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Everything Rises and Falls on Leadership: An Assessment of Undergraduate Leadership Development Programs at the University of Arkansas - Fayetteville

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EVERYTHING RISES AND FALLS ON LEADERSHIP: AN ASSESSMENT OF
UNDERGRADUATE LEADERSHIP DEVELOPMENT PROGRAMS AT THE UNIVERSITY
OF ARKANSAS—FAYETTEVILLE

EVERYTHING RISES AND FALLS ON LEADERSHIP: AN ASSESSMENT OF
UNDERGRADUATE LEADERSHIP DEVELOPMENT PROGRAMS AT THE UNIVERSITY
OF ARKANSAS—FAYETTEVILLE

A dissertation submitted in partial fulfillment
of the requirements for the degree of
Doctor of Education in Higher Education

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ABSTRACT

Today's students are the leaders of tomorrow, and their ability to lead in the 21st century will be critical to the sustainability of life, and the nation's ability to prosper will depend on the quality of leadership demonstrated at all levels of society. Student leadership development in institutions of higher education has never been more vital than it is today. In order to provide society with excellent and effective leadership that will be capable of handling unprecedented domestic and global economic and medical crises, as well as properly managing technological advancements, institutions of higher education must invest in the development of effective leadership as part of the overall undergraduate educational experience. The purpose for conducting the study was to identify what leadership development opportunities are presented to undergraduate students at the University of Arkansas—Fayetteville (UAF) through student affairs and to assess these current leadership development program offerings. Designed as an assessment, the study investigated and evaluated undergraduate student leadership development initiatives at UAF to determine if the institution is achieving the desired undergraduate leadership development outcomes and if current undergraduate leadership development programs can be identified as being of quality. The study revealed critical findings that suggested that UAF is not providing sufficient and adequate leadership programs specific to leadership development. Current leadership initiatives through the division of student affairs had a great reliance on the promotion of student activity involvement and not much emphasis on process-oriented programs for leadership education, which leads to leadership training and ultimately to leadership development founded on research-based curricula and research-grounded continuous program development.

This dissertation is approved for recommendation
to the Graduate Council.

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I would be remiss if I did not first and foremost acknowledge and extend my sincere gratitude to my Heavenly Father for all of his continued grace and mercy throughout this long educational journey from my high school graduation to the completion of my undergraduate degree and three graduate degrees, including this doctoral program. My Father in Heaven has kept me humble and revealed to me that education without revelation leads to devastation. As such, I understand that this is not the end but simply the beginning, and I must now live and bring to life that which I have and will continue to learn along this life's journey, all the while helping anyone and everyone along the way.

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DEDICATION

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TABLE OF CONTENTS

ABSTRACT.....	
ACKNOWLEDGMENTS	
DEDICATION.....	
TABLE OF CONTENTS.....	
CHAPTER I. STATEMENT OF THE PROBLEM	1
Purpose of the Study	2
Research Questions	3
Definitions of Terms	3
Assumptions.....	4
Delimitations and Limitations.....	5
Significance of the Study	6
CHAPTER II. REVIEW OF LITERATURE	8
Research Methods.....	8
Leadership Theories and Paradigms	8
General Leadership	8
Leadership Development	21
Organizational and Personal Leadership Development.....	21
Institutional Leadership Initiatives	27
Undergraduate Student Leadership Development	27
Summary.....	37
CHAPTER III. METHODS AND PROCEDURE.....	39
Sample.....	39
Study Population.....	39
Design	41
Instrumentation	43
Collection of Data.....	44
Data Analysis	45
Chapter Summary	47
CHAPTER IV. FINDINGS	49
Summary of the Study	49
Presentation of Data.....	51
Assessment.....	52
Survey Responses	54

Data Analysis	60
Significance of Findings	61
Chapter Summary	62
CHAPTER V. SUMMARY, CONCLUSION, AND DISCUSSION.....	64
Summary of Findings.....	64
Conclusions.....	65
Recommendations.....	66
Recommendations for Practice	66
Recommendations for Future Inquiry.....	67
Discussion.....	67
REFERENCES	71
APPENDIX A.....	Error! Bookmark not defined.
APPENDIX B	102

CHAPTER I

STATEMENT OF THE PROBLEM

Students are the future leaders of tomorrow, and their ability to lead in the 21st century will be critical to the sustainability of life. As such, to reap effective leadership that will be capable of handling unprecedented domestic and global economic and medical crises, as well as managing technological advancements, institutions of higher education must sufficiently invest in the development of effective leadership as part of the overall undergraduate educational experience of students.

According to Day (2000), interest in leadership development is strong, especially among practitioners. Nonetheless, there is conceptual confusion regarding distinctions between leader and leadership development, as well as a disconnect between the practice of leadership development and its scientific foundation. Literature also has suggested that interest in leadership development appears to have reached its pinnacle. One indicator of this interest is seen in survey results highlighting the increased attention and resources given to leadership development (Conference Board, 1999). Many organizations are viewing leadership as a source of competitive advantage and are investing in its development accordingly (McCall, 1998; Vicere & Fulmer, 1998). With leadership development receiving so much attention, it is often spoken about casually among organizations to ensure that everyone knows that leadership development is taking place. Nevertheless, it is often unknown how organizations define leadership, particularly as leadership development varies from one organization to another, and whether the developmental programs or initiatives they offer actually accomplish the organization's desired goals. Institutions of higher learning are not any different in this aspect.

When offering undergraduate students leadership opportunities, institutions of higher education also may fail to grasp a clear understanding of the distinction between actual

leadership development, leadership education, and leadership training. As a result of the disconnect between what institutions are offering and what their desired outcomes are, institutions may not be providing adequate, efficient, or effective leadership development programs to undergraduate students. Stacey, Francis, and Britt (2003) best highlighted this concern when they stated the following:

Although we benefit from exemplary models of leadership development in both higher education and in corporate America, we lack a complete theory of how to develop leaders. We must rely on the experiences and reflections of those who have led and been engaged in student leadership development. (p. 48)

Because leadership development entails both the understanding of concepts (leadership education and leadership training) and the ability to practice them (leadership development), there is an obligation by higher education officials and faculty to draw from a broad spectrum of pedagogical tools to align theory with application (Morrison, Rha, & Helfman, 2003). The ambiguity in leadership development offerings for students leads to students frequently being unsure about what they are learning. “Whether or not the students recognize what they are learning and perceive course work as a valuable learning experience remains something of a mystery in the educational process,” especially for student leadership development (Morrison et al., 2003, p. 11).

Purpose of the Study

The purpose of conducting the study was to identify what leadership development opportunities are being presented to undergraduate students at the University of Arkansas—Fayetteville (UAF) through the division of student affairs and to assess these leadership development program offerings. Leadership development is currently being defined as a set

leadership agenda that presents an environment that fosters interaction between students while working toward change in complex situations in the 21st century.

Research Questions

1. What undergraduate student leadership development programs did UAF offer through the Division of Student Affairs?
2. What were the goals of UAF in providing undergraduate student leadership development programs?
3. Were the undergraduate student leadership development programs offered at UAF sufficient for the institution's desired outcomes?
4. How did UAF assess its undergraduate leadership development programs, and how often were the programs assessed?
5. Was there a plan in place to improve programs when assessments reveal inadequate performance in meeting desired outcomes?

Definitions of Terms

Terms used in the study that may need further definition and explanation include the following:

1. Leaders: Individuals who act in ways that influence the dynamic of outcomes (Uhl-Bien, Marion, & McKelvey, 2007).
2. Leadership: An emergent, interactive dynamic that produces various desired outcomes (Uhl-Bien et al., 2007).
3. Leadership development: A set leadership agenda that presents an environment that fosters the interaction between students working toward change in complex situations

while establishing credibility, managing time, being proactive, and empowering others to act (Uhl-Bien et al., 2007).

4. Leadership development in context: The use of the term *context* is meant to be multifaceted in nature and implies that leadership development occurs in various circumstances. One specific context—conceptual context—involves developing leaders versus developing leadership. A second context—practice context—involves the work itself and how state-of-the-art development is being conducted in the context of ongoing organizational work. A third context is related to research that has direct and indirect implications for leadership development (Day, 2000).
5. Leadership education: A program that assists students in their personal development to help them make their communities better through their own actions (Wartburg College Institute for Leadership Education, 2013).
6. Leadership training: A process by which the individual develops greater self-confidence, motivation, self-expression, and other traits of leadership (Gaithersburg/Germantown Jaycees Leadership Development through Community Service, 2013).

Assumptions

The underlying assumption of the current study is that the student leadership development initiatives at UAF have continued to positively develop into an overarching leadership program that has become an asset to the institution and holistic undergraduate educational experience. Additional reorganization has allowed for “an environment for involvement, empowerment, and collaboration through student organizations, programmatic experiences, and shared governance” (UAF Office of Student Activities, 2012, para. 3). With the newest developments and campus focus on the utilization of StrengthsQuest, it was presumed

that programs currently available to undergraduate students at UAF were good and could provide opportunities for further growth to adequately and sufficiently prepare students for postgraduate leadership opportunities, which would establish the student leadership development program at UAF as a high-quality leadership program.

Delimitations and Limitations

The limitations of this study included the following:

1. The researcher only examined undergraduate student leadership programs offered through the division of student affairs at UAF; therefore it could afford an opportunity to circumspectly assess leadership development initiatives specifically focused toward UAF undergraduate students without regard to alternative leadership development offerings at other institutions of higher education or through alternative departments and colleges.
2. The researcher focused on the current undergraduate student leadership development program at UAF in an effort to analyze positive and negative progress and opportunities for improvement for future program transformation due to the increased demand of effective postgraduate leaders by employers.
3. The study was conducted at the conclusion of an academic year, prior to the beginning of a new academic year in an effort to eliminate any ongoing transitions that programs might have undertaken between terms.
4. The study focused solely on undergraduate leadership programs within the division of student affairs and not alternative leadership initiatives throughout the various colleges at the UAF.

Significance of the Study

There have historically been two paradigms of leadership reviewed in the literature: industrial and postindustrial. According to Rogers (1996) and Rost (1991), the conventional view has been labeled by some as the industrial paradigm, and emerging, alternative views have been labeled the postindustrial paradigm. The industrial paradigm contains many assumptions that dominated leadership perceptions throughout most of the 20th century including (a) leadership is the property of an individual, (b) leadership pertains primarily to formal groups or organizations, (c) the terms *leadership* and *management* can be used interchangeably (Rogers, 1996). The postindustrial paradigm has emerged from more recent literature and thoughts on leadership and through criticism of the traditional paradigm. Assumptions of the postindustrial paradigm include (a) leadership is based on relationships and does not belong to any individual; (b) leadership is meant to create change; (c) leadership can be done by anyone, not just by people who are designated leaders (Rogers, 1996; Shertzer et al., 2005).

Many higher education institutions today are utilizing the postindustrial paradigm of leadership in programs; however leadership is so vast that it is difficult to know what leadership program areas should be focused on when providing services to students. Institutions must first decide the goals that they desire to accomplish through leadership programming. This is a vital decision because institutional goals will determine the type of leadership programs offered.

Developing students' leadership skills has become "a major objective at many institutions of higher education, many of which commit considerable time and resources to student development programs and initiatives" (Shertzer et al., 2005). Many researchers have suggested that a shift in investment in leadership initiatives is evident through the increased inclusion of leadership development in university mission statements in an effort to introduce more leaders

into society. Truman State University provides an example of this shift, and its commitment is exemplified in its mission statement as “one part of its mission is to cultivate in students the willingness and ability to exercise personal and intellectual leadership in his or her chosen field of endeavor” (Gilchrist, 2009, p. 1). As such, the significance of the study was that it provided insight into the UAF leadership development opportunities provided to undergraduate students. An in-depth analysis could reveal if UAF is actually providing adequate and efficient leadership development opportunities to undergraduate students. The study also provided student leadership development programmers and student affairs administrators with relevant and qualitative information about the university’s current student leadership development strengths and weaknesses. In addition, the study provided UAF information on changes needed to transform student leadership development programs to a higher quality and to help UAF become a resource for other institutions needing or desiring to do the same for their undergraduate leadership programs.

CHAPTER II

REVIEW OF LITERATURE

Research Methods

This literature review provides a context for the various paradigms of overall leadership, looking primarily at the following areas: leadership development, undergraduate student leadership development, and university student leadership development program initiatives. The following databases were utilized to complete the review of literature: (a) ERIC, (b) EBSCO, (c) ProQuest, and (d) Google Scholar. The following search terms were used: (a) undergraduate leadership programs, (b) student leadership programs, (c) student leadership development, (d) student leadership education, (e) student leadership training, (f) leadership development and higher education, and (g) students and leadership programs.

The search yielded many articles and dissertations regarding general leadership theories and the importance of leadership in organizations, but there was a small sample of articles and dissertations that pertained to student leadership development that was used to construct this chapter. This literature review includes sections on: leadership theories and paradigms, leadership development, and institutional leadership initiatives.

Leadership Theories and Paradigms

General Leadership

As the generational population diversifies in the workplace, the style of leadership has changed from an autocratic style to a democratic style. Constituents are no longer focused solely on monetary rewards but desire opportunities to have impact within organizations. Deegan (2009) reported, “Employees have an increasing need to work for meaning, as well as money is still important, but employees today want leaders who have a vision and values for their

company that places shareholder return within a broader global context” (p. 47). Employers are seeking whole leaders that possess integrity and authenticity. Deegan introduced whole leadership as a leadership paradigm wherein individuals as leaders use their heads to anticipate, understand, analyze, and respond to new strategic directions. They use their hearts to see the world from the perspective of a diverse range of employees and stakeholders. Additionally, they use their guts to make tough decisions based on clear values.

Deegan (2009) also affirmed that whole leaders are able to balance the difficult trade-offs when placing meaning against money. According to Deegan, whole leaders are skilled at meeting the needs of today’s diverse workforces and adept at identifying the needs of different employee groups. They understand that not doing this will mean poor staff retention and a poor corporate reputation. As a result of the current unprecedented economic times, whole leaders will be in high demand to lead in current and future economic crises because they “recognize the shifts that have taken place in the landscape, motivate their diverse workforces and navigate their organizations into the post-crisis future. They combine their skills to deal with the complexity, uncertainty, and diversity that will define the business environment of the immediate future” (p. 47).

Dugan (2006a) affirmed that leadership styles have changed and that defining leadership depends on an individual’s perspective, according to the era in which the individual received leadership education. Dugan also noted that there are differences in leadership styles between genders that are important when fostering leadership development programs. As such, “Leadership development is not only central to the goals of higher education, but also challenges traditionally held assumptions regarding the transferability of leadership models across gender differences” (p. 217). Using the core values of the social change model—(a) consciousness of

self, (b) congruence, (c) commitment, (d) collaboration, (e) common purpose, (f) controversy with civility, (g) citizenship, and (h) change—Dugan examined and identified differences between male and female college students. With the results of his findings, Dugan declared

a need to purposefully shape how we engage in and structure the leadership development experiences of students. The overall results suggest that of the leadership constructs measured here, controversy with civility, citizenship, and changes are the ones with which students struggle most regardless of sex. Professionals working with students in any type of leadership capacity should focus attention on developing these critical values more thoroughly. (p. 222–223)

As Dugan (2006b) suggested, Freiberg and Freiberg (2009) affirmed that in developing the characteristics within oneself, leadership must begin with an individual’s personal values and beliefs (core competencies) prior to being able to lead outside of a personal domain. Freiberg and Freiberg proclaimed, “Top-down leadership structures are fast becoming a liability. We need a new currency of power—one based not on titles, but on every person’s capacity to lead” (p. 4). The line between success and failure has become razor thin and is determined by successful leadership. Freiberg and Freiberg declared that successful leadership “demands more than conventional thinking and business-as-usual. It calls for bold, gutsy, and ambitious leadership. Success will elude those who won’t *engage and develop leaders* at all levels” (p. 4).

As part of the development of leadership suggested by Freiberg and Freiberg (2009), future leaders must have strong relationship skills to be successful in leading. Great leaders have the ability to create resonance with others by involving themselves in meaningful and effective activities while having the ability to inspire others along the way. This particular style of leadership is based on the establishment of emotional intelligence. Goleman, Boyatzis, and McKee (2002) claimed, “Great leaders move us. They ignite our passion and inspire the best in us . . . Great leadership works through the emotions” (p. 26).

Emotional intelligence is considered an important aspect of becoming a successful leader. Knowing one's own emotions allows a leader not to be tempted or swayed by the emotions (good or bad) of others and allows for the opportunity to use emotions in a positive manner for overall good. Therefore, if people's emotions are pushed toward the range of enthusiasm, performance can soar; if people are driven toward rancor and anxiety, they will be thrown off stride, according to Goleman et al. (2002). In addition, Goleman et al. noted six leadership styles: (a) visionary, (b) coaching, (c) affiliative, (d) democratic, (e) pacesetter, and (f) commanding, all of which affect the emotional climate of organizations.

Leaders, as described by Goleman et al. (2002), are often referred to as natural leaders because of the innate natural characteristics that assist them in getting the best from others. Hamel (2009) described natural leaders as leaders who are not concerned with particular titles or hierarchy structures in order to understand when their leadership skills are needed to produce solutions. However, natural leaders have innate aptitude that allows them to effortlessly provide proactive leadership to prevent organizations or situations from heading into unfavorable circumstances. Hamel further affirmed that natural leaders do not require formal authority to initiate change but instigate modifications on their own: "Leaders imagine a future state and chart a course to get there—they are change agents" (p. 4).

As change agents, leaders are always ready and willing to thrust themselves into action to effect change where stagnation complacency has set in. As such, a title is not necessarily required for natural leaders to ignite their leadership competencies for changes to take effect. Such characteristics of natural leaders distinguish them from titled leaders. Hamel (2009) stated, "A titled leader relies heavily on positional power to get things done; a natural leader mobilizes

others without the whip of formal authority . . . Natural leaders challenge ossified and change-resistant power structures” (p. 4).

Successful leaders create a variety of personal contacts to provide the support, feedback, and resources needed to get things done. Ibarra and Hunter (2007) stated that effectively utilizing various forms of networking, especially “three distinct but interdependent forms of networking—operational, personal, and strategic” (p. 47) is instrumental to transitions for leaders. Building an operational network, a personal network, and a strategic network to provide the best opportunities for success affords leaders opportunities to act quickly in resolving or preventing adverse circumstances.

Successful leaders succeed by mastering the ability to regularly interact with people who can establish new opportunities and help capitalize on them. Ibarra and Hunter (2007) declared, “Successful leaders have a nose for opportunity and a knack for knowing whom to tap to get things done. These qualities depend on a set of strategic networking skills that non-leaders rarely possess” (p. 47). As such, Ibarra and Hunter further affirmed,

Leaders must find new ways of defining themselves and develop new relationships to anchor and feed their emerging personas; as well as, they must also accept that networking is one of the most important requirements of their new leadership roles and continue to allocate enough time and effort to see it pay off. (p. 47)

The inability to accept and promote networking causes organizations to revert back to the traditional paradigm of leadership based on position, title, and hierarchy that results in inefficiencies in organizations, including colleges and universities. Hierarchical and authoritative leadership is ineffective for meeting the challenges institutions and organizations face in the 21st century. As the renowned leadership scholar Jean Lipman-Blumen (1996) observed, “The primary challenge for leadership and organizations in the twenty-first century is to create an effective balance between interdependence and diversity” (p. 6).

Leadership within organizations can no longer be defined by position, title, sex, and color. Successful advances by natural leaders who refuse to be held down by traditional forms and thoughts of leadership have nearly destroyed the historical boundaries of leadership. Kezar (2000) affirmed that attributes of women's leadership and leadership among people of color in the United States have assisted in the acceleration of breaking the old paradigm of traditional leadership: "Women leaders tend to conceptualize leadership as collective rather than individualistic. They tend to emphasize responsibility toward others and empowering others to act and de-emphasize hierarchical relationships" (p. 10).

Nonetheless, singular and autocratic styles of leadership are quickly eroding in favor of more democratic styles of leadership. Kezar (2000) declared that new leadership frameworks, such as "pluralist leadership," are beginning to transcend organizations and institutions of higher education. Pluralist leadership is "designed to help campuses truly incorporate diverse voices and leadership perspectives into their decision making" (p. 10). Kezar further declared,

This framework, called "pluralistic leadership," provides a new approach for thinking about the role of leaders and the leadership process on campus. It builds on Taylor Cox's concept of pluralistic organizations—organizations that value diversity, fully integrate all cultures into the organizational structure, minimize cultural bias, and reduce intergroup conflict. A pluralistic leadership culture draws on the collective, diverse voices of the campus. It is a reflective and critical culture that engages individuals, decreases conflict, and minimizes the problems of organizational fit. Being reflective is important in developing awareness of identity, positionality, and power. Being critical is important in negotiating the various viewpoints that emerge. (p. 10)

Pluralistic leadership does not mean that all leadership perspectives or contributions will or should be valued equally; however, it is vital that institutions have processes in place to evaluate and identify those perspectives that will add value and should be turned into model

practices. There are eight strategies for engaging diverse voices in the leadership process that Kezar (2000) identified: (a) define and negotiate a contingent leadership model that is reevaluated by the community as a whole; (b) carefully select values to associate with the model, being as open and inclusive as possible and excluding only values, approaches, or principles that oppress others; (c) ensure avenues for modifying the model; (d) value individual differences because there will always be people who feel the model does not represent their perspectives; (e) negotiate with and challenge individuals to align with campus leadership rather than force them to do so; (f) clearly articulate the reasons why individuals should align with the institution's leadership definition; (g) when introducing the model to various people, keep their diverse leadership perspectives in mind and reframe the model accordingly to make sure it is understood; and (h) strive to create a learning environment where all people are learning from each other.

Kezar (2000) affirmed that by utilizing the eight strategies for engaging diverse voices in the leadership process and creating a pluralistic leadership culture, "colleges and universities may begin to recognize capable, effective leaders or leadership processes that were previously overlooked because people were not encouraged to look beyond prevailing leadership schemes" (p. 11). As such, Kezar stated, "With greater awareness of the multiple ways leadership is interpreted, individuals and institutions might better recognize and negotiate these differences to meet today's leadership challenges" (p. 11).

Today's challenges require effective leadership in dealing with unprecedented economic troubles. Effective leadership must be habitual and consistent to impact and initiate change within an organization. Thus, Kello (2009) declared that everyday leadership is essential if effective and long-term change is to occur. For everyday leadership to occur, leaders must be performance changers, team builders, strategic business leaders, and change agents. Such roles

require (a) planning, organizing, directing, and controlling work as performance managers; (b) effective use of a wide variety of leadership strategies and recognizing problems as learning opportunities for team members to build higher levels of competence and confidence as team builders; (c) helping their team to better grasp the business they are in so they can solve problems and make decisions to drive the business forward as strategic business leaders; (d) improving their personal ability to be flexible and adapt; and (e) creating a positive attitude toward change in their organization as change agents. Kello stated,

These roles are not stand-alone, or implemented one at a time, they are implemented concurrently, and all are critical. At any point in time an effective leader who is trying to get some current task completed (Performance Manager), will do so in ways that build the working relationship (Team Builder), help others understand the business system in which their work fits (Strategic Business Leader), and help them increase their flexibility, adaptability, and receptivity to change (Change Manager). (p. 24)

In embracing Kello's (2009) process of becoming an effective leader, leaders must become relational within the society they serve. It is vital for leaders to possess the capability of establishing a social identity. Komives, Longenecker, Owen, Mainella, and Osteen (2006) identified a "framework for understanding how individual college students develop the social identity of being collaborative, relational leaders interdependently engaging in leadership as a group process" (p. 414). Komives et al. revealed that the end result of leadership is preceded by an integral process of individual leadership identity development.

Students are able to develop their leadership identity development (LID) through participation in student organizations, courses, and curricular programs along with challenges in those applications. Komives et al. emphasized leadership as a postindustrial, collaborative model to teach and develop leadership to college students and as "a relational and ethical process of people together attempting to accomplish positive change" by progressing through the six key

leadership identity stages: (a) awareness, (b) exploration/engagement, (c) leader identification, (d) leader differentiation, (e) generativity, and (f) integration/synthesis. Additionally, there are five important key categories for each stage: (a) stage descriptions, (b) changing view of leadership, (c) developing self, (d) group influences, and (e) developmental influences.

Komives et al. (2006) further declared that leadership is learned in a group context, and the dynamic reciprocity of engaging in groups is critical to LID. As the view of the self changes, students establish different views of leadership,

moving from thinking of leadership as only the external other and always an adult, to holding a leader-centric view of leadership as anyone in a position, and as they valued interdependence they viewed leadership as happening in non-positional roles as well as viewing leadership as a shared group process. (Komives et al., 2006, p. 414)

Komives et al. viewed LID as a directional developmental theory because they discovered that students sequentially proceeded through each stage of the model. As they developed from a relatively simple to a relatively complex understanding of leadership, students were not able to progress through to the next stage until they completed earlier stages. Although leadership educators have drawn on many student development theories, they have not applied one that specifically addressed the developmental processes involved in the development of a leadership identity.

Komives et al. (2006) stated, “[The] study addressed the lack of research on how leadership identity develops, it also introduced into leadership program assessment plans the challenges and potential missteps that come with using any developmental theory in assessment” (p. 416). Additionally, the LID model affords an opportunity to design leadership development opportunities with clear and definable learning outcomes. Nonetheless, regardless of the length of a program, Komives et al. proclaimed,

Using LID as a program design guide, each stage encompasses a set of leadership learning outcomes and a student's transition from one stage to the next is an indicator of his or her leadership identity development . . . [A]s a sequential stage-based model, it is critical to design programs in alignment with leadership identity development process. (p. 416)

Through the process of leadership identity development, leaders transition through each stage of development, which is vital for leaders if they desire to be effective leaders of people. Leaders must be able to ignite change within themselves prior to doing the same for others. Kotter and Cohen (2002) affirmed that leaders must have the capability to impact others prior to serving as a leader to them. More critically, leaders must possess the ability to comprehend particular principles that are essential in the effort to assist others in making changes for their overall good. Future leaders will be responsible for creating strategic problem-solving solutions to deal with unprecedented economic and humanitarian troubles the world has never before experienced. As such, student leadership development within institutions of higher learning will be vital to the success of increasing the global leader population in completing large-scale change within large organizations.

However, Kotter and Cohen (2002) proclaimed that new leaders must be properly equipped and have the heart of change to be able to be effective in global change through large-scale organizational change. This can only occur through successful large-scale change, which “is a complex affair that happens in eight stages: (a) increase urgency; (b) build the guiding team; (c) get the vision right; (d) communicate for buy-in; (e) empower action; (f) create short-term wins; (g) don't let up; (h) make change stick” (Kotter & Cohen, 2002, p. 2). To be adequately prepared to be a leader in the 21st century and to enact successful large-scale change, new leaders entering the workforce must be efficiently and effectively able to change quiescent cultures. Kotter and Cohen (2002) proclaimed changing cultures begins with strong leadership

that is established through leadership development within institutions of higher education and teaching students the necessary tools to be effective leaders who will have the skill to enact large-scale organizational change.

Changing cultures is a daunting task and requires that leaders possess the ability to adapt and effectively apply various methods of leadership. Nahavandi (2008) stated that similar to individual people, methods of leadership vary across a wide spectrum depending on the individuals and the situation that warrants leadership. A leader should be knowledgeable of various methods and resources needed to effectively lead in various situations and cultures and how to successfully apply them to accomplish the desired outcome. Nahavandi declared, “A leader is a person who influences individuals and groups within an organization, helps them in the establishment of goals, and guides them toward achievement of those goals, thereby allowing them to be effective” (p. 4). Although there are various definitions of leadership that encompass diverse aspects of leadership, Nahavandi identified three common elements that sum up leadership:

First, leadership is a group phenomenon; there can be no leaders without followers. As such, leadership always involves interpersonal influence or persuasion. Second, leadership is goal directed and plays an active role in groups and organizations. Leaders use influence to guide others through a certain course of action or toward the achievement of certain goals. Third, the presence of leaders assumes some form of hierarchy within a group. In some cases, it is informal and flexible. (p. 4)

Nahavandi (2008) further identified leadership in context of its effectiveness. Nahavandi defined effective leadership as when a leader’s “followers achieve their goals, can function well together, and can adapt to changing demands from external forces” (p. 6). As such, being an effective leader requires three specific elements: (a) goal achievement, (b) smooth internal process, and (c) external adaptability (Nahavandi, 2008).

Nahavandi (2008) also clarified that leadership is not a sole phenomenon that stands on its own; rather “leadership is a social and cultural phenomenon” (p. 7). Therefore, leadership must be put in its proper perspective considering the culture in which it is being expressed:

Understanding leadership, therefore, requires an understanding of the cultural context in which it takes place. Culture consists of the commonly held values within a group of people. It is a set of norms, customs, values, and assumptions that guides the behavior of a particular group of people. Culture gives each group its uniqueness and differentiates it from other groups. We are strongly influenced by our culture; it determines what we consider to be right and wrong, and it influences what and who we value, what we pay attention to, and how we behave. Culture affects values and beliefs and influences leadership and interpersonal styles. (Nahavandi, 2008, p. 8)

A vital function of leaders is the creation and development of cultures and climates for particular groups and organizations. “Leaders, particularly founders, leave an almost-indelible mark on the assumptions that are passed down from one generation to the next. In fact, organizations often come to mirror their founders’ personalities” (Nahavandi, 2008, p. 20). Nahavandi confirmed that ultimately “the ability to interact well with followers, satisfy their emotional needs, and motivate and inspire them is a key to leadership” (p. 70).

Various effective methods of leadership are imperative within the knowledge-oriented economy and electronic culture in which we dwell in the present day. Uhl-Bien et al. (2007) proclaimed that new paradigms of leadership are needed to frame leadership as a complex interactive dynamic from which adaptive outcomes (e.g., learning, innovation, and adaptability) emerge. Such new leadership paradigms should include opportunities that focus “on enabling the learning, creative, and adaptive capacity of complex adaptive systems (CAS) within a context of knowledge-producing organizations” (Uhl-Bien et al., 2007, p. 298). Uhl-Bien et al. affirmed that by

using the concept of complex adaptive systems, leadership should be seen not only as position and authority but also as an emergent, interactive dynamic—a complex interplay from which a collective impetus for action and change emerges when heterogeneous agents interact in networks in ways that produce new patterns of behavior or new modes of operating. (p. 299)

Uhl-Bien et al. (2007) described complex adaptive systems (CASs) as the basic units of analysis in complexity science. CASs are neural-like networks of interacting, interdependent agents that are bonded in a cooperative dynamic by a common goal, outlook, need, and so on. They are changeable structures with multiple overlapping hierarchies. Like the individuals that compose them, CASs are linked with one another in a dynamic, interactive network.

Uhl-Bien et al. (2007) further introduced and proposed the concept of complexity leadership theory (CLT), which seeks to take advantage of the dynamic capabilities of CASs. CLT focuses on identifying and exploring the strategies and behaviors that foster organizational and subunit creativity, learning, and adaptability. When appropriate, CAS dynamics are enabled within contexts of hierarchical coordination (e.g., bureaucracy). Within the CLT framework, Uhl-Bien et al. identified three types of leadership (adaptive, enabling, and administrative) and proposed that they differ according to where they occur in the larger organizational hierarchy:

A basic unit of analysis of CLT is complex adaptive systems (or CAS), which exist throughout the organization and are entangled with the bureaucratic functions such that they cannot be separated. CLT proposes that CAS, when functioning appropriately, provide an adaptive capability for the organization, and that bureaucracy provides an orienting and coordinating structure. A key role of enabling leadership is to effectively manage the entanglement between administrative and adaptive structures and behaviors in a manner that enhances the overall flexibility and effectiveness of the organization. (pp. 312–313)

Uhl-Bien et al. (2007) recognized that leadership is too complex to be described as only the act of an individual or individuals; rather it is a complex interplay of many interacting forces.

By focusing on emergent leadership dynamics, CLT implies that leadership only exists in, and is a function of, interaction. Despite this, there are roles for individual leaders in interacting with (i.e., enabling) this dynamic (Uhl-Bien et al., 2007, p. 314).

Leadership Development

Organizational and Personal Leadership Development

Studies prove that leadership education and training programs have impacts on educational and personal development. According to the results of a study by Cress, Astin, Zimmerman-Olster, and Burkhardt (2001), of 875 students at 10 institutions, leadership participants showed growth in civic responsibility, leadership skills, multicultural views, understanding of leadership theories, and personal and societal values. Cress et al. expressed their sentiments that despite claims from various colleges and universities of the importance of developing leadership skills and abilities embedded in their mission statements, “most institutions have traditionally only paid minimal attention to the development of their students as leaders in terms of offering specific leadership programs or curricula” (p. 15). This occurs despite increased pressures upon institutions for more accountability and transparency from constituents and the public to adequately prepare college graduates to be able to cope with major economic, societal, and environmental issues.

Cress et al. (2001) further expressed, “Although the short- and long-term goals of leadership development efforts are seemingly important educational objectives, competing institutional priorities often hinder the advancement of intentional leadership development programs on campuses” (p. 23). The results of the study provided clear evidence of the benefits of student involvement and participation in leadership development programs:

All students who involve themselves in leadership training and education programs can increase their skills and knowledge.

Therefore, these findings are a strong indication that leadership potential exists in every student and that colleges and universities can develop this potential through leadership programs and activities. (Cress et al., 2001, p. 23)

Cress et al. (2001) further affirmed that institutions that are serious about leadership development for students are serious about developing life-long competencies in their students, value connecting with their students, value connecting academic learning with community concerns, and desire to graduate a legacy of leaders in businesses, organizations, governments, schools, and neighborhoods, while making leadership development programs and activities priority. The study by Cress et al. (2001) further identified three common elements that were vital for leadership and directly impacted student development: (a) opportunities for service (such as volunteering), (b) experiential activities (such as internships), and (c) active learning through collaboration (such as group projects in the classroom). As a result,

students who participated in leadership development efforts not only increased specific leadership skills (such as ability to set goals, to make decisions, and to use conflict resolution skills), but they also increased their commitment to developing leadership in others, becoming involved with community action programs, and promoting understanding across racial and ethnic groups . . . [I]f colleges and universities are interested in aligning their mission statements and goals for student learning and growth with tangible developmental outcomes, leadership development activities offer such an opportunity. (Cress et al., 2001, p. 25)

With such an emphasis on leadership development and the vital role of organizations and institutions of higher education, leadership development has become a thriving and lucrative business in recent decades for business organizations and colleges and universities alike. Katz (2007) stated that leadership development became the “it factor” that organizations came to value because of its quality and potential long-lasting impact on individuals and organizations as a whole. However, unlike leadership education and leadership training, leadership development

can be a costly endeavor, both in terms of time and cost, which may deter organizational and individual buy in.

Katz (2007) expressed that many organizations, especially institutions of higher education, are unable to fully invest in outside leadership development opportunities due to decreased funding. However, developing internal mentoring opportunities has become one of the most popular approaches to leadership development for organizations, colleges, and universities. Katz affirmed, “The advantage of this approach (besides cost savings) is that the ‘coach’ knows the political environment and players of the institution; the possible downside is that the mentor must be skilled in coaching and supremely trustworthy if this very open relationship is to work” (p. 47).

Regardless of whether development occurs internally or externally, the vital aspect is ensuring that the development of leaders is occurring so that they can become valuable assets in moving the institution to greater heights of service. Leadership development is beneficial and vital to the growth, transparency, and efficiency of institutions. Katz (2007) confirmed that leadership development is sometimes considered hard to measure “but one feels it. The person comes back with more self-confidence; better able to persuade and motivate people . . . [I]t has prestige value” (p. 48). As such, the need for leadership development within institutions lies at mid-level. According to Katz, the number twos in the organization demonstrate the greatest need and have the potential for the greatest return on investment.

With such importance on the development of leadership among individuals, Kouzes and Posner (2007) provided vital practical information for the individual development of leadership. Kouzes and Posner proved that “leadership is not the private reserve of a few charismatics” (p. 23); rather leadership is a process that anyone can use when attempting to produce the best from

themselves and others. Kouzes and Posner revealed that good leadership is an understandable and universal process. Although each leader is a unique individual, there are shared patterns to the practice of leadership. Having the understanding that leadership is not about personality but about behavior, Kouzes and Posner identified five practices of exemplary leadership that are vital to the process of leadership development: (a) model the way, (b) inspire a shared vision, (c) challenge the process, (d) enable others to act, and (e) encourage the heart.

Kouzes and Posner (2007) further affirmed that leadership is neither a gene nor an inheritance but an identifiable set of skills and abilities that are available to all of us (p. 23). As such, leadership development is essentially self-development. Kouzes and Posner confirmed,

The quest for leadership is first an inner quest to discover who you are. Through self-development comes the confidence needed to lead. Self-confidence is really awareness of and faith in your own powers. These powers become clear and strong only as you work to identify and develop them. Learning to lead is about discovering what you care about and value. (p. 344)

As individuals grow and discover what they care about and value, so too is leadership development a continuing process, a life-long journey. Scott and Webber (2008) confirmed this through their leadership model, the Life-Long Learning Leader (4L) framework. The 4L framework is “a model for leadership development intended for use by designers and providers of leadership development programming.” Within the 4L framework, Scott and Webber identified eight key aspects that leadership development programming should address: (a) career stage, (b) career aspirations, (c) visionary capacity, (d) boundary-breaking entrepreneurialism, (e) professional skills, (f) instructional design and assessment literacy, (g) crisis management, and (h) approaches to leadership development.

Scott and Webber (2008) affirmed that the eight key aspects of leadership development are comprehensive in that they suggest “particular learning content for leadership development

initiatives but . . . also . . . the processes for effective professional development of adult learners” (p. 762). Scott and Webber’s 4L framework is premised upon eight viewpoints of educational leadership: (a) good leadership can be taught and nurtured; (b) the primary purpose of leadership is to facilitate high-quality teaching and learning (e.g., provide effective instructional leadership for all stakeholders, including students, teachers, support staff, parents and to some extent associated community members); (c) leaders must have an unambiguous, purposeful educational vision; (d) leadership development needs of principals vary as they progress through their careers; (e) leaders can be informed by the expertise that exists throughout educational organizations; (f) leadership development should be founded on the principles of adult learning theory, which identify adults’ preference for active and reflective learning environments and utilize problem-solving approaches; (g) educational leadership for the 21st century must have an entrepreneurial dimension; and (h) successful educational leadership requires flexibility and resilience.

Scott and Webber (2008) contended that according to the 4L framework of leadership, “Leadership development should include a continuum of formal and informal learning opportunities . . . with the range of demands on leaders, the content must be comprehensive and representative of the diversity of challenges leaders face” (p. 762). It is vital that development programs go beyond merely scratching the surface of attempting to indoctrinate participants in the preindustrial and postindustrial theories of leadership and expecting change to occur by teaching participants simply to regurgitate literature.

Yet, Scott and Webber (2008) declared, “Leadership development must address real-world challenges; incorporate opportunities for participants to work together and with experts; promote reflection and dialogue; facilitate the creation and sharing of resources that improve

school management and student outcomes; and permit rehearsal of new management skills and leadership strategies” (p. 762). The 4L framework is far beyond a singular viewpoint of leadership development and requires multiple initiatives to create an efficient and effective development program. It requires a multidimensional approach to leadership development:

The 4L framework acknowledges that a diverse or multidimensional approach is most appropriate for supporting lifelong leadership development. It depends upon the creation of formal and informal structures that are relevant to individuals’ personal and career aspirations. Organizations and individuals must allow sufficient time for participants to engage in meaningful learning opportunities. Formal learning can involve the attainment of formal qualifications such as certificates or degrees. It also can be modularized, job-embedded courses that are certified or recognized by the profession. Other formal learning opportunities occur in the context of organized mentoring systems, action research, and internships. It is imperative that the content of formal learning be evidence-based and extend the knowledge and skill of practitioners. Informal learning may occur within loosely structured professional networks and in the context of day-to-day professional responsibilities. Informal learning ideally has collaborative elements and encourages the development of critical and creative thinking and entrepreneurial behaviors. Information communication technologies can support both formal and informal leadership development by providing the medium for online learning, collaborative interaction, creation and sharing of resources and materials, research, reflection, and social networking. (Scott & Webber, 2008, p. 763)

Leadership development is not a singular event but a process that anyone is able to complete. Regardless of natural, innate leadership qualities, Zenger and Folkman (2009) confirmed that the ability to lead is a concrete and learnable skill, one that can be acquired by studying and applying specific proficiencies and attitudes. Zenger and Folkman defined leadership development programs as programs that bring to light skills that comprise effective leadership and provide a systematic and innovative program for attaining, developing, and implementing those skills. As such, Zenger and Folkman declared that leaders are not born but

are made through specific development that focuses on character, personal capabilities, and interpersonal skills.

Certain characteristics are learned by observing others or by being taught by great leaders who have already traveled the path of great leadership. The development of great leadership builds off strengths that an individual already has and makes them better, which assists in other areas of leadership that are deficient. There are certain qualities and characteristics that are innate, but various other leadership traits and skills needed to become an effective leader are learned. It is in viewing a great leader that one quickly finds out what is needed to match or surpass the qualities of that great leader.

Leadership development programs are vital in the process of increasing the number of quality and effective leaders for the 21st century. Zenger and Folkman (2009) affirmed that leadership development consists of such components as using competency companions, improving integrity, becoming a better problem solver, continuously improving oneself, becoming more innovative, and helping others achieve exceptional results. Zenger and Folkman identified five essential characteristics possessed by extraordinary leaders and how those specific characteristics affect leadership and organizations as a whole, such as character, the ability to focus on results, personal capability, interpersonal skills, and leading change—all of which provide a greater opportunity to achieve through leadership development.

Institutional Leadership Initiatives

Undergraduate Student Leadership Development

Undeniably, leadership is a process that is concentrated on fostering change among individuals and groups alike. Astin and Astin (2000) affirmed their belief in how vital this process is in leadership development:

We believe that leadership is a process that is ultimately concerned with fostering change. In contrast to the notion of “management,” which suggests preservation or maintenance, “leadership” implies a process where there is movement—from wherever we are now to some future place or condition that is different. Leadership also implies intentionality, in the sense that the implied change is not random—“change for change’s sake”—but is rather directed toward some future end or condition which is desired or valued. Accordingly, leadership is a purposive process which is inherently value-based. (p. 8)

The potential impact that colleges and universities have in the leadership development process for future leaders is enormous and invaluable. This could not be more evident than the success of DePaul University’s Student Leadership Institute, Rutgers University’s Student Leadership Development Institute, and Truman State University’s Truman Leadership Scholars Program. Truman State University and its leadership program seek to locate students whose leadership potential can be developed. According to Gilchrist (2009), the Truman Leadership Scholars experience is based upon the idea that college students can acquire many of the important skills of leadership by combining in-class and out-of-class experiences:

The Truman Leadership Scholars Program is designed to attract high ability students with leadership experience to the university through a “full-ride” scholarship with the opportunity to participate in a four-year leadership development program that incorporates curricular and co-curricular components. Participating students receive minimal credit for two required classes, volunteer for a minimum of fifty hours in the community under the direction of a community mentor, and develop and complete a personal development project and a public leadership project. During this process, students demonstrate personal development and leadership skills and contribute to the Kirksville community as well as to the Truman State University community. (p. 1)

Thus, leadership development is a fundamental but unique responsibility of colleges and universities within the leadership development process to increase the value and holistic collegiate experience for students. Astin and Astin (2000) confirmed that

The basic purpose of leadership development within the American higher education system: (a) to enable and encourage faculty, students, administrators, and other staff to change and transform institutions so that they can more effectively enhance student learning and development, generate new knowledge, and serve the community, and (b) to empower students to become agents of positive social change in the larger society. (p. 9).

As such, the importance of the role that colleges and universities play in the leadership development process cannot be understated:

The students of today are the leaders of tomorrow. While our universities and colleges fulfill many functions and play many roles in American society, their fundamental purpose is to ensure that students are appropriately prepared for their evolving private, public, and professional responsibilities. This means they need to develop the requisite knowledge, skills, tools, and attitudes to become good citizens, good parents and spouses, good neighbors, and good employees. Focusing on traditional degree-specific requirements as a major part of higher education's educational mission makes a lot of sense, but it is not enough. Our rapidly changing society desperately needs skilled leaders who are able to address complex issues, build bridges and heal divisions. Moreover, our students, regardless of their particular career interests or the positions they may eventually hold, also need to learn general life skills. (Astin & Astin, 2000, p. 31)

The ability to increase the production of effective leaders is essential to holistically improving society and suggests that leadership development should be a critical part of the college experience. Austin and Austin (2000) acknowledged that leadership development is important and useful because it can enrich the undergraduate experience, empower students, and give them a greater sense of control over their lives. In accomplishing this, Astin and Astin stated that the use of student collaboration is most optimal because it

is the cornerstone of an effective group leadership process. While groups can also function in a "leader-follower" or "command and control" mode, we believe that collaboration is a more effective approach because it empowers each individual, engenders trust, and capitalizes on the diverse talents of the group members. (p. 11)

More specifically, Astin and Astin (2000) believed that group qualities reinforce individual qualities through individual experiences within groups, which enhance self-awareness, commitment, empathy, and authenticity when the group operates collaboratively with a common purpose and clear division of labor and when it treats dissenting points of view respectfully. The much-needed leadership development experience is not limited to a particular group of students but should encourage all students, for all students are the future leaders of tomorrow and will be required to possess leadership skills to succeed:

Common to all of these opportunities is the recognition that: (1) leadership is no longer the province of the few, the privileged, or even the merely ambitious, and (2) leadership skills are needed in virtually all areas of adult life. Leadership skills are increasingly among the qualifications needed by employers of all kinds, from private corporations and nonprofit organizations to government agencies and academic institutions. Virtually all of our social institutions are hungry for people who are self-aware, authentic, innovative, empathic, committed, comfortable working collaboratively, and to lead constructive change efforts. (Astin & Astin, 2000, p. 31)

Boone and Peborde (2008) reconfirmed,

Leadership is not a single trait one may or may not possess; it is not, as some incorrectly assume, the hard-to-define attribute of “charisma.” Rather, leadership consists of a set of well-recognized attitudes, behaviors and skills. Attitudes can be adopted and behaviors and skills can be learned then honed through practice. (p. 3)

Through such a practice or development experience, effective leaders are created and prepared to successfully govern situations and concerns that arise because of their ability to view unfavorable situations as opportunities to produce effective solutions and by being forward thinkers. Boone and Peborde affirmed, “Effective leaders take others to places they have never been before. They help organizations achieve their visions and produce meaningful results for all stakeholders” (p. 5). As such, students and workers must be able to build a strong foundation

for leadership in the early stages of their careers, and this begins with leadership development in college.

Boone and Peborde (2008) identified five fundamental approaches that should be learned through the leadership development process and are critical to the future success of leaders: (a) establishing personal credibility, (b) managing one's time well, (c) being proactive, (d) empowering others to act, and (e) networking. Boone and Peborde confirmed that by mastering these five fundamental skills, students will build a foundation to which other leadership skills may be added as they progress through college and into the early stages of their careers. Through continued development, they will become effective leaders and change agents in communities, solving global crises.

In becoming change agents in communities, leaders must first have a relationship with the communities that they serve. Engaging oneself and establishing various relationships in the community are critical for leaders to enact change. As part of the leadership development process, it is vital that students understand the importance of the relationship between leadership development and community service. Dugan (2006b) confirmed that in leadership learning development, using the social change model suggests that there is a significant relationship between community service and leadership development:

Student affairs staff at all levels of an institution would benefit from rethinking how they link leadership and service both programmatically and structurally . . . The interweaving of service into leadership and other involvement experiences has the potential to increase leadership learning dramatically. An expansion of the quality and quantity of service programs grounded in critical reflection may significantly contribute to developmental gains in socially responsible leadership. (p. 341)

Accordingly, Morrison et al. (2003) ascertained that the theory of leadership development traditionally has been the ability to first understand the theories and concepts of leadership

development and then to apply them in real-life leadership scenarios. However, to effectively enhance students' awareness of what they are learning, there must be a reversal of the typical educational teaching–learning sequence according to Morrison et al. (2003). As such, “in this shift, the customary procedure of first teaching content and then having students apply what they have learned is reversed, so that students initially engage in guided activity and then learn concepts as an outcome of it” (Morrison et al., 2003, pp. 11–12). Therefore, it is vital that leadership development programs use a collaborative approach to educating students about leadership and provide opportunities for students to interact in community activities and service to enhance their leadership learning experience. This allows students additional educational opportunities through critical reflection and leadership discovery.

In utilizing the social change model as part of leadership learning programs, students also increase their leadership development skills by working in groups and learning the vital proficiencies required in both following and leading others to accomplish a common goal. Therefore, group processes are a key assessment area for student development programs and administrators:

Additional attention should be paid to group processes as well. How are students encouraged to collaborate with one another or engage across differences? Similarly, staff running formal leadership programs should examine the role they might play in assisting in the development of a broader range of outcomes. Perhaps programs might have a broader impact on development if they focused on specific outcomes such as consciousness of self or controversy with civility rather than a wide range of outcomes. (Dugan, 2006b, p. 342)

Collaborations and intentional community activities and services are vital to the success of college and university leadership development programs but must be combined with other attributes of leadership development to be considered a high-quality leadership program. Each

(2007) identified 16 attributes organized into three clusters that high-quality leadership programs possess:

1. Cluster I: participants engage in building and sustaining a learning community—diverse and engaged students, experienced and concerned practitioners, educators model leadership and support, participants unite through small groups, participants foster a culture of challenge and support, and participants cultivate one-on-one relationships.
2. Cluster II: student-centered experiential learning experiences—students practice leadership individually and collectively, students engage in reflection activities, students apply leadership concepts to themselves in meetings, students make leadership meaning through dialogue and discussions, students encounter episodes of difference, students engage in service, and students engage in self-discovery through retreats.
3. Cluster III: research grounding continues program development—flexible program design to accommodate students’ interests, content anchored in modeled leadership values, and systems thinking applied for constant program improvement.

All of the attributes are associated with recognized high-quality leadership development programs within institutions of higher education in the United States. When these attributes are utilized, they contribute significantly to enhancing student learning and leadership development.

Eich (2007) acknowledged the three areas of leadership—(a) leadership education, (b) leadership training, and (c) leadership development—as well as confirmed the differences between the three. Leadership education and leadership training are essential components of high-quality leadership development programs. Leadership development cannot be independent of leadership education and leadership training but must encompass both to be effective and practical. In fact, Eich affirmed that high-quality programs not only are structured to facilitate

engagement in desired program activities but also feature teaching practices that are student-learning driven. As such, “High quality teaching involves a focus on pedagogies that are student learning driven and respect diverse ways of knowing. In high quality teaching, students construct knowledge and make meaning of the subject matter within a learning community” (Eich, 2007, p. 16).

University leaders have a vital role in the facilitation of leadership development programs as well as establishing and maintaining partnerships to promote the significance of student leadership development for students and their respective institutions. Hilliard (2010) identified several practical ways to involve students in various leadership activities, which students find beneficial because students (a) improve their ability to set goals through the activities, (b) show more interest in developing leadership skills in others, (c) gain a sense of personal clarity in their own values, (d) gain improved conflict resolution / better decision-making skills, (e) deal better with complex and uncertainties, (f) are willing to take on more risk, and (g) are able to use leadership theories and practices in a meaningful manner.

The role of university leaders and partners is to identify, promote and develop student skills . . . Students’ early involvement in leadership activities provide opportunities for volunteer services, internships in experiential activities, collaborative activities as group projects, engagement in services related to civic activities, assisting faculty in conducting workshops and university assessment and working with other students to create a community of inclusive learners on various tasks. (Hilliard, 2010, p. 93)

Hilliard (2010) also identified the significance of students’ early involvement in leadership activities. Hilliard advocated, “Early involvement in leadership activities will help students to have a well-recognized attitude of interest and commitment to campus academic and social life. By having knowledge and skills to influence others to follow them, these student leaders can grow to greatness in serving their communities” (p. 95). By promoting early

involvement in leadership activities, students will have sufficient time to develop an adequate leadership foundation to build effective leadership practices as they continue to mature throughout their collegiate experience. Such an opportunity for students to gain a sufficient foundation for building much-needed leadership skills is vital for the success of students entering into the workforce, where employers are desiring employees that are equipped to step directly into leadership roles.

Therefore, the current leadership expectations for students entering into the workforce of the 21st century are significantly different than those of the past:

Leaders today are expected to create and sustain a collaborative leadership system. Leaders are expected to be able to communicate their vision about the needs of the organization through a sense of direction. A forward thinking leader articulates positive, optimistic and promising aspects of the future for the organization. To demonstrate competence and to work well with others is a top priority. (Hilliard, 2010, p. 95)

University leaders who are engaged in the facilitation of leadership development programs ensure the students are provided with the best opportunities to holistically cultivate as future leaders for the 21st century:

Students involved in leadership activities at the university and individuals within an organization learn to demonstrate being mature and self-disciplined, positive attitude, resiliency, vision of action, stay goal focused and make revisions when needed. Students who demonstrate strength in their leadership at the university or individuals within an organization will: surround themselves with the best people for the job, learn to delegate authority and require results, model the behavior they expect of others, believe in and inspire positive change, never take one's self too seriously, serve others, not one's self and celebrate success and give credit to others for a job well done. (Hilliard, 2010, p. 96)

Logue, Hutchens, and Hector (2005) further affirmed that students who participated in leadership activities archived more and valued their collegiate experience more. Through their

research of males and females from a large southeastern university regarding their collegial experiences, Logue et al. revealed that students who had participated in leadership training had a higher degree of personal growth than students who had not participated in leadership trainings. As such, it is essential that students be provided with opportunities to participate and engage in leadership development programs that adequately prepare them to excel as future leaders in the 21st century:

Students are faced with a variety of challenges as they progress through career, personal, social, and academic development of the college years. Current results provide evidence that student leadership was significant, not only in the current participants' perception of the college experience as a whole, but also in the resolution of some of the associated developmental processes, such as interpersonal skill development. The experiences described were not only relevant to those of personal perceptions but were also supported in the literature. (Logue et al., 2005, p. 406)

Leadership development is critical not only for the value of the collegiate experience but also for the continuance of life as we currently know it. The nation's ability to respond and prosper will depend on the quality of leadership demonstrated at all levels of society.

Zimmerman-Oster and Burkhart (2002) proclaimed that the American public perceives a crisis of leadership in our nation. Major public and private institutions appear increasingly incapable of dealing constructively with an ever-expanding list of social and economic problems, and individuals are becoming more cynical about government. We need a new generation of leaders who can bring about positive change in local, national, and international affairs.

Zimmerman-Oster and Burkhart (2002) identified context, philosophy, sustainability, and common practices as the four vital areas for creating and enhancing exemplary leadership development programs for colleges and universities. Implementing and utilizing Zimmerman-Oster and Burkhart's key areas of context, philosophy, sustainability, and common practices

afford colleges and universities greater opportunities to positively impact the population of future leaders who will take the world through the unprecedented economic crisis and global destruction in the 21st century.

Summary

The literature revealed significant findings and analyses that contribute to the overall significance, understanding, and specific delineation of leadership development. The overwhelming recurring theme throughout the literature affirmed that leadership development is significantly important to the overall well-being of colleges and universities, organizations, and communities, and to overall global welfare. Leadership development is not an isolated phenomenon but rather an integration of leadership education and leadership training. Leadership development is vital in addressing the current leadership crisis by assisting in the preparation of future leaders that will have the necessary skills to lead in unprecedented financial predicaments and global warfare far worse than what the world is currently enduring.

Industrial paradigms of leadership, in which leadership is based on stringent hierarchy models of leadership that require individuals to occupy certain positions and titles, have become obsolete. New postindustrial paradigms of leadership recognize that there is a process that occurs in becoming a leader and that the actual definition of leadership depends on an individual's perspective, according to the era in which the individual received leadership education. With or without a title, and regardless of formal positions, any individual can be a leader and can contribute to an organization's or group's cause.

The literature further revealed that key aspects of leadership development in organizations and in colleges and universities were opportunities for individuals to create relationships by working and problem solving in groups. Collaboration is vital in leadership

development programs, and group activities must be given priority. Student leadership development opportunities for service, experiential activities, and active learning through collaboration are required for an effective leadership development program. In addition, colleges and universities should place an emphasis on facilitating student leadership development along with teaching practices that are student learning–driven and involve civic engagement.

CHAPTER III

METHODS AND PROCEDURE

Interest in leadership development is strong, especially among practitioners. Nonetheless, there is conceptual confusion regarding distinctions between leader and leadership development, as well as disconnection between the practice of leadership development and its scientific foundation. Literature has suggested that interest in leadership development appears to have reached its pinnacle.

The purpose for conducting the study was to identify what leadership development opportunities are being presented to undergraduate students at UAF through the Division of Student Affairs and to assess these leadership development program offerings. This study took an assessment approach to analyzing undergraduate leadership development program offerings at UAF. Establishing a basis of various identified leadership essentials that are significant in the subject matter of leadership development will assist greatly in gaining insight into the adequateness of current undergraduate leadership development initiatives offered at UAF and accomplishing the desired outcomes of the leadership programs.

Sample

Study Population

The population under investigation in the study was undergraduate student leadership programs and initiatives only through the Division of Student Affairs at UAF. The administrative leadership stakeholders at UAF included in the sample were chosen through a purposive sampling strategy. This simply means recruiting and utilizing people on the basis of a shared characteristic that aids in a particular study. In qualitative sampling, the sample should be information rich because selected participants are likely to provide the information needed.

Cousin (2009) wrote, “In choosing the spread and numbers of interviewees, qualitative researchers often rely on purposive sampling” (p. 79). To be qualified for inclusion in the sample, administrative leadership stakeholders were selected using the following criteria:

1. The administrative stakeholder was identified as having a “significant” role as a student affairs administrator, program director, or program coordinator in the implementation and influence of undergraduate student leadership development programs and initiatives at UAF.
2. The administrative stakeholder or office was identified as contributing to the overall undergraduate leadership development program initiative for undergraduate students at UAF.

In addition, the selected study population had direct and indirect influence on leadership development of the 23,199 students at UAF (2011–2012 Enrolment Services: 19,027 undergraduates, 3,773 graduates, 399 law students). According to UAF enrollment services, students at UAF are comprised of

students seeking academic excellence, extracurricular accomplishment, and personal advancement through education, research, and campus activities. They think independently and respect freedom of expression. As a body, they reflect a commitment to diversity in a variety of ways: ethnically, culturally, geographically, and in their choices of academic majors (UAF Enrollment Services, 2012).

UAF students are afforded the privilege of seeking their educational goals from

a broad spectrum of academic programs leading to baccalaureate, master’s, doctoral, and professional degrees, not only in traditional disciplines within arts, humanities, social sciences, and natural sciences, but also in the core professional areas of agriculture, food and life sciences; architecture; business; education; engineering; nursing; human environmental sciences; and law. (UAF Enrollment Services, 2012)

Students are able to select from over 75 fields of study within nine colleges and schools and two military departments in their pursuit of obtaining a bachelor's degree from UAF, a research institution that the Carnegie Foundation categorizes as a research institution with "very high research activity," placing the university among the top 2% of institutions nationwide and in a class by itself within the state of Arkansas (UAF Enrollment Services, 2012). In an effort to answer specific questions regarding the institution's undergraduate student leadership development programming, the study provided a survey through electronic correspondence to the associate dean(s) of students; the director and program coordinator of the Center of Leadership and Community Engagement; the director of the StrengthsQuest initiative; the director and program coordinator of First Year Experience Programs; the director, program coordinator, and program assistant of New Student and Family Programs; and the director and program coordinator of the Arkansas Student Leadership and Career Academy.

Design

Designed as an assessment, the study investigated and evaluated undergraduate student leadership development initiatives at UAF to identify if the institution was accomplishing its desired undergraduate leadership development outcomes. The study also sought to determine if current undergraduate leadership development programs could be identified as being of quality—that is effective in significantly contributing to student learning and leadership development as set forth by previous studies of high-quality leadership programs as identified by Eich's 2007 *A Grounded Theory of High Quality Leadership Programs: Perspectives from Student Leadership Development Programs in Higher Education*.

The survey questions provided a foundation for in-depth analysis in assessing institutional undergraduate student leadership development initiatives. This technique allowed

for information to be collected and for an unbiased assessment to be done concerning the operation of effective and efficient undergraduate leadership development programming at UAF. The analysis and organization was based on the research questions, which were organized within three main categories:

1. Attributes of the programs that significantly enhance student learning and leadership development.
 - a. Participants engage in building and sustaining a learning community
 - b. Student-centered experiential learning experiences
 - c. Research-grounded continuous program development
2. Actions that enact each of the attributes and determine how programs put the attributes into practice.
 - a. Program curriculum
 - b. Participant progress requirements
3. Student and program outcomes that demonstrate how and in what ways the students' learning and leadership development was enhanced as a result of the program attributes and specific actions.
 - a. Program assessment
 - b. Participant assessment

The research paradigms utilized in the study were a combination of qualitative analysis and survey analysis. The combination of qualitative and survey analyses were the most appropriate paradigms for conducting the study because both added to the depth and plausibility of the analysis needed for the study. By utilizing qualitative methods, the researcher was able to engage in an in-depth study of one or more information-rich individuals who have direct

knowledge of, or who directly participate in, the facilitation of undergraduate leadership development programs and initiatives at UAF.

In addition, by employing qualitative methods, the study was afforded the opportunity to confirm and clarify patterns through ongoing investigation and observation of the leadership programs offered. In addition to qualitative assessment methods, a survey was employed for the study. Fink (2009) affirmed that surveys are effective tools in evaluating programs and conducting research when the information needed should come directly from people. Additionally, surveys are effective when combined with other sources of information; this is particularly true for evaluations and research (Fink, 2009).

Instrumentation

A survey designed by the researcher was utilized, using reoccurring themes from the literature reviewed. It was used in combination with in-person and telephone interviews from the preselected population in an overall assessment of the current undergraduate leadership development programs at UAF. The survey design utilized both forced-choice questions and open-ended questions in an attempt to gather data to answer the following research questions:

1. What undergraduate student leadership development programs did UAF offer through the Division of Student Affairs?
2. What were the goals of UAF in providing undergraduate student leadership development programs?
3. Were the undergraduate student leadership development programs offered at UAF sufficient for the institution's desired outcomes?
4. How did UAF assess its undergraduate leadership development programs, and how often were the programs assessed?

5. Was there a plan in place to improve programs when assessments revealed inadequate performance in meeting desired outcomes?

The self-administered survey was accessible to the preselected sample population through utilization of the World Wide Web free online survey software and questionnaire tool Qualtrics, provided by the UAF Graduate School. The survey questions sought to shed light on current higher education institutional practices of undergraduate leadership development initiatives at UAF and to determine if the current services are effective and sufficient.

The survey was tested for validity and reliability by ensuring consistent information was embedded in the survey and that the survey produced accurate information. Reliable and valid surveys are typically obtained by making sure the definitions and models used to select the questions are grounded in theory or experience (Fink, 2009). Eich's 2007 study of high-quality leadership programs identified particular attributes and practices that high-quality leadership programs were utilizing. Eich's 2007 study included a broad assessment of leadership programs in the United States, primarily those identified through the National Clearinghouse for Leadership Programs and the International Leadership Association. As such, the results and theory from Eich's 2007 study were a guide in formulating survey questions (see Appendix A).

Collection of Data

The data for the study were collected and housed through the utilization of a secure online survey software and questionnaire tool provided by Qualtrics. Upon the completion of the survey by the preselected sample, the survey results were housed on a secure electronic server that only the researcher had access to through a pre-established Qualtrics account with the UAF Graduate School. The goal was to distribute the survey at the conclusion of the Summer 2012

academic term prior to the start of the Fall 2012 academic term, which was beneficial for the selected sample population in accordance to their workload and responsibilities.

Data Analysis

Analysis of the data consisted of reporting the response and participation rates of the preselected sample. In addition, analysis of the data incorporated reviews and comparisons of answers by each participant in an attempt to highlight cohesiveness or divisiveness of undergraduate leadership development initiatives among the preselected sample. The analysis also sought to compare the undergraduate leadership development models utilized at UAF to assess if the programs are considered “high quality” as deemed by the standards of Eich’s 2007 study. The results of the data analysis answered the following research questions:

1. What undergraduate student leadership development programs did UAF offer through the Division of Student Affairs? Data from survey items 1–3 and 11–12 were analyzed by presenting the frequency of responses and documenting the interpretation of the data to identify patterns of responses. The selected survey items were designed to allow the respondent to identify the type of leadership program that she or he is working with and expound on why it is that particular type of leadership program. In addition, the interpretation of the data from the selected survey items provided data specifically on the view and understanding of what is involved in the program and the focus of the program. The questions attempted to identify if the respondent was knowledgeable and cognizant of the differentiation between leadership education, leadership training, and leadership development. Data were analyzed through initial interpretations and categorizing of common themes.

2. What were the goals of UAF in providing undergraduate student leadership development programs? Data from student affairs' leadership program initiatives were gathered from program websites to identify the goals of the selected institution in providing leadership development opportunities to undergraduate students. Documentation of the institution's goal in providing undergraduate student leadership development plans was unfiltered and as stated in answering the research question.
3. Were the undergraduate student leadership development programs offered at UAF sufficient for the institution's desired outcomes? Data from survey items 7 and 13–14 were analyzed by presenting the frequency of responses and documenting the interpretation of the data in identifying patterns of responses. Specific data collection on the foundational curriculum element of the program revealed the true nature of what is being taught in the course, as well as possible themes regarding the length of such a course in the implementation and involvement of vital attributes associated with high-quality leadership programs of undergraduate leadership development. Data were analyzed both numerically and through initial interpretations and categorizing of common themes.
4. How did UAF assess its undergraduate leadership development programs, and how often were the programs assessed? Data from survey items 8–10 and 15–16 were analyzed by presenting the frequency of responses and documenting the interpretation of the data in identifying patterns of responses. Data collection from the selected survey items specifically focused on identifying continued program development and sustainability. Data were analyzed both numerically and through initial interpretations and categorizing of common themes.

5. Was there a plan in place to improve programs when assessments revealed inadequate performance in meeting desired outcomes? Data from survey items 4–5 were analyzed by presenting the frequency of responses and documenting the interpretation of the data in identifying patterns of responses. Data collection and interpretation provided data specifically on continued program development through utilization of current, relevant, and applicable information in continued program development and sustainability.

Chapter Summary

The purpose for conducting the study was to identify what leadership development opportunities are being presented to undergraduate students at UAF through the Division of Student Affairs and to assess these leadership development program offerings. The study took an assessment approach to analyzing undergraduate leadership development program offerings at UAF. For the purpose of this study, only undergraduate student leadership programs and initiatives at UAF were included. The study encompassed utilization of the 2009 and 2010 Multi-Institutional Study of Leadership Executive Summaries for UAF and a review of documents, data, reports, and program material from the Center of Leadership and Community Engagement, First Year Experience Program, StrengthsQuest Initiative, and the Arkansas Leadership and Career Academy.

A purposive sampling strategy was utilized when selecting samples from the study population from the undergraduate student leadership programs and initiatives at UAF, particularly underneath the student affairs umbrella. As such, a combination of qualitative analysis and survey analysis was used for the study. A combination of qualitative and survey analysis was the most appropriate research paradigm for conducting the study because both

analyses added to the depth and plausibility of the analysis needed for this study. The survey was a self-administered survey accessible to the preselected sample population through utilization of the online survey software and questionnaire tool provided by Qualtrics. The survey questions were designed to shed light on current higher education institutional practices of undergraduate leadership development initiatives at UAF and if the current services are effective and sufficient.

CHAPTER IV

FINDINGS

This chapter provides an introduction to the assessment of undergraduate leadership development programs at UAF. For the purposes of the study, leadership development was defined as a set leadership agenda that presents an environment that fosters interaction between students working toward change in complex situations while establishing credibility, managing time, being proactive, empowering others to act, and networking. In addition, the concept of leadership development in context

is meant to be multifaceted in nature, and implies that leadership development occurs in various circumstances. One specific context is that of developing leaders versus developing leadership (i.e., conceptual context). A second context is that of the work itself, and how state-of-the-art development is being conducted in the context of ongoing organizational work (i.e., practice context). A third context is related to research that has direct and indirect implications for leadership development. (Day, 2000, p. 582)

Summary of the Study

In presenting the assessment, the purpose of the study was to identify what leadership development opportunities are being presented to undergraduate students at UAF through the Division of Student Affairs and to assess these leadership development program offerings. The study took an assessment approach to analyzing undergraduate leadership development program offerings at UAF. Establishing a basis of various identified leadership essentials that were significant in the subject matter of leadership development greatly assisted in gaining insight into the adequateness of current undergraduate leadership development initiatives offered at UAF in accomplishing the desired outcomes of leadership programs.

The significance of the study was that it provided insight into the UAF leadership development opportunities provided to undergraduate students. Analysis revealed the

adequateness and efficiency of undergraduate student leadership development opportunities at UAF. The study provided student leadership development programmers and student affairs administrators with relevant and qualitative information in measuring current leadership development initiatives. The significance of the study was that it provides UAF with information on changes needed to transform student leadership development programs to a higher quality and to help UAF become a resource for other institutions needing or desiring to do the same for their undergraduate leadership programs.

Literature reviewed for the study illustrated significant findings and analyses that contributed to the overall significance, understanding, and specific delineation of leadership development. The overwhelming reoccurring theme throughout the literature affirmed that leadership development was significantly important to the overall well-being of colleges, universities, organizations, and communities and to overall global welfare. Leadership development was not defined as a single phenomenon but rather an integration of leadership education and leadership training. Leadership development is vital in addressing the current leadership crisis by assisting in the preparation of future leaders who will have the necessary skills to lead in the future.

Literature also affirmed that of the two historical paradigms of leadership, the postindustrial paradigm has emerged from more recent literature and thoughts on leadership, and through criticism of the traditional paradigm. Assumptions of the postindustrial paradigm included the following: (a) leadership is based on relationships and does not belong to any individual, (b) leadership is meant to create change, and (c) leadership can be done by anyone, not just by people who are designated leaders (Rogers, 1996; Shertzer et al., 2005). As such, developing students' leadership skills has become "a major objective at many institutions of

higher education, many of which commit considerable time and resources to student development programs and initiatives” (Shertzer et al., 2005).

Presentation of Data

At the beginning of the exploration to identify undergraduate leadership programs and initiatives at UAF, the Division of Student Affairs had the Center for Leadership and Community Engagement (CLCE) in place. The mission of the CLCE was to engage all UAF students in purposefully designed leadership education and experiential learning opportunities that support the mission of the university. The CLCE included the Emerging Leaders Program as well as the Arkansas Student Leadership Academy, which had 102 participants and saw its first graduate in 2011, according to the 2010-2011 Division of Student Affairs annual report, its latest public publication (UAF Division of Student Affairs, 2012).

The 2010-2011 Division of Student Affairs annual report also revealed that the community engagement area of the CLCE involved 4,502 students in 16,282 hours of service, yielding an economic impact of \$347,783 to northwest Arkansas (UAF Division of Student Affairs, 2012). In addition, the CLCE conducted 97 workshops, retreats, and trainings for the university, reaching over 2,500 students, faculty, and staff members. The leadership area continued to play a vital role in charting the path to becoming a strengths-based Division of Student Affairs (UAF Division of Student Affairs, 2012).

With the focus of becoming a strengths-based Division of Student Affairs, the CLCE is no longer an inclusive and viable leadership program for students at UAF. Currently, within the Division of Student Affairs at UAF, leadership initiatives and program offerings are obtainable through the Center for Community Engagement (CCE) and the New Student and Family Programs. The CCE promotes civic engagement and leadership by connecting UAF students,

faculty, and staff with nonprofit organizations in the northwest Arkansas area and beyond. Through its mission of “empowering students through service to change the world,” the CCE “cultivate students’ strengths, facilitate their learning in order to identify societal needs, and empower them to create solutions to those needs through service” (UAF Division of Student Affairs Center for Community Engagement, year, para. 2–3). As Figure 4.1 shows, CCE provides opportunities for student involvement through program offerings such as (a) the Volunteer Action Center, (b) Full Circle Food Pantry, (c) Volunteer Action Literacy Program, (d) Alternative Service Breaks, (e) Make a Difference Day, (f) MLK Jr. Day of Service, and (g) Race for the Cure.

The New Student and Family Programs’ mission is to provide a

collaborative effort developed to enhance the academic and social integration of new students through a variety of co-curricular activities. We also seek to assist parents and family members in successfully supporting their students at the University of Arkansas. (University of Arkansas Division of Student Affairs New Student and Family Programs, year)

As can be viewed in Figure 1, the New Student and Family Programs provide opportunities for student involvement through program offerings such as (a) R.O.C.K Camp, (b) Parent and Family Programs, (c) Hog W.I.L.D. Welcome Weeks, (d) Friday Night Live, (e) Leadership Programs, and (f) First Year Initiatives. Through its leadership programs, students are afforded the opportunity to obtain leadership involvement by participating in leadership programs such as (a) Emerging Leaders, (b) Arkansas Student Leadership & Career Academy, (c) Student Leader of the Month, (d) Graduating Student Leader Program, and (e) Diversity Leadership Institute.

Assessment

Utilization of the secure online survey software and questionnaire program Qualtrics afforded an opportunity for the preselected population to participate in the study. The initial

Division of Student Affairs Center for Community Engagement

1. Volunteer Action Center
2. Full Circle Food Pantry
3. VAC Literacy Program
4. Alternative Service Breaks
5. Make a Difference Day
6. MLK Jr. Day of Service
7. Race for the Cure

Division of Student Affairs New Student and Family Programs

1. R.O.C.K. Camp
2. Parent and Family Programs
3. Hog W.I.L.D. Welcome Weeks
4. Friday Night Live
5. First Year Initiatives
6. Leadership Programs

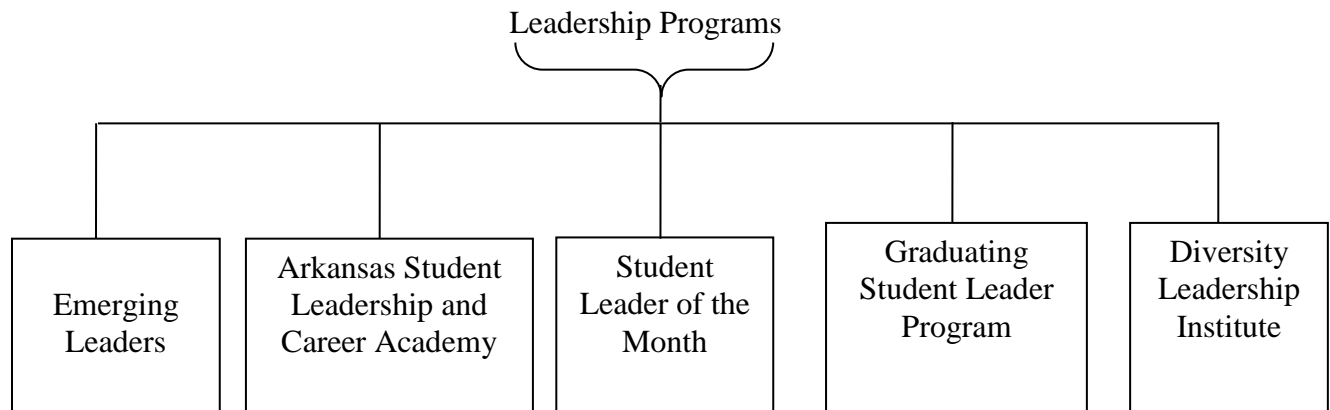


Figure 1. Undergraduate leadership initiatives for leadership programs identified through the Office of Student Affairs.

preselected population included associate dean(s) of students; the director and program coordinator of CLCE; the director of the StrengthsQuest initiative; the director and program coordinator of First Year Experience Programs; the director, program coordinator, and program assistant of New Student and Family Programs; and the director and program coordinator of the Arkansas Student Leadership and Career Academy. However, prior to the initial survey distribution date, it was discovered that some offices had rearranged and not all desired program personnel existed to be available to participate. Nonetheless, the survey was activated, contact with the remaining desired participants was solicited, and their participation was initiated.

On October 4, 2012, an electronic notification was distributed, providing a secure link to the survey through Qualtrics to the associate dean(s) of students; director and program coordinator for the CCE; and the director, program coordinator, and program assistant of New Student and Family Programs. The sample was believed to be significant to ensure representation of at least one respondent for each of the primary programs for undergraduate leadership development initiatives: CCE and New Student and Family Programs. The response rate was 33%, with 2 of the 6 participants completing and submitting the survey. However, it is important to note that the two participants represented each primary program for undergraduate leadership development initiatives.

Survey Responses

As Table 1 indicates, the most notable characteristic of the surveys was the people elected to participate and the offices that they represented. The two participants represented each primary program for undergraduate leadership development initiatives (CCE and New Student and Family Programs); both identified as being accelerating professionals (having 4–7 direct years of service). One of the solicited participants' positions was vacant, so that particular

Table 1

Statistics from Undergraduate Leadership Development Program Assessment Survey at UAF

Survey item	Frequency	Open responses
Program involvement		
Associate dean of students	0	
Director, Center for Community Engagement	1	
Program coordinator, Center for Community Engagement	0	
Director, New Student and Family Programs	1	
Program specialist, New Student Programs	0	
Program assistant, New Student Programs	0	
Length of service in program		
New professional (1–3 direct years of service)	0	
Accelerating professional (4–7 direct years of service)	2	
Seasoned professional (8+ years of direct service)	0	
Establishment of program		
Center for Community Engagement	1	2008
New Student and Family Programs		
Emerging Leaders	1	1973
Arkansas Student Leadership and Career Academy	1	2012
Student Leader of the Month	1	2011
Graduating Student Leader Program	1	1998
Diversity Leadership Institute	1	2007
Main area of leadership focus		
Leadership education	1	
Leadership training	1	
Leadership development	2	
N/A	2	
Number of students who utilize program		
Center for Community Engagement	1	60
New Student and Family Programs		
Emerging Leaders	1	75
Arkansas Student Leadership and Career Academy	1	0
Student Leader of the Month	1	0
Graduating Student Leader Program	1	100
Diversity Leadership Institute	1	250

Table 1 (continued)

Survey item	Frequency	Open responses
Program Participant Classification		
Center for Community Engagement	1	
New Student and Family Programs		
Emerging Leaders	1	
Arkansas Student Leadership and Career Academy	1	
Student Leader of the Month	1	
Graduating Student Leader Program	1	
Diversity Leadership Institute	1	
Average number of semesters of participation		
Center for Community Engagement	1	4–6
New Student and Family Programs		
Emerging Leaders	1	1
Arkansas Student Leadership and Career Academy	1	4
Student Leader of the Month	1	0
Graduating Student Leader Program	1	0
Diversity Leadership Institute	1	1
Qualification for program participation		
Center for Community Engagement	1	2.25 GPA
New Student and Family Programs		
Emerging Leaders	1	2.25 GPA
Arkansas Student Leadership and Career Academy	1	2.25 GPA
Student Leader of the Month	0	
Graduating Student Leader Program	1	2.25 GPA
Diversity Leadership Institute	1	2.25 GPA
Research-based curriculum course offered		
Center for Community Engagement	1	No
New Student and Family Programs		
Emerging Leaders	1	Yes
Arkansas Student Leadership and Career Academy	1	Yes
Student Leader of the Month	1	N/A
Graduating Student Leader Program	1	N/A
Diversity Leadership Institute	1	Yes
Length of course		
Center for Community Engagement	0	
New Student and Family Programs		
Emerging Leaders	1	6-8 weeks
Arkansas Student Leadership and Career Academy	0	
Student Leader of the Month	0	

Table 1 (continued)

Survey item	Frequency	Open responses
Graduating Student Leader Program	0	
Diversity Leadership Institute	1	1 day
Frequency with which the curriculum is updated		
Conclusion of each semester	1	
Conclusion of each academic year of course offering	0	
Biannually	0	
At the recommendation of program director	0	
Policies and procedures for not achieving program goals		
Center for Community Engagement	1	Program review
New Student & Family Programs	1	Program review
Engagement in building and sustaining a learning community		
Center for Community Engagement	1	No
New Student and Family Programs		
Emerging Leaders	1	N/A
Arkansas Student Leadership and Career Academy	1	N/A
Student Leader of the Month	1	N/A
Graduating Student Leader Program	1	N/A
Diversity Leadership Institute	1	N/A
Engagement in student-centered experiential learning		
Center for Community Engagement	1	Yes
New Student and Family Programs		
Emerging Leaders	1	Yes
Arkansas Student Leadership and Career Academy	1	Yes
Student Leader of the Month	1	N/A
Graduating Student Leader Program	1	N/A
Diversity Leadership Institute	1	No
Research-grounded continuous program development		
Center for Community Engagement	1	Yes
New Student and Family Programs	1	N/A
Emerging Leaders	1	N/A
Arkansas Student Leadership and Career Academy	1	N/A
Student Leader of the Month	1	N/A
Graduating Student Leader Program	1	N/A
Diversity Leadership Institute	1	N/A

Note. Complete open responses are available in Appendix A.

position was not represented. Further, there was no response from one of the solicited participants, which resulted in no representation from that particular position as well.

However, of the two remaining solicited participants, both were willing to participate but were unable to complete the survey due to limited information and lack of knowledge to accurately complete the survey. One particular solicited participant responded to the initial invitation for participation and indicated that he or she was unable to complete the survey because he or she did not know the requested information although he or she was directly involved with the oversight and operations of the particular program(s). The participant attempted to complete the survey but was not able to progress through the entire survey because the design of the survey required an answer for each question prior to moving on to the next question.

As the survey was set up not to count responses from partially completed surveys (surveys not completed 100%), the solicited participant's response was not included in the final survey results. The remaining willing solicited participant responded to the initial invitation for participation with a response that he or she was more than happy to participate; however because another participant in the program was also completing the survey, he or she was told that he or she would not need to complete the survey since the other participant would provide all needed information. As a result, the solicited participant did not attempt to complete the survey but did offer to be of assistance outside of the survey.

Specific to the Division of Student Affairs at UAF, only two programs were identified as part of undergraduate student leadership initiatives: the CCE and New Student and Family Programs. The CCE concentrates on community service and involvement, while New Student and Family Programs offers five various leadership initiative programs: (a) Emerging Leaders,

(b) Arkansas Student Leadership and Career Academy, (c) Student Leader of the Month, (d) Graduating Student Leader Program, and (e) Diversity Leadership Institute. Particular to their program leadership initiatives, the programs were afforded the opportunity to identify their main area of leadership focus as leadership education, leadership training, leadership development, or not applicable (N/A). The CCE identified its program's main area of leadership focus as leadership development.

Within the New Student and Family Programs, the five various leadership program initiatives were as follows:

- Emerging Leaders—leadership development
- Arkansas Student Leadership and Career Academy—leadership education
- Student Leader of the Month—N/A
- Graduating Student Leader Program—N/A
- Diversity Leadership Institute—leadership training

The two self-identified leadership development programs had a combined 39 years of leadership development program experience (Emerging Leaders, 39 years; CCE, 4 years). However, out of the entire undergraduate student population, only approximately 60 students utilize the program offerings of the CCE, and only approximately 75 students utilized the program offering from the Emerging Leaders program, for an estimated combined total of 135 participating undergraduate students. In addition, the study illustrated that of the students who participated in the identified undergraduate leadership development programs, 80% of participating students in the CCE were upper classman (juniors and seniors), whereas the opposite was true for the Emerging Leaders program, where 85% of participating students were underclassman (freshmen and sophomores).

The average length of participation was four to six academic semesters for participants of the CCE, and one academic semester for participants of the Emerging Leaders program.

To be eligible for participation in the two identified leadership development programs, interested undergraduate students must be full-time students, have previous experience in service and leadership, and have a minimum cumulative grade point average of 2.5 for the CCE. For the Emerging Leaders program, participants must be full-time students and have a minimum cumulative grade point average of a 2.25.

Data Analysis

Data gathered from the survey provided answers to the following research questions.

1. What undergraduate student leadership development programs did UAF offer through the Division of Student Affairs? Specific to the Division of Student Affairs, UAF has been identified as having two undergraduate leadership development programs: the CCE and the Emerging Leaders Program within New Students and Family Programs. The CCE offers such leadership programs as (a) the Volunteer Action program, (b) the Full Circle Food Pantry, (c) the Voluntary Action Literacy program, (d) Make a Difference Day, (e) MLK Jr. Day of Service, and (f) Race for the Cure. New Student and Family Programs offers such leadership programs as (a) Emerging Leaders, (b) Arkansas Student Leadership and Career Academy, (c) Student Leaders of the Month, (d) Graduating Student Leader program, and (e) Diversity Leadership Institute.
2. What were the goals of UAF in providing undergraduate student leadership development programs? Each of the two identified leadership development programs had its own ascribed mission(s) and program goal(s). The mission of CCE was to empower students through service to change the world; and its vision was to cultivate students' strengths,

facilitate their learning in order to identify societal needs, and empower them to create solutions to those needs through service. The mission of New Student and Family Programs was to enhance the academic and social integration of new students through a variety of cocurricular activities. In addition, the program sought to assist parents and family members in successfully supporting their students at the university.

3. Were the undergraduate student leadership development programs offered at UAF sufficient for the institution's desired outcomes? Without explicit acknowledgment and due to inconclusive revelation of undergraduate leadership development program goals, the study by itself was unable to determine if the current undergraduate leadership development offerings are sufficient to the institutions' desired outcomes.
4. How did UAF assess its undergraduate leadership development programs, and how often were the programs assessed? The study revealed that the CCE and the Emerging Leaders program both assess their programs for achievement and deficiencies at the conclusion of each semester of the program offerings.
5. Was there a plan in place to improve programs when assessments revealed inadequate performance in meeting desired outcomes? The study identified no concrete or explicit policies in place that provide direction and lay out action plans when assessments reveal inadequacies and deficiencies with respect to meeting desired outcomes.

Significance of Findings

The specific identification of actual viable leadership development programs offered to undergraduate students by the Division of Student Affairs at UAF is important to the overall educational experience of students and to the future global impact of society. The study revealed significant and detailed information regarding undergraduate leadership development initiatives

and program offerings afforded to UAF students. In addition, the study provided a point of reference for where UAF stands relative to the measurement of high-quality leadership programs as described by Eich (2007).

The study identified that the Division of Student Affairs at UAF offers a multitude of services and programs designed to promote academic success and student development. However, specific to its leadership initiatives, and more specific to leadership development for undergraduate students, UAF is limited to two programs that identify as leadership development programs. The two programs are the CCE and the Emerging Leaders program within New Students and Family Programs. Each of the two identified leadership development programs has its own ascribed mission(s) and program goal(s). As such, the study was inconclusive in identifying overarching goals for the university as a whole in respect to undergraduate leadership development programs. Furthermore, without explicit acknowledgment and inclusive revelation of undergraduate leadership development program goals, the study by itself was unable to determine if the current undergraduate leadership development offerings were sufficient to meet the institution's desired outcomes.

The study also revealed that the CCE and the Emerging Leaders program both assessed their programs for achievement and deficiencies at the conclusion of each semester of the program offerings. However, there were no concrete and explicit policies in place to provide direction or lay out action plans when assessments revealed inadequacies or deficiencies with respect to meeting desired outcomes.

Chapter Summary

The study provided an assessment of undergraduate leadership development at UAF in an attempt to illuminate the positive attributes of existing leadership development programs and to

provide awareness of areas that need further development. The study identified leadership development opportunities and initiatives afforded to undergraduate students at UAF and assessed the proficiency of current leadership development program offerings. The study revealed that leadership development, although scarce, is occurring, and there is fertile ground for future continuous growth and development in this area. As such, the study proved previous assumptions to be correct, specifically that current leadership development programs available to undergraduate students at UAF are good and have significant opportunities for further growth to adequately and sufficiently prepare students for postgraduate leadership opportunities. The study would also assist and afford undergraduate leadership development programs within the Division of Student Affairs at UAF an opportunity to distinguish themselves as high-quality leadership programs.

CHAPTER V

SUMMARY, CONCLUSION, AND DISCUSSION

In this chapter, the findings of the assessment of undergraduate leadership development programs at UAF are presented. For the purposes of the study, the focus was on highlighting actual leadership development program initiatives for undergraduate students to determine if the current offerings were adequate and sufficient. Eich (2007) noted that leadership development programs are supposed to infuse student leadership on campuses and align with program missions and visions grounded in the character of the institution. Specifically, high-quality leadership development programs are intended to assist students in developing leadership attributes by understanding what they are doing and why they are doing it. As such, “leadership programs that integrate and enact attributes of this theory not only demonstrate that leadership can be taught and learned, but that leadership development can be fostered and accelerated as a result of a program educational intervention” (Eich, 2007, p. 272).

Summary of Findings

The specific identification of viable leadership development programs afforded to undergraduate students by the Division of Student Affairs at UAF is important to the overall educational experience of students and to their future global impact on society. The study revealed significant and detailed information regarding undergraduate leadership development initiatives and program offerings afforded to UAF students. Furthermore, this study provided a yardstick to measure where UAF stands in relation to the measurement of high-quality leadership programs as ascribed by Eich (2007).

The study revealed that the Division of Student Affairs at UAF offers a multitude of services and programs designed to promote academic success and student development.

However, specific to its leadership initiatives, and more specifically to leadership development for undergraduate students, UAF is limited to two programs that identify as leadership development programs. The two programs are the CCE and the Emerging Leaders program within New Student and Family Programs. Each of the two identified leadership development programs had its own ascribed missions and program goals. Based on these findings, the study was inconclusive in identifying overarching goals for the university as a whole with respect to undergraduate leadership development programs. Without explicit acknowledgment and inclusive revelation of undergraduate leadership development program goals, the study by itself was unable to determine if the current undergraduate leadership development offerings were sufficient to the institutions' desired outcomes.

The study also revealed that the CCE and the Emerging Leaders program both assessed their programs for achievement and deficiencies at the conclusion of each semester of the program offerings. However, there were no concrete and explicit policies in place to provide direction and lay out action plans when assessments revealed inadequacies and deficiencies with respect to meeting desired outcomes.

Conclusions

1. Specific to the Division of Student Affairs, UAF has been identified as having two undergraduate leadership development programs: the CCE and the Emerging Leaders program within New Student and Family Programs.
2. Each of the two identified leadership development programs had its own ascribed missions and program goals that were set by its directors.

3. There were no concrete and explicit policies in place for either CCE or the Emerging Leaders program that provided direction or laid out action plans when assessments revealed inadequacies or deficiencies with respect to meeting desired outcomes.

Recommendations

Recommendations for Practice

Recommendations for practice that were revealed by the study include instituting leadership programs that are individually specific to leadership education, leadership training, and leadership development. High-quality leadership development programs should provide students and the institution as a whole with clear, distinct leadership goals that lead to authentic leadership development. Each program should implement a required research-based curriculum that builds upon each leadership program and is continuous as students progress from leadership education to leadership training and ultimately to leadership development.

Additional recommendations for practice include ensuring that leadership program participants engage in building and sustaining a learning community; furthermore, the programs should implement student-centered experiential learning opportunities and should implement and utilize research-grounded continuous program development. At the heart of these three recommendations is the goal of providing students with opportunities to engage in self-discovery and receive hands-on experience in engaging and leading various people through the utilization of a variety of leadership styles. As such, students must be allowed to freely express their desires in practicing leadership both individually and collectively. To do so, leadership programs must be flexible in their program design to accommodate students' requests: "the power of choice allows students to take ownership of their own learning and focus more on their passions" (Eich, 2007, p. 227).

Recommendations for Future Inquiry

The study provided considerable insight into the undergraduate leadership development initiatives at UAF. However, the paramount importance of the study was the revelation of information that would have great impact on the further growth of undergraduate leadership development programs at UAF. Further inquiry is recommended into why only approximately 135 students out of a total undergraduate population of 19,978, or less than 1%, participate in the two identified undergraduate leadership development programs. Are there other undergraduate leadership development programs outside of the Division of Student Affairs that undergraduate students are taking advantage of? If so, where are they and do they emphasize the same principles?

Further investigation into actual events or engagements of undergraduate leadership development programs that significantly enhance student learning and leadership development is needed for a better understanding and assessment of leadership development initiatives. In addition, a supplementary review that gains participants' feedback in regards to their experiences, tracks participant progress requirements, and avoids participant and facilitator participation fatigue is needed to curb and possibly eliminate future participation regression.

Discussion

Eich (2007) wrote it best when he said that “identifying the attributes of programs that contribute to the learning and development of students is fundamental to the general purposes of higher education and the specific purposes of leadership programs at colleges and universities” (p. 271). As such, the study was intended to dig deep, decipher much, and identify all actual undergraduate leadership initiatives of the Division of Student Affairs. Particularly, the study was determined to peel back any unnecessary layers of leadership rhetoric in determining if

undergraduate students were being afforded adequate and sufficient leadership development opportunities, or if leadership development was being lumped into an all-inclusive offering.

Through examination of Eich's 2007 study identifying the 16 attributes of high-quality leadership programs, the study had a benchmark to assess and compare UAF leadership initiatives specific to leadership development within the Division of Student Affairs. Broadly, the study found that current leadership initiatives were not specific to leadership development but more general in their attempts to provide general leadership experience to undergraduate students. Specifically, the current programs were heavily focused on students' exclusive involvement in activities and not on continuous leadership progression from leadership education to leadership training and leadership development, as was previously the case when the Razorback Leadership Academy was a viable leadership program. The study revealed that UAF leadership programs did not model consistent or specific leadership development pedagogy. The study revealed no evidence of a concrete leadership development model in place that enhanced actual leadership development among undergraduate students.

The study revealed that current undergraduate leadership development program offerings were not adequate and did not provide significant contributions to the learning and development of students. The two limited undergraduate leadership development programs that were identified were highly centered on students' engagement in program activities, which is in direct contrast to Eich's 2007 study. In fact, Eich affirmed that high-quality leadership programs are not only structured to facilitate engagement in desired program activities but also feature teaching practices that are student-learning driven. Each current undergraduate leadership development program offering has some aspects of the identified 16 attributes of high-quality leadership programs ascribed by Eich (2007). However, those aspects are very preliminary in

respect to their contributions to the overall quality of the leadership development programs and their impact on the participants.

According to Eich (2007), high-quality leadership programs engage participants in building and sustaining learning communities, student-centered experiential learning experiences, and research-grounded continuous program development. These attributes are associated with recognized high-quality leadership development programs within institutions of higher education in the United States. When these attributes are utilized, they contribute significantly to enhancing student learning and leadership development. The study did not reveal that the identified leadership development programs at UAF were fully utilizing all 16 attributes of high-quality leadership development programs and thus were not contributing significantly to the enhancement of learning and leadership developments of students.

Further, the study brought to light the absence of specific desired outcomes for the leadership development programs currently in place. Also absent were clear, concrete action plans for when programs do not meet desired outcomes. This is crucial because “knowledge of the connection between actions and outcomes is important to achieve the desired effects and sustain the program” (Eich, 2007, p. 273). The study revealed some disconnects between leadership development program activities and the outcomes and impact that the division of student affairs is trying to attain.

In conclusion, this study was able to assess the current undergraduate leadership development programs at UAF in comparison to a previous study that outlined 16 key attributes to high-quality leadership programs that were referenced in this study. The study revealed critical findings that suggested that UAF was not providing sufficient and adequate leadership programs specific to leadership development. Current leadership initiatives through the Division

of Student Affairs had a great reliance on the promotion of student activity involvement and not much emphasis on process-oriented programs for leadership education that lead to leadership training and ultimately to leadership development founded on research-based curriculum and research-grounded continuous program development.

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APPENDIX A

1. Please select the choice that best identifies your area of involvement.

#	Answer	Response	%
1	Associate Dean of Students	0	0%
2	Director – Center for Community Engagement Program Coordinator – Center for Community Engagement	1	50%
3	Director – New Student & Family Programs	0	0%
4	Program Specialist – New Student Programs	1	50%
5	Program Assistant – New Student Programs	0	0%
6	Program Assistant – New Student Programs	0	0%
	Total	2	100%

Statistic	Value
Min Value	2
Max Value	4
Mean	3.00
Variance	2.00
Standard Deviation	1.41
Total Responses	2

2. How best would you classify your length of service with your current program/office?

#	ANSWER	Response	%
1	New Professional (1-3 direct years of service)	0	0%
2	Accelerating Professional (4-7 direct years of service)	2	100%
3	Seasoned Professional (8+ direct years of service)	0	0%
	Total	2	100%

Statistic	Value
Min Value	2
Max Value	2
Mean	2.00
Variance	0.00
Standard Deviation	0.00
Total Responses	2

3. When was your leadership program established?

Text Response
2008 when I arrived at the University of Arkansas

Statistic	Value
Total Responses	1

4. When were your leadership program(s) established?

Year of Inception 1973	Dayton Emerging Leaders
Year of Inception 2012	Dayton African Student Leadership & Career Academy
Year of Inception 2011	Dayton Student Leader of the Month
Year of Inception 1998	Dayton Graduating Student Leader Program
Year of Inception 2007	Dayton Diversity Leadership Institute

Statistic	Emerging Leaders	African Student Leadership & Career Academy	Student Leader of the Month	Graduating Student Leader Program	Diversity Leadership Institute
Min Value	-	-	-	-	-
Max Value	-	-	-	-	-
Total Responses	-	-	-	-	-

5. How best would you identify your leadership programs' main area of leadership focus?

#	Area	Response	%
1	Leadership Education	0	0%
2	Leadership Training	0	0%
3	Leadership Development	0	0%
	Total	0	0%

Statistic	Value
Min Value	-
Max Value	-
Mean	0.00
Variance	0.00
Standard Deviation	0.00
Total Responses	0

6. How best would you identify your leadership program's main area of leadership focus?

#	Answer	RESPONSE	%
1	Leadership Education	0	0%
2	Leadership Training	0	0%
3	Leadership Development	1	100%
	Total	1	100%

Statistics	Value
Min Value	3
Max Value	3
Mean	3.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

7. Click to write Column 2

#	Question	Leadership Education	Leadership Training	Leadership Development	N/A	Responses	Mean
1	Emerging Leaders	0	0	1	0	1	3.00
2	Arkansas Student Leadership & Career Academy	1	0	0	0	1	1.00
3	Student Leader of the Month	0	0	0	1	1	4.00
4	Graduating Student Leader Program	0	0	0	1	1	4.00
5	Diversity Leadership Institute	0	1	0	0	1	2.00

Statistic	Emerging Leaders	Arkansas Student Leadership & Career Academy	Student Leader of the Month	Graduating Student Leader Program	Diversity Leadership Institute
Min Value	3	1	4	4	2
Max Value	3	1	4	4	2
Mean	3.00	1.00	4.00	4.00	2.00
Variance	0.00	0.00	0.00	0.00	0.00
Standard Deviation	0.00	0.00	0.00	0.00	0.00
Total Responses	1	1	1	1	1

8. Approximately how many undergraduate students utilize your program(s)?

Text Response	Count
60	1

Statistic	Value
Total Responses	1

9. Approximately how many undergraduate students utilize your program(s)?

#	Answer	Min Value	Max Value	Average Value	Standard Deviation
1	Emerging Leaders	75.00	75.00	75.00	0.00
2	Arkansas Student Leadership & Career Academy	0.00	0.00	0.00	0.00
3	Student Leader of the Month	0.00	0.00	0.00	0.00
4	Graduating Student Leader Program	100.00	100.00	100.00	0.00
5	Diversity Leadership Institute	250.00	250.00	250.00	0.00

10. Approximately what percentage of the students that utilize your program(s) represent the following academic classifications? (Total must sum to 100)

#	ANSWER	Min Value	Max Value	Average Value	Standard Deviation
1	Freshman	0.00	0.00	0.00	0.00
2	Sophomore	20.00	20.00	20.00	0.00
3	Junior	30.00	30.00	30.00	0.00
4	Senior	50.00	50.00	50.00	0.00

11. Approximately what percentage of the students that participate in the Emerging Leaders program represent the following academic classifications? (Total must sum to 100)

#	ANSWER	Min Value	Max Value	Average Value	Standard Deviation
1	Freshman	60.00	60.00	60.00	0.00
2	Sophomore	25.00	25.00	25.00	0.00
3	Junior	10.00	10.00	10.00	0.00
4	Senior	5.00	5.00	5.00	0.00

12. Approximately what percentage of the students that participate in the Arkansas Student Leadership & Career Academy program represent the following academic classifications? (Total must sum to 100)

#	ANSWER	Min Value	Max Value	Average Value	Standard Deviation
1	Freshman	45.00	45.00	45.00	0.00
2	Sophomore	25.00	25.00	25.00	0.00
3	Junior	20.00	20.00	20.00	0.00
4	Senior	10.00	10.00	10.00	0.00

13. Approximately what percentage of the students that participate in the Student Leader of the Month program represent the following academic classifications? (Total must sum to 100)

#	ANSWER	Min Value	Max Value	Average Value	Standard Deviation
1	Freshman	25.00	25.00	25.00	0.00
2	Sophomore	25.00	25.00	25.00	0.00
3	Junior	25.00	25.00	25.00	0.00
4	Senior	25.00	25.00	25.00	0.00

14. Approximately what percentage of the students that participate in the Graduating Student Leader program represent the following academic classifications? (Total must sum to 100)

#	ANSWER	Min Value	Max Value	Average Value	Standard Deviation
1	Freshman	0.00	0.00	0.00	0.00
2	Sophomore	0.00	0.00	0.00	0.00
3	Junior	0.00	0.00	0.00	0.00
4	Senior	100.00	100.00	100.00	0.00

15. Approximately what percentage of the students that participate in the Diversity Leadership Institute represent the following academic classifications? (Total must sum to 100)

#	ANSWER	Min Value	Max Value	Average Value	Standard Deviation
1	Freshman	30.00	30.00	30.00	0.00
2	Sophomore	30.00	30.00	30.00	0.00
3	Junior	30.00	30.00	30.00	0.00
4	Senior	10.00	10.00	10.00	0.00

16. What is the average number of semesters of participation for undergraduate students that participate in your leadership program(s)?

Text Response
4-6

Statistic	Value
Total Responses	1

17. What is the average number of semesters of participation for undergraduate students that participate in your leadership program(s)?

#	ANSWER	Min Value	Max Value	Average Value	Standard Deviation
1	Emerging Leaders	1.00	1.00	1.00	0.00
2	Arkansas Student Leadership & Career Academy	4.00	4.00	4.00	0.00
3	Student Leader of the Month	0.00	0.00	0.00	0.00
4	Graduating Student Leader Program	0.00	0.00	0.00	0.00
5	Diversity Leadership Institute	1.00	1.00	1.00	0.00

18. What are the qualifications to be eligible to participate in your program(s)? (If you are involved with multiple programs, please identify each individual program and the qualifications to be eligible to participate)

TEXT RESPONSE
 a background in service and leadership, minimum 2.25 gpa and must be a full-time student
 Emerging Leaders - full time, 2.25 GPA Leadership Academy - full time, 2.25 GPA DLI - full time, 2.25 GPA
 Graduating Student Leader - graduating senior status

STATISTIC	VALUE
Total Responses	2

19. Does your program(s) offer a course to undergraduate students grounded in a research based curriculum?

#	ANSWER	RESPONSE	%
1	Yes	0	0%
2	No	1	100%
	Total	1	100%

Statistic	Value
Min Value	2
Max Value	2
Mean	2.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

20. Does your program(s) offer a course to undergraduate students grounded in a research based curriculum?

#	Question	Yes	No	N/A	Responses	Mean
1	Emerging Leaders	1	0	0	1	1.00
2	Arkansas Student Leadership & Career Academy	1	0	0	1	1.00
3	Student Leader of the Month	0	0	1	1	3.00
4	Graduating Student Leader Program	0	0	1	1	3.00
5	Diversity Leadership Institute	1	0	0	1	1.00

Statistic	Emerging Leaders	Arkansas Student Leadership & Career Academy	Student Leader of the Month	Graduating Student Leader Program	Diversity Leadership Institute
Min Value	1	1	3	3	1
Max Value	1	1	3	3	1
Mean	1.00	1.00	3.00	3.00	1.00
Variance	0.00	0.00	0.00	0.00	0.00
Standard Deviation	0.00	0.00	0.00	0.00	0.00
Total Responses	1	1	1	1	1

2.1. What is the length of the course and what research is the curriculum based from?

Text Response
Emerging Leaders - 6-8 weeks, Social Change Leadership Theory DLI - 1 day program, multiple theories presented

Statistic	Value
Total Responses	1

22. How frequently is the curriculum of the course(s) updated?

	Answer	Response	%
1	Conclusion of each semester of program offering	1	100%
2	Conclusion of each academic year of program offering	0	0%
3	Bi-annually	0	0%
4	At the recommendation of program Director	0	0%
	Total	1	100%

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

23. How frequently are your program(s) assessed in identifying program achievement and deficiency?

#	ANSWER	RESPONSE	%
1	Conclusion of each semester of program offering	1	50%
2	Conclusion of each academic year of program offering	1	50%
3	Bi-annually	0	0%
4	At the recommendation of program Director	0	0%
	Total	2	100%

STATISTICS	VALUE
Min Value	1
Max Value	2
Mean	1.50
Variance	0.50
Standard Deviation	0.71
Total Responses	2

24. What are the policies and procedure when program goals are not achieved?

Text Response
We continue to look at ways to hone our programs to make them more competitive. Review of program goals and outcomes.

Statistic	Value
Total Responses	2

25. Do program participants engage in building and sustaining a learning community?

#	Answer	Response	%
1	Yes	0	0%
2	No	1	100%
	Total	1	100%

Statistic	Value
Min Value	2
Max Value	2
Mean	2.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

26. Do program participants engage in building and sustaining a learning community?

#	Question	Yes	No	N/A	RESPONSE	MEAN
1	Emerging Leaders	0	0	1	1	3.00
2	Arkansas Student Leadership & Career Academy	0	0	1	1	3.00
3	Student Leader of the Month	0	0	1	1	3.00
4	Graduating Student Leader Program	0	0	1	1	3.00
5	Diversity Leadership Institute	0	0	1	1	3.00

Statistic	Emerging Leaders	Arkansas Student Leadership & Career Academy	Student Leader of the Month	Graduating Student Leader Program	Diversity Leadership Institute
Min Value	3	3	3	3	3
Max Value	3	3	3	3	3
Mean	3.00	3.00	3.00	3.00	3.00
Variance	0.00	0.00	0.00	0.00	0.00
Standard Deviation	0.00	0.00	0.00	0.00	0.00
Total Responses	1	1	1	1	1

27. Do program participants engage in student-centered experiential learning experiences?

#	Answer	Response	%
1	Yes	1	100%
2	No	0	0%
	Total	1	100%

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

28. Do program participants engage in student-centered experiential learning experiences?

#	Question	Yes	No	N/A	Responses	Mean
1	Emerging Leaders	1	0	0	1	1.00
2	Arkansas Student Leadership & Career Academy	1	0	0	1	1.00
3	Student Leader of the Month	0	0	1	1	3.00
4	Graduating Student Leader Program	0	0	1	1	3.00
5	Diversity Leadership Institute	1	0	0	1	1.00

Statistic	Emerging Leaders	Arkansas Student Leadership & Career Academy	Student Leader of the Month	Graduating Student Leader Program	Diversity Leadership Institute
Min Value	1	1	3	3	1
Max Value	1	1	3	3	1
Mean	1.00	1.00	3.00	3.00	1.00
Variance	0.00	0.00	0.00	0.00	0.00
Standard Deviation	0.00	0.00	0.00	0.00	0.00
Total Responses	1	1	1	1	1

29. Do your program(s) involve research grounded continuous program development?

#	Answer	Response	%
1	Yes	1	100%
2	No	0	0%
	Total	1	100%

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

30. Do your program(s) involve research grounded continuous program development?

#	Eligible	Yes	No	N/A	Responses	Mean
1	Emerging Leaders	0	0	1	1	3.00
2	Arkansas Student Leadership & Career Academy	0	0	1	1	3.00
3	Student Leader of the Month	0	0	1	1	3.00
4	Graduating Student Leader Program	0	0	1	1	3.00
5	Diversity Leadership Institute	1	0	0	1	1.00

Statistic	Emerging Leaders	Arkansas Student Leadership & Career Academy	Student Leader of the Month	Graduating Student Leader Program	Diversity Leadership Institute
Min Value	3	3	3	3	1
Max Value	3	3	3	3	1
Mean	3.00	3.00	3.00	3.00	1.00
Variance	0.00	0.00	0.00	0.00	0.00
Standard Deviation	0.00	0.00	0.00	0.00	0.00
Total Responses	1	1	1	1	1

APPENDIX B



UNIVERSITY OF
ARKANSAS

Office of Research Compliance
Institutional Review Board

September 20, 2012

MEMORANDUM

TO: Louis Anthony Love
Michael Miller

FROM: Ro Windwalker
IRB Coordinator

RE: New Protocol Approval

IRB Protocol #: 12-09-097

Protocol Title: *Everything Rises and Falls on Leadership: An Assessment of Undergraduate Leadership Development Programs at the University of Arkansas - Fayetteville*

Review Type: EXEMPT EXPEDITED FULL IRB

Approved Project Period: Start Date: 09/20/2012 Expiration Date: 09/19/2013

Your protocol has been approved by the IRB. Protocols are approved for a maximum period of one year. If you wish to continue the project past the approved project period (see above), you must submit a request, using the form *Continuing Review for IRB Approved Projects*, prior to the expiration date. This form is available from the IRB Coordinator or on the Research Compliance website (<http://vpred.uark.edu/210.php>). As a courtesy, you will be sent a reminder two months in advance of that date. However, failure to receive a reminder does not negate your obligation to make the request in sufficient time for review and approval. Federal regulations prohibit retroactive approval of continuation. Failure to receive approval to continue the project prior to the expiration date will result in Termination of the protocol approval. The IRB Coordinator can give you guidance on submission times.

This protocol has been approved for 14 participants. If you wish to make any modifications in the approved protocol, including enrolling more than this number, you must seek approval *prior* to implementing those changes. All modifications should be requested in writing (email is acceptable) and must provide sufficient detail to assess the impact of the change.

If you have questions or need any assistance from the IRB, please contact me at 210 Administration Building, 5-2208, or irb@uark.edu.

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