2009 Conference Abstracts
Session I
Monday 1:20 – 1:50 PM

RESEARCH:

An Exploration of Theories of Action in Leadership Development: A Case Study
Scott J. Allen, John Carroll University (Lincoln)

The central purpose of the present study was to *analyze the process and potential extensions of the user-focused theory of action* approach as a tool to evaluate leadership development programming. Initial findings suggest that the *user-focused theory of action* approach is transferable to the case studied and several extensions for practice are identified.

College Students Leaders: Meet the Alpha Female
Rose Marie Ward, Miami University, Donald G. DiPaolo, University of Detroit Mercy, & Halle C. Popson, Miami University (*Washington*)

With the emergence of a new generation of strong and empowered female student leaders on college campuses, a special type of leader, the Alpha Female, has developed. This rich qualitative study examines the essence of having an Alpha Female identity for undergraduate women at a Midwestern university.

PRACTICE:

Teaching a Service-Learning Leadership Course through On-line Delivery: Lessons Learned
Jill Arensdorf, Fort Hays State University (*Smithfield*)

The opportunity to teach leadership courses on-line has grown tremendously over the past decade. This session will focus on one University's experience teaching a leadership and service-learning course on-line to students all over the world. Best practices, course syllabi, and rubrics will be shared.

RESEARCH:

Examining the Impact of Film on the Societal Perceptions of Women in Leadership
Nicole Bogarosh, University of Oklahoma & Anthony C. Andenoro, Gonzaga University (*Lincoln*)

Films are important messengers of societal values and norms. This study addresses a content analysis of past and present films, revealing patterns of discrimination against women in film. Six categories of inequality and discrimination were documented. These categories skew society's perception of women in leadership and create a foundation for practice, which is counterintuitive to effective 21st century leadership.   Conclusions and recommendations will provide the audience with strategies to address these in leadership education.

Developing Leadership Competencies of an International Agricultural Educator in the United States and China: An Autoethnographic Study
Jiajiang Peng, Neil Knobloch, Roger Tormoehlen, & Mark Russell, Purdue University (*Washington*)

This study generated the personal leadership competencies for international agricultural educators and presents a framework and related activities of preparation of an international agricultural educator. The personal leadership competencies are the knowledge of foreign culture and language, agricultural industry and agricultural sciences; teaching skills, social networks skills, and collaborative ability; and openness and personal motivation attributes.

PRACTICE:

Facilitating & Teaching Servant Leadership
Marilyn J. Bugenhagen, Marian University (*Smithfield*)

Making leadership concepts come alive in teaching-learning settings can be difficult when working with leadership concepts such as servant leadership, that are not well understood. This paper presentation includes a practical, hands on techniques supporting teaching servant leadership, constructing activities for different settings, including meetings, in-service, staff development, and the classroom.

Session III
Tuesday 10:25 – 10:55 AM

RESEARCH:

A Wizard in Egypt Land: The Leadership Style and Methods of Booker Washington at the Tuskegee Normal And Industrial School
Barry Croom & David Jones, North Carolina State University (*Lincoln*)

The study examined the life and leadership style of Booker Taliaferro Washington during the early years of the Tuskegee Normal and Industrial School and as a leader of African Americans. Washington's experiences as a former slave in the American South in the late 1800's may have shaped his leadership style.

PRACTICE:

Spotlight on Team-Based Learning
Holly J. Kasperbauer & Eric K. Kaufman, Virginia Polytechnic Institute and State University (*Washington*)

Leadership educators are always looking for innovative teaching strategies to further engage students in the classroom. One approach, team-based learning, takes using groups and teams to a new level. This session will highlight the basics of the approach and how to integrate it into leadership courses.

Introducing the Formal Study of Leadership to College Freshmen
Matthew Stockman, Penny Pennington-Weeks, & William Weeks, Oklahoma State University (*Smithfield*)

A session is planned to introduce a one-hour, eight-week introductory leadership course for college freshman. Objectives include: providing an overview of course content, describing course participants, sharing lesson plans related to one of leadership behaviors taught in the course, and discussing course management specifically as it applies to multiple instructors.

Session IV

Tuesday 11:05 – 11:35 AM

RESEARCH:

True North: An Exploratory Study of Rural Leaders in Two States
Kristina J. Ricketts, University of Kentucky & Jacklyn A. Bruce, North Carolina State University (*Lincoln*)

Designed as an exploratory study, researchers sought to understand the pathways that lead individuals to positions of leadership within rural communities. Implications for the study include the future direction of training and development for this unique population.

PRACTICE:

Sharing the Leadership Fun: Train the Trainer Programs for Graduate Students
Nicole L.P. Stedman, University of Florida (*Washington*)

Delivering leadership workshops to campus groups is fun, but often time consuming. This workshop will share principles related to developing a train the trainer series designed for leadership graduate students. This interactive workshop will allow participants to see the methodology work and hear real stories about the success of this program.

Leadership Mentor Advising Model: Considerations for Implementation
Dee Trudeau & Sarah du Plessis, Virginia Polytechnic Institute and State University (*Smithfield*)

This paper provides the design and student outcomes of an undergraduate mentor model for college leadership freshmen. Integrating Edition's (2003) Sage Model and Kram's (1993) promoting a framework of a mentoring model that can lead to more successful and fluent transition into the college life of incoming freshmen.

Session V
Tuesday 1:15 – 1:45 PM

RESEARCH:

Exploring the Leadership Behaviors of Community Leaders through Focus Groups and Interviews
Jane T. Walker & Benjamin Gray, North Carolina A&T State University (*Lincoln*)

Understanding and addressing the leadership needs of communities is important to program development of Cooperative Extension. Focus groups and interviews were used to assess community leaders' practices and behaviors as related to Kouzes and Posner's framework (1997). The themes identified provide strong evidence of leadership practices of community leaders.

PRACTICE:

Personal Identity Stories: A Powerful Tool for Intercultural Development and Classroom Community Building
Gina Matkin & Heath Harding, University of Nebraska Lincoln (*Washington*)

The "ME Story" activity is used to help students reveal – to themselves and others – more about who they are in order to encourage intercultural development and community building. This activity has had a powerful impact on students and the classroom. It could be applied to a variety of settings to enhance awareness and understanding of self and others.

Collaborative Processes in Academic and Student Affairs: Connecting Curricular and Co-curricular Leadership Programs
Deana Raffo, Middle Tennessee State University (*Smithfield*)

This session provides a framework for understanding and implementing collaborative processes involving leadership educators, as both faculty and student affairs professionals. Participants will learn about student affairs best practices and cultural characteristics as well as gain ideas on how to partner with student affairs to enhance their students' leadership development.

RESEARCH:

Leadership Program Planning: Shining Light on the Agricultural Community
Eric K. Kaufman, Richard J. Rateau, Keyana C. Ellis, Holly J. Kasperbauer, and
Laura R. Stacklin, Virginia Polytechnic Institute and State University (*Lincoln*)

The findings of this qualitative study suggest that an agricultural leadership development
program should focus on three areas: 1) knowledge of the changing industry; 2) relationship
building across industry sectors; and 3) practical, transferable skill development. The skill areas
of interest include creative problem solving, political advocacy, and communication.

PRACTICE:

**Developing Tomorrow's Servant Leaders: An Approach to Prepare Today's MBAs for
Community and Social Responsibility through Service on Non-Profit Boards**
Susan A. Bach, Rollins College (*Washington*)

At the Crummer Graduate School of Business at Rollins College servant leadership opportunities
are available for full-time students to volunteer their time and serve as full voting board
members on local non-profit boards for the 18 months of their MBA program. This Practice
session highlights the three-year old MBA Non-Profit Board Program and its impact on the
students and non-profits on which they serve. The presentation includes feedback from surveys
of both the MBA students and the non-profit agencies, and an operational model for adaptation.

Developing Student Leaders through Peer Extension Roles
Cori Woelk & Penny Pennington-Weeks, Oklahoma State University (*Smithfield*)

A session is planned to introduce the benefits of a peer leadership program within a collegiate
setting. The presenter will share insight from students involved in college leadership service
roles, providing experiences gained, peer related service projects and how this experience could
impact future leadership roles.

Session VII - (Roundtables)
Tuesday 1:55 – 2:25 PM

Ideas for Using Public Pedagogy (Popular Media) to Teach Leadership
Jennifer Williams & Natalie Coers, University of Georgia (*Lincoln*)

Many leadership educators have begun to use popular media as a way of connecting leadership theory with practice. This practice is referred to as public pedagogy. Discussion of this pedagogy as well as examples of popular media in correlation with leadership theories will be discussed.

Talking About "When Student Leaders Don't"
Donald G. DiPaolo, University of Detroit Mercy (*Washington*)

This session is an opportunity for us to sit together and talk about the very human heartbreaks, frustrations and successes we have experienced as leadership educators. Creating a safe place for colleagues to have open dialogue and ponder the tough questions and possible solutions is an important part of our personal and professional life.

Where We Shine the Light of Leadership: Should We Teach Both How and Why to Lead?
Robert E. Colvin, Christopher Newport University (*Smithfield*)

Should students be taught that effective leadership must be altruistic and intended exclusively to serve a common greater good? Does this noble end-view of leadership become the legitimating reason for teaching and learning the means of leadership, essentially excluding other applications? This roundtable discussion will question the duty of leadership instructors in teaching how to lead and why to lead.

Exploring the Intricacies of the Thesis and Dissertation Process
Anthony E. Middlebrooks, University of Delaware & Nicole L.P. Stedman, University of Florida (*Grand Ballroom*)

Boost your research progress! This interactive workshop specifically targets graduate students at any stage of their research. Need to narrow your research question? Choose a method? Structure a literature review? Organize your results? This session will answer that next question, offer a different perspective, or simply affirm your progress.

RESEARCH:

Corporate Social Responsibility
Troy Lafferty, Gonzaga University & Donna Schaeffer, Marymount University (*Lincoln*)

Do people perceive organizations that promote corporate social responsibility more positively than organizations that do not? This looks at some organizations that do exhibit concern about social values, such as the environment and equality in the workplace, and found they are more likely to be respected by the public.

PRACTICE:

Blogs in the Leadership Classroom: A Pedagogical Model for Developing Critical Thinking Capacity
Gregory T. Gifford, University of Nebraska Lincoln (*Washington*)

Web-based resources are increasing both in number and conventionality. In particular, blogs have become a popular method for self-expression. Educators have been encouraged to utilize blogs in the classroom. This paper presents a model for effectively using blogs in the leadership classroom to enhance critical thinking capacity.

Slicing the Apple, Mining the Core: Exploring Your Feedback Stories
Jill Hufnagel, Hollins University (*Smithfield*)

Working from an intrapersonal theoretical framework, this experiential workshop pairs an awareness of what James Clawson terms our VABES (our values, attitudes, beliefs, and expectations) with an exploration of early parental feedback messages to understand the profound impact of this interplay on our approach to leadership.

Poster Session – Grand Ballroom
Tuesday 9:30 AM – 10:15 AM

Leadership Attitudes and Beliefs of Incoming First Year Students
Donald V. Fischer, College of Saint Benedict/Saint John's University

Leadership attitudes and beliefs of incoming first year college students were studied within the context of ecological leadership in order to determine 1) if gender or ethnic differences exist and 2) if there is a correlation between the students' perceived leadership ability and either Systemic Thinking or Hierarchical Thinking scores.

Knowledge and Wisdom in Leadership Education: From Making a Living to Making a Life
Thomas Mengel**,** University of New Brunswick

In spite of our increasing knowledge and the effort we put into leadership education, we seem to fail at an astonishing rate. We appear to make a living by continuously creating new problems when solving others. Complexity of life and uncertainty of our future call for making a life by wisely accepting our ignorance without loosing confidence in what we do know. This article suggests a new approach to leadership education based on a three-dimensional model of knowledge and human intelligence.

Overcoming Illusions in Leader Education and Development
Peter J. Reiley, United States Air Force Academy

A leader education and development approach is presented that addresses how educators can balance foundational academic material and the need for applied practice to overcome illusions of ability and leadership misconceptions. This is done through the examination of the core leadership course taught at the United States Air Force Academy.

Utilizing Web-Based Distance Education in Leadership Education at the University of Georgia
Kellis J. Boland & Jennifer Williams, University of Georgia

Distance education graduate programs were initially intended for individuals unable to pursue an advanced degree at a major university due to location, employment, and/or family commitments. The University of Georgia has developed a distance Master of Agricultural Leadership program, which has seen growth in both numbers of students and development of leaders.

Simulating and Stimulating: Computer-Based Leadership Education
Megan McClure & Jennifer Williams, University of Georgia

The technologically savvy students of today require teachers to tailor their instructional methods to include computer-based applications. Games and simulations that reinforce

concepts taught in class engage students by immersion and provide an environment for higher order thinking. Leadership can be taught utilizing these methods, thereby stimulating while simulating.

Leadership in Action: A Leadership Development Curriculum
Marianne Lorensen, University of Kentucky & Lisa Burgoon, University of Illinois at Urbana-Champaign

The University of Illinois, University of Wisconsin, and Purdue University collaborated on a student leadership development program partially funded by a USDA Higher Education Challenge Grant. Fourteen leadership development training modules have been developed, tested, and completed. The development, use and dissemination of the fourteen modules will be shared.

Using Music Videos to Teach Leadership
Megan Forman, Texas A&M University

Educators are constantly looking for innovative ways to present information to their students. This poster focuses on popular culture media, specifically music videos, to not only present leadership concepts in an easier to understand form, but also to help students retain more of the information being taught.

More than Movies and Music: Incorporating Pop Culture in the Classroom
John L. Hall & Manda H. Rosser, Texas A&M University

Leadership educators often face the challenge of finding new and innovative ways to teach course content. Pop culture is an effective tool to teach leadership concepts relating to specific course objectives. This presentation will highlight a wide variety of pop culture forms while demonstrating their application in leadership classrooms.

Leading the Different Generations of Today
David Jones, North Carolina State University

The United States is embarking on a new era. For the first times we are seeing a mixture of generations everywhere. Knowing how different generations work together, as well as learn and lead each other makes a remarkable difference in how we all get along.

Developing Leadership in New and Aspiring County Extension Director', an Evaluation of a Leadership Training Institute
K.S.U. Jayarante & David Jones, North Carolina State University
North Carolina Cooperative Extension, conducted a training institute for building leadership capacity among those with the highest potential. The institute, consisted of four sessions. The leadership development institute addressed the leadership proficiencies while building

participants' leadership skills in three key areas; "Understanding Self," "Building Relationships" and "Managing Resources."

Diversity Education in an Introductory Leadership Course
Lisa Burgoon, University of Illinois at Urbana-Champaign

Qualitative data based on ethnographic interviews of four instructors who independently taught and introductory leadership theory course for undergraduates will be presented. The research is focused on pedagogical practices used to discuss diversity and multicultural competence in leadership education.

Lighting the Way for Others to Follow: Collaboration between a College of Education and a College of Business
Deborah Britt, Mary M. Chandler, William W. Swan, & Stephen J. Brock, Kennesaw State University

Two business professors and four education professors, with the support of their deans, are developing a coaching model for potential school leaders. This collaboration has two goals: to produce a coaching model for use in other fields and academic institutions and to demonstrate that cross-discipline faculty can collaborate.

Influences of Student Organizational Leadership Experiences in Agricultural Students Leadership Behaviors
Bryan Patterson, University of Tennessee

This study utilized quantitative measures to identify leadership behaviors of undergraduate College of Agricultural and Life Sciences (CALS) students at the University of Florida in Gainesville to examine the relationship between the students' collegiate organizational leadership experiences in relationship to their leadership behavior.

Domains of Leader Development
Rodric Smith, United States Air Force Academy

Are leaders born or made? How would you organize an academic course for intentional leader development? This presentation proposes a model for course organization and personal leader development. Participants will have an opportunity to discuss its sue in an academic leadership course and the results to date.

Readiness assurance in team-based learning: Opportunities for learning and leadership Development
Heath Harding, Gina Matkin, & Mark Burbach, University of Nebraska Lincoln

Implementing team-based learning as a teaching strategy in an interpersonal skills for leadership course increases learning and provides students opportunities to leadership development. Students are held accountable for both their individuals test scores and their contribution to team test scores.

What Should be Learned in College: A View from the Student's Seats
Summer R.F. Odom, Lori L. Moore, Ashley Welder, Texas A&M University

This poster explores student perceptions about what they believe employers most want them to develop in college. This quantitative study reported frequencies of students' responses and compared the list generated to the 10 Know-How Groups of skills identified by Coplin (2003).

African American and Black Doctoral Student Persistence: The Impact of Faculty Mentors
Leona Lobell, University of Phoneix

The lack of existing research about mentoring doctoral students in general, and African American students in particular, indicates that the phenomenon of mentoring, although widespread in modern practice, has not been scrutinized in terms of its outcomes in higher education.

A Novel Educational Approach and Rubric to Enhance Written Communication Skills within Leadership Development
Mark A. Russell & Mark Tucker, Purdue University

An interdisciplinary "Leadership for a Diverse Workplace" course, including multiple writing style assignments, student peer review of writing, and writing assessment rubrics, is presented. Attendees will understand how writing assignments and their evaluation using a tailored developmental rubric can be useful in imparting leadership skills that respond to employers' expectations.

Innovative Leadership Education: Shining the Light on Transformative Leadership Education
Eric K. Kaufman, & Megan W. Kuhn, Virginia Polytechnic Institute and State University

Graduate students interested in future leadership roles should participate in a transformative graduate leadership program consisting of multiple courses to foster change while complementing their academic education. Knowledge of leadership and social responsibility will be gained through the review of theory while using real world issues in service-learning projects.

County Futures Leadership Cohort Program
Tobias Spanier, University of Minnesota Extension

The County Futures Cohort Leadership Program is a collaboratively-designed regional leadership program that has trained over 170 county staff. A partnership among the University of

Minnesota Extension, the Association of Minnesota Counties, and the Blandin Foundation, the program creates team environments within and among counties
and builds leadership capacity to improve effectiveness of county government.

Lights, Camera, Leadership
Jacklyn A. Bruce, North Carolina State University & John C. Ewing, The Pennsylvania State University

Lights, Camera, Leadership is an interactive, popular culture based leadership theory curriculum targeting the 13-18 age group. Authors will discuss the curriculum development process as well as take participants through one of the interactive lessons from introduction through de-brief.

Discovering Leadership Metaphors
Natalie Coers, University of Georgia

Leadership educators must compete for the attention of today's students. Creativity is a must in reaching students; when technology goes awry or you need to mix it up a bit, pull out your toybox! Challenge students to connect leadership principles to toys through metaphor – sure to be a memorable class!

Committees that Work
Michael Liepold, University of Minnesota Extension

Public committees face unique challenges. Often boards and advisory councils are unaware of what processes and group behaviors can make them the most effective. This workshop will model a "core training" to enhance leaders' capacity to work with committees and to facilitate effective public meetings. Participants will gain an understanding of what happens in effective committees and receive the guidebook, "Committees That Work: Common Traps - Creative Solutions."

Leadership Styles and Student Engagement
Nicole L.P. Stedman, University of Florida, Curt Friedel, Louisiana State University, Emily Rhoades, Ohio State University, John Ricketts, University of Georgia, & Tracy Irani, University of Florida

Instructors are in a unique position to not only educate, but influence through the use of leadership in the classroom. This exploratory study investigates the nature of leadership style of instructors and the relationship it has to student engagement, cognitively, behaviorally, and emotionally.

Educating the Leaders of Tomorrow: Using Technology to Engage and Facilitate a Large Undergraduate Leadership Course

Lori Moore, Theresa Pesl Murphrey, & Chris Townsend, Texas A&M UNievrsity

A leadership course traditionally taught face-to-face on campus was re-designed for delivery online in order to increase the number of students served while at the same time increasing the overall quality of the course. Techniques used to facilitate learner-content, learner-instructor and learner-interface interaction are shared.

Defining Leadership: Social Integration of First Year Female Students
Tammie Preston-Cunningham, Kim Dooley, & Chanda Elbert, Texas A&M University

The researchers employed qualitative methods to evaluate first year female students' definition of leadership through involvement in the Women's Learning Circle. The findings of the study revealed students defined leadership in two dimensions, traits and behaviors. The qualitative findings explore a multidimensional approach to the voice of fifty-four female students.

Undergraduate Students' Self-Perceived Leadership Skills
Dennis Duncan, Chris Morgan, Jennifer Williams, John C. Ricketts, & Natalie Coers, University of Georgia

Leadership skills are increasingly desired by employers. Thus a strong emphasis has been placed on such skill development in college students. The Leadership Skills Inventory (LSI) was utilized to analyze college students' self-perceived leadership skills through its five constructs, as well as determine relationships with various demographic data collected.