

Echoes of Leadership Education: Reflections on Failure, Forgetting and Our Future

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Abstract

Despite the popularity of leadership education on college campuses, little is known about what individual participants learn and remember. This longitudinal study examines the impact of a leadership education retreat through the eyes of six undergraduate college men. Entry and exit interviews, along with intensive one and two year follow-up interviews, were conducted. Cross case analysis reveals that leadership identity was reshaped by perceived personal failure during crisis. Longitudinal analysis suggests that students attribute improved leadership capabilities less to leadership education than to their own development and leadership experiences. This study questions the value of stand-alone or short-term leadership education models and suggests new curricular approaches to leadership education that incorporate potential future crucible experiences.

Introduction

In an era when leadership education supporters are trying to justify their inclusion on the college or high school campus, it is clear that claims of the efficacy and importance of this type of curriculum have not been adequately substantiated. The literature offers evidence that is sparse, weak, too general, and unable to prove programs' claims of impact on individual students over time.

A growing chorus of researchers are calling for more and better evaluations of the impact of leadership education programs and courses (Bell, 1994; C. Brungardt, 1996; C. L. Brungardt, 1997; Burkhardt & Zimmerman-Oster, 2000; Endress, 2000). In McMillon's review of leadership education programs, for example, she found that those providing leadership education programs felt they were successful, but there was not sufficient evaluation processes or documentation to support this claim (McMillon, 1997). McDade found that what little evaluation is done in the campus setting is almost completely addressed through self-reported, anecdotal commentary with virtually no empirical evidence (McDade, 1994). Another problem with recent assessment data is that it is almost always a programmatic evaluation with little comment on how these programs impact the lives of specific students (C. Brungardt, 1996; Burkhardt & Zimmerman-Oster, 2000; McDade, 1994).

In relation to academic settings, there is concern about the virtual nonexistence of investigations that look at the impact of academic leadership courses on individual students (C. L. Brungardt, 1997). Several researchers report that while single day or short programs were often ineffective on leadership behaviors of participants, when provided an extended and sustained class on leadership, students reported that their attitude and leadership behaviors were different after class (Cummins, 1995; Townsend, 2002). This belief in the stronger impact of a more extended academic exposure on student recollection of leadership theory, skills, and practice is supported by other studies (Endress, 2000; Williams, Townsend, & Linder, 2005). Endress found that completion of a leadership class enhanced the ability of the participants to engage in relational leadership. Cress, Astin, Zimmerman-Oster, and Burkhardt reported one of the strongest cases for the positive impact of leadership education on students. In their extensive longitudinal study of 875 students at 10 colleges and universities, they found that leadership participants showed growth in civic responsibility, leadership skills, multicultural awareness, understanding of leadership theories, and personal and societal values (2001). Though it did not include individual student voice, this study was especially helpful for the field because it incorporated a longitudinal measure that gathered data at the time students entered college and again through their fourth year of college.

Of course, any excitement about the impact of leadership education is tempered by the results that show little or no impact. Several recent studies report the ineffectiveness of leadership education on college campuses (Cummins, 1995; Montgomery, 2002; Townsend, 2002). These have found there is little evidence that one-shot programs, while they often add awareness of leadership theory, practices, and styles, are effective in true learning and behavior changes (Faulkner, 1997; Townsend, 2002).

Many in the research community call for longitudinal studies that are qualitative in nature, especially the use of interviews before and after a leadership education experience. For conceptual and methodological reasons, longitudinal research remains uncommon in the leadership education literature (C. L. Brungardt, 1997; McDade, 1994; McMillon, 1997; Ployhart, Holtz, & Bliese, 2002; Pugh, 2000; Russon & Reinelt, 2004). One related concern is that those who measure the impact of leadership education do so within a specific framework at a point in time. Most scholars of higher education would argue that maturation in college occurs across a broad range of constructs and is developmental in nature (Chickering & Reisser, 1993; Pascarella & Terenzini, 1991). Leadership educators do not usually measure the individual development of students and when they do, this measurement is often merely self-rating on a scale on very specific components of leadership. Laid out by the teacher, host academic institution, or leadership theorist, what they consider evidence of leadership can be limited and static.

Methodology

College men from the U.S. and Canada have participated in *The Institute for Men of Principle* on a midwestern campus since 1999. Each summer undergraduate members of the host fraternity gather for sessions of this leadership training institute. Each session

runs for five days and includes about 60-80 participants. These students are selected to attend in a variety of ways. For the most part, the process is one of self-selection. *The Institute* is advertised in mailings, a website, and in personal recruitment efforts, and up to six members per chapter/college are allowed to attend one of three summer sessions. For those who do not self-select, these participants are often recruited by local alumni, former participants who currently are leaders within chapters, staff members of the fraternity, and university student affairs personnel who are aware of *The Institute*. Usually, the undergraduates have shown some leadership potential by holding an office in a chapter or on campus and they seek to accentuate their skills and abilities.

After permission was granted by the host fraternity to use the 2001 *Institute* as a site for research, all students scheduled to attend received an invitation, introducing this research and briefly describing the aim of the study--to garner their thoughts about leadership before and after *The Institute*. The requirements of participating were spelled out, which essentially included agreeing to arrive early and stay late so as to be able to participate in entry and exit interviews

Participants

Of the 60 registered participants in this session, six responded that they would like to be involved in the research, which was approximately the intended sample size. The low response rate was surprising and could limit findings. The students who approached me about why they did not volunteer for this study cited being too busy overall or that they were getting ready to take final exams at the time they received the invitation. Each of the six participants was an undergraduate office holder in his fraternity, with a variety of other leadership experiences in and out of school settings. They were all white males ranging from 20-22 years old at the time of the first round of interviews. Other than what is noted above, few similarities in appearance were observed. Some of the six students were tall, others short. Most of the participants had athletic builds, but some are slender. A few had the “look” of a leader, while others did not.

All of the students attending *The Institute* are members of the same social fraternity. Like other greek letter social fraternities, these young men have committed themselves to uphold certain values, norms, and practices. Integrity, wisdom, honor, brotherhood, mutual support, and academic achievement are common among almost all fraternities on North American campuses. Students in fraternities are generally responsible for the recruitment and training of new members, maintaining the chapter organization and operations, conducting educational ritual, caring for a property, and making a contribution to the greater community. This is, of course, in frequent contrast to the real or imagined fraternity experience. Beta Theta Pi, the fraternity that sponsors *The Institute for Men of Principle*, came to a position in 1997 where it wanted to address the large gap between what the founding values of the fraternity were and the behavior that so often was the norm in chapters on campus. *The Institute* is a cornerstone of the *Men of Principle Initiative* launched in 1999 designed to restore values of scholarship, ethics, and service and ethics to fraternal life. These values help shape notions of leadership and the curriculum offered.

Another contextual factor that impacts what the participants may bring to *The Institute* is their status as being late adolescents and early adults. Developmentally, many are at a stage where they are clarifying their identities on a number of different levels, only one of which is the role of leader. This process of identity formation influences leadership definitions and behaviors and is seen throughout the interviews.

The Institute

It is important to highlight that organizers of *The Institute* set a domain of what leadership constitutes and applies this conceptual understanding, mostly, to leading a collegiate fraternity. *The Institute* emphasizes the five fundamental practices of exemplary leadership presented by Kouzes and Posner (1995) in "*The Leadership Challenge*": Challenge the Process, Inspire a Shared Vision, Enable Others to Act, Model the Way, and Encourage the Heart (Kouzes & Posner, 1995). No direct link or mention was made as to whether or not this approach to leadership fit other leadership contexts or theoretical models. There is a possibility that the undergraduates might walk away thinking this curriculum was meant to apply to multiple theoretical conceptions of leadership and to all varieties of leadership activities and contexts.

The Institute is designed so that large group sessions and small group sessions are rotated throughout. In addition, there are a host of experiential learning activities and journal writing assignments. Each participant is assigned a "chapter" and stays with that small group throughout the programming.

Knowing that following the participants I had interviewed would enhance my research, I had asked that those who were participating in the study be placed in the same small group. Five of the six were placed in *Institute* Chapter One for this purpose. One member was not because he was from the same university as another participant in this study, and the facilitators follow the practice of separating students from the same university. With permission from the facilitators and clarity about my role as observer, I was assigned to Chapter One. I made a presentation to all of the facilitators during their pre-*Institute* training session. During this I outlined the nature of my study and answered general questions. After this I met separately with the co-facilitators of Chapter One to further clarify my role as an observer. They expressed some concern about how I would be viewed in the group and asked if they could address the issue during the first meeting of the small group.

Data Collection – Round One

Arrangements were made for each of the six participants to arrive the night before the start of *The Institute*. The interviews were conducted at the international headquarters of the fraternity. This allowed for a quiet setting and privacy that was conducive for audio recording. These six entry interviews were conducted in the afternoon and evening and lasted from 45 to 75 minutes each. Each participant signed a consent form allowing for

the taping of the interview and for the use of their actual names in all parts of this paper and any subsequent publications.

I observed participants through almost the entire five-day *Institute*. The only time I was not present was during one morning session when I was reviewing the audiotapes from the initial interviews. I took extensive notes, which I recorded in a field note journal. Some examples of these would include descriptions of the activities, comments from the participants that related to issues raised in the entry interviews, and personal reflections on group dynamics. I was careful throughout not to interfere in the dynamics of the activities, though I certainly sensed on the first day or two that they were sensitive to being observed.

After *The Institute* concluded I conducted four exit interviews, once again recorded off campus at the fraternity's headquarters. Because of flight schedules and other conflicts, the final two interviews were conducted the following two weeks. One was done in person in my office at The University of Michigan, and the other was an arranged phone interview.

Data Reduction and Analysis – Round One

Upon completion of the interviews, professional transcriptions were made. The next step taken before analysis was to clean up the transcriptions so they accurately reflected the words and references used. In addition, I transcribed my field notes. All the transcripts were further prepared by formatting the documents to leave large margins on the right side for analysis and notes. Once this was complete I began analysis. For data analysis, I used procedures recommended by Cresswell in *Qualitative Inquiry and Research Design: Choosing Among Five Traditions* (1999; 1998). The first step was to read the 155 single-spaced pages of interview transcripts from round one (interviews before and immediately after the retreat) without making notations. The range in length of the transcripts reflected individual speaking styles and the degree to which the participants felt particularly moved or emotional about a question. Examples of this are when the participants voiced criticisms of the lack of real-world applicability of the curriculum and the shared episodes and epiphanies that were part of their crucible of leadership.

The same coding process cited above was followed with the 14 pages of field notes. Next, I read the transcripts again and highlighted words and phrases that struck me as important, guided by concepts from leadership theory. In the next reading I wrote key words and phrases in the margin on the right side, then I constructed a concept map of my margin notes. This concept map served to help me create the emergent codes that were used in qualitative analysis using NUDist software. The process of coding was emic in that I allowed the themes to emerge, rather than creating them *a priori* based on the literature on leadership. My knowledge of the literature combined with key words and themes that emerged from the initial phase of analysis to produce the emergent themes that would serve as a core throughout. These include: Socialization (family, religion, role models, sports); Styles of Leadership (servant, superficiality, power); Therapeutic Aspects; Acquisition and Congruence of Role; Curricular Impact; and Fraternity. The

codes of Development/Life Cycle and Crucible of Leadership were added after the follow-up interviews one year later.

One problem that surfaced in the initial round of coding was that I had not adequately segregated out power as a theme. I had hoped to reflect this dynamic in styles of leadership. By the middle of coding the second participant I realized I needed to add power, so I recoded what I had previously done.

Once the entire database was coded I began a systematic analysis of the data. I created a matrix for each participant reflecting his answers to each of the seven main questions before and after the experience. This allowed me to track how each participant was responding to the common questions. After studying the answers organized in this manner, I added a column to the right to monitor changes in answers and emergent themes before and after *The Institute*.

Through two intensive interviews and five days of field notes, I had uncovered many of the participants' attitudes and beliefs about leadership, related key relationships and life experiences that shaped their definition, and captured epiphanies about their life and world view as it related to leadership. I witnessed them learning about leadership concepts and watched them as their ideas evolved. I also had a sense of their motivations to lead and models of leadership they had learned. However, at this point in the data analysis, I became concerned that my entry point--the experience of each individual, might cause me to miss something had I looked at the data from the perspective of the emergent themes. If I entered the analysis via the themes rather than participants, might I uncover commonalities or inconsistencies? This led me to then create a data report of emergent themes that ran across the 12 interviews and field notes. I no longer was looking to the individual stories but rather the story of the common themes. I repeated the same process of analysis related earlier: reading through 155 pages of script organized by emergent themes, highlighted key sections, made margin notes of key words, and created a concept map of key words. After completing this process, though time consuming, I was confident that I had, indeed, captured with sufficient depth and understanding the emergent themes and changes within the context of the individual case study. I decided, then, to use the lens of the individual participant by presenting short case studies to illustrate the emergent themes and findings.

One Year Follow Up

In the months that followed my initial rounds of interviews, and as I thought about the nature of my study, the question that was left unanswered was, "What learning from the *Institute* experience actually sticks with the students?" "What impact would we find over time?" After consulting the extant literature in the field I discovered that we know virtually nothing about these questions. What became clear was the need for a longitudinal study of the impact of leadership education on students. In my study I would attempt to address the limitations cited in the field and set claims about the impact of leadership education against the deep narrative of six student participants. To do this, I approached the original six participants again and ask them to participate in one year and

two year follow-up interviews. Believing things are lost in phone interviews, I made arrangements to conduct the second round of interviews at various locations around the country: Vancouver, Washington; Ann Arbor, Michigan; Nisqually, Washington; Dallas, Texas; Seattle Washington; and Knoxville, Tennessee. Once again, each participant signed a consent form allowing for the taping of the interview and for the use of his actual name in all parts of this paper and any subsequent publications. One participant asked that his last name not be used this time. He has an eye on a political career and did not want to take any chances that things he was about to reveal would be used against him in any way in the future. These follow-up interviews were conducted between June 2 and June 22, 2002, roughly 13 months after each had originally attended the *Institute*. The six interviews lasted between 60 and 90 minutes each. They took place in a variety of private locations to ensure minimal interruptions or distractions.

In each interview I returned to the key questions I had asked during round one before and after the *Institute*. By doing so I would be able to directly compare how the participants talked about their experiences 13 months earlier. I, however, attempted to cast a wider net this time by asking them to talk at length about their leadership experiences in the past year. The first three questions focused on their specific experiences as a leader and the following five focused on their remembrances of *The Institute*.

The interviews were then sent off for transcription and the 157 single-spaced pages were coded and analyzed in the manner described earlier. After initial analysis of the transcripts I made changes to the coding structure. The key change in analysis was that I added codes for Developmental/Life Cycle references, and stories about a Crucible of Leadership. Each of these were new and consistent themes that appeared in round two of the interviews. All participants spoke at length about their belief that growing up and maturing were the key ingredients to becoming a better leader. Each of the participants also experienced a crisis or crucible in their leadership in the year following *The Institute* that had a dramatic impact on how he spoke about leadership and his image of himself as a leader.

Two Year Follow Up

I followed the same procedure in the final round of interviews as in the previous round. I again interviewed each of the participants in person during the months of February and March of 2003. These interviews took place in Salem, Oregon; Ann Arbor, Michigan; Pullman, Washington; Chicago, Illinois; and Cincinnati, Ohio. Permission slips were also collected again at the start of each session. This represented, on average, a 21-month span between the first interview in Oxford and the final one. I also let each of the six participants know that the possibility exists for me to follow them for future study. At this point I followed the same procedure as before and had the interviews professionally transcribed. Following this I cleaned up the transcripts, coded the 135 pages of single-spaced interviews, and analyzed the data across coding themes for comparative purposes. This methodological process facilitated my desire to present each of the six participants as individual case studies within a multiple case study approach.

I asked the participants to take a 15-minute break at the end of each two year follow-up interview. During this time I reflected on the themes I had observed in each over time. This was an opportunity for me to reflect with the students and share some of my key observations. I was able to garner their reactions to my general perceptions and discuss their ideas as well. This exercise served as a cursory member check.

Methodological Paradigm

This study follows recommended procedures for case study research. I acknowledge that there are facets of multiple case study research design (data collection, coding and analysis, establishing trustworthiness) that overlap with grounded theory as discussed in the literature (E. Guba & Lincoln, 1981; E. G. Guba & Lincoln, 1989; Strauss, 1998). I stop short of claiming grounded theory, however, because I do not claim substantive or context-specific theory. It is my hope in future research to come to grounded theory once I have expanded my investigation in a variety of contexts. This idea of turning case study into grounded theory is appropriate in the qualitative paradigm (J. W. Creswell, 1998).

Cross Case Analysis And Discussion

What will follow are six cases that highlight the coherence of experience the participants had around the themes that emerged in the interviews. First, I present *The Crucible of Leadership* as experienced by each participant. This section represents the key crisis in leadership that each student experienced. I expected to see that the experience of leading would transform these young men, as Burns suggests (Burns, 1996). I, however, did not expect that the transformation would hinge around a key failure that became an opportunity for self-reflection and growth. Recently, Bennis reported this same phenomenon while studying older successful leaders in America (Bennis & Thomas, 2002). Each of these leaders experienced a significant crucible as a leader that had a lasting impact on his views of leadership and his image of self as a leader.

Next, I look at how each student speaks about the *Impact of The Institute* over time. Pugh (2000) and others have reported early upward bumps in self-assessed leadership scales taken immediately following a leadership retreat. This study was not designed to address these issues. I present these cases as *telling cases*, borrowing generally from several researchers in the field of discourse analysis (Gee & Green, 1998; Mitchell, 1983, 1984). When I present a case, it is for the purpose of broad comparison and possible presentation of grounded theory rather than deep ethnographic analysis. By doing this I attempt to make theoretically visible what had not necessarily been visible before.

In order to highlight the experiences of the participants across the emergent themes, I present two tables. The first table (1.1) *The Crucible of Leadership* represents the unifying phenomenon that each of these students experience—a crisis and perceived failure in their leading that caused them to evolve in their thinking about leadership and their style of leadership. The second table (1.2) summarizes the *Impact of The Institute* on the participants based on how the students described the experience. These tables are arranged thematically across each of the six participants (Tyler, Brad, Dan, Kevin, Mike,

and Nick). They contain critical summative information from the appropriate interviews. The table representing *The Impact of The Institute* was drawn from all four interviews. *The Crucible of Leadership* table includes information from the one and two year follow-up interviews.

The Crucible of Leadership

Table 1.1

Cross Case Comparison – *The Crucible of Leadership*

Tyler	Brad	Dan	Kevin	Mike	Nick
-Chapter alcohol crisis during Sophomore year	-Two accused sexual assaults during “his” chapter party Sophomore year	-Personal injury led to removal as fraternity officer	-President during major fight at fraternity during Junior year; police and university involved	-Chapter alcohol crisis Sophomore year	-Father died 16 days before one-year follow up interview
-Lost credibility as leader and withdrew; almost quit	-Leader can’t just be worker, must improve organization	-Became alienated and separated; Junior year “breakdown”	-Feeling overloaded led to collapse; did not reach out for help	-Choosing sides meant losing friends; replayed old family dynamic	-Learned to really cherish his father’s style of leadership; unselfish and non-judgmental
-Decided personal goals were higher than group goals at the time	-As President he succumbed to peer pressure and lost integrity	-Kicked out of university; reinstated	-Couldn’t deal with all the stress; “house of cards” crumbled	-Major confrontation with coaches about his role on football team	-Impacted by show of love at funeral
-Eventually re-engaged and became a contributor	-Realized he couldn’t control group; received hate mail	-Connected with dad and reminded he must be grounded as a person first	-Crash helped him relax and realize he can’t do it all himself	-Became alienated and disillusioned; withdrew	-Wants to fill his father’s shoes
-Teamed up with rivals with different leadership style; learned from each other	-Withdrew as leader, working on personal goals	-Now takes comfort in informal leadership positions; allows him to connect without all the pressure	-Became less rigid in beliefs about leadership, life and religion	-Learned how and when to challenge authority; reliance on emotion was not helpful as a leader	-Learned to care more about people as a leader; didn’t really do so as a younger leader

The idea that leaders are shaped by defining moments in their life is not a new one. Countless biographies and autobiographies provide evidence that one’s views of leadership can crystallize and change with key life experience. Leadership researchers Warren Bennis and Robert Thomas (2002), in *Geeks & Geezers: How Era, Values, and Defining Moments Shape Leaders*, studied highly successful leaders under thirty-five and over seventy years of age. They report that all successful leaders were shaped by one major event or epiphany—crucibles of leadership. This corresponds to the findings in this study as each of the six participants reported a personal failure as a leader during a crisis

or crucible of leadership that reshaped their views. Tyler withdrew from the fraternity and almost quit—eventually reengaging in a new way. Brad withdrew his final semester and had virtually nothing to do with the fraternity. Instead, he worked on personal and career goals. This was true of Dan and Kevin as well. Dan was removed from leadership roles and eventually reengaged in a more informal way. Kevin collapsed and was forced to employ a more collaborative model. Mike’s crucible enabled him to adopt a different leadership style altogether and team up with former adversaries to create a much more effective model. Nick’s crucible led him to appreciate and incorporate relational and nurturing facets of leadership.

A key experience impacted the organization of meaning around leadership for each of these young men. It is also evident that all six participants paid a heavy price for being a leader. Leaders have long been conflicted by competing values and the needs of a variety of constituencies. Student leaders are no different. In the end, all became more flexible and collaborative. Clearly a transformation had taken place in each. This relates to the work of Burns (1996) in that true leadership has a transformational effect on the leader, the follower, and the organization. The transformational impact that each of these students had on their organization and followers is not conclusive. There is no question, however, that these six participants were transformed as leaders in college. The next section investigates the degree to which this can be attributed to the fact that they attended *The Institute*.

Impact of The Institute

Table 1.2

Cross Case Comparison – Impact of The Institute

Tyler	Brad	Dan	Kevin	Mike	Nick
-Supported things he already knew; knew the concepts	-Taught humility by experiential activities and the ropes course	-Liked seeing different styles; drawn to quieter styles	-Needed to become more of a friend and less of a dictator	-Gave him more styles to choose from	-Surprised different styles worked
-Clearer vision afterwards with more confidence	-Learned that he has to bring followers along	-Felt he received more resources; mainly fellow leaders	-Knew the concepts, now had terms to go with them	-Enjoyed connection with other leaders	-Tried to incorporate more in year one but just accepted self as he is
-Reported on near spiritual experience	-Sees competitive style doesn't always work	-Remembered <i>The Knot</i> and other experiential activities	-Individuals must have a connection with the values of the organization	-Needed to “encourage the heart” more and listen more to followers	- <i>Institute</i> reaffirmed things he already had been taught
-Remembered experiential activities two years later	-Doesn't remember all five leadership practices but does know he needs to grow	-Resented those back home; hard to apply leadership	-Able to change culture of presidential leadership	-Connected him to deeper or religious aspects of leading	-Experiential activities showed him importance
-Learned				-Leader needs	

<p>Institute was not like the real world</p> <p>-Failed in every goal as a leader in year following Institute; succeed in year two</p> <p>-Has same definition at end but is more effective</p> <p>-Credits life experience for positive changes in leadership style, not participation in <i>The Institute</i></p>	<p>as a leader; does think back on <i>Institute</i> from time to time</p> <p>-Have to be solid yourself, then help others and organization do the same</p> <p>-Leadership is deep inside you; not superficial</p> <p>-Did not impact long-range goals but changed perspective</p> <p>-Credits changes in style to developmental dynamics, not <i>The Institute</i></p> <p>-<i>Institute</i> not like real world</p> <p>-Falls back into old style if not careful</p>	<p>principles there</p> <p>-<i>Institute</i> could not have helped him with ordeal—had to learn it by experience</p> <p>-<i>The Institute</i> gave him other options; could lead in a different manner</p> <p>-Life experiences more important than the impact of <i>Institute</i></p> <p>-Realized old style left him alone and is self-defeating</p>	<p>from dictator to more democratic servant</p> <p>-Frustrated trying to lead back home</p> <p>-Realized need to get back to his core</p> <p>-If <i>Institute</i> helped it was more with applying things I learned there to life more than fraternity</p> <p>-Being a leader is on-the-job training</p> <p>-Leadership is already bred into you, <i>Institute</i> gives you a clean shine</p>	<p>zero conflicts between self and aims of organization</p> <p>-Credits mostly his high school teacher and things he learned there</p> <p>-<i>Institute</i> is like repeating CPR certification; remembers experiential activities</p> <p>-Doesn't prepare you for real-world conflict back home</p> <p>-Didn't change me; driving force still there</p> <p>-Maturing, dealing with divorce, and personal growth is responsible for helping him as a leader</p>	<p>of more democratic leadership style</p> <p>-In final interview credited <i>Institute</i> with affirming he can lead and doesn't have to dominate</p> <p>-Connection to principles of organization</p> <p>-Frustrated when home because couldn't lead that group</p> <p>-More like father while leading now; listens and gets to know people on a personal level</p> <p>-<i>Institute</i> can't change what 22 years have made</p>
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While analyzing the impact of *The Institute* over time two phenomena seem significant. The first is that, while there was a range of attribution offered immediately following the retreat (some reported new understandings while some claimed it gave them names for things and concepts they already knew), with time the participants gave credit for their growth as a leader to maturation and experience rather than *The Institute* itself. This was evidenced in four areas: the sense that leadership needs to be grounded in something substantial and personal; that being exposed to different styles of successful leadership was helpful in providing future options as a leader; that memorable experiential activities provided valuable lessons on leadership; and that newly-formed relationships and friendships with other leaders at *The Institute* were important resources for future consultation and support.

During the interviews following *The Institute*, the students all reported feeling more connected to an inner core that made them feel more confident and less fearful as a leader. They also learned the importance of integrity and fidelity to deeply held beliefs. Immediately after *The Institute* they tended to credit the experience for this understanding. By the time of the final interviews, the participants all cited growing up and becoming more mature as the reason they were more comfortable and more grounded as a leader.

Another common response to *The Institute* is that all six enjoyed seeing a variety of styles of leaders and leadership. They discovered that they did not have to lead all the time or that they could lead in different ways—often less personally demanding and more successful in achieving group goals. A key component of *The Institute's* curriculum, each student was eager to incorporate some of these into his thinking about leadership and his future performance as a leader. All six participants ended up doing exactly this, but the longer time passed since *Institute*, the less credit was given to their attendance. All six students remembered most of the experiential activities, even two years after *The Institute*. These were, by far, the most-remembered curricular components. They all ended up incorporating most of these curriculum objectives (collaboration, inclusiveness, sharing of power, enabling others to act) into their future leading, but did not credit *The Institute*. The students reported that the success of these activities (especially the ropes course) was due to the fact that they were forced to take a good look at their strengths and weaknesses. Each suffered in performing tasks at *The Institute* from a weakness in their leadership style and was obligated to adjust their approach in order to proceed successfully through the activities.

All participants reported extensive learning at *Institute* immediately following the experience. Two years later, the remnants of this learning could still be seen, but it was attributed to other factors. What is inconclusive is whether or not the educational experience had significant impact or none at all, or whether it was one of a number of educational and experiential influences that impacted student learning. It is fair to ask whether or not students just forget what they learn or forget to connect their current notions of leadership to the curriculum.

The second phenomenon that stood out was the sense of anger and disillusionment that each participant felt when he returned to his home organization. In interviews one year after *The Institute*, each claimed that the experience did not prepare them for what he had to face when leading back in his own environment. They found the setting in Oxford, Ohio, conducive to learning and leading—a captive audience of interested students came together to learn how to lead better. The dynamics were very different back home, as all of them met resistance and/or apathy in their attempts to lead and change their organization. What was fascinating is that in the final round of interviews two years after the leadership training, the students all asserted that *The Institute* could not have really helped them with his crucible of leadership. Each felt that experiencing the crisis, whether in their organization or their personal life, and learning from the difficulties was the only way to develop new or better styles of leadership. When I pressed them for possible ways of incorporating preparation for a crucible into the curriculum of *The*

Institute, none of them offered any suggestions. In fact, they discouraged me from even trying to do so—fiercely loyal to the need for young leaders to “go through” something as the critical piece to their learning.

Analysis of the data is inconclusive as to how much learning is really being taken up by students over time. Claiming *The Institute* did not change them much during the final interviews, the students credited experiences as a leader and personal development and maturation as the keys to their evolution as leaders. This is consistent with the work of Astin and others contributing to our understandings of higher education student development (Astin, 1984, 1993). Each student, however, did change as a leader and some of the ways that they changed can be traced to things they said about leadership immediately following *The Institute*.

Discussion

Limitations

Although measures to establish trustworthiness were followed, there are several limitations to this study. Each of the six participants was self-selected in this study. By interviewing only those who volunteered, I might have a skewed sample of students. Would the other 54 participants have responded differently? What was behind their eagerness to participate and how might that have impacted their answers? All of the participants were white males who had chosen to be members of the same international fraternity. In a real sense, these descriptive factors reflect a level of privilege that might impact their access to leadership roles, abilities as leaders, and their ability to talk about their leadership experiences. The perceived culture of fraternities might also tend to attract young men that already have a certain leadership style or personal characteristics. High-achieving student leaders might disproportionately join fraternities, thus calling into question claims of developing leaders. It is not uncommon for athletics to be a key component of fraternity life and all six participants had extensive athletic experiences. This study leaves open the question of whether or not race, gender, age, and specific collegiate affiliations has an impact on the crucibles one faces and impact of leadership over time. Another limitation is the fact that I did not attempt to triangulate or verify claims that the participants made about their leadership. I had no real way of knowing how they led or how they changed as leaders. This study was very much about how the participants describes their life as leaders, and made no attempt to actually determine whether what they claimed was true.

Implications for Leadership Education

These findings suggest crucible experiences have a significant impact on learning to be a leader. Less clear is the role of formal leadership curricula and how these interact with leadership experience and individual maturation over time. The participants posit that mere exposure to leadership opportunities is paramount. If this is true, time might best be spent creating opportunities for students to lead and fail as part of an effective curricular model. In every case the students reported that they learned to lead from a core or place

of greater personal integrity by making mistakes. If this is true, how do we help our student leaders prepare for a crisis ahead of time? Is it possible to practice “crucibles”?

Is mere involvement in leadership experiences the most effective, as the work of Townsend (2002) suggests and these six participants assert, or are personal development and maturation the key factors in leadership development? Is it a combination? If so, then what is the role of leadership classes or retreats? If connecting co-curricular experiences to academic classes shows promise in positively impacting student leadership, as reported earlier (Cress 2001), then how do we provide that link? How do we help students remember? A great deal more money, resources, and holistic curriculum planning is needed to develop leaders than what is currently being done.

Many parents, teachers, coaches, university student affairs professionals, schools and colleges have a great deal invested in believing that participation in any number of leadership camps and courses is having a positive result—that they are creating leaders. If stand-alone experiences have little impact over time or if participants report little impact, how can these be used to scaffold future learning? Several participants of *The Institute* that took part in this study stated that leadership training should begin in grade school and continue after *The Institute*. This would suggest the need for more long-term and comprehensive academic programs. Related to this, how can those who provide leadership education classes document learning and success over time? If more is being learned at leadership retreats and classes than is being attributed, what new research designs need to be employed to support this notion?

From a curriculum design perspective, by far the most-remembered aspects of *The Institute* were the experiential activities. In addition, the lessons of these activities were remembered for the most part. Did these work more for our participants because they are athletic males or does this kind of activity work for all students? Also, while the students remembered the activities, they did not necessarily adjust their behavior to match lessons learned from the activity until they were forced to do so in a crisis.

From a social justice perspective, is leadership education going to be mandatory across educational settings? If not, what kind of gap are we creating? Are we providing selective leadership programs for the pre-disposed or those whose family life has somehow prepared them for the role?

Future Research

Perhaps the next step in leadership education research is to look deeply into the lives of students and document learning about leadership across the lifespan. It is imperative that we also investigate where and how students attribute their learning in a variety of leadership contexts and cultures. We must also approach integrated notions of leadership that blur traditional theoretical boundaries. This will, indeed, take a great deal of resources. What may emerge is a new model of leadership education that is highly individualized. Within this model, students would be encouraged to reflect on antecedent variables, assess the positives and negatives of their current leadership styles and

practices given those variables. They would then decide if they want to change or improve as a leader and select from a curriculum and life experience plan for their specific needs. At regular intervals reflection, feedback, evaluation, and training would continue across the lifespan of the leader. This study suggests that new models must recognize that students do not come to us as blank slates and that learning about leadership is ongoing within and outside of the classroom.

In our efforts to determine the impact of leadership education, it is critical that we commit to a more complex process and cast a wide net. Linear theoretical frames and evaluations that are just snapshots in time will no longer suffice. Any picture that ignores what has preceded the leadership education experience distorts the image. Any view that omits what follows, what takes, and how people change over time is lacking as well. This study has responded to calls for a rich, qualitative, longitudinal approach in investigating new understandings of leadership and efforts to teach leadership to students.

As student leadership education fights for legitimacy it will need to prove its worth. Until that time, honest appraisal will call into question whether leadership education is a passing fad or a legitimate endeavor in the educational setting. University mission statements often claim that they are developing leaders. What I would suggest is that these schools may or may not be doing what they claim and if they are, it might not be accomplished in the way they think. We have not yet answered key questions about the impact of leadership education courses and initiatives on individual students. If we are intentional in our efforts to teach leadership to students, we must fairly measure the impact. If we claim we are doing leadership education, we best not take too much credit—just yet.

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