

Values-Based Leadership: Strategies for Getting Real in the Collegiate Classroom

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Assistant Professor, Leadership and Service

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Oklahoma State University

PROFESSIONAL & ACADEMIC EXPERIENCE

- Dec 2001-Present, Assistant Professor, Oklahoma State University, Agricultural Education, Communications, and 4-H Youth Development
- Sept 2001-Dec 2001, Visiting Assistant Professor, Agricultural Education, Texas A&M University
- Jan 1999-Aug 2001, Lecturer, Agricultural Education, Texas A&M University
- Sept 1991-Jan 1999, Recruiting Coordinator and Marketing Specialist, Office of Honors Programs & Academic Scholarships, Texas A&M University
- Aug 1989-Aug 1991, Graduate Assistant, Multicultural Services, Texas A&M University

TEACHING EXPERIENCE

- Contemporary Issue in Leadership-undergraduate course
- Critical Issues in Agriculture-undergraduate course
- Cultural Pluralism in Agriculture-undergraduate course
- Foundations in Leadership Theory-graduate course
- Leadership Program Facilitation-undergraduate course
- Leadership Theory and Practice-undergraduate course
- Personal Leadership Development-undergraduate course
- Professional Development in Agriculture-undergraduate course
- Styles of Leadership in Agriculture-graduate course

EDUCATION

- August 2001, Ph.D., Agricultural Education, Texas A&M University
- December 1991, M.S., Educational Psychology, Texas A&M University
- May 1989, B.S., Psychology. Texas A&M University, College Station, TX

SELECTED SCHOLARSHIP INTERESTS

Leadership Education in the Collegiate Classroom, Creative Leadership, Personal Leadership Development, Leadership Practices and Culture, Multicultural Development

SELECTED SERVICE ACTIVITIES

OSU Leadership and Service Workgroup Chair, Journal of Leadership Education Review Board, Review Board, OSU Diversity Advisory Board, Association of Leadership Educators Executive Board, Secretary, Oklahoma Ag Leadership Program Selection Committee, OCES Leadership Initiative Task Force, Southern Association of Agricultural Education Research Conference Editor

SELECTED LEADERSHIP TRAINING AND CONSULTING AUDIENCES

Oklahoma Developmental Disabilities Council, Oklahoma Ag Teachers, Texas A&M University Student Programming Office, TAMCO Consulting, University of Central Arkansas Student Services, Eastfield College's Department of Sociology

CHRISTIE BRUNGARDT

Instructor, Leadership Studies
Fort Hays State University

PROFESSIONAL EXPERIENCE

- Instructor of Leadership Studies, January 2001-Present, Fort Hays State University, Hays, Kansas
- Training Consultant, July 2000-September, Dale Carnegie Training®, Topeka, Kansas
- Co-Owner/Manager of Finance and Operations, 1987-1999, Chambers Cattle & Trucking, Inc., Hays, Kansas
- Owner/Broker-Commodity Office, 1984-1990, Midwest Marketing, Anthony, Kansas

TEACHING EXPERIENCE

- LDRS 300 – Introduction to Leadership Concepts (on campus & distance)
- LDRS 310 – Fieldwork in Leadership Studies (on campus & distance)
- LDRS 520 – Topics: Women and Leadership (developed course for on campus)
- LDRS 570 – Leadership & Personal Development (developed for on campus & distance)
- LDRS 420 – Topics: Principles of Organizational Leadership (distance)
- LDRS 420 – Topics: Dale Carnegie Training (distance)

EDUCATION

- Ph.D. (in process), Community and Human Resource Development, University of Nebraska-Lincoln, Specialization in Leadership Studies
- Master of Liberal Studies, May 2001, Organizational Leadership, Fort Hays State University, Hays, KS
- Bachelor of Science, May 1984, Business Administration: Banking & Finance, Northwestern Oklahoma State University

SERVICE ACTIVITIES

University Committees:

- FHSU Campus Coordinator for American Democracy Project
- FHSU Service-Learning Committee Chairperson
- Committee to draft FHSU Women's and Gender Studies Program Proposal

Organizations:

- FHSU Leadership Studies Association Advisor
- FHSU Senior Mortarboard Advisor
- FHSU Leadership Honors Society Advisor – Omicron Delta Kappa
- Faculty Advisor to Tigers in Service www.fhsu.edu/tigersinservice

Community Outreach:

- Coordinated new FHSU summer high-school leadership camp, Kansas Youth Leadership Camp (KYLC) www.fhsu.edu/camps/kylc
- Coordinated FHSU Middle School Leadership Conference, Fall 2001, 2002, Spring 2003
- Facilitated Hays Area Children's Center Leadership Development Workshop, January 2003
- Facilitated NW Kansas High School Leadership Conference, 5 school districts, April 2003

Value-Based Leadership: Strategies for Getting Real in the Collegiate Classroom

A session is planned to introduce two different approaches to teaching personal leadership development at the collegiate level. The presenters will share methods and tools utilized in their undergraduate leadership classes to develop students' self-awareness as it relates to leadership development. Participants will have the opportunity to share their own classroom experiences as they relate to teaching values-based leadership.

Introduction

Leadership educators understand that leadership is a process that can be learned. "It's an observable, understandable, learnable set of skills and practices available to everyone" (Kouzes, 1999, p. 37). Two studies conducted in 1999 examined best practices in leadership education. It was found that studying leadership in the classroom benefited participants who have practiced leadership through real experiences outside the classroom (Tabke, 1999) and that leadership courses that emphasized application and personal action-items were positively correlated to greater career satisfaction and quality of life (Daily, 1999).

Background

Recognizing the impact of teaching leadership in the classroom, in 2001 the Department of Agricultural Education, Communications and 4-H Youth Development at Oklahoma State University (OSU) added a new undergraduate course to its leadership curriculum: AGED 2303, Personal Leadership Development. In 2003, Fort Hays State University, added a similar course to their curriculum, LDRS 570: Leadership and Personal Development in response to a growing need for relational leadership training as an integral part of higher education. Leadership as a learning process serves as the foundation for both courses.

The first step in learning leadership is learning about yourself as a leader through reflection on your life experiences. This is the beginning of a lifelong process of holding a mirror to your inner self to bring effective leadership to your life's work. (Gerber, 2002, p. 15, 18).

How it works

The goal of AGED 2303 is for students to learn how leaders identify key attributes of leadership and link them to their own unique vision, values, and personal strengths. The course serves as an opportunity for students:

- To develop awareness as it pertains to leadership and career paths;
- Understand their leadership vision and personal values; and,
- To evaluate leaders and their leadership visions as it relates to personal values.

Student evaluation is based upon assignments that include reflection papers, a personal vision project, and an exploration of values-led businesses. Classroom activities include small group work, mini-research projects, storytelling, and other "hands-on" experiences.

The purpose of LDRS 570 is to enable students to be more conscious of leadership, of their leadership potential, and to start them on their way to becoming a life-long learner of leadership practices. The course serves as an opportunity for students:

- To provide increased opportunities for growth in self-awareness;
- Provide a variety of leadership-assessment instruments which will aid students in the understanding of their own personal leadership profile;
- Understand their strengths and opportunities for improvement; and,
- Identify opportunities and strategies for increased self-confidence.

Students are evaluated on activities which cause them to reflect on how their own life experiences have helped them in their leadership development journey (PAST), where they are now in that journey (PRESENT), and their personal leadership goals (FUTURE). Both written and oral presentations are required throughout the semester with an emphasis on leadership concepts. Class participation is evaluated regularly in terms of both speaking and listening.

The session will focus on sharing details related to assignments and classroom activities, as well as student reactions to the courses at OSU and Fort Hays State University.

Results to Date

Since the addition of AGED 2303 at OSU, departmental enrollment in leadership coursework has catapulted from approximately 250 credit hours to over 600 credit hours. During the 2002-03 academic year, AGED 2303 with an enrollment of 115 students, served more students than any other AGED course in the Department. Students evaluations of the course are consistently positive, comments have included:

- I loved this class
- I learned a lot about myself.
- I learned a lot in this class. Not just memorized facts but about values and how to live a more fuller deeply devoted life. Good info!
- Fun subject to learn! Instructor is very supportive and energetic. Great class. Helped re-evaluate myself as a leader and my goals.
- It's a great course. It helped me to broaden my horizons and do a few things I didn't like to do.
- Wonderful. She taught me how to be an effective leader in all I do. I learned a lot about leadership and myself throughout this course.

An addition to the leadership curriculum at FHSU has been the offering of LDRS 570 online. Since our entire leadership degree is available on campus and online, this course was developed for distance delivery as well. Though dubious about this type of relational leadership course via online delivery, the assessment results have been phenomenal.

- This class was very beneficial and I would suggest it to anyone. I learned so much about myself and about true leadership in life situations.
- This class was crucial to my development not only as an individual and leader, but to be a better person.

- This class forced me to truly look at myself in terms of leadership rather than always looking at others and their leadership abilities.
- Because this class was taught virtually I was much more apt to open up and get real with my classmates than had we been in a classroom setting.

Conclusions and Future Implications

Though significant research has been done in the areas of relational and ethical leadership, much remains unexplored. In light of the numerous corporate scandals and breakdowns, there appears to be a huge disconnect between what research shows to be good and true about relational and ethical leadership and the extent to which it is actually practiced in organizations today.

How can we expect young people to enter the organizational world and survive in team environments if we have not prepared them in the areas of relationship development with an ethical component? Greater connectivity and stronger relationships will be required to get the highest performance from people, teams and organizational communities. Don't we owe it to our students to truly give them what they will need? As Ken Singer (2002) wrote in Internet Business News, "Someone might have a Ph.D. in leadership, but if they don't have the relational skills to engage with people, they'll never cross the bridge from knowing about leadership to actually being a leader."

References

- Daily, A. L. (1999). *A follow-up study of non-teacher agricultural education department graduates*. Unpublished masters thesis, Texas A&M University, College Station.
- Gerber, Robin and Burns, James MacGregor. (2002). *Leadership the Eleanor Roosevelt Way: Timeless strategies from the first lady of courage*. Prentice-Hall Press.
- Kouzes, J. M. (1999). Finding your leadership voice. In F. Hesselbein, & P. M. Cohen (Eds.), *Leader to leader: Enduring insights on leadership from the Drucker Foundation's award-winning journal* (pp. 37-42). San Francisco: Jossey-Bass Publishers.
- Tabke, J. J. (1999). *Leadership skill development and attitudes of collegiate leaders enrolled in an academic leadership course*. Unpublished masters thesis, Texas A&M University, College Station.
- Singer, Ken. (9/7/2002) *Relational Leadership*. Internet Business News. Retrieved February 26, 2004 from www.cjvr.com.