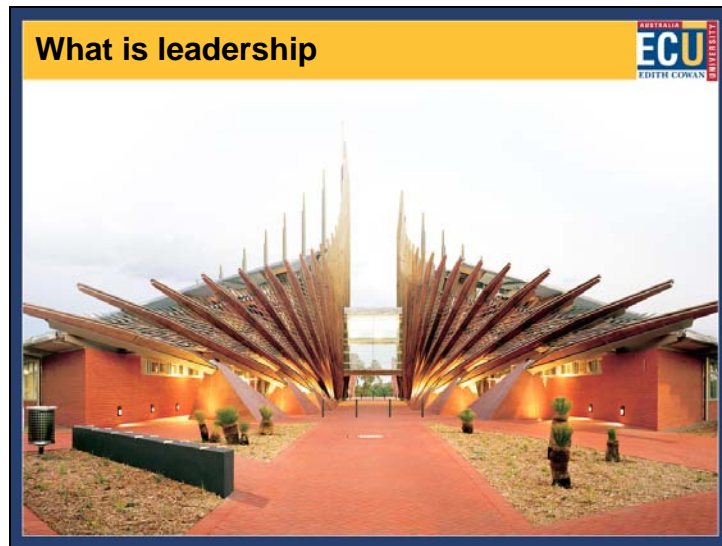
*Associate Professor Lynne Cohen  
Associate Dean Teaching and Learning  
Faculty of Computing, Health and Science  
Edith Cowan University*

*Dr. Joyce Hendricks  
Program Coordinator  
School of Nursing, Midwifery and Postgraduate Medicine  
Edith Cowan University*

## **Appendix K**

### **Example of PowerPoint Presentation**

Slide 1



Slide 2

What is leadership?  
(Group and Organizational)

- ***Organizational leadership is the ability to articulate a vision, to embrace the values of that vision, and nurture a positive environment where everyone can reach the organization's goals and their own personal needs.***


AUSTRALIA  
ECU  
EDITH COWAN  
UNIVERSITY

The slide features a yellow header with the title and the ECU logo. The main content is a bulleted list defining organizational leadership. The slide is framed with a blue border.

## Slide 3

### What is leadership? (Personal)


- **Personal leadership** is the ability to visualize a goal, to embrace the values of that goal, and maintain a positive perspective in a self-disciplined environment until the goal is attained.



## Slide 4

### Why is leadership needed?

- **Leadership** is the ability to effectively combine individuals and resources together to accomplish things that would be virtually impossible to achieve alone.



## **Appendix L**

### **Student Testimonials from the leadership program**

**To:** Lynne COHEN; Joyce HENDRICKS  
**Subject:** Leadership project - Thank you

Dear Lynne and Joyce

A belated but heart-felt thanks from me for flying all the way to Brisbane to join us for the graduation dinner last Friday – and more significantly, for including us in the leadership project! It was so lovely to see you again. I wish we'd had more time to catch up with you – and you didn't have such a hectic schedule of flying across the country and back!

The leadership project has been such a wonderfully positive initiative for our school. We will most definitely be continuing with this program in the future. I hope your ALTC pilot leads to many such programs across Australia.

I would imagine that you'd like a report on the program at QUT, for the ALTC project?  
Is there any particular format, or specific issues to be addressed?

Lynne, you mentioned meeting up at the next PLAT conference.  
Alas! It seems that PLAT is no longer in operation – it's funding ended this year.  
PLAT resources are archived here: <http://www.pnarchive.org/s.php?p=1>  
That's such a tragedy! I really like the PLAT conferences :-\

It seems that the banner has been passed to EuroPlat: <http://www.europlat.org/>  
Their conference was a satellite of the 12th European Congress of Psychology this year.  
I see they also have a research project about 'the employability of psychology graduates' on the go.

The 5th International Conference on Psychology Education (ICOPE) will be in Cape Town next year, as a satellite to the 30th International Congress of Psychology - Cape Town, 22 – 27 July 2012: [www.icp2012.com](http://www.icp2012.com)  
Hopefully that will be a useful conference. (But I found it not as good as PLAT last time. Sigh..)

Please let me know what information you'd like about our project for your report or your records.  
I'll look forward to meeting up with you both at other T&L events in the future.  
And will keep you informed of what we do with the leadership program next year.  
You'll be remembered by students and staff at QUT for a very long time.

Thank you SO much!  
Very best wishes



To: Lynne COHEN; Joyce HENDRICKS  
Subject: Thank you!

Dear Lynne and Joyce,

Thank you for your attendance at our leadership dinner on Friday. I am so appreciative of the journey you made to Brisbane to be with us, on top of your busy schedules!  
I hope you enjoyed yourself and travel safely wherever you travel this week!

Kind Regards,

Eunice

**From:** Ivan Chang [yichengivanchang@gmail.com]  
**Sent:** Friday, 19 August 2011 10:02 PM  
**To:** Lynne COHEN  
**Subject:** QUT Leadership Dinner

Hello Lynne,

This is Ivan Chang, from QUT. It was great having you this evening. And really thank you for providing us this wonderful opportunity to learn and develop new skills. I look forward seeing the leadership program continues and progress further.

And I am happy to hear that you are having new born grandchild soon.  
Also, make sure you don't work too hard. Take care and keep in touch.

Kindly Regards,

**To:** Joyce HENDRICKS; Lynne COHEN  
**Subject:** Leadership Programs

Good Morning Lynne and Joyce,

The Leadership Developmental Program was highly influential to my understanding of how important leadership is to incorporate into my workplace professionalism. Thank you very much for dedicating your time to implementing a wonderful program at QUT to educate students on leadership development.

I am currently planning to apply for a highly competitive internship at the beginning of 2013 upon completion of my undergraduate degree with honours. The application process requires applicants to have thorough experience with demonstrating leadership qualities and roles within my lifetime.

Having recently completed your Leadership Developmental Program in first semester at QUT, It was an amazing experience that I found valuable to my understanding of a leadership position and has left me wanting to complete more leadership training for my own personal interest and to increase my application chances of acceptance for the internship. I would like to ask if you can please provide me with any advice on what training, programs or experience you could recommend completing to develop my leadership skills or if you are aware of any other leadership developmental programs I may be able to complete whilst still attending university or during the summer.

As professionals disseminating the leadership developmental program, I would also like to ask what kind of training, volunteer work or activities in your personal opinions you would consider to represent strong leadership skills. From a student perspective, It is somewhat challenging to predict

what aspects a professional looking for strong leadership skills may want to see within this area. I would greatly appreciate any advice you may be able to provide me with to further increase my exposure to leadership development.

Kind Regards,

**To:** Lynne COHEN; Joyce HENDRICKS

**Subject:** Thanks again.

Hello ladies,

I just wanted to thank you again for bringing the leadership program to QUT. Everyone had a lovely time at the graduation and we appreciate the time invested into our professional development.

You'll be glad to know that I made use of my networking skills at the APS expo on post-graduate courses yesterday. I struck up a conversation with Dr. Renata Meuter, whose work I admire very much. At the end of the conversation I had secured myself an R.A's position in her lab which specialises in testing the neuroanatomical and functional differences of the multi-lingual brain. Very exciting stuff!!

Once again, we loved having you at QUT and I wish you all the best with the program. I will be keeping the ECU masters in forensic psychology program in mind and hope to see you when I visit for open day.

Warm regards,

**To:** Lynne COHEN

**Subject:** Leadership Program

Hello Lynne,

Thanks for all your time and effort with the leadership program, I very much enjoyed meeting and speaking with you. I'm sure that the knowledge you shared with us will assist me greatly in the future.

Also, congratulations on becoming a professor!

Thanks you again for this experience,

# Appendix M

## Evaluation Report

### Building Leadership Capacity in Undergraduate Students

#### Professor Lynne Cohen – ALTC Fellowship

#### External Evaluation Report

Prepared by:

Dr Allan Goody

Higher Education Consultant

#### Introduction

The overall aim of this Fellowship was to research, refine and trial an innovative approach to promote the development of leadership knowledge, leadership skills and leadership-in-action for undergraduate students.

#### Project Summary

The fellowship had a national and an institutional focus and aimed to:

- Research, synthesise and analyse programs for leadership development for undergraduates to identify best practice principles and models and provide a publically available resource.
- Refine the successful ECU model and provide a means for expansion of the program across ECU and to provide the means for other universities to trail and adopt the model.
- Enhance individual and institutional leadership knowledge and skills through participation in the leadership development for undergraduates.

The outcomes of the fellowship were:

- A model program for leadership development for undergraduate students;
- Embedding of the program across the four ECU faculties;
- Pilot programs at collaborating universities based on the refined ECU model;
- A resource of best practice principles and models of leadership development programs for undergraduate students; and
- A network of scholars to promote leadership development for undergraduates across the sector.

#### Evaluation Plan

A participatory action research approach was taken for the evaluation. Evaluation was conducted through the life of the Fellowship with the evaluator having a close but independent association with the Fellowship beginning with the application process. This approach taken ensured that both process and product were evaluated. The purpose of the evaluation was to determine the:

1. extent to which the project has achieved its intended outcomes;
2. strengths and challenges of the project management process;
3. utility of the deliverables from the project for the relevant stakeholders; and
4. success of the dissemination strategies.

### **Data Collection and Summary and Analysis**

The evaluation of the Fellowship was conducted throughout the Fellowship. This was done through regular meetings with Professor Cohen, reviewing working documents and workshop materials, feedback from students who participated in the leadership programs and by feedback from participating staff from participating universities.

#### *Extent to which the project has achieved its intended outcomes*

The Fellowship clearly achieved its intended outcomes. One reason for this is that in developing the Fellowship application, the intended outcomes were designed to be realistically achievable (and measurable) in the given time frame and with the resources that the Fellowship provides. Another factor was the expertise that Professor Cohen brought to the Fellowship and her collaboration with others who added their considerable experience of leadership development. Further, the ongoing review of the program after each offering and Professor Cohen's willingness and flexibility to adapt the program to suit particular contexts and timeframes has resulted in a strong model of leadership development for undergraduates that will serve the sector well. There was also considerable learning occurring through the phases of the Fellowship through interaction with groups of undergraduate students from a range of disciplines and with the associated academic staff who collaborated on the delivery of the programs at the participating universities.

The program has been expanded to all faculties at Edith Cowan University. This outcome required the support of senior management. This is particularly significant when the program is not core to the curriculum. However, the University mission includes community engagement and work integrated learning is encouraged within the curriculum. The number of students participating demonstrates that students value the addition of attributes such as leadership and project management to their programs of study as well as the opportunity to engage with community and business leaders through mentoring.

The piloting of the program at three collaborating universities in different modes and contexts was successful based on the number of students who enrolled in the program, their feedback and the feedback of collaborating academic staff at the pilot universities. This evidence is in the final report of the Fellowship and does not require repeating in this report. As a result, the Fellowship has created a proven resource of best practice principles and a model of leadership development programs for undergraduate students. The fact that the initial program was adapted and offered in

different modes during the Fellowship suggests that the model could be adopted and modified to suit any individual institutional, faculty or school contexts. One collaborator commented that the strength of the program is in the flexibility of its content delivery, the focus on self-awareness of personal strengths and looking for solutions, and the use of industry and community leaders as mentors.

An additional outcome of the Fellowship which strengthens the leadership program is the development of training for mentors and associated resources to support them. This resource would also be adaptable for other programs where mentors are an integral component.

The engagement of the staff at the collaborating universities has formed the basis of a network of scholars to promote leadership development for undergraduates across the sector. This network has been further enhanced through the publications and conference presentations that resulted from the Fellowship. This network is supported by an extensive literature review.

#### *Strengths and challenges of the project management process*

The strength of the management of the Fellowship lay in the experience that Professor Cohen has from involvement in many projects including a number of ALTC projects. This experience is critical to the successful management of processes involving collaborating universities. The biggest challenge reported by one of the collaborators, is finding appropriate and committed mentors willing to participate in the program. Another challenge was finding universities to collaborate and make the program available to students in their faculty or school. This is made more difficult by the fact that the program and involvement in it by academic staff is additional to their ongoing duties. Potential collaborators identified in the original proposal moved to other universities or their duties within their university became substantially changed, resulting in their not being in a position to collaborate. Another challenge that is inherent in a collaborative project is the reliance on those collaborating partners to follow through with their commitment. This became a reality in this Fellowship when the planned delivery of the program at one university had to be cancelled at the last minute due to what appeared to be a lack of commitment of the part of the collaborator. The lesson here is in the choice of collaborators but nothing is ever guaranteed.

#### *Utility of the deliverables from the project for the relevant stakeholders*

The model of leadership development for undergraduate students, including training and resources for mentors is of great benefit not only to ECU and the collaborating universities but to the sector as a whole. Each of the collaborating universities and ECU have agreed to maintain the program and continue to offer it to their students with one university planning to embed the program into the curriculum. This is a sure sign of success of the program. The challenge will be to find the resources to sustain the program.

#### *Success of the dissemination strategies*

The outcomes of the Fellowship have been disseminated widely through conference presentations and journal articles. The web site makes all the materials including resources for the leadership development program freely available.

## **Conclusion**

Based on the available evidence and through ongoing review and reflection during the Fellowship, Professor Cohen has achieved the intended outcomes of the Fellowship. In fact, the model for leadership development for undergraduate students that has been developed through the Fellowship exceeds what was originally planned. The program has been extended and trialed to offer a variety of formats and modes of delivery that are adaptable for a range of contexts and disciplines. A significant additional outcome of the Fellowship was the development of a mentor program to better prepare mentors and ensure that they feel that they are integral to the program. This resource is valuable beyond this particular program. All four collaborating universities plan to continue offering the program with one planning to embed the program into the curriculum.